

Joint Orientation for Governing Board Members Facilitator's Guide



Reach for
your **Dreams**

Québec 

Joint Orientation for Governing Board Members Facilitator's Guide



Acknowledgments

The Ministère de l'Éducation and its partners involved in the design of joint orientation wish to thank the school boards Val-des-Cerfs, Bois-Francs and Fleuve-et-des-Lacs for having held several joint initial orientation sessions for governing board members in their respective territories. This testing of orientation tools and strategies enabled their designers to adapt the activities, adjust their sequence, and clarify some of the instructions to ensure that joint initial orientation will fully meet the needs of governing board members.

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The text printed in green in this document corresponds to the sections copied verbatim from the Participant's Workbook. This was done to make it easier for facilitators to lead the orientation sessions.

Informations générales

General Information

Development of joint orientation for governing board members

The design of joint orientation tools was a five-step process:

1. Development of an initial version of orientation material consistent with the mandate obtained from the joint orientation committee
2. Changes to the initial version of orientation material following the comments and suggestions gathered at the second meeting of the joint orientation committee (May 20, 2003)
3. Testing of two joint orientation instruments conducted in seven three-hour sessions in three school boards representing different cultures (Val-des-Cerfs, Bois-Francs and Fleuve-des-Lacs)
4. Further corrections and changes following comments and suggestions gathered during testing
5. Validation of revised and corrected orientation tools by members of the committee on joint orientation for governing board members on August 26, 2004.

Favourable conditions identified during testing of joint orientation sessions for governing board members

The testing conducted in different educational communities made it possible to identify a number of conditions that support joint orientation:

- Care is taken to ensure that the joint orientation sessions remain flexible and adaptable.
- Interactive facilitation is favoured.
- The suggested social constructivist approach guides the organization of the orientation session.
- The director general of the school board encourages and supports joint orientation.
- The facilitator team is composed of representatives of different types of members sitting on the governing board.
- At least one member of the facilitator team has sound knowledge of the *Education Act*.
- Each orientation session includes new and experienced members.
- Facilitation is flexible and is adapted to the context of the orientation and to the special needs of participants.
- Attention is paid to the spatial arrangement of the room where the orientation session is held; round tables stimulate the participation and involvement of participants.
- The maximum number of participants per session is 30.



Document 1

Introduction to the joint initial orientation project for governing board members

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Origin and mandate

As soon as the first governing boards were set up, it became apparent that the members of these new boards would require some form of initial orientation. Everyone quickly agreed that the content of the orientation sessions should be the same for all governing board members. The survey conducted among the voting members of the governing boards in Québec schools reconfirmed this need.

Initiated by the Ministère de l'Éducation, a committee made up of representatives from the various educational institutions assumed responsibility for preparing training tools to meet this need and for sharing the materials developed by each institution.

This committee designed the initial orientation project to cover four areas: objectives, approach, content and procedures.

This document describes the orientation-session model that was chosen to meet this need.

Objectives

The orientation session targets the following objectives:

- To enable participants to understand the role and responsibilities of governing boards
- To give meaning to the commitment of governing board members and to reinforce their motivation
- To motivate participants to pursue ongoing learning

Participants

The orientation session is addressed to all members of governing boards and to school principals interested in attending the session along with their colleagues.

Given the type of format chosen, the number of participants in each session should not exceed 30.

Content

The orientation session mainly covers:

- a brief history of the school system as a way of explaining the establishment of governing boards as well as their aims and objectives
- the educational project, which is the centrepiece of the governing board's responsibilities, and the success plan, which is the means by which the educational project is implemented
- the other responsibilities of the governing board with respect to the educational project and student success
- the dynamics of the governing board
- the scope of the various decisions made by the governing board in accordance with the responsibilities of all concerned
- an activity to consolidate the participants' knowledge of how governing boards function

The session therefore covers all the different aspects of governing boards, not only their functions and operation.

Approach

The approach adopted here aims to stimulate interaction between the facilitators and the participants by means of various facilitation techniques.

Participants will construct their knowledge based on the facilitator's interventions and the techniques used.

Tools and materials

The following materials will be used:

- a complete facilitator's portfolio containing all the tools required to meet the targeted objectives and a facilitator's guide that specifies the procedure in detail
- a participant's workbook designed to be kept as a reference tool. It will also include exercises, answer keys, references and excerpts from documents explaining the new provisions of the *Education Act*
- a CD containing slides to be used by the facilitators

General procedures

- Joint orientation sessions should be given on the territory of each school board by members of the different groups represented on the governing board.
- The school board, together with the representatives of these groups, coordinates the undertaking. It is responsible for setting up a working committee made up of representatives from the different organizations.
- This committee is responsible for promoting, organizing and evaluating the joint orientation sessions.
- The Ministère de l'Éducation sends the documentation to school boards and regional directorates.
- It is recommended that participants be grouped by governing board during the orientation session.
- The orientation session lasts three hours.

Document 2

General instructions for the facilitator teamion

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1 - Before the session

- Prepare the session together.
- Check how many people have registered for the session.
- Make sure that you have enough copies of the handouts.
- Arrive at least one hour ahead of time.
- Ensure that the room is properly equipped (slide projector, chairs, tables, microphones).
- Arrange the chairs so that people from the same schools can sit together around a table.
- Review the division of tasks.
- Wear a name tag.
- Greet the participants as they arrive.
- Hand each participant his/her workbook.
- Prepare an evaluation sheet for the joint orientation session (an evaluation sheet is available on the CD).

2 - During the session

- Begin at the scheduled time.
- Ask one of the facilitators to be the timekeeper.
- Divide up the activities among the facilitators.
- Complete the activities together if need be.
- Reserve time for a question period at the end of each activity.

3 - At the end of the session

- Give an evaluation sheet to each participant.
- Do not forget the evaluation and acknowledgements.
- Finish before the scheduled end of the session.
- Collect the evaluation sheets.
- Wish the participants well as they leave.

4 - After the session

- Make yourself available to answer questions.
- Collect any surplus materials.
- Share your impressions with the other facilitators.
- Make sure the room is tidy before you leave the premises.
- Organize a meeting for the facilitator group to evaluate the session.
- Keep a record of this evaluation.

Document 3

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Opening session

15 minutes

Presentation

Facilitator

- The initial contact between facilitators and participants must set the tone for the session. It must be dynamic, interactive and reassuring.
- Given the type of format chosen for this orientation session, it is not recommended to have participants introduce themselves one by one; however, it would be useful to hold a quick round of questions in order to identify some of the characteristics of each of the groups: categories of participants, number of years of experience on the governing board, types of schools, etc.
- One of the officials should introduce the facilitators and indicate the group to which they belong (parents, teachers, etc.).
- It should be clearly stated that one of the facilitators will make sure that the schedule is adhered to.
- It should also be mentioned that the session will follow the order of the topics presented in the participant's workbook.

Participant's Workbook p. 2

Session Agenda

<i>Introduction</i>	<i>15 minutes</i>
<ul style="list-style-type: none"> • Presentation • Objectives of the session 	
<i>Activity 1 The evolution of participatory bodies</i>	<i>20 minutes</i>
<ul style="list-style-type: none"> • Presentation • Small-group activity • Conclusions 	
<i>Activity 2 The governing board: Component of the education system</i>	<i>30 minutes</i>
<ul style="list-style-type: none"> • Presentation: Provincial framework • Presentation: Educational project and success plan • Presentation: Scope of the governing board's decisions • Small-group activity: Functions and powers of the governing board • Presentation: Extent of the governing board's powers 	
<i>Activity 3 The governing board: Composition and areas of jurisdiction</i>	<i>30 minutes</i>
<ul style="list-style-type: none"> • <i>Presentation: Composition of the governing board</i> • Presentation: The governing board's areas of jurisdiction 	
<i>Activity 4 Quiz</i>	<i>30 minutes</i>
<ul style="list-style-type: none"> • Presentation • Answer key 	

Activity 5 Conclusions

15 minutes

- Presentation
- Small-group activity
- Plenary meeting

Evaluation of the orientation session

5 minutes

- Conclusion
- Evaluation

Objectives of the session

Facilitator

- Ask the group to turn to page 3 in the Participant's Workbook.

Participant's Workbook p. 3

The session targets the following objectives:

- To enable participants to understand the role of the governing board and to become familiar with its responsibilities
 - To give meaning to the commitment of members within this structure and reinforce their motivation
 - To motivate participants to pursue ongoing learning
-

The need for joint orientation

Content

Explain where the idea of joint orientation originated from: requested by different partners, results of the survey on training needs, etc. (see the text addressed to participants on page 1 of the Participant's Workbook). The objectives must be read and commented. You must stress that not all questions can be answered during a three-hour session. The session focuses on what governing boards mean for the school system.

Mention that the session is not the place to discuss particular situations.

Participant's Workbook p. 1

Joint initial orientation

Message to participants

The facilitators of this session are pleased to greet you both on their behalf and on behalf of all the students from the schools in which you are involved as governing board members.

An orientation session for governing board members was developed in response to a concern shared by those who have experience in this area, regardless of the group to which they belong: students, parents, teaching, professional and support staff and school child-care services staff, community representatives and school principals.

The results of two surveys conducted among governing board members showed that a majority of them wished to receive joint initial orientation. The respondents also stated that they would like the people introducing them to their role to show the same spirit of collaboration that is required of them as governing board members.

In organizing this initiative, we took stock of our own ideas, considered the views of other organizations and worked to overcome our differences to attain the targeted goal: to provide you with a common vision of what a governing board fundamentally is. In so doing, we experienced first hand, the same kind of collegiality that must lie at the heart of your commitment.

We hope that you will derive great satisfaction from this process, as we have done, and that you will help your colleagues at your school take optimal advantage of it.

Have a great session!

Presentation: The origins of the governing board

Facilitator

- The first activity should be kept as brief and as lively as possible so that the participants don't get the impression that you are dwelling too much on the past.
- This activity is meant to show that a governing board is fundamentally a collegial structure.

Content

Governing boards are only a recent development, although several steps had previously been taken in this direction. Governing boards are essentially the culmination of a long process, and not the result of a spontaneous decision.

Background information for facilitators

Summary of laws and regulations

The Parent Report, 1963-1966

The Parent Report argued that elementary schools in the 1960s were outmoded and that a sweeping reform was needed to adapt schools to contemporary society and to meet education objectives. As a result, it was agreed that instruction had to focus on education rather than the acquisition of information.

Report published in five volumes from 1963 to 1966

Parent Report recommendations:

Volume 1:

Volume 1 contained 33 recommendations made to the government. It recommended the abolition of the Département de l'Instruction publique and the creation of an advisory body, the Conseil supérieur de l'éducation.

Volumes 2 and 3:

These volumes discussed the development of a modern teaching organization (cycles and duration of studies, subject-based promotion, continuing education), the creation of comprehensive secondary schools and CEGEPs, the transfer of teacher training to universities and the development of adult education and specialized education.

Volume 4:

Volume 4 discussed religious and cultural diversity and introduced the idea of creating a unified system for administering education. Specifically, it recommended that parents should be free to choose from Catholic, Protestant or secular instruction, that English schools should be maintained, that Québec should adopt a policy regarding immigrants' enrollment in French schools, and that Québec should establish unified school boards able to provide all types of education to youths within their territories.

Volume 5:

Volume 5 proposed a method to implement direct funding of education and the standardization of the taxpayers' burden through income tax and lowered school property taxes.

The Parent Report recommendations led to the passage of Bill 60, which instituted the Ministère de l'Éducation and the Conseil supérieur de l'éducation. This legislative enactment defined the duties of the Minister, the Deputy Minister and other civil servants as well as the mandate of the Conseil supérieur de l'éducation, which was to advise the Minister on all relevant issues, specifically draft legislation and regulations.

Bill 27 (1971)

The *Act respecting the regrouping and management of school boards*, otherwise known as Bill 27, required all schools to set up school committees, and all school boards to set up parent committees. The provisions of this legislation enabled parents to choose the way in which they would participate in improving school life. They could participate in two ways:

- as citizens, by becoming commissioners
- as parents, by joining school committees, then parent committees

Green Paper on Primary and Secondary Education (1977)

The Green Paper, a consultation tool, proposed several improvements to be made to elementary schools:

- improved student-teacher relations
- greater attention to the child and his/her experience
- openness to the community
- diversification of learning activities
- concern for children's overall education
- respect for each child's learning pace

It pinpointed a number of concerns arising from problems faced by school committees and parent committees. The government considered the possibility of establishing a clearer division of responsibilities among the various stakeholders and involving parents in the process of developing the school's educational project.

As for secondary schools, the report briefly outlined the changes undergone by schools, including the establishment of a complete public secondary school system, universal access to secondary school, comprehensive secondary schools, new teaching organization and student services.

Lastly, it recommended the reorganization of schools, particularly with respect to teaching organization, the school calendar, student support and supervision, programs of study, learning evaluation, school attendance and parents' participation.

Orange Paper (1979)

The Schools of Québec: Policy Statement and Plan of Action outlined the measures that the government intended to take to give a new direction to elementary and secondary education and to implement the corrective action requested by students, educators and school administrators.

It discussed the school's educational aims, the educational project, participation, programs, measurement and evaluation, and, finally, school organization.

Bill 107 (1988)

This new Act extended compulsory school attendance to the age of 16. It provided for the restructuring of school boards on the basis of language rather than religion.

The Act's main objectives were to give the school greater legal autonomy without severing the organic ties linking them to the school board and its network of schools; to ensure that educators were more involved in school board decision-making; and to reformulate the proposed move toward a non-confessional system as set out in Bill 3 and Bill 40, which suggested that school boards should be neutral and that each school should determine its own confessional status through consultation every five years.

The Act recognized that parents are primarily responsible for their children and that as such, they must be involved in their children's education. It also recognized that, in keeping with their functions and responsibilities, parents should be able to participate more fully in the management of the school and the school board.

Estates General (1995-1996)

The Commission for the Estates General on Education submitted proposals for reforming the education system. In its final report, the Commission recommended ten priority actions based on its analysis of the challenges facing the schools of tomorrow. Here are the ten priority actions:

- Put schools back on track in terms of offering equal educational opportunities
- Expand and improve public early childhood education services
- Restructure the elementary and secondary school curricula
- Consolidate vocational and technical education
- Carry out the necessary reorganization to better meet the demand for mass higher education
- Establish a real continuing education system
- Support the main players to promote educational success
- Redistribute powers to increase local decision-making capacity and openness to the community
- Continue the move toward a non-confessional school system
- Guarantee funding to meet educational goals

The final report of the Commission for the Estates General on Education helped launch the new education reform under the theme *A New Direction for Success*. Seven courses of action were defined to meet the objectives of the reform.

Bill 180 (1998)

On December 19, 1997, the National Assembly of Québec passed Bill 180, which amended the *Education Act*. The Act created a new division of powers, responsibilities and relationships among schools, school boards, the Ministère de l'Éducation and the government. It provided for the creation of a governing board in every school, which replaced the existing orientation committees and school committees.

Bill 35 (2001)

This bill, which amended the *Education Act*, decreed that Secondary Cycle Two students sitting on the governing board of their school now had the right to vote.

Bill 124 (2002)

To support the various education players, Bill 124 specifically stipulated that the school's educational project and the centre's orientations had to be implemented by means of a success plan and that school boards had to establish a strategic plan. It also defined public accountability.

Educational project

The educational project has changed dramatically. It is now based on an analysis of the prevailing situation at the school as well as on the school board's strategic plan. The educational project sets out the specific aims and objectives of the school in order to improve student success. The educational project must be evaluated periodically.

Success plan

The success plan, which is submitted to the governing board for approval, is developed by the principal and his/her team to ensure the implementation of the orientations and objectives defined in the educational project.

Accountability to parents and the community

Since 1997, the Act has required the governing board to inform the community of the services offered and to report on their quality. Bill 124 went further in bringing together parents, the community and the school.

The educational project and the success plan are now made public. The process of evaluating the success plan is reviewed annually. In addition, a document written in clear, accessible language explaining the education project and summarizing the evaluation of the implementation of the success plan must be distributed to parents and school staff.

Source: Després-Poirier, Micheline and Philippe Dupuis. *Le système d'éducation du Québec*, 3rd ed. Québec: Éditions Gaëtan Morin, 1999.

Other references may be consulted. Here are some examples:

Audet, L.P. and A. Gauthier. *Le système scolaire du Québec*, Montréal: Librairie Beauchemin Ltée, 1967.

Gagnon N. and J. Gould. "De l'école à l'université : quelle scolarisation ?" In Dumont F. (ed.), *La société québécoise après trente ans de changements*, 131-141. Montréal: Institut québécois de la recherche sur la culture, 1991.

Langlois, L. "L'institutionnalisation de la démocratie scolaire au Québec et la gestion de l'éducation." In St-Pierre M. and L. Brunet (eds.), *De la décentralisation au partenariat*, p. 45-64. Montréal: Presses de l'Université du Québec, 2004.

Sénéchal, G. *La décentralisation en éducation : situation et conditions de développement*. Étude réalisée par le Conseil supérieur de l'éducation, Rapport annuel 1992-1993, Québec: Gouvernement du Québec, 1993.

Small-group activity

Facilitator

- Present the diagram, which also appears on page 6 of the Participant's Workbook, and point out that certain areas have been left blank.
- Read the instructions.
- Fill in the blank on the first line of the diagram entitled "Governing Boards: The Outcome of an Evolutionary Process," as you explain the various stages in the evolution of the legislation.
- Ask participants to form groups of two or three and to take a few minutes to fill in the rest of the blanks.
- When everyone has finished, go through the entire diagram and fill in the blanks with the help of all the participants.

Participant's Workbook p. 5

Activity 1 The evolution of participatory bodies

Small-group activity

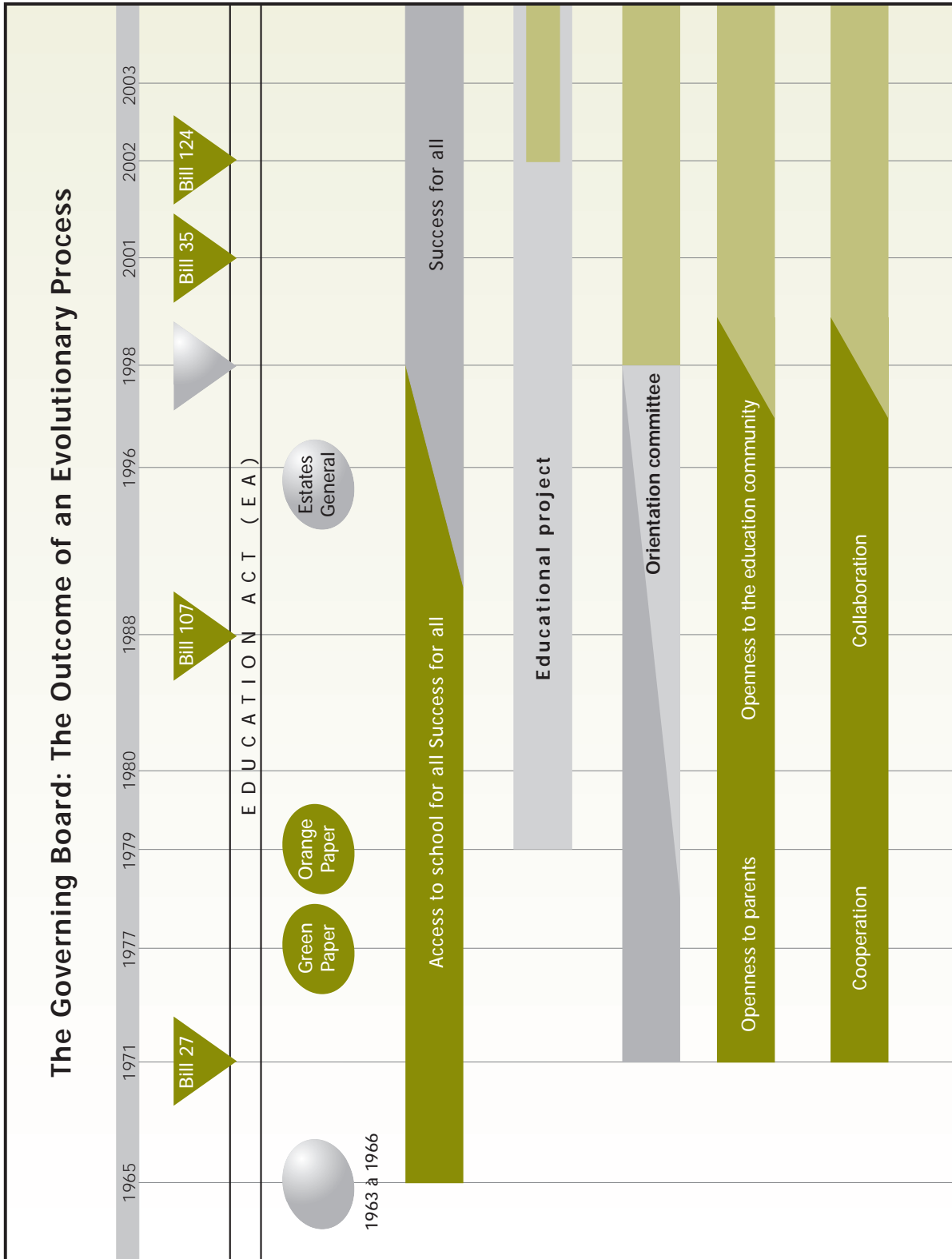
The diagram entitled *The Governing Board: The outcome of an evolutionary process* (page 5) shows the major stages that led to the establishment of governing boards as they exist today.

Break up into small groups. Work with your partners to fill in the blanks with the appropriate items from those listed below:

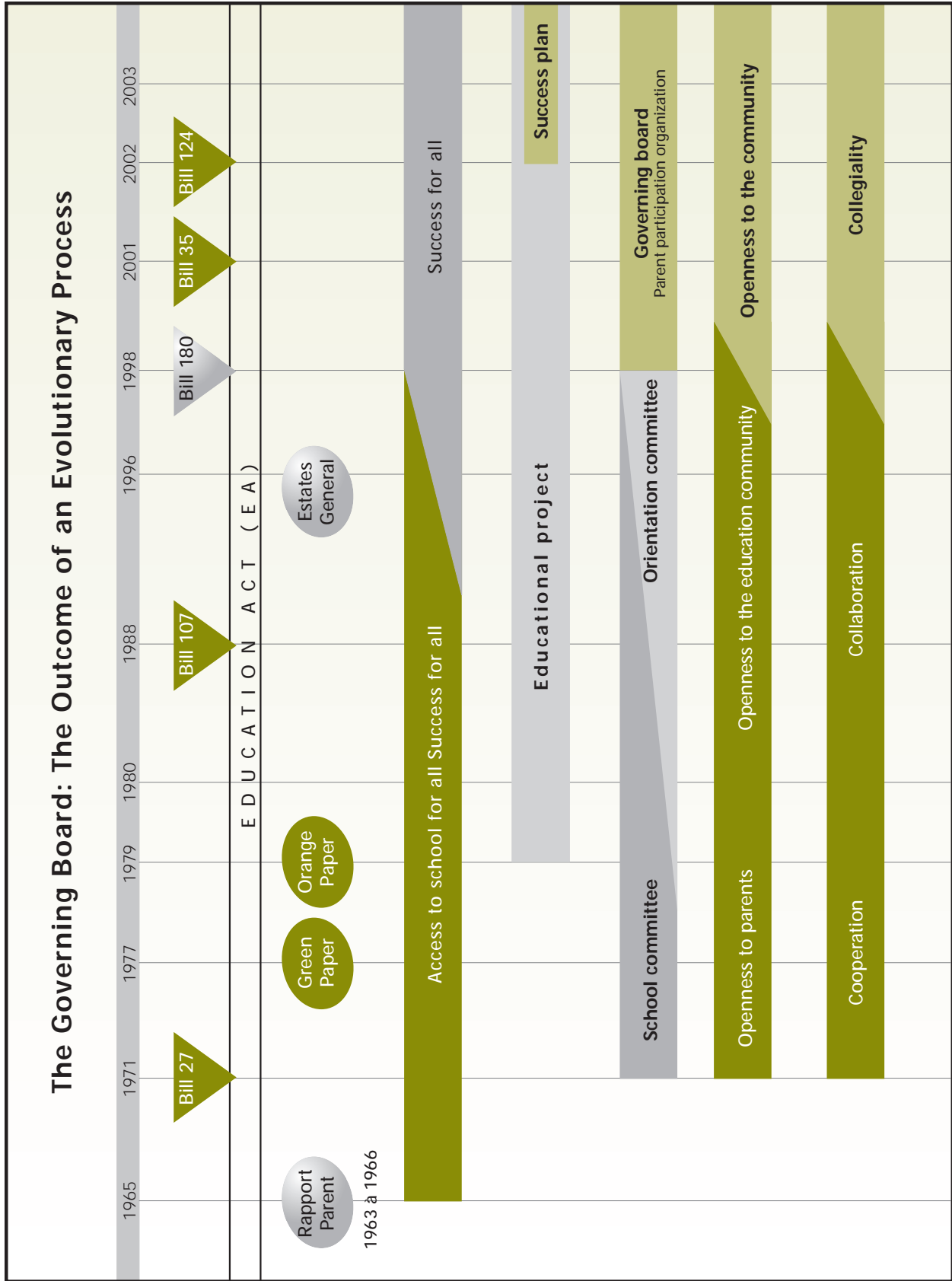
- Bill 180
- Parent Report
- Collegiality
- Governing board
- School committee
- Success plan
- Openness to the community

This activity should take you about five minutes.

After your group has completed the diagram, the entire group will share their answers.



CD- 2nd slide



Conclusion and answer key

When the activity is completed, the facilitator emphasizes that the governing board plays a crucial role in student success and that it is the outcome of a gradual process of opening up on the part of the school.

Content (below is a summary of the content of the various pieces of legislation and papers).

Line 1: Bill 180

The major reforms and an important legislative change: Parent Report, the Estates General on Education, Bill 180. It is unnecessary to go over each of the separate stages cited in this document.

Line 2: Parent Report

Throughout the evolution of the school system's objectives, two aspects should be stressed: access to education, following the Parent Report, and the emphasis placed on student success during the 1990s.

Line 3: School committee - governing board

Draw attention to the evolution of the democratic structures: The school committees played a strictly advisory role. The orientation committees had highly limited decision-making powers. The governing boards play a key role in decision making in schools that now hold greater powers.

Line 4: Openness to the community

Explain the three successive stages in the school's growing openness: parents, educators and the community.

Line 5: Collegiality

Over the years, our focus has gradually shifted from seeking cooperation to a concern for collaboration and finally to a commitment to collegiality and partnerships.

Stress the spirit in which the governing board must work: Now, we are all working together to define the school and to achieve success for all students.

Presentation: Provincial framework

Content

To ensure a logical presentation of the structures that preceded the governing boards, begin by presenting the major frameworks of our school system, in other words, the provincial framework.

- The *Education Act* (EA) defines the rights and obligations of students and teachers, and describes the structures that are part of the school system as well as their respective functions and powers: schools, school boards, the Ministère de l'Éducation and the government.
- In the chapter on schools, the Act defines the governing board's composition and formation, and its functions and powers.
- The government adopts the *Basic school regulation*, which defines the educational services and operating procedures for all students in Québec.
- The Minister establishes the programs of study.

The school also has its own framework. The Act defines its role and mission, which are to provide educational services and to contribute to the social and cultural development of the community.

Its mission is threefold:

- To **provide instruction** by helping students acquire knowledge and develop competencies
- To **socialize** students by preparing them to live together in harmony and by introducing them to the role they play as citizens
- To **provide qualification** through instruction aimed at facilitating the student's social integration, allowing them to successfully complete their studies and preparing them to enter the work force

This mission must be carried out in keeping with the principle of equal opportunity and in a way that enables all students to undertake and succeed in their studies.

Participant's Workbook p. 7-8

The school's mission

Education Act, section 36

*A school is an **educational institution** whose object is to provide to the persons entitled thereto under section 1 the **educational services** provided for by this Act and prescribed by the basic school regulation established by the Government (...) and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfilment.*

*In keeping with the principle of equality of opportunity, the **mission** of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.*

*A school shall pursue its mission within the framework of an **educational project** implemented by means of a **success plan**.*

Presentation: Educational project and success plan

Content

Begin immediately by highlighting the central role of the educational project and the importance of the success plan for its implementation.

Stress the fact that the **educational project** derives its value from a sound **analysis of the school's prevailing situation** and that it is the outcome of a **group process**.

Be brief and specific when defining these two aspects that lie at the heart of the school and the board. See the definitions reproduced in the Participant's Workbook.

This may also be an opportunity to draw attention to the fact that the participants should explore these two aspects on their own as part of their ongoing learning.

Educational project

Excerpt from the brochure on Bill 124: *The New Provisions of the Education Act*, MEQ, 2003

Important changes have been made to the educational project. It must now be based on an analysis of the prevailing situation at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school (s. 74, para. 1). For the purpose of this analysis, the governing board will seek the collaboration of persons having an interest in the school (s. 74, para. 2), under the coordination of the school principal (s. 96.13, para. 1). The educational project will also be based on the school board's strategic plan (s. 74, para. 1).

The educational project will set out the specific aims and objectives of the school in order to improve student success (s. 37, para. 1). The educational project must be evaluated periodically s. 36, para. 1). The objectives will therefore have to be determined in such a way as to allow for the evaluation of their implementation. The educational project may also include actions promoting these aims and their integration into the life of the school (s. 37, para. 1).

The governing board will therefore continue to fulfill the important function of adopting the educational project (s. 74, para. 1). Every governing board will have to review its educational project in light of the new provisions of the Education Act. The exercise will be based on greater familiarity with the school's environment and will undoubtedly be more demanding for all parties involved.

Success plan

Excerpt from the brochure on Bill 124: *The New Provisions of the Education Act*, MEQ, 2003

To ensure the implementation of the aims and objectives defined in the educational project, the principal (s. 96.13, para. 1.1) and his or her team (s. 77) will develop the school's success plan, which will then be submitted for approval to the governing board (s. 75). The plan will contain measures to be taken, in particular those relating to the supervision (encadrement) of students and methods for evaluating the implementation of the success plan (s. 37.1). This evaluation exercise will ensure the school's ongoing adaptation and improvement.

The school principal will ensure that the governing board is provided with the necessary information before approving the success plan, as he or she will from now on for all proposals submitted for approval (s. 96.13, para. 2.1).

Presentation: Scope of the governing board's decisions

Facilitator

- The facilitator reviews each type of decision made by the board.

Content

Participant's Workbook p. 9-10

The decisions of the governing board are of varying scope. The *Education Act* uses distinct terms to provide distinct definitions for each function and each power of the governing board. It is important to fully grasp the meaning of these terms.

The sole purpose of using a range of terms is to respect the responsibilities entrusted to the different groups with an interest in the school.

Obligations

The governing board acts..

The *Education Act* entrusts the governing board with specific responsibilities. The governing board must act in accordance with these requirements.

Examples _____

The power to adopt

The governing board adopts..

When the governing board is authorized to adopt a proposal that has been submitted by the principal, it may amend it in whole or in part.

Examples _____

The power to approve

The governing board approves..

The power to approve is more limited since it concerns proposals affecting the responsibilities assigned to school staff. Teachers and all school staff members may participate in the preparation of these proposals. The principal must ensure that proposals are prepared and then submit them to the governing board.

The governing board may approve or reject this type of proposal, but it may not amend it. It may reject a proposal it deems unsuitable and require that another version be submitted for approval before implementation.

In this case, the governing board has the power to approve or veto the proposal. When the governing board endorses the proposal, it assumes responsibility for it, just as it does when it uses its power to adopt. In both cases, it may be held accountable for its decisions.

Examples _____

Consultation

The governing board is consulted or gives its opinion...

The governing board must be consulted by the school board and the principal on certain aspects concerning the operation of the school.

The governing board may also take the initiative to give an opinion to the school board.

Examples _____

Information

The governing board is informed...

In other circumstances, the governing board is simply informed of the principal's decisions.

Examples _____

Agreement with the school board

The governing board agrees...

There are two cases in which the governing board must come to an agreement with the school board about procedures for the organization of services.

Examples _____

Small-group activity

Facilitator

- Ask participants to form groups of three or four and to find examples of the functions and powers of the governing board using the table “School governing boards: functions and powers.”
- When participants return to the larger group, help them complete the list of examples of the governing board's functions and powers.

Content:

Participant's Workbook p. 11-13

School Governing Boards: Functions and Powers

General Terms	Governing Board	Principal	Staff Members	School Board
Educational project* (aims and objectives for improving student success) (s. 37)	Analyzes the school's situation (s. 74) Adopts it, oversees its implementation and periodically evaluates it (s. 74) May determine actions to promote those aims and objectives and to integrate them into the life of the school (s. 37) Makes it public (s. 83)	Coordinates the analysis of the situation prevailing at the school, and the development, implementation and periodical evaluation of the school's educational project (s. 96.13)	Participate (s. 74)	Ensures that each school has adopted an educational project to be implemented by means of the success plan (s. 221.1) Facilitates the implementation by means of the success plan (s. 218)
Success plan	Approves the school's success plan, and any updated version of the plan (s. 75) Makes it public (s. 83)	Coordinates the development, review and any updating of the school's success plan (s. 96.13) Proposes and updates it (s. 75)	The proposal is developed with their participation, according to established procedures (s. 77)	
Accountability	Reports each year on the evaluation of the implementation of the success plan (s. 83) Ensures the distribution of a document explaining the educational project and reporting on the evaluation of the implementation of the success plan to the parents and school staff. The governing board shall see to it that the wording of the document is clear and accessible (s.83)			Informs the population in its territory of the educational and cultural services it provides and reports on the level of quality of such services (s. 220) Makes public the strategic and updated plans (s. 209.1) Gives the population in its territory an account of the implementation of its strategic plan (s. 220)
Rules of conduct and safety measures	Approves (s. 76)	Ensures that they are prepared (s. 96.13)	The proposal is developed with their participation, according to established procedures (s. 77)	
Annual activity report	Prepares it, adopts it and transmits a copy to the school board (s. 82)	Proposes them (s. 76)		
Services provided by the school	Informs the parents and the community served by the school of the services provided by the school and reports on the level of quality of such services (s. 83)			
Amendment or revocation of the deed of establishment	Is consulted (s. 79)			Consults and decides (ss. 40 and 217)
Selection criteria to appoint the school principal	Is consulted (s. 79)			Consults and appoints (ss. 79, 96.8 and 217)
Matters pertaining to the proper operation of the school or to the improved organization of services provided by the school board Advises the school board (s. 78)	Advises the school board (s. 78)			

* The purpose of a parent participation organization is to encourage the collaboration of parents in developing, implementing and periodically evaluating the school's educational project and to support parents' participation in fostering their child's success (s. 96.2)

Educational Services	Governing Board	Principal	Staff Members	School Board
Approach proposed for the implementation of the <i>Basic school regulation</i>	Approves (s. 84)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 84)	Participate according to the established procedures (s. 89)	Ensures that the basic school regulation is implemented (s. 222)
Overall approach in terms of the enrichment and adaptation of the objectives and suggested content of the programs	Approves (s. 85)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 85)	Participate according to the established procedures* (s. 89)	Ensures that the programs of studies established by the Minister are implemented (s. 222.1)
Time allocation for each subject	Approves (s.86)	Ensures that a proposal is prepared (s. 96.13) Proposes (s. 86)	Participate according to the established procedures (s. 89)	
Local programs of study	Is informed	Approves (s. 96.15)	Propose * (s. 96.15)	
Criteria for the introduction of new instructional methods	Is informed	Approves (s. 96.15)	Propose * (s. 96.15)	
Selection of textbooks and instructional materials	Is consulted Is informed	Consults the governing board and approves the selection (s. 96.15)	Propose textbooks and instructional materials* (s. 96.15)	Ensures that only the textbooks, instructional materials or class of instructional materials approved by the Minister are used by schools for the teaching of any program of studies established by the Minister (s. 230)
Standards and procedures for evaluation of student achievement	Is informed	Approves (s. 96.15)	Propose * (s. 96.15)	Ensures that each school evaluates student achievement and administers the examinations imposed by the (s. 231) May impose internal examinations at the end of each cycle at the elementary level and at the end of Secondary Cycle One (s. 231)
Rules governing the placement of students and their promotion from one cycle to the next at the elementary level, subject to the rules prescribed by the basic school regulation	Is informed	Approves (s. 96.15)	Propose ** (s. 96.15)	Establishes rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation (s.233)
Programming of educational activities which entail changes in the students' regular time of arrival and departure or which require the students to leave school premises	Approves (s. 87)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 87)	Participate according to the established procedures (s. 89)	
Implementation of the complementary educational services and special educational services programs	Approves (s. 87)	Ensures that proposals are prepared (s. 96.13) Proposes (section 88)	Participate according to the established procedures (s. 89)	Establishes programs (s. 224)
Student enrollment criteria	Is informed (s. 239)			Sends to governing board at least 15 days before the beginning of the enrollment period (s. 239)

* Teachers

** Staff members involved

Material and financial resources	Governing board (CE)	School Principal	Staff	School board (CS)
Use of the premises or immovables	Approves (s. 93)	Proposes (s. 93)		Authorizes if term of the agreement exceeds one year (s. 93)
Gifts and contributions	May solicit and receive a gift or contribution and supervises the management of the fund (s. 94)			Creates a designated fund, keeps separate books and accounts (s. 94)
School's annual budget	Adopts (s. 95)	Prepares Submits the budget to the governing board Administers the budget Renders an account to the governing board (s. 96.24)		Allocates resources among the schools (s. 275) Approves the school's budget (s. 276)
School requirements as regards goods and services and the premises or immovables	Is consulted (s. 96.22)	Consults the governing board and informs the school board of the school's requirements (s. 96.22)		

Others	School Principal	Staff	School board (CS)
Extracurricular services	May organize (s. 90) May conclude a contract on behalf of the school board, after having sent a draft contract to the school board (s. 91)		May indicate its disagreement (s. 91)
Lunchtime supervision			Ensures lunchtime supervision after having agreed upon the manner with the governing board and on such financial conditions as it may determine (s. 292)
School child-care services	May request (s. 256) Comes to an agreement with the school board on the manner in which services are organized (s. 256)		Must provide child-care services (s. 256)

Source: "School Governing Boards: Functions and Powers." (poster, 2003) Code 69-2137

Answer key

- **Responsibilities (obligations)**

- Encourage the communication of information, concerted action and participation with respect to the educational project.
- Analyze the prevailing situation at the school (remind participants in passing that this is the first step of a process that leads to adopting the educational project).
- Inform parents and the community of services provided.
- Make the educational project and the success plan public.
- Prepare the governing board's annual activity report.
- Report on the level of quality of services and the evaluation of the implementation of the success plan (The educational project and the success plan will be made public. The evaluation of the implementation of the success plan will be subject to an annual accountability report).
- Work in the best interest of students (see section 64 of the *Education Act*).

- **Adopt**

- Educational project
- The school budget
- The school's annual activity report

- **Approve**

- Success plan
- Procedures for the application of the *Basic school regulation*
- Programming of educational activities outside school hours or outside the school
- Implementation of complementary educational services and special educational services
- Overall approach to the enrichment and adaptation of objectives of programs of study
- Time allocated to each subject
- Rules of conduct for students and safety measures
- Use of school premises

- **Consultation**

The governing board:

- is consulted on the amendment or revocation of the deed of establishment of the school
- is consulted by the school board concerning the selection criteria for the appointment of the school principal
- is consulted by the principal on the selection of textbooks and instructional materials
- is consulted on the major requirements pertaining to goods, local services or immovables
- may give its opinion to the school board on any issue specific to facilitating the proper operation of the school

- **Information**

The governing board is informed of:

- local programs of study
- learning evaluation standards and procedures
- student placement regulations
- criteria for the implementation of new instructional methods
- student enrollment criteria

Other powers of the governing board:

- Agree on procedures for student supervision at lunchtime
- Agree on child-care procedures
- Organize extracurricular services and reach agreements for this purpose
- Pool assets, services or activities with other institutions

Presentation: Extent of the governing board's powers

Facilitator

The following points are important to stress if the participants are to grasp the role of the governing board. It would be appropriate to read them or express them in one's own words without distorting the meaning.

Participant's Workbook p. 14

Extent of the governing board's powers

How can the real status of the governing board be described?

Here are some benchmarks:

- The *Education Act* divides the school's powers and responsibilities between the governing board and the principal.
 - The governing board is the focal point for decisions that affect the life of the school. The principal assumes the pedagogical and administrative management of the school.
 - The powers of the governing board are defined in the *Education Act*, whereas those of the principal are formulated in general terms.
 - The division of responsibilities between the governing board and the principal requires a high level of cooperation from both in order to properly carry out the school's mission and educational project.
 - The school is also subject to the legislation, regulations, agreements and provisions that govern it
-

Presentation: Composition of the governing board

Facilitator

- Present the activity and the diagram to be completed on page 16 of the Participant's Workbook.
- Specify that the activity is to be carried out in three steps.
- Read the instructions for the activity (Step 1).
- Ask participants to form groups of five or six people and to designate a leader and a spokesperson.
- Drop in on each group to ensure that the activity is progressing as planned.
- When participants return to the larger group, call on each spokesperson to complete the table. Gather the correct answers.

Activity 3 The governing board: Composition and areas of jurisdiction

Phase 1 Composition of the governing board

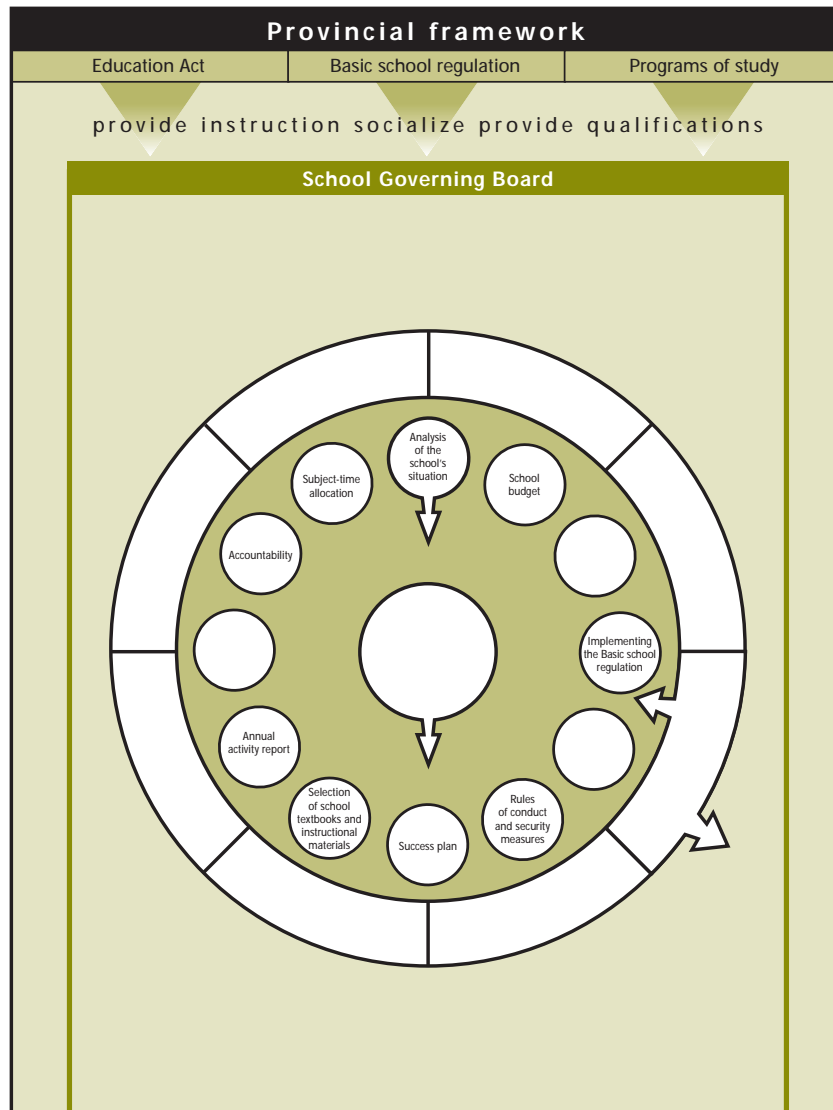
Small-group activity

The diagram below shows a table surrounded by eight empty chairs.

Instructions

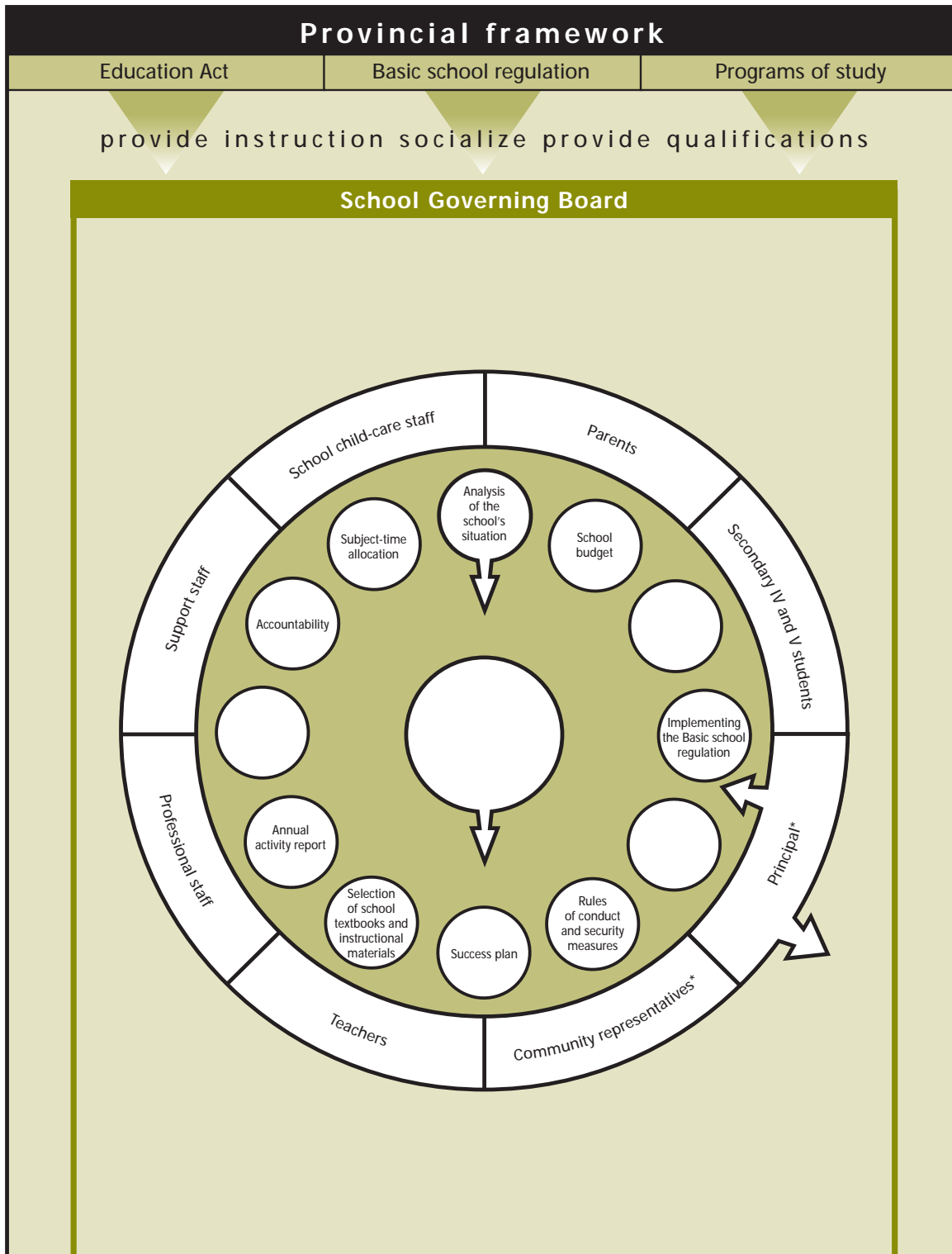
Complete the diagram on by filling in the name of each of the eight categories of governing board members (parents, teachers, etc.).

When the diagram is completed, you will discuss the answers provided by each of the small groups together in the larger group.



Answer key

Step 1: Composition of the governing board



* These participants are not entitled to vote

Presentation: The governing board's areas of jurisdiction (Steps 2 and 3)

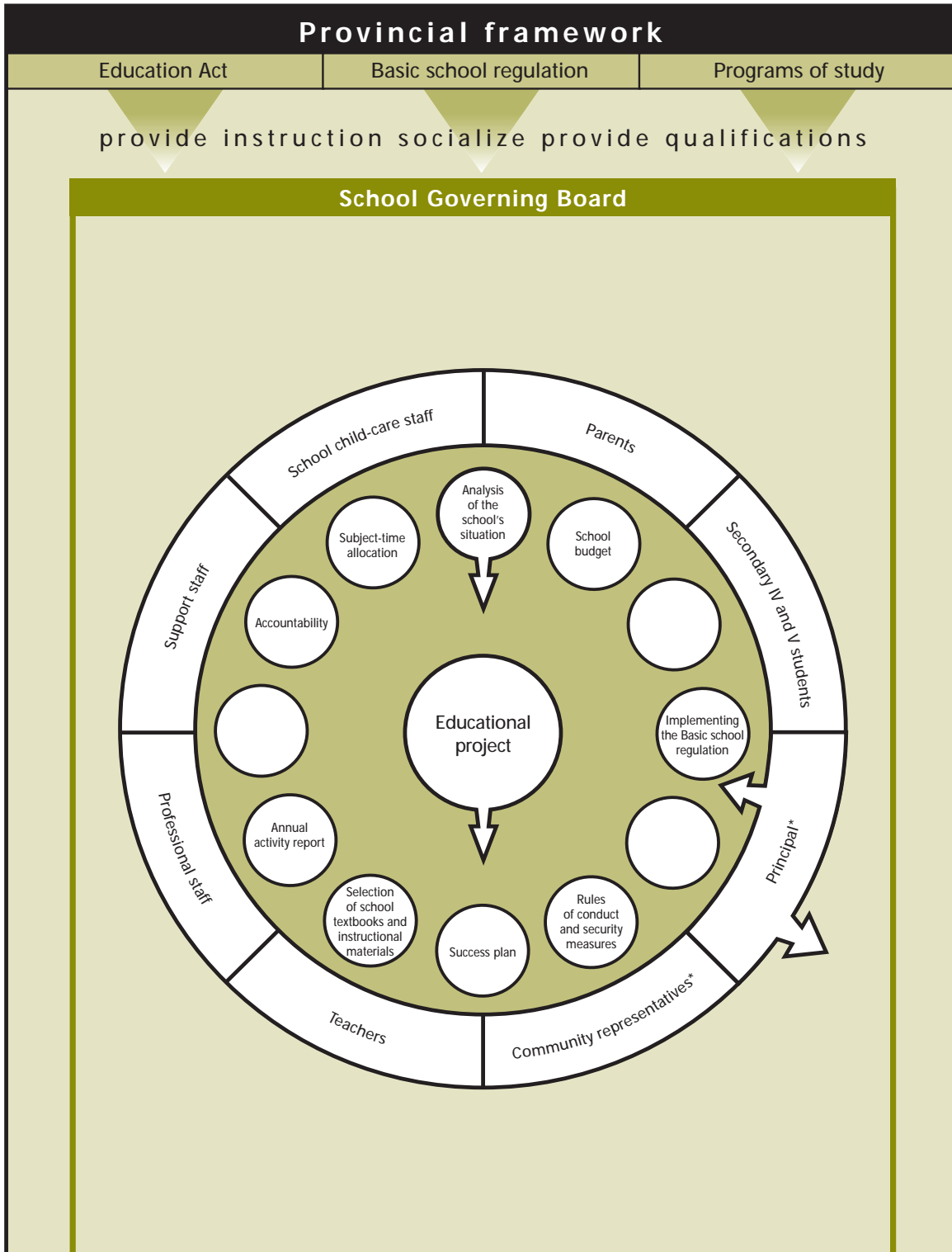
Facilitator

- Specify that the governing board's functions and powers are defined by the *Education Act*.
- Ask participants about the blank central circle that is larger than the other circles on the diagram entitled *School Governing Board*.
- Discuss the decisions made by the school governing board that have direct or indirect effects on the educational project and the implementation of the educational project through the success plan.
- Ask participants to write "Educational Project" in the blank central circle of the diagram.
- Ask participants to form groups of five or six people and to designate a leader and a spokesperson.
- Drop in on each group to ensure the activity is progressing as planned.
- When participants return to the larger group, call on the different spokespersons to help complete the table. Add the correct answers to the diagram.

CD- 5th slide

Answer key

Step 2: The governing board's major portfolios



* These participants are not entitled to vote

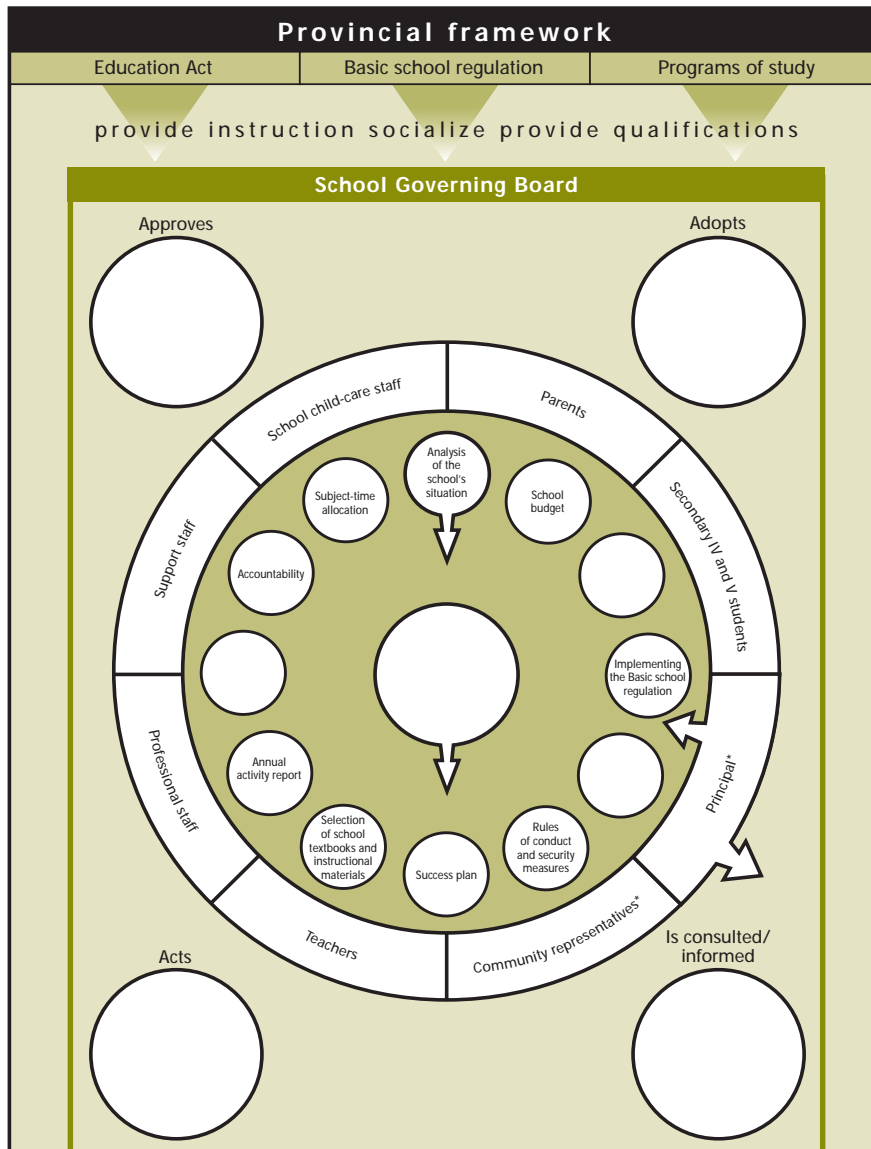
Steps 2 and 3: The governing board's areas of jurisdiction

Small-group activity

The diagram below shows a table seating several participants. It also shows the matters dealt with by the governing board (success plan, school budget, subject-time allocation, etc.). The circles in the four corners of the diagram correspond to the types of decisions made by the governing board.

Instructions

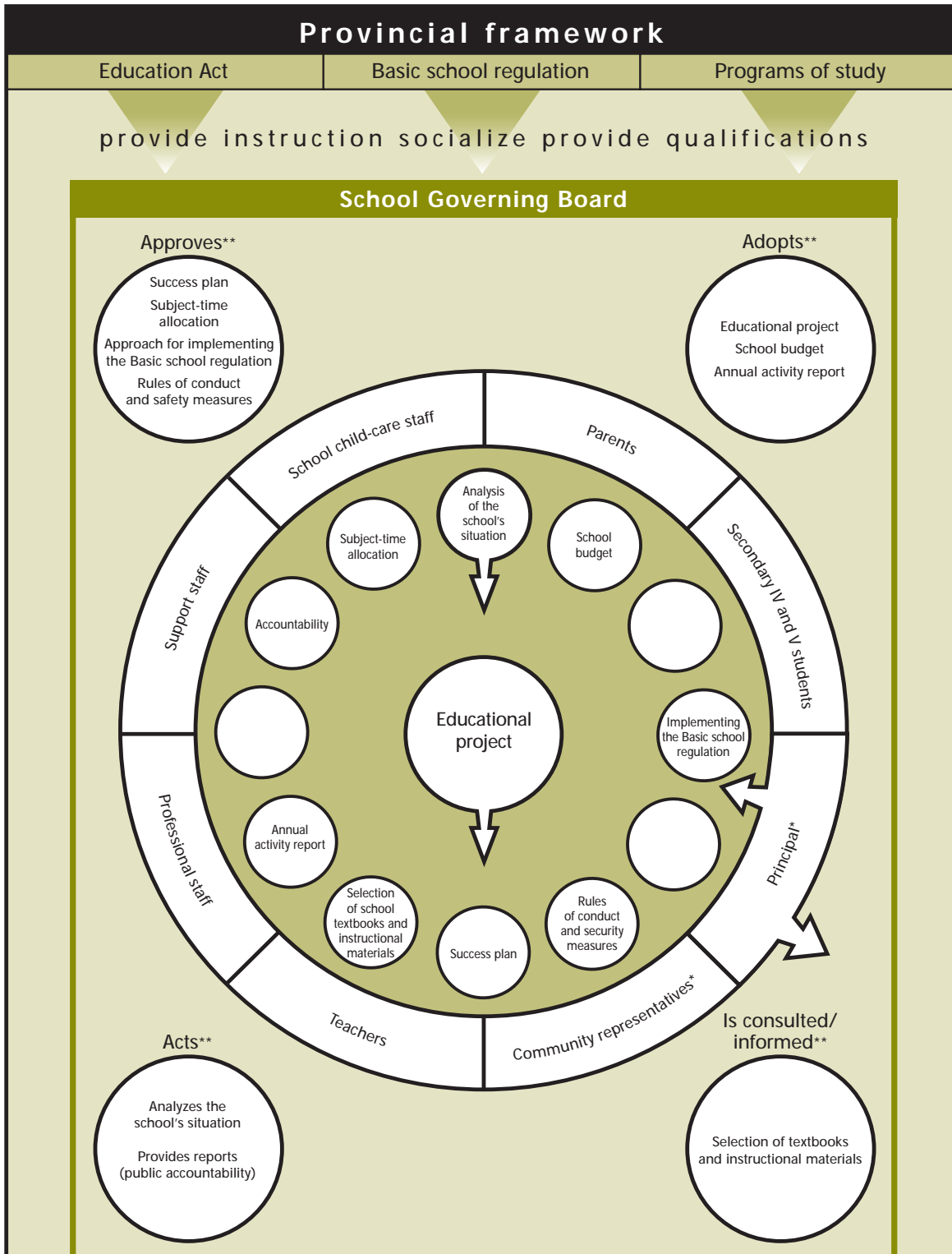
Indicate the element that occupies the central place in the blank circle in the middle of the table. Complete the diagram by linking each type of decision (approves, adopts, acts, is consulted/informed) to the corresponding elements on the table.



* These participants are not entitled to vote.

Answer key

Step 3: Types of decisions made by the governing board



* These participants are not entitled to vote.

** See the complete list on pages 27-28.

Presentation

Answer key

Facilitator

- The quiz is an individual exercise.
- We recommend that you ask the participants to complete one section at a time (groups of five items) and then immediately correct it with the entire group.
- The facilitator may add a few brief comments, if necessary.
- Activity 4 can be repeated at each school governing board. Make the activity's answer key (pages 39-40 of the Facilitator Guide) available to participants.

Participant's Workbook p. 19-20

Activity 4 Quiz

Assess your knowledge

Composition of the governing board

Fill in the blanks

Complete the following sentences

- 1- The governing board can have eight to _____ members.
- 2- The number of staff representatives must be _____ to of the number of parent representatives.
- 3- Substitutes are not _____ to sit on the governing board.
- 4- School principals are not members of the governing board, but they may _____ meetings without the right to vote.
- 5- School-board commissioners may attend the meetings without the right to vote if they are authorized by _____.

Constitution of the school

Multiple-choice questions

- 6- The school is established by:
 - a. the Ministère de l'Éducation
 - b. the municipality
 - c. the school board
 - d. the regional municipality
- 7- Under the *Education Act*, the school principal is under the authority of:
 - a. the executive director of the school board
 - b. the governing board
 - c. the chairman of the school board
 - d. the human resources director of the School board

- 8- The governing board:
- exercises authority over the school staff
 - tells the principal what to do
 - holds the powers of a real board of directors
 - fulfills the functions and powers entrusted to it by the *Education Act*

- 9- The functions and powers of the governing board are defined in:
- Bill 180
 - Bill 124
 - the *Education Act*
 - the Canadian Constitution

- 10- The school's financial resources come directly from:
- the regional directorate of the Ministère de l'Éducation
 - the school board
 - the MNA
 - the Conseil du trésor

Meeting topics	True or False	
The agenda of a governing board may contain:		
11- a draft success plan submitted by a member	<input type="checkbox"/>	<input type="checkbox"/>
12- a discussion about a school employee	<input type="checkbox"/>	<input type="checkbox"/>
13- a public question period	<input type="checkbox"/>	<input type="checkbox"/>
14- a discussion on the selection criteria to appoint the school principal	<input type="checkbox"/>	<input type="checkbox"/>
15- an article in the local newspaper about drug use in the school	<input type="checkbox"/>	<input type="checkbox"/>

Operation of the governing board	Trick questions
<i>Indicate inaccuracies in the following statements:</i>	
16- The chair does not vote.	
17- A member may discuss school materials purchased by the school from his or her business.	
18- The mandate of members lasts two years.	
19- The governing board may hold meetings behind closed doors.	
20- The governing board may elect an executive committee composed of a vice-chair, a treasurer and a secretary.	
21- Regulations governing the internal management of the governing board are set out in the Education Act.	
22- The chair administers the governing board's operating budget.	
23- The governing board is informed of the school's annual report.	
24- The school board may make decisions in the place of the governing board.	
25- The governing board must hold ten meetings per year.	

Evaluation

- Did you obtain between **18 and 25** correct answers? Congratulations! You have what it takes to sit on your school's governing board. Don't forget to check the *Education Act* and the regulations for the internal management of your governing board, as mistakes easily happen!
- Did you obtain between **12 and 17** correct answers? You're on the right track. Check which questions gave you the most trouble and find out the answers you missed.
- Did you obtain between **6 and 11** correct answers? That's not too bad but there's still much to learn.
- Did you obtain between **0 and 5** correct answers? The education system is indeed complex and requires a great deal of knowledge. Don't be discouraged; seek advice on what you can do to acquire that knowledge.

Assess your knowledge (Answer key)

Composition of the governing board

Fill in the blanks

Complete the following sentences

- 1- The governing board can have eight to twenty members.
- 2- The number of staff representatives must be equal to of the number of parent representatives.
- 3- Substitutes are not eligible to sit on the governing board.
- 4- School principals are not members of the governing board, but they may take part in meetings without the right to vote.
- 5- School-board commissioners may attend the meetings without the right to vote if they are authorized by the governing board.

Constitution of the school

Multiple-choice questions

- 6- The school is established by:
 - a. the Ministère de l'Éducation
 - b. the municipality
 - c. the school board**
 - d. the regional municipality
- 7- Under the *Education Act*, the school principal is under the authority of:
 - a. the executive director of the school board**
 - b. the governing board
 - c. the chairman of the school board
 - d. the human resources director of the School board
- 8- The governing board:
 - a. exercises authority over the school staff
 - b. tells the principal what to do
 - c. holds the powers of a real board of directors
 - d. fulfills the functions and powers entrusted to it by the *Education Act***
- 9- The functions and powers of the governing board are defined in:
 - a. Bill 180
 - b. Bill 124
 - c. the *Education Act***
 - d. the Canadian Constitution
- 10- The school's financial resources come directly from:
 - a. the regional directorate of the Ministère de l'Éducation
 - b. the school board**
 - c. the MNA
 - d. the Conseil du trésor

Le contenu des séances **Vrai ou Faux**

On peut voir à l'ordre du jour d'un conseil d'établissement :

- | | | |
|--|-------------------------------------|-------------------------------------|
| 11- a draft success plan submitted by a member
False. The school governing board approves the school success plan and the implementation is proposed by the school principal. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12- a discussion about a school employee
False. The school principal is responsible for managing school personnel. The Act does not delegate any function or power to the school governing board linked to the management of the school's human resources. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 13- a public question period
True. The school governing board establishes its internal management regulations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14- a discussion on the selection criteria to appoint the school principal
True. The school governing board must be consulted by the school board regarding the selection criteria for the school principal. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15- an article in the local newspaper about drug use in the school
The school governing board analyzes the prevailing situation at the school, mainly the needs of students, the issues related to student success and the characteristics and expectations of the community it serves. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Operation of the governing board **Trick questions**

Indicate inaccuracies in the following statements:

- 16- The chair does not vote.
The chair does vote and even casts the deciding vote when there is a tie vote.
- 17- A member may discuss school materials purchased by the school from his or her business.
No. The member must declare such a conflict of interest to the principal and abstain from intervening or voting on the topic.
- 18- The mandate of members lasts two years.
Only the mandate of parents lasts two years.
- 19- The governing board may hold meetings behind closed doors.
Yes, if the meeting may cause prejudice to a person or an organization.
- 20- The governing board may elect an executive committee composed of a vice-chair, a treasurer and a secretary.
No. Should the chair be absent, he or she is replaced by another member. The principal administers the school budget. The record of the minutes is held by the principal or the person designated by the principal.
- 21- Regulations governing the internal management of the governing board are set out in the Education Act.
No. Every governing board must establish its own internal management regulations to complement the operational procedures provided for in the *Education Act*.

Operation of the governing board

Trick questions

- 22- The chair administers the governing board's operating budget.
No. The governing board sees to the administration of its operating budget.
- 23- The governing board is informed of the school's annual report.
No. The governing board prepares and adopts the school's annual report.
- 24- The school board may make decisions in the place of the governing board.
Yes, if the governing board does not comply with the legislation.
- 25- The governing board must hold ten meetings per year.
The governing board must hold at least five meetings per year.

Presentation

Facilitator

- The activity aims to stimulate participants' commitment and to provide them with the opportunity to explore an aspect drawn from a situation that they have experienced. However, it must be conducted quickly and effectively.
- Read Instruction 1.
- Ask participants to form groups of five or six people.
- Read Instruction 2.

Small-group activity

Plenary meeting

Facilitator

- Call on each spokesperson to read the sentence chosen by his or her group.
- Highlight, where possible, any elements that are common in the groups' sentences.

Participant's Workbook p. 21

Activity 5 Conclusions

Small-group activity

Instruction 1:

In light of the information shared throughout this orientation session, complete the following sentence (individually).

Based on what I have learned during this session, the governing board that I hope to see in my school . . .

Instruction 2:

Each of the small groups designates a spokesperson.

Each member of each of the small groups shares his or her thoughts about the kind of governing board he or she would like to have (Instruction 1). The team must now agree on another response to the following statement:

Based on what we have learned during this session, the governing board that we would like to see in our school . . .

Final conclusion

Facilitator

- The person leading the session thanks the participants and the facilitators.
- The facilitator asks the participants to fill in the evaluation sheet that was distributed to them and to hand it in before they leave.

