



# **Governing Board Resource Manual**

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## Table of Contents

### Section 1 – Introduction 1

What is a Governing Board? .....	1
Definitions .....	1

### Section 2 – School Governing Boards (Youth Sector) 3

The Composition of the Governing Board (s. 42 – s. 46) .....	3
Term of Office (s. 54) .....	3
Meetings (s. 67) .....	4
Vacancies (s. 55) .....	4
Powers and Functions of the School Governing Boards .....	4
<i>Table 1: School Governing Board Functions and Powers</i> .....	6
Consultation by the School Board (s. 78 – s. 79) .....	8
Anti-Bullying and Anti-Violence Plan: Role of the Governing Boards .....	8
Daycare Advisory Committees .....	8

### Section 3 – Adult & Vocational Centre Governing Boards 10

The Composition of the Governing Board (s. 102 – s. 106) .....	10
Term of Office (s. 102) .....	10
Vacancies (s. 102) .....	10
Powers and Functions of the Continuing Education Centre Governing Board? .....	10
<i>Table 2: Centre Governing Board Functions and Powers</i> .....	13
Consultation by the School Board .....	14

### Section 4 – Roles and Responsibilities 15

The Responsibilities of the Principal/Centre Director .....	15
The Responsibilities of the School Board .....	17
The Responsibilities of the Members of the Governing Board .....	18

### Section 5 – Operating the Governing Board 22

Establishing the Governing Board .....	22
Managing the Governing Board Finances (s. 275) .....	24
The Minutes .....	24
The First Meeting of the Year .....	25
What Makes for a Good Meeting? .....	26
Public and Closed Meetings .....	27
Governing Board Training .....	28
Calendar of Governing Board Functions .....	28
<i>Table 3: Calendar of Governing Board Functions</i> .....	28

### Section 6 – The School Budget 29

Background .....	29
Procedure .....	29
School-Based Funds .....	30
Board-Based Funds .....	30
The School Budget Template .....	32



Governing Board Guide to Elementary School Budgets .....	33
<i>Table 4: Budget Template Elementary School</i> .....	36
<i>Table 5: Budget Template IB Elementary School</i> .....	38
Governing Board Guide to Secondary School Budgets .....	40
<i>Table 6: Budget Template Secondary School</i> .....	43
Governing Board Guide to Continuing Education Centre Budgets .....	45
<i>Table 7: Budget Template Continuing Education Centre</i> .....	47
Governing Board Guide to Daycare Budgets .....	49
<i>Table 8: Budget Template Daycare</i> .....	50
<b>Section 7 – Reporting and Communicating</b>	<b>55</b>
Annual Reporting.....	55
Completing the Governing Board Annual Report .....	56
Informing the Community .....	56
<b>Addendum A – Annual General Assembly of Parents</b>	<b>Iviii</b>
<b>Addendum B – Parent Participation Organization</b>	<b>Ixi</b>
<b>Addendum C – Election of Governing Board &amp; PPO Members</b>	<b>Ixii</b>
<b>Addendum D – GB Report of Expenditures</b>	<b>Ixiii</b>
<b>Addendum E – Suggested Agenda for First GB Meeting</b>	<b>Ixv</b>
<b>Addendum F – Sample Agenda for GB Meeting</b>	<b>Ixvi</b>
<b>Addendum G – Sample Minutes for a GB Meeting</b>	<b>Ixvii</b>
<b>Addendum H – GB Annual Report Template</b>	<b>Ixviii</b>
<b>Addendum I – School Board Departments &amp; Committees</b>	<b>Ixx</b>
School Board Departments .....	Ixx
School Board Committees.....	Ixxii
<b>Addendum J – Generic Internal Rules of Management</b>	<b>Ixxv</b>
<b>Addendum K – Resources</b>	<b>Ixxxi</b>



## **Section 1 – Introduction**

On July 1, 1998, linguistic school boards were formed as part of a wide reform of the educational system in Quebec and the Lester B. Pearson School Board (LBPSB) was created to serve the Montreal communities from Verdun to the Ontario Border. As stated in [A New Direction for Success](#), a publication of what was then called the Ministry of Education of Quebec (now called the Ministry of Education, Post-Secondary Education and Research): “The purpose of this reform is to give schools more responsibility so that they can better adapt their teaching and organization to the needs and characteristics of their students.”

Governing boards were created that year as part of the decentralization of powers to schools. They have, in essence, taken the place of orientation committees and school parent committees, but with increased power. They bring together parents, school staff, senior high school students and community members who work in partnership towards a primary goal of making decisions that benefit our students.

This is the online edition of the manual. It contains information in accordance with the provisions of the [Education Act](#) and the [Basic School Regulation](#). Links to the [Education Act](#) appear throughout the document. Links to the [Basic School Regulation](#) appear where warranted.

The governing board manual is intended for administrators and all governing board members. We hope that you will find it useful.

### **What is a Governing Board?**

A governing board is a representative body established in each school according to [section 42](#) of the [Education Act](#). It is composed of the parents, teachers, representatives of both the non-teaching professionals and support staff, day care (elementary), students (cycle II high school), representatives from enterprises which, in the case of a vocational training centre, operate in economic sectors corresponding to the vocational education programs offered by the centre and community representatives who work in partnership to ensure that all students receive the best possible learning opportunities. The school principal/centre director attends governing board meetings but is not a member and is not entitled to vote.

### **Definitions**

<b>Parent</b>	All parents with a child attending the school.
<b>Parent Representative</b>	Parents who are elected or appointed to the GB of the school.
<b>Parents' Committee Representative</b>	Person elected by the parents assembled at the AGA from among the Parent Representatives elected or appointed to the GB.
<b>Parents' Committee Substitute</b>	As above – replaces the PC representative and votes at meetings of the Parents' Committee when the PC representative is unable to attend.
<b>Propose</b>	To submit a policy, procedure, plan, project, approach or any other suggested or required initiative for the governing board's consideration.  <i>e.g. <a href="#">section 84</a> – The governing board is responsible for approving the approach proposed by the principal for the implementation of the basic school regulation.</i>
<b>Adopt/Approve</b>	To accept on behalf of the school community a proposal which will



become an integral part of school governance and on which future decisions by the governing board may be based.

*e.g. [section 74](#) – The governing board shall adopt, oversee the implementation of and periodically evaluate the school's educational project.*

**Give an opinion** Express one's ideas on a certain topic.

*e.g. [section 192 \(2\)](#) – The parents' committee gives advice on any matter conducive to the most efficient operation possible of the school board.*

**Be consulted** Provide an opinion on a matter with the possibility of influencing the final decision.

*e.g. [section 79](#) - The governing board must be consulted on the revocation or amendment to the school's deed of establishment.*

**Participate** Become involved in a conversation, activity or work group.

*e.g. [section 89](#) – Proposals... shall be developed in collaboration with the school staff.*

**Casting vote** The chairperson has a casting, or deciding vote, when the vote is evenly divided. The chair is free to vote for or against the motion regardless of the way he or she voted previously.

**Table** Continue at a later date. An item on the agenda can be postponed for different reasons and addressed at another time.

**Quorum** Quorum is the minimum number of voting members that need to be present to be able to vote on any resolution at the meeting. Normally it is 50% plus one of the members. In the case of governing boards, quorum is 50% +1 of all members and at least 50% of the parent members.

*e.g. [section 61](#) - A majority of the members of the governing board who are in office, including at least half of the parents' representatives, is a quorum of the governing board.*



## **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**

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



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



## **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](#)).



## **Section 3 – Adult & Vocational Centre Governing Boards**

### **The Composition of the Governing Board ([s. 102](#) – [s. 106](#))**

The governing board is composed as follows:

- students attending the centre, elected by their peers
- 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
- two community representatives appointed by the school board
- in the case of a vocational training centre, at least two parents of students attending the centre who are not members of the staff of the centre, elected by their peers
- at least two persons appointed by the school board from within enterprises of the region which, in the case of a vocational training centre, operate in economic sectors corresponding to the vocational education programs offered by the centre
- The maximum number is 20. The total number of seats for staff representatives must not exceed the total number of seats for representatives of other groups
- A commissioner cannot be a member but may take part in meetings, if authorized to do so by the governing board. (No vote)
- The centre director takes part in the meetings but is not a member (no vote)

### **Term of Office ([s. 102](#))**

All members are elected for two years.

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

### **Vacancies ([s. 102](#))**

A vacancy resulting from the departure or disqualification of any member of the governing board is filled, for the unexpired portion of the term, according to the mode of appointment prescribed for that member.

### **Powers and Functions of the Continuing Education Centre Governing Board?**

The governing board exists to govern the centre, not administer the daily operation of the centre. The latter is the responsibility of the 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 situation prevailing at the centre, including the characteristics and expectations of the community served by the centre. Based on the analysis and the strategic plan of the school board, the governing board shall determine, oversee the implementation of and periodically evaluate the centre's specific policies and objectives for improving student success. The governing board may also determine actions to promote those policies and integrate them into the life of the centre. ([s. 109](#))
- approves the centre's success plan, Management and Educational Success Agreement and any updates ([s. 109.1](#), [s. 209.2](#))
- reports on the evaluation of the implementation of the success plan ([s. 110.3.1](#))
- advises the board on certain matters ([s. 110](#))
- informs the community served by the centre of the services provided by the centre and reports on the level of quality of these services ([s. 110.3.1](#))
- makes public the policies, objectives, success plan and Management and Educational Success Agreement of the centre and reports on the evaluation of the implementation of the success plan and Management and Educational Success Agreement plan. ([s. 110.3.1](#))
- may pool goods and services or activities with other schools or centres ([s. 110.4](#), [s. 80](#))
- prepares and adopts an annual activity report and transmits a copy to the school board ([s. 110.4](#), [s. 82](#))
- to that end, the governing board shall encourage the communication of information, dialogue and concerted action between students, parents, the principal, teachers and other staff members and community representatives. ([s. 109](#))

## Educational Services

The governing board:

- approves the proposals of the centre director on the approach for implementing the basic school regulation, the implementation of the programs of studies, the implementation of programs relating to student services and popular education, and the operating rules of the centre ([s. 110.2](#)).

## Community Services

The governing board:

- may organize social, cultural or sports activities ([s. 110.3](#))
- 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. 110.3](#))
- may require a financial contribution from users of these goods and services ([s. 110.3](#)).



## Physical and Financial Resources

The governing board:

- approves the use of the premises and the organization of cultural, social, sports, scientific or community services ([s. 110.4](#), [s. 93](#))
- may, in the name of the school board, solicit and receive voluntary contributions from persons or organizations ([s.110.4](#), [s. 94](#))
- adopts the school's annual operating budget and submits it to the school board for approval ([s.110.4](#), [s. 95](#))
- establishes the principles for determining the costs of documents for student use, and the lists of objects required by students ([s. 110.3.2](#), [s. 77.1](#))

approves, as presented by the principal, the school/consumable fee as per [Policy 2.12 – School Fees Policy](#)

is consulted by the centre director regarding the school's needs for goods, services and repair/improvement of the premises ([s. 96.22](#)).



**Table 2: Centre Governing Board Functions and Powers**

	Governing Board	Centre Director	Staff	School Board
<b>General Terms</b>				
Success plan	Approves ( <a href="#">s. 109.1</a> ) Reports on the evaluation of the implementation, Informs the community ( <a href="#">s.110.3.1</a> )	Coordinates the development, implementation and periodical evaluation ( <a href="#">s. 109.1</a> )	Participate ( <a href="#">s. 109.1</a> )	Facilitates its accomplishment ( <a href="#">s. 218</a> )
Governing board annual report	Prepares, adopts and transmits a copy to the school board ( <a href="#">s. 110.4, s. 82</a> )			Prepares a report on the educational and cultural activities of its schools ( <a href="#">s. 220</a> )
Services provided by the school	Informs the community and reports on their level of quality ( <a href="#">s. 110.3.1</a> )			
Amendment or revocation of the deed of establishment	Is consulted ( <a href="#">s. 110.1</a> )			Consults & decides ( <a href="#">s. 101, s. 217</a> )
Selection criteria for the appointment of the centre director	Is consulted ( <a href="#">s. 110.1</a> )			Consults & decides ( <a href="#">s.110.1, s. 110.5</a> )
Matters pertaining to the proper operation of the centre or to the improved organization of the service provided by the school board	Advises the school board ( <a href="#">s. 110</a> )			
Principles for determining the cost of the documents	Establishes ( <a href="#">s.110.3.2, s. 77.1</a> )	Ensures that they are prepared ( <a href="#">s. 110.10</a> ) Proposes ( <a href="#">s. 110.3.2, 77.1</a> )		
Management and Educational Success Agreement	Approves ( <a href="#">s. 209.2</a> )	Agrees upon ( <a href="#">s. 209.2</a> )	Is consulted ( <a href="#">s. 209.2</a> )	Agrees upon ( <a href="#">s. 209.2</a> )
List of objects required by students	Approves ( <a href="#">s. 110.3.2, s. 77.1</a> )	Ensures that they are prepared ( <a href="#">s. 110.10</a> )		
<b>Educational Services</b>				
Approach proposed for the implementation of the basic school regulation, the implementation of the programs of studies; the implementation of the programs relating to student services and popular education, and the operating rules of the centre	Approves ( <a href="#">s. 110.2</a> )	Ensures that proposals are prepared ( <a href="#">s. 96.13</a> ) Proposes ( <a href="#">s. 84</a> )	Teachers: Participate (Programs of studies) Staff: Participate (others) ( <a href="#">s. 110.2,</a> )	Ensures that the basic school regulation is implemented ( <a href="#">s. 222</a> )
<b>Material and Financial Resources</b>				
Use of the premises	Approves ( <a href="#">s. 110.4, s. 93</a> )	Proposes ( <a href="#">s. 110.4, s. 93</a> )		
Gifts and contributions	May solicit and receive a gift or contribution and supervises the management of this fund ( <a href="#">s. 110.4, s. 94</a> )			Creates a designated fund, keeps separate books and accounts ( <a href="#">s.110.4, s. 94</a> )
School's annual budget	Adopts ( <a href="#">s. 110.4, s. 95</a> )	Prepares ( <a href="#">s. 110.13, s. 96.24</a> )		Allocates resources among the schools ( <a href="#">s. 275</a> ) Approves the school's budget ( <a href="#">s. 276, s.110.4, s. 95</a> )
Requirements of the school as regards goods and services, and premises	Is consulted ( <a href="#">s. 110.13, s. 96.22</a> )	Consults with the governing board and informs the school board of the requirements ( <a href="#">s. 110.13, s. 96.22</a> )		



## **Consultation by the School Board**

In addition to the functions and powers outlined on the previous pages, the school board must consult the governing board on two items ([s. 110.1](#)), namely:

- the amendment or revocation of the deed of establishment of the centre, i.e., closure, 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 cycle of the level of instruction concerned)
- the selection criteria for the appointment of the centre director (The governing board members are not involved in the appointment but must have the opportunity to submit a description 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 ([s. 110](#)), namely:

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



## Section 4 – Roles and Responsibilities

### The Responsibilities of the Principal/Centre Director

The principal/centre director is the academic and administrative director of the school/centre and sees that the decisions of the governing board are implemented.

#### Formation of the Governing Board

In schools, the governing board chairperson, or, if there is none, the principal, calls a general assembly of parents to elect parent members **and their substitutes** to the governing board and the Sector Parents' Committee,. ([s. 47](#), [s.51.1](#)).

In continuing education centres, the centre director will establish procedures by which students, staff and parents are elected to the governing board. ([s.102](#))

The staff and, in the case of secondary schools and continuing education centres, student groups elect their representatives. In schools, the parents, members of staff and the students may elect substitute members (s. 51.1).

Should the staff and student groups fail to elect members according to the procedures for their organizations, the principal determines the procedure to elect staff members and students after consulting each group. ([s. 48](#) – [s. 51](#), [s. 51.1](#), [s. 102](#)).

In schools, if the general assembly fails to elect the required number of parents to the governing board, the principal exercises the functions and powers of the governing board ([s. 52](#)).

#### Operation of the Governing Board

The governing board is unable to hold a meeting for lack of quorum, after three consecutive notices have been sent, the principal may exercise the functions and powers of the governing board for a period of time as determined by the school board. ([s. 62](#), [s. 108](#))

The principal countersigns the minutes of the governing principal/centre director takes part in meetings but is not entitled to vote. ([s. 46](#), [s. 105](#))

He/she presides over the governing board until the chair is elected. ([s. 57](#), [s. 108](#))

If the board meetings and he/she or his/her delegate maintains a register of the minutes ([s. 69](#), [s. 108](#)).

### Functions and Powers

#### General Functions and Powers

As stipulated in [section 96.13](#) and [section 110.10](#) of the [Education Act](#), the principal/centre director assists the governing board in the exercise of its functions and powers, and for that purpose:

- coordinates the analysis of the school's/centre's success plan and the development, implementation and, in schools, evaluation of the educational project.
- every year, shall agree with the school board, within the scope of a management and educational success agreement, on the measures required to achieve goals and measurable objectives set out in the partnership agreement between the school board and the Minister ([s. 209.2](#)).



- ensures that proposals with regard to educational services and student services are prepared and submitted to the governing board for approval
- ensures that governing boards are provided with all information necessary to approve proposals ([s. 96.13](#), [s. 110.10](#)).
- encourages concerted action between parents, students, staff, community and enterprise representatives, their participation in the life of the school and their collaboration in fostering academic success, as appropriate.
- informs the governing board on the proposals approved by the principal/centre director.
- the principal, with the collaboration of the teachers, is responsible for proposing to the governing board the principles for determining the cost of consumable materials and the list of materials to be charged to parents ([s. 77.1](#)).
- for schools, informs the staff and the governing board annually about the extra-curricular activity and field trip policy and its application as per [Policy 3.8 – Extra-Curricular Activities And Field Trip Policy, s. 4.1](#).
- with the collaboration of the school staff, is responsible for proposing to the governing board the success plan and, for elementary and secondary schools, the rules of conduct and safety measures for students ([s. 75](#), [s. 76](#)).

### **Educational Services**

The principal/centre director is responsible for ensuring that the educational services provided by the school meet the proper standards of quality.

As appropriate for the level of school/centre they manage, and as stipulated in sections [84](#), [85](#), [86](#), [87](#), [88](#), [89](#) and [110.9](#) of the [Education Act](#), the principal/centre director, develops, in collaboration with the teachers and/or other school staff, and proposes the following to the governing board for approval:

- the approach for the implementation of the [Basic School Regulation \(Régime pédagogique\)](#)
- the approach for the enrichment or adaptation of the objectives and suggested content of the programs of study
- the time allocation for each compulsory and elective subject ([s. 86](#))
- the programming of educational activities which entail changes in the students' regular schedule or which entails taking students off the school premises ([s. 87](#))
- the approach for the implementation of programs of student and special education services as required by the Basic School Regulation ([s. 88](#)).

### **Approval of Proposals of the Teachers and Other School Staff ([s. 96.15](#))**

The principal/centre director approves the following, on the proposal of the teachers and/or other staff concerned, and after consulting with the governing board:

- local programs of study developed to meet the special needs of students
- textbooks and instructional material (based on the principles established by the governing board).
- the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children

### **Physical and Financial Resources**

The principal/centre director:

- proposes the use of the premises placed at the disposal of the school to the governing board for its approval. ([s. 93](#))
- after consulting with the governing board, informs the school board of the school's needs for material resources. ([s. 96.22](#), [s. 110.13](#))



- prepares the school's annual budget and submits it to the governing board for adoption. He/she administers the budget and renders an account of the budget to the governing board ([s. 96.24](#), [s. 110.13](#)).

## **The Responsibilities of the School Board**

School boards provide leadership and support to schools and ensure that there is equal educational opportunity for all students in the system. The school board is required to consult with governing boards and parents' committees on a wide variety of topics.

## **Composition of the Governing Board**

The school board determines the number of parent members and staff representatives after consulting with each group ([s. 43](#)). At Lester B. Pearson School Board, the practice is that if a governing board wishes to modify its composition, they must make a formal request in writing to the school board. Such requests are normally considered in the spring of each year.

## **Operation**

The school board allocates financial resources to the governing board. ([s. 275](#))

The school board assumes the defence of any governing board member prosecuted for an act done in the exercise of governing board functions.

## **Functions and Powers**

### **General Functions and Powers**

The school board:

- shall agree every year with the principal/centre director, within the scope of a management and educational success agreement, on the measures required to achieve goals and measurable objectives set out in the partnership agreement between the school board and the Minister; a draft of the management and educational success agreement must be submitted to the governing board for approval after consultation with the personnel of the institution ([s. 209.2](#))
- consults the governing boards and the school board committees on those matters on which they must be consulted and hold the public consultations prescribed in the [Education Act](#) ([s. 217](#))
- consults the governing board on the deed of establishment and the selection criteria for the appointment of the principal/director (appoints the school principal or centre director in accordance with the selection criteria established after consulting with the governing board) ([s. 96.8](#), [s.110.1](#)).

### **Physical and Financial Resources**

The school board:

- establishes a 3-year plan of allocation and destination of its immovables and draws up deeds of establishment. Where two or more educational institutions are established in the same premises or immovables, the school board shall determine the allocation of the premises or immovables, or the allocation of the use of such premises or immovables among such educational institutions. In that situation, the school board may, at the request of the governing boards concerned, establish a coordinating committee composed of representatives of the governing boards and determine the distribution of powers and functions between the governing boards and the coordinating committee, as well as the administrative and operating rules applicable to the coordinating committee. ([s. 211](#))



- allocates funds to its schools ([s. 275](#)), including amounts for the operation of governing boards, and approves each school's annual budget.
- must consult with the governing boards on modifying the deed of establishment and the selection criteria for the appointment of the principal ([s. 79](#), [s. 110.1](#)).

For more information regarding the school board's budget, please see the information available on the LBPSB website, available here: <http://www.lbpsb.qc.ca/eng/financial/indexV2.asp>

### **Varia**

For the youth sector, the school board:

- establishes criteria for student enrolment after consulting the parents' committee. Following adoption by the board, a copy of the enrolment criteria is sent to each governing board at least 15 days before the beginning of the student enrolment period. ([s. 239](#))
- ensures lunchtime supervision of students who stay at school in a manner agreed to with the governing board ([s. 292](#))
- provides daycare for preschool and elementary students at the request of the governing board ([s. 256](#)).

## **The Responsibilities of the Members of the Governing Board**

Members of the governing board represent their peer groups in their school community. They must be prepared to work cooperatively as a group and deal with common issues rather than personal ones.

Members must be prepared to commit themselves to:

- regularly attend the meetings
- arrive on time
- respect the code of conduct
- participate in the discussions
- be well informed before making decisions
- work as part of a team.

### **Conflict of Interest**

A member of the governing board who has a direct or indirect interest in an enterprise that puts that member in conflict with the interest of the school must disclose the interest in writing to the principal or centre director.

An example of this is a person who has an interest in the food services supplied to the school.

The member must abstain from voting on any matter concerning the enterprise and avoid influencing the decision. In fact, the member must withdraw from a meeting while the matter is discussed or voted on.

Having a conflict of interest is not prohibited; but not declaring it could lead to forfeiture of office ([s. 70](#)).



## Code of Ethics

The governing board has the responsibility to ensure that every decision it makes is in the best interests of the students.

[Section 71](#) of the [Education Act](#) (referred to in [section 108](#) for Adult and Vocational Centres) specifically states:

"The members of the governing board must act within the scope of the functions and powers conferred on them, and exercise the care, prudence and diligence that a reasonable person would exercise in similar circumstances; they must also act with honesty and loyalty and in the interest of the school, the students, the parents, the school staff and the community."

Governing boards should develop their own internal rules of management as to how they want members to conduct themselves. If everyone understands what is expected of them and acts accordingly, meetings will be more productive and the work of the governing board will be more easily accomplished in an atmosphere of trust and collaboration. Once guidelines are developed, they should be reviewed each year at the first meeting of the governing board. [Addendum J](#) contains a generic template for an internal rules of management document, including examples of some of the rules of conduct a governing board may wish to establish.

## The Role of the Chairperson

The chairperson:

- prepares the agenda with the principal (see [Addendum F](#))
- calls the meeting to order
- ensures that the meeting follows the agenda and discussions do not get off track
- ensures that internal procedures are respected
- ensures that information required for the meeting is available
- states each motion before it is debated and again before it is voted on
- casts a vote in case of a tie
- oversees the voting process and declares the results of the vote.

A good chairperson:

- is well prepared for the meeting
- gives each member a chance to speak
- tactfully keeps speakers on the subject
- listens well
- speaks no more than necessary but helps to clarify and gives information
- elicits input from all members
- is fair and impartial
- is flexible
- ensures that matters to be voted on are understood by all members
- makes an effort to keep the meeting to the agreed upon timeframe.



## The Role of the Secretary

While not required by law, the governing board could appoint or hire a secretary. The secretary keeps an accurate record of the meetings. Only what is done, not what is said, is recorded. In other words, the motion and the vote are recorded, but not who said what during the discussion prior to the vote. See [Section 5 – The Minutes](#) (p.24) and [Addendum G](#).

The secretary may also assist the chairperson in handling correspondence, notifying members of meetings, preparing and distributing agendas, etc.

## The Role of the Treasurer

While not required by law, the governing board could a treasurer. The treasurer keeps track of the operating budget allocated to the governing board by the school board ([s. 66](#), [s. 108](#)). This allocation is included in the school's budget and identified by an account code.

At the beginning of each year, the governing board should decide how the budget will be used. The allocation is intended for **operating** expenses, such as: postage, photocopying, meeting refreshments, training materials, etc.

Participation on a governing board is of a voluntary nature. However, a governing board may decide to defray some baby-sitting or transportation costs if the need arises. This is a decision of the governing board and should be discussed early in the year. It is important that all members understand what expenses will be covered by this operating budget in order to avoid any misunderstanding later.

The treasurer must oversee the claims for operating expenses and keep a record of these. A report should be given at each meeting of the governing board. The principal is responsible for disbursing the funds from the school's accounts. The treasurer has no signing authority over school funds.

The governing board should submit an annual expense report along with its annual report in September to the school board. A sample report can be found in [Addendum D](#).

Note: The treasurer is also responsible for keeping account of any monies received through its solicitation of donations as outlined in [section 94](#) and [section 110.4](#) of the Education Act. This fund is supervised by the governing board, but managed by the school board.

## Note About the Regional Parent Representative (Youth Sector)

The representative (and/or substitute) to the Regional Parents' Committee (RPC) is elected by the parents at the annual general meeting and represents his/her school at all meetings of this committee. The delegate acts as a liaison between the parents of the school and the Regional Parents' Committee and should attend the meetings regularly.

It is suggested that the representative (or substitute, if applicable) give a report on the business of the RPC to the governing board.



## Power of the Vote – Responsibility of the Voter

The decision-taking process specified for governing boards in the Education Act ([s. 63](#), [s. 108](#)) is by majority vote. Since governing boards may be composed of a maximum of eighteen voting members (youth sector) or 20 voting members (continuing education sector), each vote carries much weight. For example, each vote on an eighteen member board is worth 6% of the total number of voices. In this case, ten votes in favour are required to approve any issue under consideration. The quorum for the smallest possible composition of a governing board (4 parents, 4 staff) is 5. When only these 5 voting members are present, one vote equals 20% of the voices. Any matter being considered must receive 3 votes in favour to be approved or adopted!

The power to make decisions on behalf of the groups represented on the governing board is granted in conjunction with the responsibilities of becoming informed on the issue under consideration, understanding the voting process and taking a position when a vote is called.

As representatives of their respective peer group, each voting member must make every effort to inform themselves on the matters under consideration and to attempt to reflect the attitude of their peers through their vote. For example, if voting on the principal's proposal of school fees for the year, governing board members should understand how the school fees are being spent. If voting in favour or opposition of a field trip, members should understand the nature of the trip, the pedagogical value, the cost, the supervision and all other aspects of the proposed venture. Since this is a democratic process, the voting members should participate in discussions prior to the vote and feel free to state their voting intention and to influence the other members. This is the very reason that the power to vote is accorded only to those voting members who are present at the meeting.

The Education Act states that *the decisions of the governing board are made by a majority vote of the members present and entitled to vote* ([s. 63](#), [s. 108](#)). This requirement – as opposed to aiming for consensus – was specified to ensure that there is a tangible level of support for the issues under consideration which can be recorded in the minutes.

Votes are usually referred to as being in favour of or in opposition to a proposal, a motion or a resolution. A member may abstain from voting if they feel they are in conflict of interest, don't feel sufficiently informed on the matter or if they feel the matter under consideration is not within their mandate. Abstentions should not be used because a voting member does not want to be seen as voting for or against an issue. Each vote is valuable and every opinion is valid. All members should be free from any repercussions that are based on their vote.

The [Education Act](#) states that *if votes are equally divided, the chair has a casting vote* ([s. 63](#), [s. 108](#)). When there is an even number of members voting on a matter, the chairperson has a second vote which serves to break a tie in the original vote. This additional power is accorded to the chairperson to ensure that no issues are left unresolved. The chair is under no obligation to vote the same way as he did initially. Consideration should be given to the cause of the tie and whether there is sufficient cause to approve the matter in these circumstances.



## **Section 5 – Operating the Governing Board**

### **Establishing the Governing Board**

#### **Election of the Parent Members ([s. 47](#), [s. 102](#))**

In the youth sector, during the period beginning on the first day of the school year and ending on the last day of September each year, an Annual General Assembly of Parents is held at each school. It is during this meeting that parent elections are held.

In the case of vocational centres, at least 2 parents of students attending the centre, who are not members of the staff of the centre, are elected by their peers according to the procedure determined by the centre director.

The chair of the governing board from the previous year or, if there is none, the principal is responsible for calling the meeting and giving at least four days *written* notice to parents of its time and date. Practically, however, this notification should have gone out during the first week of school, along with a call for nominations to fill the open parent positions on the governing board. All parents and legal guardians of students attending the school are invited to attend.

During the meeting the parents present must elect their representatives to the governing board. The onus is on the parents to fill all positions that are up for election. If they don't, the governing board cannot operate and all its functions and powers are turned over to the principal.

The term of office for parents is two years, with half of the parent seats up for election each year. The general assembly of parents elects representatives to a two-year term only, except in the situation of a new school, where half the parent representatives are elected for one year and half for two years.

[Section 55](#) of the [Education Act](#) stipulates that a parents' representative whose child no longer attends the school, may remain a member of the governing board until the next general assembly. A vacancy resulting from the departure of a parents' representative is filled for the unexpired portion of the representative's term by a parent designated by the other parents' representatives on the governing board.

Other things must happen at the Annual General Assembly, not directly related to forming the governing board. They are mentioned here for your convenience. From among the parent members elected to the governing board, the general assembly elects a representative to the Sector Parents' Committee and also designates a substitute representative. The general assembly also decides whether or not to establish a Parent Participation Organization.

#### **The Election of Teachers, Professional Staff, Support Staff and Daycare Staff ([s. 48](#) – [s. 50](#), [s. 102](#))**

During the month of September, the staff of each of these groups of the school (if any) will hold a meeting to elect their representative(s) according to the procedure set out in their collective agreement.

If the staff fails to elect all the positions to the governing board, they must be elected according to a procedure established by the principal/centre director after consulting with the affected groups.

The term of office for teachers, professional staff, support staff and daycare staff is one year.

The governing board can operate without filling all the staff positions.



## **The Appointment of Student Representatives ([s. 51](#), [s. 102](#))**

In high schools, during the month of September, the students' committee or the association representing the students, if any, shall appoint two student representatives to the governing board.

If the students fail to appoint representatives to the governing board, the principal may preside over the election of students' representatives in accordance with the rules established by the principal after consulting with the students enrolled at the secondary school.

In continuing education centres, the students are elected according the procedure determined by the principal after consulting with the students.

The term of office for student representatives is one year.

The governing board can operate without filling all the student positions.

## **The Election of Substitute Members ([s. 51.1](#))**

As of July 1, 2017, any meeting called in accordance with sections 47 to 50 may elect substitute parents, teachers, non-teaching professionals (including staff assigned to childcare) and support staff to replace the member(s) of their respective group who are unable to take part in a governing board meeting.

Likewise, substitute student members may be appointed or elected during the process carried out in accordance with section 51.

The total number of substitute members elected cannot be greater than the number of governing board members for each school. Each distinctive group may not elect more substitute members than the number of members established for their group by the School Board. The concept of substitutes on governing boards applies to the youth sector only. Governing boards should amend their internal rules to define the process by which the substitutes elected (or appointed, in the case of students) will be called upon should a permanent member be absent or unable to attend one or more meetings of the governing board.

## **The Appointment of Community Representatives ([s. 42](#), [s. 102](#))**

In the youth sector, two community representatives who are not members of the school staff are appointed by the voting members of the governing board. This would be done at the first meeting of the school year.

For continuing education centres, two persons are appointed by the school board after consulting with the socio-economic and community groups in the territory principally served by the centre.

The term of office for community representatives is one year.

The governing board can operate without filling the community representative positions.

## **The Appointment of Enterprise Representatives ([s. 102](#))**

In continuing education centres, at least two persons are appointed by the school board from within enterprises of the region which, in the case of a vocational centre, operate in economic sectors corresponding to the vocational education programs offered by the centre.

The term of office for the enterprise representative is one year.

The governing board can operate without filling the enterprise representative positions.



## Taking Office ([s. 53](#))

The members of the governing board take office as soon as all members are elected or, in the case of the youth sector governing boards, not later than September 30.

## Managing the Governing Board Finances ([s. 275](#))

The school board's annual financial allocation to the school must include funding to be used to operate the governing board ([s. 275](#)). Any money that is not used during the year will be rolled over to the following year. The school must account for any expenditure during the year and the governing board must report by the fall. The prescribed reporting format is in [Addendum D](#) of this manual.

Lester B. Pearson practices state that the use of the this money is to be decided by the governing board, however, it is important to remember that the funds are provided for the **operation** of the governing board and not for donating to charities or to student recognition, school activities or events. Donations, bursaries, awards and contributions are not expenditures that reflect the operations of the board.

It is within the authority of the governing board to only use these funds for the reason they were provided. Training materials, photocopies, coffee and refreshments are typical uses of the funds. Governing boards may agree to compensate members for mileage to attend meetings or for babysitters.

## The Minutes

Minutes are an official record of the proceedings of a meeting. The minutes include:

- The date, time and place of the meeting
- Names of members present and regrets from those absent
- Names of the members of the observing public
- Verification of the quorum
- Adoption of the agenda (with any modifications)
- Adoption of the minutes of the previous meeting (with any modifications)
- The exact wording of motions (unless withdrawn) including the names of the mover and seconder, if the internal rules of order dictate that motions are seconded
- Record of the votes
- Brief references to items of discussion and reports
- Items tabled or deferred
- Time of adjournment

After approval at the following meeting, the minutes are signed by the person presiding over the meeting and the school principal, or the person appointed by the principal.

The minutes must be recorded in a register kept for that purpose by the principal or by a person appointed by the principal. The register is open to the public. ([s. 69](#), [s.108](#))

Corrections to the minutes should not change the sense of that which was recorded, but may include a clarification or state an omission.

The form and content of the minutes can be set in the internal rules of management, however, in most cases, the minutes do not include details of discussions. (A sample internal rules of management document is included in [Addendum J](#)).



## The First Meeting of the Year

It is important that everyone feels welcome and comfortable at this meeting. If there are new members, time should be given for people to get to know each other. Providing name tags and a few refreshments can help to create a more relaxed atmosphere. A closed “orientation meeting” can also be held to bring new members up to speed on roles, operation, powers and functions and issues carrying over into the new school year and while this can be done at the same time as the first public governing board meeting, no decisions can be taken during the closed portion.

The principal/centre director presides over the first meeting of the governing board until the chairperson is elected. The chairperson is chosen from among those parent members who are not employed by the school board. Once the chairperson is elected, he/she takes over the meeting. If members fail to elect a chair, the principal continues to chair until a chair is elected or for at least the minimum five meetings ([s. 67](#)) required by the [Education Act](#).

At youth sector governing boards, the appointment of the two community representatives should be one of the items on the agenda.

At the first meeting, the governing board should set the dates, times and meeting place for the year’s meetings. They may also wish to discuss how the governing board operating budget allocated by the school board is to be used.

Internal rules of management should also be discussed at the first meeting. Certain rules of operation are determined by the [Education Act](#) and must be respected, but governing boards are also required to establish their own rules. Some of the items governing boards may wish to consider are:

- how to give notice to parents and staff of the dates and times of the meetings
- the appointment of a secretary and, optionally, a treasurer
- the appointment of a vice-chairperson, if desired
- rules of procedure for meetings (duration of the meeting, time limits on agenda items, procedures for adding items to the agenda, etc.)
- guidelines for the conduct of members
- procedures to permit members of the public to be heard at the meetings of the governing board
- procedures for calling special meetings.

Other items on the agenda will vary from school to school depending on the local situation.

A generic internal rules of management document is included in [Addendum J](#).

A suggested agenda for the first meeting is in [Addendum E](#).



## What Makes for a Good Meeting?

There are a number of ingredients that contribute to a good meeting, including:

- a well-planned agenda, distributed in advance with the minutes of the previous meeting and any other documentation relevant to the agenda
- a comfortable setting
- guidelines on conduct agreed to and respected by all members
- regular attendance
- an effective chairperson
- involvement of all members in the discussions
- a timeframe for agenda items
- open-mindedness and a sense of collaboration.

## Preparation of the Agenda

The agenda is prepared in advance of the meeting by the chairperson in consultation with the principal/centre director. Other members of the board may be consulted when appropriate.

Some of the standard items are the adoption of the agenda and the minutes of the previous meeting, business arising from the minutes, reports and new business.

An agenda should not be too long or include too many items that require lengthy discussion. It may be helpful to specify a time limit for each item so that the agenda can be completed and to indicate whether they require a decision or are consultation or information items. It also helps if items can be arranged in order of priority for the meeting.

Members who wish to add items to the agenda should let the chairperson know well ahead of the meeting. Items may be added at the meeting when "Adoption of the Agenda" is being considered but these should be kept to a minimum. The added item, if a new topic, should be placed under the correct heading if one exists already or under "Varia," with the understanding that it may be deferred until the next meeting if more information is required.

## Notice of Meeting

Meetings of the governing board are public. [Section 67](#) (also referred to in [section 108](#) for continuing education centres) states that parents and school staff are to be informed of the dates, times and place of meetings.

Parents and public may be advised through notices and newsletters sent home with the students. The agenda should also be posted in a location in the school where staff will see it. The school's website can be a perfect place to post these items.



## Public and Closed Meetings

### General

Meetings of the governing board are public. However, under [section 68](#) (also referred to in [section 108](#) for continuing education centres) of the [Education Act](#), the governing board may decide that a meeting be closed to the public if a matter to be examined could cause injury to a person.

The governing board may not make decisions at closed meetings since it may only study certain matters on these occasions and no minutes are recorded. Any decisions taken by a governing board must be made in public and recorded in the minutes of the meeting.

The governing board, in public and closed meetings, must act within the limits of its functions and powers.

### Public Meetings

Governing boards should develop guidelines for meetings that will allow members of the public an opportunity to speak at an appropriate time (e.g. during a question period). The public must also be informed that the topics raised must be appropriate to the functions and powers of the governing board.

There are many matters that do not fall under the jurisdiction of the governing board. Examples are matters governed by the staff's collective agreement or those related to individual students, if such matters are raised at a meeting, either by governing board members or members of the public, the chairperson must interrupt and deny any such matter from being presented.

For example, at a governing board meeting, if a member of the public begins to complain about a member of staff, the chairperson must immediately intervene, indicate that the issue does not fall under the functions and powers of the governing board and direct the speaker to meet with the principal at another time.

Copies of the agenda should be available for the public at the time of the meeting. The reverse side of the agenda could be used to give information about the guidelines for question period, the current focus of the governing board, recent or upcoming events in the school, etc., anything that might be of interest to those attending the meeting.

### Immunity and Prosecution ([s. 72](#), [s. 73](#), [s. 108](#))

[Section 72](#) (also referred to in [section 108](#) for continuing education centres) of the [Education Act](#) states, "The members of a governing board may not be prosecuted for an act performed in good faith in the exercise of governing board functions".

If a member is prosecuted by a third party for an act done within the exercise of a governing board function, the school board will defend that member. If the member is found liable for damage caused by an act done in bad faith, the school board may require repayment by the member for the legal expenses.



# Governing Board Training

The school board is responsible for providing training to governing boards, as required. Lester B. Pearson has given this responsibility to the Director of Community Services. Training material, once finalized, is made available to all governing board members and is posted in the Governing Board Resource section of the LBPSB website:

<http://www.lbpsb.qc.ca/eng/Governingboard/GoverningboardV2.asp>

It is highly recommended that all governing board members and principals participate in the training offered. Training for individual governing boards is available upon request.

The Director of Community Services facilitates a meeting of the governing board chairs each year.

# Calendar of Governing Board Functions

Revised 2018

The following is a suggested calendar of recurring events that governing board members should expect to work with on an annual basis. Some board consultations consistently come out at the same time of the year. Other events on this calendar will likely take place within the suggested calendar period. Please consider this calendar as a guideline only. References to the relevant sections of the Education Act are in parentheses where applicable. Please note that the GB needs to meet at a minimum 5 times per year and that monthly meetings are not a requirement under the law. The different items below are organized into tentative meeting groupings.

Please note that a decision of a majority of the votes cast by GB members entitled to vote present in a meeting where quorum has been established is required for every proposal that the GB must approve or adopt as per the Education Act.

September
<ul style="list-style-type: none"><li>• Final meeting of the previous year’s GB will adopt annual report and approve financial report to be submitted to the school board</li><li>• Annual GB AGM to elect all GB members and GB substitutes (<b>51.1</b>), as well as nominate representative and alternate representative to Parent Committee from elected GB members</li></ul>



## October through December

- First meeting of new GB for current school year
- Election of Chair and other positions (s. 56, 107)
- Appoint community reps \* (s. 42(5)) and industry reps for vocational centres (s.102, 106,107)
- Internal rules of management are reviewed and adopted with any changes
- Prepare and adopt annual GB operating budget (s. 66)
- Establish daycare advisory committee, upon request only \*
- Review recommendations from GB annual report
- Major School Change (If applicable) (s. 212)
- Enrollment criteria consultation (if applicable)\* (s. 239)
- Report on TTFM Bullying and School Safety report and ISM Bullying and Violence tabulations for prior school year \*
- Report on and evaluate results of ABAV plan for prior school year (s 83.1) \*
- Approval of Field Trips and Fundraisers scheduled for October, November, December
- Review Finalized school/centre budget (s. 95, 110.4)
- Review educational project (s. **75, 109.1**)
- PEF submissions
- Make public the school or centre educational project (s. **83** and 109.1)
- Begin periodic review of educational project \* (s. **74**)
- Approval of Field Trips and Fundraisers scheduled for January, February

## February and March

- Capital budget priorities (s. 96.22, 110.13)
- Selection criteria for principal/centre director consultation (s. 79, 110.1)
- Budget consultation begins
- Report on evaluation (s.**74, 110.10**)
- Review GB composition and request change from school board, if desired (s. 43, 103)
- 3 year plan of allocation consultation
- Establish principles re cost of the documents (s. 77.1, 110.3.2)
- Propose changes to ABAV Plan where applicable (s. 83.1) \*
- Approval of Field Trips and Fundraisers scheduled for March, April

## April through June

- Review rules of conduct and safety measures\* (s. 76)
- Report on TTFM Engagement and Our School report \*
- Major School Change launch (if applicable) (s. 212)
- Adopt school/centre proposed budget (s.95, 110.4)
- Teaching Material for next year \* (s. 84)
- Approval of Field Trips and Fundraisers scheduled for May, June
- Approve school/centre fees (s. 77.1, 110.3.2)
- Approve Subject Time Allocation for the following year (s. 86, 110.2)
- GB annual report (s.82, 110.3.1)
- GB Financial report (s. 82, 110.3.1)
- Approve field trips and fundraisers scheduled for September, October

\* Youth sector only

Please note that GB meetings do not take place during the months of July and August



## **section 6 – The School Budget**

### **Background**

[Section 95](#) of the [Education Act](#) states “The governing board is responsible for adopting the school’s annual budget proposed by the principal, and shall submit the budget to the school board for approval.”

[Section 96.20](#) of the [Education Act](#) states “After consulting with the school staff, the principal shall inform the school board, on the date and in the form determined by the school board, of the needs of the school in respect of each staff category and of the professional development needs of the staff”

[Section 96.22](#) of the [Education Act](#) states “After consulting with the governing board, the principal shall inform the school board of the requirements of the school as regards goods and services, and of any required improvement, equipment, construction, conversion or repair of the premises or immovables placed at the disposal of the school.”

[Section 96.24](#) of the [Education Act](#) states “The principal shall prepare the annual budget of the school, submit it to the governing board for adoption, administer the budget and render an account thereof to the governing board.

The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the school by the school board and the school’s own revenues, on the other.

The approved school budget shall constitute separate appropriations within the school board’s budget, and the expenditures for that school shall be charged to those appropriations.

At the end of every fiscal year, the school’s surpluses shall be transferred to the school board. However, the surpluses must be added to the school’s appropriations for the following fiscal year if the management and educational success agreement entered into under [section 209.2](#) so provides.

If a school closes, the school’s surpluses and funds shall be transferred to the school board.”

[Section 276](#) of the [Education Act](#) states that “Every school board is responsible for approving the budget of its schools, vocational training centres and adult education centres. The budget of an educational institution shall be without effect until it is approved by the school board. However, the school board may, subject to the conditions it determines, authorize an institution to incur expenses that have not been approved.”

[Section 277](#) of the [Education Act](#) states “Every school board shall adopt its operating, investment and debt service budget for the following school year and transmit it to the Minister before such date and in such form as he determines.

The budget of every school board shall indicate the financial resources allocated to its committees and the financial resources allotted to services for handicapped students and students with social maladjustments or learning disabilities.

The budgets of the educational institutions of the school board shall constitute separate appropriations within the school board’s budget.”

### **Procedure**

1. As per [section 96.24](#), the principal prepares the annual school budget for the upcoming school year and submits it to the governing board for adoption during the months of May or June. It is then forwarded to the attention of the Director General by June 23<sup>rd</sup>.
2. The Council of Commissioners adopts the Lester B. Pearson School Board budget for the following school year during the month of June. It is forwarded to the Minister of Education before June 30<sup>th</sup>.
3. Sector directors confirm school budgets during the month of October based on September 30<sup>th</sup> enrolment (for the youth sector) or prior-year ETP’s (for the continuing education sector).
4. Principals and centre directors propose and governing boards adopt the “November revised” school budget for the current year. The budget is submitted by December 15<sup>th</sup> to the sector director for written approval.



5. Principals and centre directors provide Financial Services with the school's budget breakdown in November.
6. Financial Services inputs the school budgets into the school board accounting system during November and early December.

The day-to-day administration of the budget is the responsibility of the principal/centre director.

## **School-Based Funds**

Each school and centre has its own bank account.

The school and centre collects consumable fees, field trip costs, extracurricular activities fees, etc. from parents and students. The school or centre may also draw from its budget allocation at the board level by submitting receipts for expenses incurred at the school and centre level.

Cheques written are signed by the school principal or centre director and one other authorized employee of the school or centre. Schools and centres submit a bank reconciliation monthly to Financial Services. Two Financial Services technicians are available to provide support to schools & centres throughout the year.

At each school, there is a designated employee to perform the accounting functions.

In early October, Financial Services forwards prior year financial statements to the schools and centres. The principals and centre directors add the November revised budget to the template and presents it to the governing board. Financial Services provides each school and centre with a March 31<sup>st</sup> update of actual revenues and expenses. This update is presented to the governing board with the following year's June proposed budget.

## **Board-Based Funds**

The school board decentralizes a budget allocation to each school and centre following confirmation of the official September 30th enrolment. Schools and centres access these budgets by:

- ordering goods through the Purchasing Department of the school board
- arranging service contracts through Payroll Services or Financial Services (e.g. for extracurricular activities, lunch activities)
- submitting receipts for local expenses to Financial Services.

## **Fund 1 (Operating funds)**

Operating funds are used for purchases that are depleted within one school year.

Using the official September 30th enrolment for that year, the school board assigns the operating budget on a "per student" basis. (At the elementary level, there is also a standard "site-based" grant of \$10,000.)

Operating expenses include:

- consumable materials (for pedagogical use, often derived from school fees paid by parents)
- administration expenses
- printing contracts and paper supplies (photocopiers)
- library supplies
- audio-visual supplies
- computer software and supplies
- telephone and delivery costs.
- small furniture expenses



Special allocation (discretionary funds that are allocated by the board when possible) could also be included in Fund 1. The principal or centre director may propose using any special allocation for short term, temporary human resources or materials of any kind, at his/her discretion. He/she will present it to the governing board for approval.

## **Fund 2 (Capital funds)**

Capital funds are used for purchases of a more lasting nature. The school board assigns the capital budget on a “per student” basis, using the official September 30th enrolment for that year.

Capital purchases may include:

- computer hardware
- tables and chairs
- furniture
- appliances
- playground equipment
- building upgrades.

If overspent, deficits in Funds 1 and 2 must be covered by funds from the school’s bank account.

## **Fund 3 (Salaries)**

Salaries are the responsibility of the school board and are not presented to governing boards in any way.

## **Fund 4 (Daycare and Lunch Program)**

Elementary schools are assigned operating funds in Fund 4 for daycare/lunch program salaries, materials, capital expenditures, snacks, etc. Daycare grants from the MEESR are used to cover a portion of the daycare expenses. The school also collects user fees from parents to cover the balance of daycare expenses and the lunch program expenses. The school issues cheques to the school board to cover these expenses. This fund should be included in the school’s budget to be adopted by the governing board.

## **Fund 5 (Special Programs)**

This is a fund which is assigned to the principal or centre director. Budget lines in this fund vary from year to year, since many are dependent on grants that have specific guidelines. These are “in-and-out” budgets.

Some of these might include:

- student teachers
- director’s days (teacher substitution)
- early literacy project
- PELO (3rd language training)
- homework assistance program



## The School Budget Template

The current, five-column budget template used by principals and centre directors for submitting a proposed budget to governing boards was standardized across the Lester B. Pearson School Board in April 2005. (Please see pages 36-37 for the [Elementary Budget Template](#), pages 38-39 for the [IB Elementary Budget Template](#), pages 43-44 for the [Secondary Budget Template](#), pages 47-48 for the [Continuing Education Budget Template](#), and pages 50-51 for the [Daycare Budget Template](#).) Schools/centres will report their year-end results on this same template, by filling in the left column only. The deadline to submit their year-end actuals to the school board is early October. Then, they will receive their final budgets for the year in October and will report same to governing boards in November or December (November revised).

There are two pages:

**Income Statement (profit & loss):** The income statement gives the total revenues and total expenses for both board-based and school-based funds for a one-year period

**Calculation of Accumulated Surplus:** This page calculates the net amount of surplus funds available to the school on June 30th, after deducting commitments for purchases made and/or funds held in trust for student activities.



# **Governing Board Guide to Elementary School Budgets**

## **Governing Board Responsibility**

- Advise the principal on the needs of the school.
- [Section 95](#) of the [Education Act](#) – The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.
- Be consulted throughout the budget process regarding objectives, principles and criteria or distribution of financial resources as per [section 275](#) of the [Education Act](#). This is done through the January school board budget consultation.

## **School Surpluses and Deficits**

- Schools are not permitted to run deficits. Any deficit must be reimbursed the following year.

## **Expenses Paid by the Board and not on the School Statement**

D Salaries for principals, support staff, teachers, integration aides and caretakers

- Energy, maintenance and caretaking equipment and services
- Capital projects such as roofing, windows and boiler replacements
- Computer purchases through MEESR grants
- Professional Development
- Textbooks for new curriculum
- Grass cutting and snow removal

## **Revenues Received by the School: [First Page of Budget Template](#)**

- Elementary schools receive a base amount of \$10,000 to cover expenses such as phones, fax, administrative paper and part of the photocopy machine.
- An additional per capita allocation given for expenses such as replacement textbook purchases, library books, audio visual equipment.
- MEESR library grant whereby the school contributes \$6.70 and the MEESR contributes \$8.30 for a total of \$15.00 per student. If school spends less, the grant is reduced.
- Capital Fund 2 is a per capita allocation to fund capital purchases such as chairs, desks, whiteboards etc.
- School fees – amount set by the Governing Board to cover cost of consumable expenses for students such as agenda books, workbooks, art and computer supplies, photocopies, IBO fees, etc.
- Bank interest is money earned on bank deposits
- Extracurricular and field trip revenues associated with busing, entrance fees, supervision, ski and museum trips, etc. Schools may split revenue between ECA's and field trips.
- Fundraising – from citrus fruit sales, pizza lunches etc.
- Admin Fee to Daycare – if the daycare is in surplus, the school may invoice up to a 6% fee to recover costs associated with photocopy charges, paper, telephone and fax machine, use and replacement of furniture and equipment and computers.
- IB Fees Including Field Trips – the [template for IB Schools](#) has a line to record revenues generated through IB Fee collection.
- Other could include amounts received from Home and School and other donations.



## Expenses Paid by the School

- Consumable expenses associated with revenues from school fees. This usually will not exactly equal school fees as some expenses are required to be coded to printing. The amount includes spending on agendas, workbooks, music reeds, IBO fees, etc.
- Printing expenses including monthly photocopy lease, click charge, paper and toner.
- School Books – textbooks purchased by the school as replacements.
- Administration expenses associated with operating the school, bank fees, office supplies, mail, calendars, etc.
- Library includes all books purchased and supplies to code and repair books. For the school to take full advantage of the library grant, this amount must be equal to or greater than the projected revenue. If the school does fundraising to purchase additional books, the revenues would show under fundraising while the expense would be under Library.
- Audio Visual includes cameras, televisions, DVD players and projectors.
- Computers include hardware, printers, and cartridges. Computers purchased through fundraising are included in this cell. Computers and smart boards purchased through the MEESR grant are not included on the school income statement.
- Telephone/Postage also includes fax and cell phone expenses.
- Capital includes purchases such as chairs, desks and other local initiatives. When new classes are opened the school board assumes the cost of desks and chairs.
- Repairs and Maintenance – school-initiated small maintenance jobs such as painting of an office, addition of electrical plugs for a smart board, soundproofing of a room.
- Extracurricular Activities – defined in [Policy 3.8 – Extra-Curricular Activities and Field Trip Policy](#) as school-sponsored events or activities that provide opportunities for students to develop and expand their interests, talents and service to the school and community and to participate actively in school life. These range from interscholastic sports to clubs, music and theatre.
- Field Trips – defined in [Policy 3.8 – Extra-Curricular Activities and Field Trip Policy](#) as school-sponsored, first-hand educational experiences for students taking place off the school premises that supplement class activities
- IB Expenses – the [template for IB Schools](#) has a line to record expenses related to the IB Program.
- Cost of Fundraising – fundraising expenses relate to direct expenses such as the purchase of the citrus fruits or pizza for the pizza lunch. If the fundraising was done to purchase computers then the computer expense would appear under computers.
- Other is for expenses not identified elsewhere.
- Contingency – an amount set aside to deal with potential shortfalls due to reduced enrollment etc.



## **Net Results**

- Net Results are the actual or budgeted surplus or deficit for the school year. This may be an intentional budgeted deficit if the school is carrying forward a surplus or had funds held in trust. The expenses for the in-trust items would be indicated as current year expenses. The school might also budget a surplus had they been carrying a deficit from the prior year.

## **Second Page of the Budget Template**

- In Trust Reserve Prior Year – Amount set aside from the prior year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising. This amount should be reduced in the subsequent year, as an expense will be entered for the donation for the graduate. i.e. \$1,000 donation with \$100 used annually would be reduced to \$900 the following year with the \$100 being shown as an expense. However new donations might be received which would increase the In Trust until they are expensed in subsequent years.
- Net results current year is taken from the bottom of the first page of the document.
- Accumulated Surplus/Deficit Prior Year – Amount a school had available as a surplus or deficit from prior years, not necessarily from the last year but could be accumulated over many years. This amount is calculated AFTER the In Trust amounts are deducted. Therefore it does not include amounts received as donations or PPO.
- Subtotal is the combined amounts of the in trust reserve prior year, plus (or minus if in deficit) the results of the current year, plus the accumulated surplus/deficit prior year.
- Less In Trust Current Year – amount set aside from the current year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising.
- Accumulated Surplus/Deficit – the subtotal minus in trust current year leaves the surplus or deficit available to the school for the subsequent year.

The school budget is a public document.



Table 4: Budget Template Elementary School

STUDENT ENROLMENT					
	Actual 2013-2014		June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015
REVENUES					
Operating Fund 1 (site-based grant)	\$ 10,000				\$ -
Operating Fund 1 (per capita)+ add'l for actual	\$ (10,000)				\$ -
Library grant fund 1					
Capital Fund 2 (per capita)					
School Fees	\$ -				\$ -
Bank Interest	\$ -				\$ -
Extracurricular Activities	\$ -				\$ -
Field Trips	\$ -				\$ -
Fundraising	\$ -				\$ -
Admin Fee to Daycare	\$ -				NA
Other	\$ -				\$ -
TOTAL REVENUES	\$ -		\$ -	\$ -	\$ -
EXPENSES					
Consumable Materials	\$ -				\$ -
Printing for Students and Teachers	\$ -				\$ -
SchoolBooks	\$ -				\$ -
Administration	\$ -				\$ -
Library	\$ -				\$ -
Audio Visual	\$ -				\$ -
Computers	\$ -				\$ -
Telephone/Postage	\$ -				\$ -
Capital	\$ -				\$ -
Repairs and Maintenance	\$ -			NA	\$ -
Extracurricular Activities	\$ -				\$ -
Field Trips	\$ -				\$ -
Cost of Fundraising	\$ -				\$ -
Other	\$ -				\$ -
Contingency* (maximum 5% of total expenses)	NA				NA
TOTAL EXPENSES	\$ -		\$ -	\$ -	\$ -
NET RESULTS	\$ -		\$ -	\$ -	\$ -

\* Contingency is an amount set aside for unexpected expenses during the year or to compensate for reductions in enrollment etc.



Actual 2013-2014			June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May -June Proposed Budget 2015-2016
In Trust Reserve Prior Year				\$ -	\$ -	
Plus Net Results Current Year		-		-	-	
Plus Accumulated Surplus/Deficit Prior Year		C.V. -1,000		\$ -	\$ -	
Subtotal		-		-	-	
Less In Trust Current Year						
Accumulated Surplus/Deficit		\$ -		\$ -	\$ -	

A.	Upon adoption of the "November Revised Budget 2014-2015", please forward with the signed governing board resolution by internal mail to the Regional Director. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: December 12, 2014
B.	Upon adoption of the "May-June Proposed Budget 2015-2016", please forward with the signed governing board resolution to the Regional Director. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: June 29, 2015



Table 5: Budget Template IB Elementary School

STUDENT ENROLMENT						
	Actual 2013-2014	June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015		
REVENUES						
Operating Fund 1 (site-based grant)	\$ 10,000			\$ -		
Operating Fund 1 (per capita)+ add'l for actual	\$ (10,000)			\$ -		
Library grant fund 1						
Capital Fund 2 (per capita)						
School Fees	\$ -			\$ -		
Bank Interest	\$ -			\$ -		
Extracurricular Activities	\$ -			\$ -		
Field Trips	\$ -			\$ -		
Fundraising	\$ -			\$ -		
Admin Fee to Daycare	\$ -			NA		
IB Fees Including Field Trips	\$ -			\$ -		
Other	\$ -			\$ -		
TOTAL REVENUES	\$ -	\$ -	\$ -	\$ -		
EXPENSES						
Consumable Materials	\$ -			\$ -		
Printing for Students and Teachers	\$ -			\$ -		
SchoolBooks	\$ -			\$ -		
Administration	\$ -			\$ -		
Library	\$ -			\$ -		
Audio Visual	\$ -			\$ -		
Computers	\$ -			\$ -		
Telephone/Postage	\$ -			\$ -		
Capital	\$ -			\$ -		
Repairs and Maintenance	\$ -	NA	NA	\$ -		
Extracurricular Activities	\$ -			\$ -		
Field Trips	\$ -			\$ -		
Cost of Fundraising	\$ -			\$ -		
IB Expenses	\$ -			\$ -		
Other	\$ -			\$ -		
Contingency* (maximum 5% of total expenses)	NA			NA		
TOTAL EXPENSES	\$ -	\$ -	\$ -	\$ -		
NET RESULTS	\$ -	\$ -	\$ -	\$ -		

\* Contingency is an amount set aside for unexpected expenses during the year or to compensate for reductions in enrollment etc.



Actual 2013-2014			June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May -June Proposed Budget 2015-2016
In Trust Reserve Prior Year				\$ -	\$ -	
Plus Net Results Current Year		-		-	-	
Plus Accumulated Surplus/Deficit Prior Year		C.V. <0		\$ -	\$ -	
Subtotal		-		-	-	
Less In Trust Current Year						
Accumulated Surplus/Deficit		\$ -		\$ -	\$ -	

A.	<p>Upon adoption of the "November Revised Budget 2014-2015", please forward with the signed governing board resolution by internal mail to the Regional Director. e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: December 12, 2014</p>	Please
B.	<p>Upon adoption of the "May-June Proposed Budget 2015-2016", please forward with the signed governing board resolution to the Regional Director. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: June 29, 2015</p>	



# **Governing Board Guide to Secondary School Budgets**

## **Governing Board Responsibility**

- Advise the principal on the needs of the school.
- [Section 95](#) of the [Education Act](#) – The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.
- Be consulted throughout the budget process regarding objectives, principles and criteria or distribution of financial resources as per [section 275](#) of the [Education Act](#). This is done through the January school board budget consultation.

## **School Surpluses and Deficits**

- Schools are not permitted to run deficits. Any deficit must be reimbursed the following year.

## **Expenses Paid by the Board and not on the School Statement**

- D Salaries for principal, support staff, teachers, integration aides and caretakers
- Energy, building and grounds maintenance and caretaking equipment and services
- Capital projects such as roofing, windows and boiler replacements
- Computer purchases through MEESR grants
- Professional Development
- Textbooks for new curriculum
- Grass cutting and snow removal

## **Revenues Received by the School: [First Page of Budget Template](#)**

- Secondary schools receive per capita revenue, Operating Fund 1, to cover expenses such as phones, fax, administrative paper and part of the photocopy machine, replacement textbook purchases, library books and audio visual equipment.
- MEESR library grant whereby the school contributes \$6.70 and the MEESR contributes \$8.30 for a total of \$15.00 per student. If school spends less, the grant is reduced.
- Capital Fund 2 is a per capita allocation to fund capital purchases such as chairs, desks, whiteboards etc.
- School fees – Amount set by the Governing Board to cover cost of consumable expenses for students such as agenda books, workbooks, art and computer supplies, photocopies, and course materials etc.
- Specialty/Enrichment Program – amount set by Governing Board to cover additional fees associated with IB program
- Bank interest is money earned on bank deposits
- Extracurricular and field trip revenues associated with busing, entrance fees, supervision, ski and museum trips, GMAA sporting events etc. Schools may split revenue between ECA's and field trips.
- Fundraising from citrus fruit sales, pizza lunches etc.
- STM allocation – allocation for STM bus passes for transporting students on city buses. This allocation applies to Beurling, LCCHS and Lakeside.
- "Other Revenue" could include amounts received from Home and School and other donations.



## Expenses Paid by the School

- Consumable expenses associated with revenues from school fees. This usually will not exactly equal school fees as some expenses are required to be coded to printing. The amount includes spending on agendas, workbooks, music reeds, IBO fees, and all consumable course materials for science, cooking woodworking etc.
- Printing expenses including monthly photocopy lease, click charge, paper and toner.
- School Books – textbooks purchased by the school as replacements.
- Administration expenses associated with operating the school i.e. bank fees, office supplies, mail, calendars, etc.
- Library includes all books purchased and supplies to code and repair books. For the school to take full advantage of the library grant, this amount must be equal to or greater than the projected revenue. If the school does fundraising to purchase additional books, the revenues would show under fundraising while the expense would be under Library.
- Audio visual includes cameras, televisions, DVD players and projectors.
- Computers include hardware, printers, and cartridges. Computers purchased through fundraising are included in this cell. Computers and smart boards purchased through the MEESR grant are not included on the school income statement.
- Telephone/Postage also includes fax and cell phone expenses.
- Capital includes purchases such as chairs, desks and other local initiatives. When new classes are opened the school board assumes the cost of desks and chairs.
- Repairs and Maintenance – school-initiated small maintenance jobs such as painting of an office, addition of electrical plugs for a smart board, soundproofing of a room.
- Specialty/Enrichment Program – expenses associated with the IB program
- Extracurricular Activities – defined in [Policy 3.8 – Extra-Curricular Activities and Field Trip Policy](#) as school-sponsored events or activities that provide opportunities for students to develop and expand their interests, talents and service to the school and community and to participate actively in school life. These range from interscholastic sports to clubs, music and theatre.,
- Field Trips – defined in [Policy 3.8 – Extra-Curricular Activities and Field Trip Policy](#) as school-sponsored, first-hand educational experiences for students taking place off the school premises that supplement class activities
- Cost of Fundraising – Fundraising expenses relate to direct expenses such as the purchase of the citrus fruits or pizza for the pizza lunch. If the fundraising was done to purchase computers then the surplus funds from the fundraiser would appear under computers.
- ☒☒ allocation – spending on STM bus passes for transporting students on city buses. This expense applies to Beurling, LCCHS and Lakeside.
- Other is for expenses not identified elsewhere.
- Contingency – an amount set aside to deal with potential shortfalls due to reduced enrollment etc.



## **Net Results**

- Net Results are the actual or budgeted surplus or deficit for the school year. This may be an intentional budgeted deficit if the school is carrying forward a surplus or had funds held in trust from the previous school year. The expenses for the in trust items would be indicated as current year expenses. The school might also budget a surplus had they been carrying a deficit from the prior year.

## **Second Page of the Budget Template**

- In Trust Reserve Prior Year – Amount set aside from the prior year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising. This amount should be reduced in the subsequent year, as an expense will be entered for the donation for the graduate. i.e. \$1,000 donation with \$100 used annually would be reduced to \$900 the following year with the \$100 being shown as an expense. However new donations might be received which would increase the In Trust until they are expensed in subsequent years.
- Net results current year is taken from the bottom of the first page of the document.
- Accumulated Surplus/Deficit Prior Year – Amount a school had available as a surplus or deficit from prior years, not necessarily from the last year but could be accumulated over many years. This amount is calculated AFTER the In Trust amounts are deducted. Therefore it does not include amounts received as donations or PPO.
- Subtotal is the combined amounts of the in trust reserve prior year, plus (or minus if in deficit) the results of the current year, plus the accumulated surplus/deficit prior year.
- Less In Trust Current Year – amount set aside from the current year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising.
- Accumulated Surplus/Deficit – the subtotal minus in trust current year leaves the surplus or deficit available to the school for the subsequent year.

The school budget is a public document.



Table 6: Budget Template Secondary School

STUDENT ENROLMENT						
		Actual 2013-2014	June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May-June Proposed Budget 2015-2016
<b>REVENUES</b>						
Operating Fund 1 (per capita)	\$	-		\$ -	\$ -	\$ -
Library Grant				\$ -		\$ -
Capital Fund 2 (per capita )				\$ -		\$ -
School Fees (Parents)	\$	-		\$ -	\$ -	\$ -
Specialty/Enrichment Program	\$	-			\$ -	
Bank Interest	\$	-			\$ -	
Extracurricular Activities	\$	-			\$ -	
Field Trips	\$	-			\$ -	
Fundraising	\$	-			\$ -	
STM allocation	\$	-			\$ -	
other	\$	-			\$ -	
<b>TOTAL REVENUES</b>	\$	-	\$ -	\$ -	\$ -	\$ -
<b>EXPENSES</b>						
Consumable Materials	\$	-			\$ -	
Printing for Students and Teachers	\$	-			\$ -	
SchoolBooks	\$	-			\$ -	
Administration General Management	\$	-			\$ -	
Administration Junior Management	\$	-			\$ -	
Administration Senior Management	\$	-			\$ -	
Library	\$	-			\$ -	
Audio Visual	\$	-			\$ -	
Computers	\$	-			\$ -	
Telephone/Postage	\$	-			\$ -	
Capital	\$	-			\$ -	
Repairs and Maintenance	\$	-	NA	NA	\$ -	NA
Specialty/Enrichment ProQram	\$	-			\$ -	
Extracurricular Activities	\$	-			\$ -	
Field Trips	\$	-			\$ -	
Cost of fundraising	\$	-			\$ -	
STM	\$	-			\$ -	
other	\$	-			\$ -	
Contingency * (maximum 5% of total expenses)		NA			NA	
<b>TOTAL EXPENSES</b>	\$	-	\$ -	\$ -	\$ -	\$ -
<b>NET RESULTS</b>	\$	-	\$ -	\$ -	\$ -	\$ -

\* Contingency is an amount set aside for unexpected expenses during the year or to compensate for reductions in enrollment etc.



	Actual 2013-2014	June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May-June Proposed Budget 2015-2016
In Trust Reserve Prior Year			\$ -	\$ -	
Plus Net Results Current Year			\$ -	\$ -	
Plus Accumulated Surplus/Deficit Prior Year			\$ -	\$ -	
Sub total			\$ -	\$ -	
Less In Trust Current Year					
Accumulated Surplus/Deficit			\$ -	\$ -	

A.	Upon adoption of the "November Revised Budget 2014-2015", please forward with the signed governing board resolution by internal mail to the Regional Director. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: December 12, 2014
C.	Upon adoption of the "May-June Proposed Budget 2015-2016", please forward with the signed governing board resolution to the Regional Director . Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: June 29, 2015



# **Governing Board Guide to Continuing Education Centre Budgets**

## **Governing Board Responsibility**

- Advise the centre director on the needs of the centre.
- [Section 95](#) of the [Education Act](#) – The governing board is responsible for adopting the centre's annual budget proposed by the centre director, and shall submit the budget to the school board for approval.
- Be consulted throughout the budget process regarding objectives, principles and criteria or distribution of financial resources as per [section 275](#) of the [Education Act](#). This is done through the January school board budget consultation.

## **Centre Surpluses and Deficits**

- Centres are not permitted to run deficits. Any deficit must be reimbursed the following year.

## **Expenses Paid by the Board and not on the Centre Statement**

- D Salaries for centre director, support staff, teachers, integration aides and caretakers
- Energy, maintenance and caretaking equipment and services
- Capital projects such as roofing, windows and boiler replacements
- Computer purchases through MEESR grants
- Professional Development
- Textbooks for new curriculum
- Grass cutting and snow removal

## **Revenues Received by the Centre: [First Page of Budget Template](#)**

- FTE Operating Grant Fund 1 – Centres receive per capita revenue to cover expenses such as phones, fax, administrative paper and part of the photocopy machine, replacement textbook purchases, library books and audio visual equipment.
- Capital Grant Fund 2 is a per capita allocation to fund capital purchases such as chairs, desks, whiteboards etc.
- Emploi-Québec – contracts received to educate unemployed Quebecers.
- Bank interest is money earned on bank deposits.
- Service & Material Fees from students – fees paid by students for services and materials required to complete the program.
- Field Trips – revenues associated with busing, entrance fees, supervision, ski and museum trips, etc.
- Sale of Products/Services – hairdressing products, food services products, etc., sold to public.
- Other could include amounts received donations etc.



## Expenses Paid by the Centre

- Administration – expenses associated with operating the centre, i.e. bank fees, office supplies, mail, calendars etc.
- Printing for Students and Teachers – expenses including monthly photocopy lease, click charge, paper and toner.
- Books – cost of student workbooks.
- Centre Fees – funds collected to commence new programs in continuing education.
- Field Trips – defined in [Policy 3.8 – Extra-Curricular Activities and Field Trip Policy](#) as (centre)-sponsored, first-hand educational experiences for students taking place off the (centre) premises that supplement class activities
- Materials and Supplies/Contracts are any materials, supplies or contracts paid for by the centre.
- Publicity includes any radio, television, newspaper, circular or other advertising paid for directly by the centre.
- Computers include hardware, printers, and cartridges. Computers purchased through fundraising are included in this cell. Computers and smart boards purchased through MEESR grant are not included on the centre income statement.
- Capital includes purchases such as chairs, desks and other local initiatives. When new classes are opened the board assumes the cost of desks and chairs.
- Repairs and Maintenance – centre initiated small maintenance jobs such as painting of an office, addition of electrical plugs for a smart board, soundproofing of a room.
- Other is for expenses not identified elsewhere.
- Contingency – an amount set aside to deal with potential shortfalls due to reduced enrollment

## Net Results

- Net Results is the actual or budgeted surplus or deficit for the school year. This may be an intentional budgeted deficit if the centre is carrying forward a surplus or had funds held in trust from the previous school year. The expenses for the in trust items would be indicated as current year expenses. The centre might also budget a surplus had they been carrying a deficit from the prior year.

## Second Page of the Budget Template

- In Trust Reserve Prior Year – Amount set aside from the prior year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising. This amount should be reduced in the subsequent year, as an expense will be entered for the donation for the graduate. i.e. \$1,000 donation with \$100 used annually would be reduced to \$900 the following year with the \$100 being shown as an expense. However new donations might be received which would increase the In Trust until they are expensed in subsequent years.
- Net results current year is taken from the bottom of the first page of the document.
- Accumulated Surplus/Deficit Prior Year – Amount a centre had available as a surplus or deficit from prior years, not necessarily from the last year but could be accumulated over many years. This amount is calculated AFTER the In Trust amounts are deducted. Therefore it does not include amounts received as donations or PPO.
- Subtotal is the combined amounts of the in trust reserve prior year, plus (or minus if in deficit) the results of the current year, plus the accumulated surplus/deficit prior year.
- Less In Trust Current Year – amount set aside from the current year which qualifies as In Trust such as donations in memoriam for graduation or PPO fundraising.
- Non-Reserved Accumulated Surplus – the subtotal minus in trust current year leaves the surplus or deficit available to the centre for the subsequent year.



Table 7: Budget Template Continuing Education Centre

FTE ENROLMENT!		June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May -June Proposed Budget 2015-2016
	Actual 2013-2014				
<b>REVENUES</b>					
FTE Operating Grant FUND 1					
Capital Grant FUND 2				\$ -	
				\$ -	
				\$ -	
Emploi-Quebec	\$ -			\$ -	
Bank Interest	\$ -			\$ -	
Service & Material Fees from students	\$ -			\$ -	
Field Trips	\$ -			\$ -	
Sale of products / services	\$ -			\$ -	
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	\$ -				
<b>EXPENSES</b>					
Administration	\$ -			\$ -	
Printing for Students and Teachers	\$ -			\$ -	
Books	\$ -			\$ -	
Center Fees	\$ -			\$ -	
Field Trips	\$ -			\$ -	
Materials and Supplies/Contracts	\$ -			\$ -	
Publicity	\$ -			\$ -	
Computers	\$ -			\$ -	
Capital	\$ -	NA		\$ -	NA
Repairs and Maintenance	\$ -			\$ -	
Other	\$ -			NA	
Contingency* (maximum 5% of total expenses)	NA	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>NET RESULTS</b>	\$ -				

\* Contingency is an amount set aside for unexpected expenses during the year or to compensate for reductions in enrollment etc.



Actual 2013-2014		June Proposed Budget 2014-2015	November Revised Budget 2014-2015	March 31st Actual 2014-2015	May -June Proposed Budget 2015-2016
In Trust Reserve Prior Year	\$ -		\$ -	\$ -	
Plus Net Results Current Year	\$ -		\$ -	\$ -	
Plus Accumulated Surplus/Deficit Prior Year			\$ -	\$ -	
Sub total	\$ -		\$ -	\$ -	
Less In Trust Reserve Current Year					
Non-Reserved Accumulated Surplus	\$ -		\$ -	\$ -	

A.	Upon adoption of the "November Revised Budget 2014-2015", please forward with the signed governing board resolution by internal mail to the Regional Director. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: December 12, 2014
B.	Upon adoption of the "May-June Proposed Budget 2015-2016", please forward with the signed governing board resolution to the Director General. Please e-mail the updated spreadsheet to the Regional Director and Joseph D'Agostino DEADLINE: June 29, 2015



# **Governing Board Guide to Daycare Budgets**

## **Governing Board Responsibility**

- Advise the principal on the needs of the daycare.
- [Section 95](#) of the [Education Act](#) – The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.
- Be consulted throughout the budget process regarding objectives, principles and criteria or distribution of financial resources as per [section 275](#) of the [Education Act](#).

## **Daycare Surpluses and Deficits**

- Daycares are not permitted to run deficits. Any deficit must be reimbursed the following year.

## **Revenues Received by the Daycare: [First Page of Budget Template](#)**

- MEESR Allocation for Daycare – The MEESR provides partial funding for daycare educator and the daycare technician salaries, materials, capital, handicap assistance, for daycare users attending on a pedagogical day and for snacks in some schools.
- Parent Fees – as of July 1<sup>st</sup>, 2015 includes the \$8.00 a day payment from daycare users and the daily fee paid by lunchtime users. This amount will be indexed on January 1<sup>st</sup>, 2016.

## **Expenses Paid by the Daycare**

- Salaries for daycare technician, daycare educators and lunch time supervisors.
- Materials for use by daycare users such as crafts, balls, games etc.
- Snacks when paid for through MEESR grants.
- Field Trip expenses for entrance fees and transportation.
- Capital includes purchases such as tables, chairs and other local initiatives.
- Administration includes daycare educator first aid courses (CPR and AED use) telephone lines, first aid kit, travel and meeting expenses.
- Administrative Fee charged by School for expenses such as photocopy charges, printing, paper costs, telephone and fax machine, use and replacement of furniture and equipment, computers, paper and printer costs.
- Other is for expenses not identified elsewhere.
- Contingency – an amount set aside to deal with potential shortfalls due to reduced enrollment etc.

## **Net Results**

- Net result is the actual or budgeted surplus or deficit for the school year. This may be an intentional budgeted deficit if the school is carrying forward a surplus or had funds held in trust. The expenses for the in trust items would be indicated as current year expenses. The school might also budget a surplus had they been carrying a deficit from the prior year.

## **[Second Page of the Budget Template](#)**

- Accumulated Surplus/Deficit Prior Year – Amount a daycare had available as a surplus or deficit from prior years, not necessarily from the last year but could be accumulated over many years.
- Net result current year is taken from the bottom of the first page of the document.
- Accumulated Surplus/Deficit – The accumulated surplus/deficit prior year plus the net result current year is the surplus or deficit available to the daycare for the subsequent year.



Table 8: Budget Template Daycare

CONFIDENTIAL

REGULAR DAYCARE ENROLMENT								
J)ORADIC DAYCARE + LUNCH ENROLMENT								
Actual 2014-2015			June Proposed Budget 2015-2016	November Revised Budget 2015-2016	March 31st Actual 2015-2016	May- June Proposed Budget 2016-2017		
REVENUES								
MELS 41 rY:4TION FOR DAYCARE								
	Salaries, Materials			\$ -				
	Capital			\$ -				
	Handicapped			\$ -				
	Pedagogical Day			\$ -				
	Snacks			\$ -				
	Pre-k							
PARENT FEES								
	Enrolment Revenue (daycare+lunch)							
	Other (ex : csst)							
TOTAL REVENUES			\$ -	\$ -	\$ -	\$ -		
EXPENSES								
	Salaries	\$ -			\$ -			
	Other salaries (ex: Verdun pre-k)	\$ -			\$ -			
	Materials	\$ -			\$ -			
	Snacks	\$ -			\$ -			
	Field Trips	\$ -			\$ -			
	Capital purchases	\$ -			\$ -			
	Administration	\$ -			\$ -			
	Admin. Fee charged by School	\$ -			\$ -			
	Other	\$ -			\$ -			
	Contingency" (maximum 5% of total expenses)	NA			NA			
TOTAL EXPENSES			\$ -	\$ -	\$ -	\$ -		
NET RESULTS			\$ -	\$ -	\$ -	\$ -		

\* Contingency is an amount set aside for unexpected expenses during the year or to compensate for reductions in enrollment etc.



CONFIDENTIAL

	Actual 2014-2015	June Proposed Budget 2015-2016	November Revised Budget 2015-2016	March 31st Actual 2015-2016	May- June Proposed Budget 2016-2017
Accumulated Surplus/Deficit Prior Year			\$ -	\$ -	
NET RESULTS CURRENT YEAR	\$ -		\$ -	\$ -	
Accumulated Surplus/Deficit	\$ -		\$ -	\$ -	

A.	When the "November Revised Budget 2015-2016" has been completed, the template must be sent by e-mail by the Principal to Johanne Levac, Daycare Manager & to Regional Director. <u>DEADLINE:</u> December 15, 2015. Also, upon adoption of the "November Revised", please forward with the signed governing board resolution to your Regional Director.
B.	The "March 31st Actual 2015-2016", template must be sent by e-mail by the Principal to Johanne Levac, Daycare Manager: DEADLINE: May 31st, 2016.
C.	Upon adoption of the "May-June Proposed Budget 2016-2017", please forward with the signed governing board resolution to your Regional Director. Please e-mail to Johanne Levac updated template DEADLINE: June 30, 2016



**Table 9: Projected Daycare Budget Worksheet  
2015-2016**

**Projected Daycare MELS Allocation**

Number of regular students			
Less than 100 regular students	x	\$744.00 =	\$
Between 100-199 regular students	x	\$600.00 =	\$
200+ regular students	x	\$400.00 =	\$
Total Salaries :		=	\$
4yr. Old program,# of students			
<b>Total 4yr. Old program (Verdun Elem.Only)</b>	x	\$ 1,455.00 =	\$
<b>4 yr old full time kinder(Riverview)</b>	x	\$ 728.00 =	\$
Reg. Handicapped student codes			
(14,23,24,36,42,44,50,53,99)	x	\$ 4,288.00 =	\$
(33,34)	x	\$ 2,310.00 =	\$
Sporadic Handicapped (all codes above)	x	\$ 1,816.00 =	\$
Total Handicapped:		=	\$
Hold back 15Yo			
Total Handicapped:			\$
Inner city funding nutrition			
Total# reg. Student:	x	\$ 103.00 =	\$
<b>First Aid is now included with the regular allocation</b>			

**OTHER CALCULATION:**

Capital Grant:			
<b>#Reg. As of Sept.30/14</b>	x	\$ 25.29 =	
Pedagogical Days:(Projected for 15/16)			
#of estimated student, multiply by			
#of ped days for the year:	x	\$ 7.93 =	

**The following will be reported directly on your Daycare Template  
(November revised)**



## **Template for Governing Board Resolution to Acknowledge Receipt of the November Daycare and Lunchtime Revised Budget**

(To be printed on the school letterhead)

WHEREAS school board procedures state that principals propose and governing boards adopt the “November revised” budget for the current year prior to December 15<sup>th</sup>, and

WHEREAS the school board daycare and lunch program template includes the prior year actual financial information to assist in the preparation of the November revised budget; and

WHEREAS the governing board of SAMPLE SCHOOL has reviewed the financial statements showing revenues of \$XXXX and expenses of \$XXXX, and giving a net result of \$XXX (please put in parenthesis if a deficit), and a cumulative non reserved surplus (deficit) as at June 30, 2015 of \$XXX; and

WHEREAS the governing board of SAMPLE SCHOOL has reviewed the proposed 2015-2016 November revised budget as submitted by the principal at the (date) 2015 governing board meeting, showing revenues of \$XXX and expenses of \$XXX and giving a budget net result of \$XXX (please put in parenthesis if a deficit), and a cumulative budgeted surplus (deficit) of \$XXXX; and

WHEREFORE BE IT RESOLVED that, on a motion by (name), seconded by (name), that the November revised budget for the 2015-2016 school year be accepted.

\_\_\_\_\_  
(name), Chairperson of Governing Board

\_\_\_\_\_  
(name), Principal

\_\_\_\_\_  
date



## **Template for Governing Board Resolution to Adopt the Daycare & Lunch Program Annual Budget**

(to be printed on the school letterhead)

WHEREAS the governing board is responsible for adopting the daycare & lunch program annual budget proposed by the principal, and shall submit the budget to the school board for approval, as per Article 95 of the Education Act; and

WHEREAS the principal shall prepare the annual budget of the daycare & lunch program (and) submit it to the governing board for adoption, as per Article 96.24 of the Education Act;

WHEREAS the governing board of SAMPLE SCHOOL has reviewed the 2015-2016 annual daycare & lunch program budget as submitted by the principal at the \_\_\_\_\_ 2015 governing board meeting:

WHEREFORE BE IT RESOLVED that, on a motion by (name), seconded by (name), the annual daycare & lunch program budget for the 2015-2016 school year be adopted.

\_\_\_\_\_  
(name), Chairperson of Governing Board

\_\_\_\_\_  
(name), Principal of School

\_\_\_\_\_  
(date)



## **Section 7 – Reporting and Communicating**

### **Annual Reporting**

[Section 82](#) and [section 110.4](#) of the [Education Act](#) state: "The governing board shall prepare and adopt an annual activity report and shall transmit a copy of the report to the school board".

#### **What is an Annual Report?**

The annual activity report serves as a communication and planning tool as well as ensuring accountability. The governing board's activities include the decisions it made throughout the school year, from whom it sought and received funding, agreements signed, consultations responded to, information transmitted to the school board, approved facilities use and any accomplishments. The annual report can be used not only to report to the school board as required by law but also to share information with parents, the school staff and the public.

While there is no requirement for copies of the annual report to be distributed to the parents or staff members at large, you may decide to have copies available for those who wish to see it (e.g. at the Annual General Assembly of Parents) or to post it on the school's website.

#### **Content of the Annual Report**

- The annual report should include the following information and descriptions:
- name and address of the school/centre
- names of the members of the governing board, the groups they represent and position (e.g., chairperson, secretary)
- number of meetings held (regular and special)
- attendance record (optional)
- message from the chairperson (optional)
- issues and concerns addressed by the governing board
- new programs, activities, services approved by the governing board
- actions taken by the governing board
- sub-committees that were established, if any, and their mandates
- method(s) used to inform parents
- plans and/or recommendations for the coming year.

The annual report must be adopted by the governing board and submitted to the school board.

Please note that, once adopted, the annual activity report should be forwarded to the school board by September 30th. The entire report must be sent to Legal Services and the Financial Report must be sent to Financial Services.

The forms and guidelines provided by the LBPSB for the completion of the annual report are included on the following pages.



# **Completing the Governing Board Annual Report**

## **Members**

List each member of the governing board and identify the group each member represents, e.g., parents, teachers, other staff, daycare, students, community, socio-economic, enterprise, etc.

## **Number of Meetings Held/Comments**

Identify the number of regular and special meetings held during the year and the reasons for the special meetings.

## **Chairperson's Message**

This is optional but might include the accomplishments, the challenges, the general functioning of the governing board, etc.

## **Activities, Programs, Services & Issues/Actions Taken**

List the major topics that were dealt with and the associated actions taken.

## **Sub-Committees and their Mandates**

If your governing board established sub-committees to look at issues and make recommendations, please identify.

## **Informing the School Community**

The school community includes parents, staff and often the larger community. Briefly describe the method(s) used, e.g, newsletters, notices, etc.

## **Success Plan Evaluation of Implementation**

Refer to the approved report covering the evaluation of the implementation of the school's success plan.

## **Recommendations**

Indicate any recommendations for next year's governing board in terms of actions to be taken, issues to be addressed, method of operation, etc. You may wish to identify specific measures you would like the school board to take which would assist the functioning of the governing board.

## **Informing the Community**

[Section 83](#) of the [Education Act](#), referring to youth sector schools states:

- "Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the quality of such services"
- "The governing board shall make public the educational project and the success plan of the school"
- "Each year, the governing board shall report on the evaluation of the implementation of the success plan"
- "A document explaining the educational project and reporting on the evaluation of the implementation of the success plan shall be distributed to the parents and the school staff. The governing board shall see to it that the wording of the document is clear and accessible".



For continuing education centres, [section 110.3.1](#) of the [Education Act](#) states:

- “Each year, the governing board shall inform the community served by the centre of the services provided by the centre and report on the level of quality of such services”
- “The governing board shall make public the policies, objectives and success plan of the centre”
- “Each year, the governing board shall report on the evaluation of the implementation of the success plan”
- “A document explaining the policies and objectives of the centre and reporting on the evaluation of the implementation of the success plan shall be distributed to the students and the staff. The governing board shall see to it that the wording of the document is clear and accessible”.

This is a separate responsibility from that of the preparation and adoption of the annual report.

The key words in these sections are "inform" and "report". The governing board can provide information on services to the community on a regular basis through the public meetings of the governing board, the school website, newsletters, local newspaper ads, etc. A flyer or pamphlet promoting the school's services and their level of quality could be made available to visitors and anyone making inquiries.

Both the educational project (youth sector) and the success plan must be made public. The governing board must also report annually on the evaluation of the implementation of the success plan and a document explaining the educational project and reporting on the evaluation of the success plan must be distributed to the parents and the school staff. ([s. 83](#), [s. 110.3.1](#)).

The [Education Act](#) ([s. 37.1](#)) specifies that the success plan shall reflect the strategic plan of the school board and must include methods for evaluating its implementation and must be reviewed annually. The act doesn't state who does the review. The governing board reports on the evaluation of the implementation.



## **Addendum A – Annual General Assembly of Parents**

### **Notice for the Meeting**

The notice should include a brief description of the role and functions of the governing board, the Sector Parent Committee, and the Parent Participation Organization as these three items must be dealt with at the meeting ([Addendum B](#)).

To simplify the process, in the event that there are more candidates than seats, consider including a tear-off portion for parents to return to the school so they may declare their interest in being a member of the governing board or Parent Participation Organization.

A list of candidates can be prepared ahead of time from the returned tear-offs with spaces provided for any additional nominations made at the meeting. With the provision of a column beside the names, this list can then be used as a ballot if a vote is needed (see [Addendum C](#)).

It is also advisable to indicate in the notice that, if there are more candidates than seats, each candidate will be asked to speak briefly on his/her motivation and interest in becoming a member of the governing board.

### **Calling the Meeting to Order**

The chairperson of the governing board, or principal, if there is no chairperson, calls the meeting to order. A brief overview of the responsibilities of the governing board should be presented. The chairperson should also present the annual report of the governing board's activities during the previous year.

The election chairperson is then introduced. In most instances, the principal will assume this role or ask a parent who is not standing for election to do so. A secretary is also needed to record nominations and the results of the vote.

Requests for absentee candidacy must be submitted in writing to the outgoing governing board chair or to the principal.

Prior to the election parents should be made aware of the many areas in which the governing board is expected to make decisions and that these decisions must be made in the best interests of the students.

Emphasis should be placed on the commitment expected of governing board members and [section 71](#) of the [Education Act](#) referring to the conduct of members.



## **Election of Governing Board Members**

The composition of the governing board will have been determined for each school by the School Board after consultation.

If names have been submitted ahead of time, each parent present receives a copy of the list. The chairperson then asks if there are additional nominations. Parents may nominate themselves. Seconders are not required unless the general assembly decides otherwise.

If no names have been submitted, the election chairperson asks for nominations. Nominations are recorded as received. When no further nominations are forthcoming, a motion is made to close nominations. If a ballot was distributed, those present should add the new names to their copy of the list.

If more than the required number of names is placed in nomination, an election is declared. If a list has been distributed, it can become the ballot and each parent can check the names of the required number of Parent Members for whom he/she wishes to vote.

Prior to the vote, the general assembly may request that the candidates present themselves.

The ballots are collected and counted, by three people not on the ballot. The election chairperson announces the results by reading the names of those elected but not the number of votes for each. A motion to destroy the ballots may be called for by the election chairperson.

The first meeting of the governing board will be held at a later date. The governing board may have an established day each month that they meet, or the principal should consult with the parent and staff representatives elected to the governing board and set a date agreeable to all parties. Any established schedule should be ratified at the first meeting of the governing board.

If fewer than the required number of parents are elected, a governing board cannot be formed. Elections to the governing board can take place no later than September 30<sup>th</sup>. The parent community can therefore be mobilized to attend another general assembly on another occasion within the remaining timeframe from the date of the AGA to elect parents to any vacant seats. Failing this, all duties and functions will be assumed by the principal.

## **Election of the Representative and Alternate to the Sector Parents' Committee**

The parents attending the meeting elect a representative to the Sector Parents' Committee from among the governing board parent members. They also elect a substitute to attend and vote at meetings of the Sector Parents' Committee when the elected representative is unable to attend. Both the representative and the substitute **must** be chosen by the general assembly ([s. 47](#)).

## **Establishment of a Parent Participation Organization ([S. 96](#))**

The parents in attendance at the general assembly decide whether or not to form a Parent Participation Organization, which is composed of parents of students attending the school.

If the general assembly chooses to form a PPO, it determines the name, the composition and the operating rules and elects the members.

A brief description of the Parent Participation Organization is included in [Addendum B](#).



## **Sample Agenda for the Annual General Assembly of Parents**

1. Opening and Welcome
2. Naming of Secretary
3. Approval of Agenda
4. Approval of Minutes of last year's General Assembly of Parents
5. Role and Function of Governing Board, Parents' Committee, and PPO
6. Word from the Principal
7. Adoption of the Election Procedure
8. Governing Board
  - 8.1 Presentation of Annual Report
  - 8.2 Introduction of current members
  - 8.3 Election of new members
9. Parents' Committee
  - 9.1 Report from outgoing Parent Representative
  - 9.2 Election of Parent Representative
  - 9.3 Election of Alternate
10. Parent Participation Organization
  - 10.1 Presentation of Annual Report
  - 10.2 Formation of PPO
  - 10.3 Naming of the PPO
  - 10.4 Internal Rules of Procedure
  - 10.5 Election of new members
11. Adjournment



## **Addendum B – Parent Participation Organization**

### **A Brief Description**

#### **What is the Parent Participation Organization?**

The parent participation organization gives the opportunity to a larger number of parents to be more directly involved in the life of a school.

#### **What are the Functions of the Parent Participation Organization?**

The purpose of the PPO is as follows:

- to encourage parents' participation in fostering their child's success
- to encourage the collaboration of parents in developing, implementing and evaluating the school's educational project.

As well, it may advise the parent members on the governing board about parents' concerns. The governing board parent members may consult the PPO when additional input from parents is needed ([s.96.3](#)).

The Parent Participation Organization can play a valuable role and support the work of the governing board by effectively communicating with the parent body at large:

- letting parents know about what is going on at the school and what the needs are
- finding out about parents' concerns.

There are no regulations governing the size and general operation of a Parent Participation Organization except, as mentioned, that the parents attending the AGA determine its name, its composition, its operating rules and elects its members. Each parent community has the flexibility to organize its PPO to best suit the conditions, i.e., the number of parents who wish to be involved and the tasks that need to be done.



## Addendum C – Election of Governing Board & PPO Members

School: \_\_\_\_\_ Date: \_\_\_\_\_

The following parents have submitted their names as candidates for the seats for parent members on the governing board and the Parent Participation Organization

Name	Grade Level(s) of Child(ren)	GB Candidate (a)	PPO Candidate (a)	Vote (GB/PPO)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				



## **Addendum D – GB Report of Expenditures**

**TO:** School Principals and Center Directors  
**FROM:** Carol Heffernan – Assistant Director General  
**DATE:** October 1, 2015  
**RE:** Governing Board Income Statement 14-15

Please find enclosed the 2014-2015 Governing Board Income Statement and the detailed history of XXX-5-51301-XXX (the budget codes used to pay for your Governing Board expenses). You can use the enclosed statement or copy the numbers on your personalized form without changing the final balance.

**Please verify the expenses for the year 2014-2015.** You can verify that the *Balance at the end* is equal to the amount available in INFINI at the end of 2014-2015. Important: if there is no annual allotment from the Board in 2014-2015 it is because the 2013-2014 Annual Report was not received by the Legal Department. Moreover, according to Resolution 2012-11-#08 that was passed on November 2012, *any surplus funds as of June 30, 2013 will be returned to the School Board.*

**A signed copy of the Statement must be sent to Michelle Roach by November 30<sup>th</sup> and the Annual Activity Report must be sent to Sabrina Kaley in the Legal Department by the same date (refer to Legal Services for the format if you are not sure of what is requested). Otherwise, the School/Centre will not receive the 2015-2016 Governing Board allocation.**

Should you wish to have an Excel copy of the report, please call Florence Fried (30630) or Michelle Roach (30614).

Finally, as a reminder, or if you are a new Principal, please consult the Accounting Manual (G1.1) in SharePoint, for the proper use of the annual allotment and a reminder is always indicated on the e-mail that is sent to the Principal and to the Governing Board Chair once the allotment is voted by the commissioners. **The only revenue must be from the annual allotment.**



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## GOVERNING BOARD INCOME STATEMENT

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School Year \_\_\_\_\_

SCHOOL / CENTRE NAME: \_\_\_\_\_

Beginning of the year balance (carry over, if any) \_\_\_\_\_

### RECEIPTS

Annual allotment from the School Board	\$ _____	
Other amounts received	\$ _____	\$ _____
<b>TOTAL RECEIPTS</b>		<b>\$ _____</b>

### DISBURSEMENTS

Meeting expenses	_____	\$ _____
Supplies and documentation	_____	\$ _____
Members workshops	_____	\$ _____
Other expenses	_____	
<b>TOTAL DISBURSEMENTS</b>		<b>\$ _____</b>
<b>Balance</b>		<b>\$ _____</b>

Date: \_\_\_\_\_ Chairperson Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Principal Signature: \_\_\_\_\_

### Note:

It is imperative to retain the written proofs and receipts of expenses.

Please return a signed copy of the Statement to the School Board Finance Department by November 30th. The Annual Activity Report (Art. 82 of the Education Act) should be forwarded to Legal Services.



## **Addendum E – Suggested Agenda for First GB Meeting**

### **YOUR SCHOOL GOVERNING BOARD**

Wednesday, October xx, 20xx

#### **AGENDA**

1. Welcome - Principal
2. Introduction of Members (allow each member to introduce themselves)
3. Approval of the Agenda
4. Approval of the minutes of the last meeting
5. Working Together as a Team - Principal
6. Refreshments and an Icebreaker
7. Election of Chairperson
8. Appointment of Secretary
9. Operation
  - 9.1.1 Review of Rules of Operation (as outlined in the [Education Act](#))
  - 9.1.2 Approval/Modification of Internal Rules of Management
10. Dates and Times of Meetings
11. Discussion: Appointment of Community Representatives
12. Discussion: Participation of Commissioner
13. Business Arising
14. New Business
15. Other Business
16. Correspondence
17. Public Question Period
18. Next meeting: date
19. Adjournment



## **Addendum F – Sample Agenda for GB Meeting**

### **YOUR SCHOOL GOVERNING BOARD**

**Wednesday, November xx, 20xx, 7:30 p.m.**

**Staff Room, School, Address**

#### **Agenda**

1. Adoption of Agenda
2. Adoption of the Minutes of the Meeting of October xx, 20xx
3. Business Arising from the Minutes
  - 3.1 Approval of Internal Rules of Management
4. Public Question Period
5. Reports
  - 5.1 Sector Parents' Committee
  - 5.2 Treasurer's Report or GB Budget
  - 5.3 Principal
  - 5.4 Teachers
  - 5.5 Students
6. New Business
  - 6.1 The Educational Project
  - 6.2 Field Trip Approvals
  - 6.3 Success Plan Review
7. Varia
8. Correspondence
9. Adjournment – date of next meeting



## **Addendum G – Sample Minutes for a GB Meeting**

Minutes of the meeting of the governing board of Your School held on Wednesday, November xx, 20xx at 7:30 p.m. in the staff room of Your School, Address.

Present: (list names of the members of the governing board)

Absent: (list names of absent members)

Also present: (list names of guests, commissioner, etc. if applicable)

### **1. Adoption of Agenda**

It was moved by A. Major, seconded by M. Frost and unanimously resolved that the agenda be adopted

Vote For: ## Against: ## Abstention: ## (Resolution # 20xx-11-01)

### **2. Adoption of Minutes of the Meeting of October 15, 2003**

It was moved by G. Woods, seconded by I. Smith and unanimously resolved that the minutes of the meeting held on October xx, 20xx be adopted as circulated.

Vote For: ## Against: ## Abstention: ## (Resolution # 20xx-11-02)

### **3. Business Arising from the Minutes**

#### **3.1 Rule of Internal Management**

The chairperson distributed copies of the guidelines agreed to at the last meeting.

Vote For: ## Against: ## Abstention: ## (Resolution # 20xx-11-03)

### **4. Public Question Period**

A parent expressed a concern about the cost of field trips. The chairperson replied that the item would be discussed at the next meeting of the governing board.

### **5. Reports**

#### **5.1 Sector Parents' Committee**

G. Woods reported on the meeting of October 22, 20xx.

#### **5.2 Treasurer's Report**

M. Brisebois reported that the Board allocation is expected within the next week. No expenses have occurred to date.

### **6. New Business**

#### **6.1 The Educational Project**

After a presentation by the principal, it was moved by P. Jones, seconded by A. Major and resolved that the governing board survey parents, teachers and students about their perceptions of the school's strengths and the concerns they may have. P. Jones and M. Smith volunteered to draft a survey for the next meeting.

Vote For: ## Against: ## Abstention: ## (Resolution # 20xx-11-04)

### **7. Varia**

None

### **8. Adjournment**

The meeting was adjourned at 9:30 p.m. on a motion by J. Grand.



## **Addendum H – GB Annual Report Template**

20\_\_\_\_ - 20\_\_\_\_  
School Name  
123 Main Street, West Island, QC

### **Chairperson's Message**

### **Members**

G. Woods, Chair	Parent Member
I. Smith	Teacher
J. Grand	Parent Member
P. Jones	Support Staff
M. Smith	Student Representative

### **Meeting Dates**

Meetings were held monthly in the library of School Name at 7:30 p.m. on the following dates:

October xx, 20xx	March xx, 20xx
November xx, 20xx	April xx, 20xx
December xx, 20xx	May xx, 20xx
January xx, 20xx	June xx, 20xx
February xx, 20xx	September xx, 20xx

### **Actions, Issues, Events, Programs**

A discussion of the issues and items that the governing board examined and acted on during the year should be outlined in this section along with any action items that resulted. For example, it is the function of the governing board to inform the school community on the Educational Project and School Success Plan. You can include a summary of how the community was informed here.

The governing board is responsible for informing the community of the school's educational project and the success plan. This section can discuss how this was accomplished.

### **Sub-Committees**

This section should list all sub-committees formed by the governing board during the year with their mandates and actions, outputs and/or recommendations resulting from their efforts.



## **Success Plan Goals and Evaluation of Their Implementation**

This is a separate report; a summary could be included here.

Each year, the success plan goals should be reviewed and modified as appropriate. Goals should be specific, measurable, attainable, realistic and timely so that results can be measured. The year's goals can be listed here, along with the governing board's evaluation of the implementation of the plan.

## **Recommendations**

Summarize any recommendations that the governing board has for the school and for the next year's governing board in this section.

## **Adopted by the School Name Governing Board**

---

**Date**

---

**Chairperson**



## **Addendum I – School Board Departments & Committees**

### **School Board Departments**

#### **Community Services**

The Community Services department is responsible for admissions and registration, the Intercultural Advisory Committee, the Community Liaison, Food Services and Transportation Services.

#### **Educational Services**

The primary purpose of Educational Services is to support teachers and school administrators in helping all students achieve their potential. The department takes on the responsibility of the strategic initiatives laid out by the school board leading to student success.

#### **Equipment Services**

The Equipment Services department is composed of qualified employees in many different areas of specialty including, engineering, architecture, maintenance, various construction trades and caretaking. The primary role of the department is to address the physical plant needs of the school board.

The mandate consists of managing major construction projects such as building new schools or renovating existing ones to waste disposal and snow removal, grass cutting and mail delivery for all schools.

#### **Financial Services**

The Financial Services team provides a support function to the employees of the school board. Their goal is to manage revenues and expenses to maximize the funding to be placed in the classrooms.

The team is responsible for the school board budgetary process, purchasing, and financial reporting for the board and plays an integral role in the communication of financial data between the MEESR and schools/centres.

#### **Human Resources and Payroll**

The Human Resources and Payroll department provides a variety of services to all employees in the school board. There are approximately 4,300 employees board-wide. Responsibilities include the management of the various collective agreements, the Central Parity Committee, recruitment of teachers and support staff, as well as the mentoring programs for teachers and administrators.



## **Information Systems**

The Information Systems team provides a variety of services responding to information and technological demands, including the maintenance of existing systems. The department provides corporate infrastructure support, development and data security for the youth, continuing education, payroll and financial sectors.

I.S. supervises all MEESR clientele declarations, September 30<sup>th</sup> registration data, exam transmittal and elementary report card production for the schools, as well as web servers and web-based servers. They are also responsible for telecommunications, firewall, virus protection and network security.

## **International Studies**

The LBPSB shares a belief that international education advances learning, builds respect among different people, and encourages constructive leadership in a global community. We believe that international education, by its nature, is fundamental to fostering peace, security, and well-being. International education encourages better relations among people of different cultures and encourages cross-cultural communication. By making institutions sensitive to other cultures, and by globalizing the curriculum, students are given a window into their own richly diverse communities.

## **Legal & Archival Services**

The Legal and Archival department's role is to support, by sharing legal expertise, all departments, schools and centres in all aspects of education law and in the implementation of the strategic plan.

The department provides support to human resources on staff issues, to financial services and equipment services in dealing with suppliers and contractors, and contributes to student life by inputting to the policies that affect our students.

The department also stays on top of legislation assessing its impact and advising the board accordingly.

The department manages all the school board's archives and the document retention schedules and policies.

## **The Regions**

Our schools are organized by geographic regions. Each region is headed by a Regional Director who administers the region. School Principals report to the Regional Director on the ongoing operations of their schools/centres. Additionally, Vocational Education Centre Directors and Adult Centre Directors report directly to the Continuing Education Director.



## **Secretariat**

The Secretariat is responsible for a number of management services including general information and media communications, translation and high-volume copying. They also assist the Council of Commissioners in managing its civic administrative duties of maintaining the public record of meeting minutes.

The Secretary General will assist any student or parent who requests help in formulating a written request seeking reconsideration of a decision.

## **Student Services**

The goal of Student Services is to assist schools in meeting the diverse needs of students. It must also provide a wide range of complementary services. Activities include collaboration with Educational Services in order to support teachers in differentiated instruction and literacy initiatives, collaboration with Equipment Services on building access and modification issues and working in partnership with the Department of Information Systems as well as the Purchasing Office to ensure of support of technological needs for special needs students. As a partner in the reorganization of health and social services our presence at a number of “tables de concertation” both on- and off-island is required. Finally, a great deal of effort is deployed to enhance every school’s adherence to the Peaceful Schools Initiative.

## **School Board Committees**

### **Advisory Committee on Student Transportation**

The Advisory Committee on Student Transportation reviews the school board’s [Policy 4.1 – Transportation Policy](#) and makes recommendations to the Council of Commissioners regarding proposed changes. The committee ensures that the norms established by government regulation are met. It makes recommendations to the Council of Commissioners regarding transportation contracts and reviews and makes recommendations on procedures and other policy relative to transportation matters. The committee will also undertake any other task assigned to it by the Council of Commissioners.

### **Audit Committee**

The audit committee shall, among other things, assist the commissioners in seeing to the establishment of internal control mechanisms and the optimal use of the school boards resources. The committee must secure the assistance of at least one person who has competency in accounting or financial matters.

### **Communications & Marketing Committee**

The Communications & Marketing Committee focuses on internal and external communications and marketing strategies in an effort to broaden the knowledge of its communities, and the world at large, as to what the LBPSB can offer in its role as a public education system.



## **Education Committee**

The Education Committee oversees the development and the management of educational services for the youth sector and the continuing education sector of the school board community. It studies and evaluates policies and programs regarding all educational related services, makes recommendations to the Council of Commissioners, and undertakes any other task assigned to it by the Council of Commissioners

## **Executive Committee**

The Mandate of the Executive Committee of the Lester B. Pearson School Board is to approve and monitor the major expenses and financial commitments of the board and of council. The committee also oversees the development of short-range plans and priorities, such as an 18-month calendar, the policy manual and the annual report. The committee also carries out any other tasks assigned to it by the Council of Commissioners.

## **Facilities and Security Committee**

The Facilities and Security Committee studies the facilities and security needs of the Lester B. Pearson School Board and reviews the capital budget and priority list. It also makes recommendations to the Council of Commissioners regarding facilities and security matters and undertakes any additional tasks assigned to it by the Council of Commissioners

## **Governance and Ethics Committee**

The governance and ethics committee shall, among other things, assist the commissioners, if necessary, in selecting persons whose competence and qualifications are considered to be useful for the administration of the school board for purposes of co-optation under paragraph 3 of [section 143](#) of the [Education Act](#), and in developing and updating the code of ethics and professional conduct provided for in [section 175.1](#) of the [Education Act](#).

## **Human Resources Committee**

The Human Resources Committee interacts with the Director of Human Resources in order to promote the principles of effective human resources management by recommending appropriate policies and giving informed advice to the Council of Commissioners. The committee fosters open and effective communication with all personnel. It carries out any other task assigned to it by the Council of Commissioners as by law.

The Human Resources committee shall, among other things, assist the commissioners in developing an expertise and experience profile and selection criteria for persons to be appointed by the school board under [section 96.8](#), [section 110.5](#) and [section 198](#) of the [Education Act](#).

## **Intercultural Advisory Committee**

The Intercultural Advisory Committee reviews the school board's [Policy 2.9 – Intercultural Policy](#) and makes recommendations to the Council of Commissioners regarding proposed changes. It advises the school board on intercultural concerns facing the LBPSB community and recommends ways of integrating intercultural and global education into school curricula and into the life of schools. The committee also reviews local intercultural projects & distributes resources provided by the School Tax Management Committee and encourages schools and centres to develop local intercultural projects as by law.



## Parents' Committees

Lester B. Pearson has a Central Parents' Committee as required by [section 189](#) the [Education Act](#). Per the act, if the school board divides itself into administrative regions, the parents committee may, and at LBPSB does, choose to divide into regional committees, one for each region of the board.

Four representatives from each sector sit on Central Parents' Committee (CPC). A member of the Special Needs Advisory Committee also sits on CPC.

The parents' committees have the responsibility to:

- promote the participation of parents in education
- promote awareness among parents of the activities of the school board
- give advice on school board operations
- inform the school board of the needs of parents
- give its opinion on any matter the school board is required to consult on.

At LBPSB, Council has given the Central Parents' Committee the opportunity to designate parent representatives at several of its standing committees. These representatives are nominated by CPC.

## Special Needs Advisory Committee

The Special Needs Advisory Committee is composed of:

- parents of the students concerned, designated by the parents' committee
- representatives of the teachers, of the members of the non-teaching professional staff and of the members of the support staff, designated by the associations which represent them in their dealings with the school board and elected from among the persons who provide services to the students concerned
- representatives of bodies which provide services to handicapped students or to students with social maladjustments or learning disabilities, designated by the council of commissioners after consulting with those bodies
- a school principal designated by the director general.

The functions of SNAC are:

- to advise the school board on [Policy 3.5 – Students with Special Needs: Policy on the Organization](#) dealing with the organization of educational services to handicapped students and students with social maladjustments or learning disabilities
- to advise the school board on the allocation of financial resources to the services intended for those students.



## **Addendum J – Generic Internal Rules of Management**

The following is a starting template intended to help you develop your own Internal Rules of Management. It is meant to be tailored to meet the needs of your governing board. For instance, you may wish to require (or not require) a seconder for each motion and/or you may wish to ensure that minutes are posted on your website. These or any other points should then be added to the rules.

The internal rules presented below deal with the basic functions of all governing boards. They also include references to the [Education Act](#) where appropriate.



**<School Name>**

**Rules of Internal Management  
20xx-20xx**

**adopted xxx, 20xx**

**Contents**

<b>Purpose</b>	<b>lxxvii</b>
<b>Definitions</b>	<b>lxxvii</b>
<b>Composition and formation</b>	<b>lxxvii</b>
<b>Rights and duties of the chair</b>	<b>lxxvii</b>
<b>Members' conduct and responsibilities</b>	<b>lxxvii</b>
<b>Roles and responsibilities</b>	<b>lxxviii</b>
<b>Functions</b>	<b>lxxviii</b>
<b>Responding to school board consultations</b>	<b>lxxviii</b>
<b>Meetings</b>	<b>lxxviii</b>
<b>Correspondence</b>	<b>lxxix</b>
<b>Meeting Agenda</b>	<b>lxxix</b>
<b>Minutes and Summaries</b>	<b>lxxx</b>
<b>Revision procedure</b>	<b>lxxx</b>
<b>Coming into effect and repeal provision</b>	<b>lxxx</b>



## Purpose

The purpose of these rules is to facilitate the operation of the <Name of School> Governing Board.

## Definitions

**GB:** the <Name of School> Governing Board

**Member:** any person who has been elected or appointed to the GB in accordance with [section 47](#) through [section 51](#) of the [Education Act](#).

**The Board:** the Lester B. Pearson School Board

**Simple majority:** 50% of the members plus one (rounded down to nearest whole number)

**EA:** The [Education Act, R.S.Q., I-13.3](#) and its updates

**Principal:** The principal of the school

**Chair:** A parent member of the governing board is elected as chair to preside over meetings.

## Composition and formation

The school board has decided that there will be <x> members of the <Name of School> GB

## Rights and duties of the chair

The chair calls the meetings of the GB

Without restriction, the chair has the following duties:

- Work with the principal to develop meeting agendas
- Speak on behalf of the governing board
- Ensure that the internal rules of management are observed in order to create an amicable and orderly environment
- Follow the agenda approved by the GB and keep discussions on track
- Ensure that all subjects are properly explained and questions responded to appropriately
- Allow and solicit members to express their opinions
- Decide on the order of discussions and give the right to speak
- Keep the discussions to within the mandate of the GB
- Summarize the opinions of the assembly

## Members' conduct and responsibilities

Each member must:

- Act effectively and in good faith in relaying the needs, concerns and advice to the GB
- Prepare for and attend the GB meetings

## References & Comments

In accordance with [s. 67](#) of the [Education Act](#).

[s. 47](#) – [s. 51](#)

[s. 46](#), [s. 96.13](#) The principal shall take part in the meetings, but is not entitled to vote.

[s. 56](#), [s. 42](#)

[s. 60](#). If the chair is unable to attend a meeting, the GB shall designate a substitute from amongst its eligible members.

[s. 71](#)



- Contribute to the meetings and participate in GB activities
- Address himself to the chair and not to a member in particular
- Maintain a respectful demeanor at meetings and GB activities
- Inform the chairperson of any foreseen absence from GB meetings and activities

## Roles and responsibilities

**Secretary:** Takes meeting minutes, coordinates documentation, ensures meeting materials and documents are distributed prior to meeting.

[s. 56](#)

**Treasurer:** In conjunction with the school's accounting officer, maintains records of the GB's allocation and spending and prepares the financial report for the GB at the end of the school year.

## Functions

*The GB will see to the following:*

[s. 74](#) – [s. 96.24](#)

## Election of officers and representatives

- The members will elect from among themselves, the GB officers specified above.
- The elections and appointments will take place during the month of October at the first full meeting of the Governing Board. The GB must also promptly replace any member unable or unwilling to continue in an elected role.

## Advising on the operation of the school

Any advice the GB wishes to communicate to the school board must be formalized and if the committee so decides, forwarded to the appropriate administrator.

Power given under [s. 78](#)

## Informing the board on the school's/centre's needs

Any information the GB wishes to communicate to the school board should be formalized and if the GB so decides, forwarded to the administrator concerned. Copies may be sent to the Sector Director, the Director General, and the Council of Commissioners. It may also be sent to Chairs of SPC and CPC if the issue is deemed of relevance to parents of other school communities.

Power given under [s. 79](#)

## Responding to school board consultations

Preparatory work on responses will be done in sub-committees struck for the purpose. Support materials and a draft response for each consultation will be submitted to the GB to enable discussions and to formalize a response.

[s. 67](#)

## Meetings

**Schedule of meetings:** Regular meetings will be held in <the

[s. 61](#), [s. 108](#)



library> of the school. They will normally be held on the <first Wednesday> of each month from October through June at <7:00pm>. If the <first Wednesday> of the month falls on a day when the school is closed, it will be deferred to the following week. 9 meetings will be held per year.

**Special meetings:** Special meetings may be called between regular meetings by the chair or by request of a majority of the members.

**Quorum:** A simple majority of the members AND, in the youth sector only, half of the **parent** representatives must be present in order to proceed with a meeting. An informal meeting may nevertheless take place when quorum is not achieved, however no decisions may be taken and no official GB function may be performed.

**Observers:** the GB meetings are open to the public. The agenda will include a public question period. Observers must restrict themselves to subjects within the mandate of the GB.

**Procedures:** All decisions are confirmed by a simple majority vote of those in favour or of those opposed (abstentions do not count towards the determination of the vote). In the case of a tie, the Chair will cast a second and deciding vote. An item to be voted on must be formulated as a motion or presented as a resolution, and should be seconded. Time for discussion of the motion must occur before the vote is taken. The GB may form subcommittees to study specific issues and/or to draft proposals. A chairperson will be appointed for each subcommittee. The members may be asked to ratify a decision previously made between meetings by email.

**Adjournment:** when all items on the agenda have been addressed, the chair adjourns the meeting.

[s. 68](#) While GB meetings are public meeting any member may request to close the meeting if the matter examined can cause injury to a person. Resolutions cannot be passed at closed meetings.

## Correspondence

All correspondence will be reported during regular meetings and will be kept on file at the school. The chair should copy all members when sending correspondence on behalf of the Governing Board.

## Meeting Agenda

The agenda lists the order of the business to be addressed during GB meetings. The chair drafts the agenda in conjunction with the principal. Each member should be given the opportunity to add or modify items on the agenda. Each agenda will include the following items (the agenda of the first meeting of the year will be modified to include introductory items and election of officers):

**Call to order**

**Adoption of the agenda**

**Approval of the minutes of the previous meeting**

**Business Arising**

**Reports** (Student Council, Commissioner, Community Representatives, Parent Representative, Support Staff, Teachers, VPs, Principal)

**New Business**

**Correspondence**



## **Comments and questions from the public**

### **Next Meeting**

### **Adjournment**

Reports to be presented to the GB should be submitted preferably in written form and whenever possible, prior to the opening of the meeting. Any issue arising from a report which requires the GB attention may be included in the meeting in progress, or deferred to a subsequent meeting.

## **Minutes and Summaries**

The minutes of the meeting are a permanent record of the items discussed and the decisions made at GB meetings and as such:

[s. 69](#)

- the secretary will prepare and submit a draft copy of each set of meeting minutes to the committee;
- the minutes will list the members present, having sent regrets and who were absent. It will also include brief summaries of topics discussed and any decisions made during meetings (including the full text of motions). Vote results will be indicated as "in favour", "opposed" and "abstentions". A mention of the vote being "unanimous", "carried" or "defeated" will also be noted;
- the minutes are reviewed and approved at the subsequent meeting. Corrections may not alter the substance of any decision or resolution listed; and
- the minutes will be kept by the principal in an official register at the school.

## **Revision procedure**

The GB must review these rules at the beginning of its mandate and put them into effect by adopting them prior to the end of the month of November. Subsequent revisions may be proposed by any member and will be adopted if a simple majority of the members agree at the subsequent meeting.

## **Coming into effect and repeal provision**

The rules stated herein take effect as of the time and date of their adoption and repeal all previous internal rules of management which were in effect until such time.



## **Addendum K – Resources**

More information can be found at the following websites. Ministry

of Education, Post-Secondary Education and Research

<http://www.mesrs.gouv.qc.ca/>

Lester B. Pearson School Board

<http://www.lbpsb.qc.ca>

Lester B. Pearson Governing Board Resource Page

<http://www.lbpsb.qc.ca/eng/Governingboard/Governingboard.asp>

Lester B. Pearson Central Parents' Committee

<http://cpc.lbpsb.qc.ca>

Ministry of Education, Post-Secondary Education and Research Governing Board Information

<http://www.education.gouv.qc.ca/en/parents-and-guardians/governing-boards/>

Leading English Education and Resource Network

<http://www.learnquebec.ca/>

The Quebec English School Boards Association

<http://www.qesba.qc.ca/>

FCPQ - English Services

<http://www.fcpq.qc.ca/en/>

Advisory Board on English Education

<http://www.education.gouv.qc.ca/en/organismes-relevant-du-ministre/abee/>

Quebec Education Act

[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I\\_13\\_3/I13\\_3\\_A.html](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html)

Quebec Education Indicators and Statistics (mostly in French)

<http://www.stat.gouv.qc.ca/statistiques/education/>