

■ Section 2 – School Governing Boards (Youth Sector) ■

The Composition of the Governing Board (s. 42 – s. 46)

The governing board is composed as follows:

- At least 4 parents who are not members of school staff.
- At least 4 school staff including at least 2 teachers and, if the groups concerned so decide, at least one non-teaching professional and at least one support staff member, elected by their peers.
- 1 member of the childcare staff assigned to childcare (only in the case of daycares run by the school. If a private daycare is running in the facility, a member of their staff is not entitled to a seat on the governing board).
- In high schools, 2 cycle II students.
- Two community representatives who are not members of the school staff appointed by the governing board (no vote).
- The maximum number is 20. The total number of seats available for staff representatives (school staff and daycare staff) must be equal to the number of seats for parents. The school board determines the number of parent and staff representatives after consulting each group.
- When there are fewer than 60 students enrolled in a school, the school board may vary the composition after consultation with the parents and school staff. The rule of equality in the number of seats for parents and staff must still be respected.
- A commissioner cannot be a member but may take part in meetings when carrying out a mandate from council. Commissioners can, however, attend as a member of the public. .
- The principal takes part in the meetings but is not a member (no vote).

The Community Representatives

At its first meeting, the governing board must consider the appointment of two community representatives. "Community" is defined as pertaining to the school and the school's interests. Having community representatives on a governing board allows for a closer connection to and a sense of affiliation with individuals and organizations that have an interest in the school.

A community representative could be from any local organization that has common interests or objectives, e.g., the CLSC, a local library, the municipality, or could be from a local business. The community representative could also be an individual that maintains community links and has an interest in the school. They could, for instance, be a former or future parent of a student at the school. Community representatives cannot be a member of the staff of the school.

Term of Office (s. 54)

Parents: two years except for the first year a governing board is established, when half the parents elected serve one year.

Other members: one year.

The members of the governing board remain in office until they are re-elected, re-appointed or replaced.

Meetings ([s. 67](#))

Governing board meetings will be held a minimum of five times per year. Most governing boards establish a monthly meeting on a given day/week of the month so that members can plan accordingly.

Vacancies ([s. 55](#))

If a parent member leaves the governing board before completing his or her mandate, the other parent members on the governing board appoint a parent to fill the vacancy and complete the mandate.

A parent member whose child no longer attends the school may remain a member of the governing board until the next general assembly held before the end of September.

A vacancy of any other member of the governing board is filled for the rest of the term according to the procedure for the election of the member.

Powers and Functions of the School Governing Boards

The governing board exists to govern the school, not administer the daily operation of the school. The latter is the responsibility of the principal/centre director. The powers and functions of the governing board impart responsibilities and decisional authority in general matters of school governance as well as matters such as educational services, community services and material and financial resources. The following outlines the responsibilities in each area and identifies the related sections in the [Education Act](#) with a summary table following.

General Powers and Functions

The governing board:

- analyzes the school's situation and, based on the analysis and the school board's strategic plan, adopts the educational project and oversees its implementation and periodic evaluation ([s. 74](#))
- approves the school's success plan, the Management and Educational Success Agreement, any updates, rules of conduct and the safety measures ([s. 75](#) and [s. 76](#))
- approves the anti-bullying and anti-violence plan ([s. 75.1](#))
- establishes the principles for determining the cost of documents in which students write, draw or cut out and approves a list of materials such as pencils, paper, etc. ([s. 77.1](#))
- advises the school board on certain matters ([s. 78](#) and [s. 79](#))
- may pool goods and services or activities with other schools ([s. 80](#))
- prepares and adopts an annual activity report and transmits a copy to the school board ([s. 82](#))
- informs the community of the services provided by the school, makes public the educational project and the success plan of the school, and distributes to parents and staff a document explaining the educational project and reporting on the evaluation of the implementation of the success plan ([s. 83](#))
- approves the Management and Educational Success Agreement of the school ([s. 209.2](#))

In addition, the parents on the governing board may consult the parents of the children in the school on any matter relating to educational services, in particular on report cards and on any other way in which parents are to be informed on the academic progress of their children, proposed by the principal ([s. 89.1](#)).

Educational Services

The governing board:

- approves the approach for implementing the basic school regulation ([s. 84](#))
- approves the approach for enriching and adapting Ministry programs and the development of local programs ([s. 85](#))
- approves the time allocation for each subject and ensures that the compulsory objectives of the programs of studies will be achieved and that the rules governed by the certification of studies are complied with ([s. 86](#))
- approves the schedule of educational activities which changes the students' regular schedule or the need to leave the school premises ([s. 87](#))
- approves the approach for implementing student and special education services ([s. 88](#))
- is consulted on the textbooks and instructional materials required for teaching programs ([s. 96.15.3](#))
- by law, is informed of student enrolment criteria ([s. 239](#)), although LBPSB invites governing boards to respond to their annual consultation.

Community Services

The governing board:

- may organize educational services (outside teaching periods), social, cultural or sports activities ([s. 90](#))
- may, in the name of the school board, contract with persons or organizations for goods and services to deliver the services mentioned in the point above ([s. 91](#))
- may require a financial contribution from users of these goods and services ([s. 91](#)).

Physical and Financial Resources

The governing board:

- approves the use of school premises and enters into agreements regarding their use ([s. 93](#))
- may, in the name of the school board, solicit and receive voluntary contributions from persons or organizations to support school activities ([s. 94](#))
- supervises the management of the fund into which amounts received are deposited and managed by the school board ([s.94](#))
- adopts the school's annual operating budget and submits it to the school board for approval ([s. 95](#))
- establishes the principles for determining the costs of documents for student use in which they write, draw or cut out, and the lists of non-instructional material objects such as pencils, paper and other like objects. ([s. 77.1](#))
- approves, as presented by the principal, the school/consumable fees ([Policy 2.12 – School Fees](#))
- is consulted by the principal regarding the school's needs for goods, services and repair/improvement of the premises ([s. 96.22](#)).

| Table 1: School Governing Board Functions and Powers | | | | |
|--|---|--|------------------------------|--|
| | Governing Board | Principal | Staff | School Board |
| General Terms | | | | |
| Educational project and success plan | Adopts, oversees the implementation of and evaluation (s. 74) Informs the community (s. 83) | Coordinates the development, implementation and periodical evaluation (s. 96.13) | Participate (s. 74) | Facilitates its accomplishment (s. 218) |
| Rules of conduct and safety measures | Approves (s. 76) | Ensures that they are prepared (s. 96.13) Proposes (s. 76) | Participate (s. 77) | |
| Anti-bullying and anti-violence | Approve (s. 75.1) | Ensures that they are prepared (s. 96.13) Proposes (s. 75 and s. 76) | Participate (s. 77) | |
| Governing board annual report | Prepares, adopts and transmits a copy to the school board (s. 82) | | | Prepares a report on the educational and cultural activities of its schools (s. 220) |
| Services provided by the school | Informs the community and reports on their level of quality (s. 83) | | | |
| Amendment or revocation of the deed of establishment | Is consulted (s. 79) | | | Consults & decides (s. 40 & s. 217) |
| Selection criteria for the appointment of the principal | Is consulted (s. 79) | | | Consults & decides (s. 79 & s. 96.8) |
| Matters pertaining to the proper operation of the school or to the improved organization of the service provided by the school board | Advises the school board (s. 78) | | | |
| Principles for determining the cost of the documents | Establishes (s. 77.1) | Ensures that they are prepared (s. 96.13) Proposes (s. 77.1) | | |
| List of objects required by students | Approves (s. 77.1) | Ensures that they are prepared (s. 96.13) | | |
| Management and Educational Success Agreement | Approves (s. 209.2) | Agrees upon (s. 209.2) | Is consulted (s. 209.2) | Agrees upon (s. 209.2) |
| GB parents may consult parents of children in the school on any matter relating to Educational Services | May consult (s. 89.1) | | | |
| Educational Services | | | | |
| Approach proposed for the implementation of the basic school regulation | Approves (s. 84) | Ensures that proposals are prepared (s. 96.13) Proposes (s. 84) | Participate (s. 89) | Ensures that the basic school regulation is implemented (s. 222) |
| Overall approach in terms of enrichment and adaptation of programs | Approves (s. 85) | Ensures proposals are prepared (s. 96.13) Proposes (s. 85) | Teachers participate (s. 89) | Ensures that the programs are implemented (s. 222.1) |
| Time allocation for each subject | Approves (s. 86) | Ensures proposals are prepared (s. 96.13) Proposes (s. 86) | Teachers participate (s. 89) | |
| Local programs of study | Is informed | Approves (s. 96.15) | Teachers propose (s. 96.15) | |
| Criteria for the introduction of new instructional methods | Is informed | Approves (s. 96.15) | Teachers propose (s. 96.15) | |
| Textbooks and instructional material | Is consulted (s. 96.15) | Consults the governing board and approves (s. 96.15) | Teachers propose (s. 96.15) | Ensures that only the approved textbooks and instructional materials are used by the school (s. 230) |

| | Governing Board | Principal | Staff | School Board |
|---|--|---|---|---|
| Educational Services (Cont...) | | | | |
| Standards and procedures for evaluation | Is informed | Approves (s. 96.15) | Teachers propose (s. 96.15) | Ensures that each school evaluates student achievement and administers the examinations imposed by the Minister (s. 231) May impose internal exams (s. 231) |
| Rules governing the placement of students and their promotion from elementary to secondary and from cycle 1 to cycle 2 of secondary | Is informed | Approves (s. 96.15) | Proposes (s. 96.15) | Establishes rules governing promotion from elementary school to secondary school and from the 1st cycle to the 2nd cycle of the secondary level (s. 233) |
| Programming of educational activities which entail changes in the students' regular time and arrival and departure or which require the students to leave school premises | Approves (s. 87) | Ensures that proposals are prepared (s. 96.13) Proposes (s. 87) | Participates (s. 89) | |
| Implementation of the student services and special educational services programs | Approves (s. 88) | Ensures that proposals are prepared (s. 96.13) Proposes (s. 88) | Participates (s. 89) | Establishes the programs (s. 224) |
| Student enrollment criteria | Is informed (Note: LBPSB often invites governing board to respond to their annual consultation) (s. 239) | | | Sends to governing board 15 days before the beginning of the enrollment period (s. 239) |
| Establish objectives and principles governing the allocation of income | Is consulted (s. 275) | | | Establishes (s. 275) |
| Material and Financial Resources | | | | |
| Use of the premises | Approves (s.93) | Proposes (s. 93) | | May indicate its disagreement (s. 91) Authorizes if terms of agreement exceed one year (s. 93) |
| Gifts and contributions | May solicit and receive a gift or contribution and supervises the management of this fund (s. 94) | | | Creates a designated fund, keeps separate books and accounts (s. 94) |
| School's annual budget | Adopts (s. 95) | Prepares (s. 96.24) | | Allocates resources among the schools (s. 275) Approves the school's budget (s. 276) |
| Requirements of the school as regards goods and services, and premises | Is consulted (s. 96.22) | Consults with the governing board and informs the school board of the requirements (s. 96.22) | | |
| Others | | | | |
| Extracurricular service | May organize (s. 90) May conclude a contract after having sent a draft of the contract to the school board (s. 91) | | | May indicate its disagreement (s. 91) |
| Noon hour supervision | Agrees with the school board on the manner in which supervision is ensured (s. 292) | | | Ensures noon hour supervision after having agreed upon the manner with the governing board and on such financial conditions as it may determine (s. 292) |
| School childcare services | May request (s. 256) | | | Must provide childcare (s. 256) |

Consultation by the School Board ([s. 78](#) – [s. 79](#))

In addition to the functions and powers outlined on the previous pages, the school board must consult the governing board on two items ([s. 79](#)), namely:

- the amendment or revocation of the deed of establishment of the school, i.e., school closure, etc. (The deed of establishment, prepared by the school board, includes the name and address of the school and the level(s) of instruction. It shall also state the cycle (or, exceptionally, the part of the cycle) of the level of instruction concerned and specify if the school provides preschool education.)
- the selection criteria for the appointment of the principal (The governing board members are not involved in the appointment but must have the opportunity to submit a list of the characteristics, qualities and experience that they judge to be essential in an administrator for their school).

The governing board also advises the school board on certain matters, namely:

- any matter the school board is required to submit to it
- any matter that may facilitate the operation of the school
- any matter that may improve the organization of services provided by the school board.

Anti-Bullying and Anti-Violence Plan: Role of the Governing Boards

The responsibilities of the governing board are clearly identified in the Education Act under [section 75.1](#) to [section 75.3](#).

The core responsibility for the governing board is to;

- ensure that the action plan of the school is clear and legible
- if necessary the action plan be revised annually
- the progress of the action plan be evaluated
- the action plan results along with the action be shared with the community.

The governing board must also approve the action plan.

Daycare Advisory Committees

The Education Act ([s. 454.1](#)) allows for the development of a regulation concerning standards for the provision of childcare in schools and [Regulation c. 1-13.3, r.5.1, Regulation Respecting Childcare Services Provided at School](#) was introduced for that purpose. This regulation gives power to the governing board to form a childcare parents' committee (referred to as the Daycare Advisory Committee at LBPSB) made up of the childcare provider and parents. The committee may make any representation or recommendation to the principal, governing board or school board on all aspects of the life of children in childcare, in particular the governing board's obligation to inform the community served by the school of the services it offers and to give an account of their quality. At Lester B. Pearson, Governing Boards may approve the formation of the Advisory Committee if three parents express interest in forming such a committee as per [Policy 2.4 – School Day Care and Lunch Program Services](#).

With respect to daycare services, the governing board is responsible for:

- requesting that the school board provide the students at the school with daycare services on the school premises or, if the school does not have suitable premises, on other premises ([s. 256](#))

- approving the use of the premises placed at the disposal of the school for its daycare services, and ensuring that there is sufficient space provided therein for the number of children ([s. 93](#))
- setting up, if deemed appropriate, a Daycare Advisory Committee ([Regulation respecting childcare services provided at school, s. 18](#))
- receiving representations and recommendations from the daycare parents' committee
- responding to parents' requests
- approving the rules of conduct and the safety measures proposed by the school principal ([s. 76](#))
- advising the school board concerning any matter likely to improve the organization of the services it provides ([s. 78](#))
- informing the community of the services provided by the school ([s. 83](#)).