



⑥ Schools and their World

Summary

Schools and their world: what kind of world?	1
Definition of school	2
Place in the education network	2
Legal status	3
Focus on the students	4
School boards	7
Government structures	9

Glossary:

"What are we talking about?"	10
"Who are we talking about?"	back

This leaflet is intended for parents who have just become involved in the educational structures of participation and who want to know how elementary and secondary schools work.

The Fédération des comités de parents du Québec (FCPQ) is an organization that brings together parents involved in educational structures. Its mission is the following:

- *To provide parents with the information and training they need to be able to participate in the school*
- *To represent and express parents' opinions at the provincial level*
- *To defend the rights and interests of parents within the school system*
- *To participate in the development of education with other partners in the school network*

Resources

To obtain reference material and to find useful tools or competent resource persons, please contact the FCPQ.

We offer :

- Advice;
- Information brochures;
- References;
- Training workshops.

Visit our web site www.fcpgg.qc.ca or contact your regional association through the Parents' Committee at your School Board

Acknowledgments

Leaflet No. 6 "Schools and their World" is published as part of the training program of the Fédération des comités de parents du Québec, 389 Boulevard Rochette, Beauport, Québec, G1C 1A4.

Contributors to the Production:

- Coordination, research and text: Multi projets
- Graphics: Groupe Zone Communication
- Printing: Litho Acme-Renaissance

The FCPQ wishes to thank the people and groups who contributed to the preparation of this document.

Schools and their world: what kind of world?



“Schools introduce students to the world of knowledge; they must also introduce them to the duties of citizenship.” Estates General on Education 1995-1996, p. 6.

A school is its own little universe. The staff is expected to instruct Quebec's children, to teach them to live in society and to give them qualifications so they can succeed in life.

Just like Montreal's Biodome, which reproduces under one roof different ecosystems such as the polar region and the tropical forest, the education network is made up of a few thousand schools, each with its own characteristics but at the same time, similar to the other schools in a variety of ways.

Like a micro-system, schools mirror Quebec society, but also reflect the particular features of their part of the country. Schools must meet the requirements established at the provincial level as well as the expectations of their own communities.

In addition, elementary and secondary schools are part of a larger system in the world of education, a complex network of teaching establishments and decision-making or advisory bodies. This network is made up of four instructional levels: elementary education (including preschool), secondary education, college education and university education.

Schools are predominantly composed of people who must work together in the best interests of the students.

These people rely upon all kinds of resources—material, financial, informational, and other—that often seem to be inadequate. On the other hand, there seems to be too many laws, regulations and rules of all kinds that define their role.

Within this complex world is the elementary school to which parents, torn between feelings of pride and anxiety, bring their precious young child. Later, with a sense of nostalgia and new concerns, parents will entrust their young adolescent to the high school. How are they to understand these systems that astutely have been called an extension of the family?

It is the purpose of this document to explain the mechanisms that govern these instructional levels. The document is intended for those who are ready to contribute time to the school.

Let's define school!



For more on this subject, see
Leaflet 4: The Educational
Project: A path towards
success for each school.

As in any first lesson, let's begin by defining the school.

The definition is set out in the **Education Act**, adopted by Quebec's National Assembly.

Section 36 of this Act describes a school as an **educational institution** and entrusts to it the following roles:

- To provide to the persons entitled thereto under the Act the **educational services** provided for by this Act and prescribed by the Basic school regulation established by the government
- To contribute to the **social and cultural development of the community**
- To facilitate the **spiritual development** of students so as to promote self-fulfilment

This mission received broad social consensus during the Estates General on Education in 1995-1996

"In keeping with the principle of equality of opportunity, the mission of a school is

- **to impart knowledge to students**
- **to foster their social development ,**
- **and give them qualifications ,**

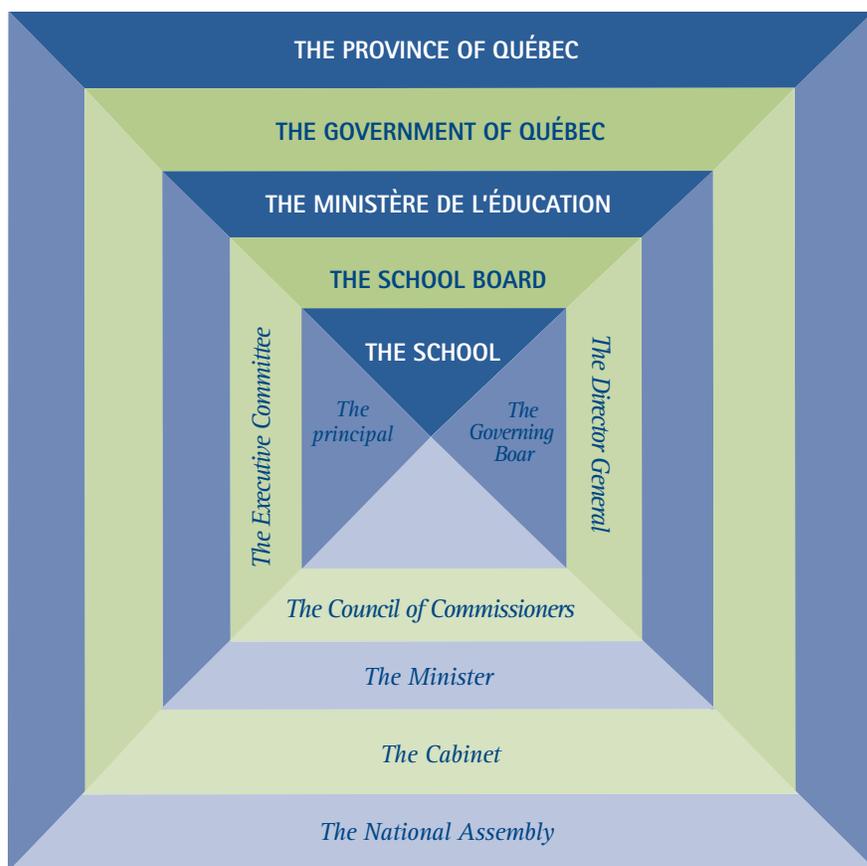
while enabling them to undertake and achieve success in a course of study."

A school carries out its mission according to established guidelines with the participation of students, parents, the school principal, teachers, other school personnel, and representatives of the community and the school board. These guidelines are part of what is called the **educational project**, which is specific to each school.

The school's place in the education network

The Education Act constitutes the legal framework of the school system. It is written in an original and very meaningful way, so that everything is focused toward the student. Like an inverted pyramid, the Act starts by determining the rights of the student before addressing teachers' rights and obligations. It then defines the school, where the educational activity takes place, and continues by establishing the respective functions of the school board, the government and the Ministère de l'Éducation.

We can represent these LEVELS and their principle structures in the following manner.



The legal status of the school

There are many links between the school and the rest of the education network. Even so, since the reform in education, schools enjoy a wide-ranging autonomy, although they are not entirely independent.

Without going into all the details of these relations right away, we will mention here that a school is established by a school board, which makes available to the school premises in one or more buildings.

In legal terms, we say that a school is not a legal person in the sense that it does not have the legal capacity to exercise its own rights. For example, it cannot initiate legal action against an individual or defend itself against an accusation. The school board holds all such rights.

Moreover, the school itself has neither functions nor powers: these are assigned to the Governing Board and the principal.

Finally, note that what we call a "public" school is still a private place, reserved for the people who are admitted to that school.

All efforts are focused on the student



From the teacher—the primary person working with the student—right up to the Minister, thousands of people are working for children so they can receive the best possible education and take their place in society.

First, let's talk about students' rights (*Education Act, s. 1-13*)

The Education Act begins by acknowledging that students have a right to free educational services. This means preschool education services and elementary and secondary school instructional services, as defined in the Act itself and by a Quebec government regulation called the Basic school regulation. In part, this regulation specifies the student services and special services that must be provided to students. These services involve support to students, academic and career counseling, school activities and the development of the student's physical and mental well-being.

The Act also provides for the free use of textbooks and the right to exercise certain choices: choice of school and choice of Catholic or Protestant moral and religious instruction, or moral instruction.

Students also have the power to request that decisions affecting them be reconsidered.

These rights are, for the most part, subject to certain conditions and most are exercised by the parents of students who are minors.

The Act also states that the student is invited to collaborate on the school's educational project. In secondary schools offering the second cycle, students can form a student committee.

The presence, support and participation of parents is critical

It is an accepted fact that parent participation directly contributes to a child's academic success. This is why the Act encourages each school to form a Parent Participation Organization to promote, among other things, parents' commitment to and collaboration on the educational project of the school.

Parents are also responsible for seeing that the rights of a minor student are respected, and to that end they represent this student before educational authorities.

In the education system, the definition of a parent is broader than that provided in the Civil Code. The word "parent" means "the person having parental authority or, unless that person objects, the person having custody de facto of the student" (Education Act, s.13). This definition thus gives spouses in blended families, grandparents who have de facto custody and foster families the same rights as other parents unless those holding the parental authority oppose it.

For more on this
subject, see Leaflet 3:
Parent Participation in the School



Teachers, the primary people working with the child (*Education Act, s. 19-22*)

Teachers do much more than impart knowledge. They encourage, stimulate and give the best they have to offer to the students they are with each year. In the education of young children and adolescents, teachers are on the front lines in terms of intervention.

To practice this profession, they complete a four-year university training in Education. This training is interspersed with practical teaching periods in the school setting. There, they study how children develop and behave, and they learn the best methods to teach academic subjects and how to help the children succeed.

The Act provides some indications about the teachers' role (*Education Act, s. 19*); in particular, this involves governing the conduct of each group of students entrusted to their care. It also assigns teachers' responsibilities regarding the intellectual and personal development of each student, the development of the desire to learn, respect for human rights and the promotion of the quality of written and spoken language. It asks teachers to take the appropriate measures to attain and maintain a high level of professionalism, to collaborate in the training of future teachers and to comply with the educational project of the school (*Education Act, s. 22*).

The principal leads the school (*Education Act, s. 96(8)–96(26)*)

The captain must be at the helm for a boat to reach port. In a school, the principal is considered the captain.

Principals have many years of experience in the school setting since they are often former teachers. They know a lot about education (the art of teaching), and about management, human relations, administration, and so on. They are expected to act as leaders in the school, to be the ones who motivate people to excel and to work together toward the team's common goal: the success and the well-being of the children.

Principals are appointed by the school board and assisted by one or several vice-principals when the number of students warrants it. In particular, their role (*Education Act s. 96(12) et seq.*) consists of the following:

- To be the academic and administrative director of the school;
- To ensure the quality of educational services;
- To assist, consult when required, and inform the governing board on a regular basis and to see that its decisions are implemented;
- To manage the school staff and to determine the duties and responsibilities of each staff member;
- To manage the physical resources of the school;
- To participate in developing the strategic plan, the policies and the by-laws of the school board.

Other staff members

A school is not just teachers. There is also other professional and technical staff to care for the students' well being and to see that they reach their full potential. This staff may include speech therapists, psychologists and specially trained educators, for example. They each have a clearly defined field of expertise but work in collaboration with teachers and parents to ensure that students succeed.



A school also depends on support staff: the secretary, janitor, equipment manager, noon-hour supervisors, and so on. These people promote the effective day-to-day operations of the school. They also look after students' well being by providing them with a safe environment that is conducive to development.

Elementary schools usually have daycare services. The daycare director and employees are an integral part of the school staff.

The school team is a well-known expression that refers to all those who work under the authority of a principal to ensure the children's success and to create a place that is conducive to education. The Fédération des comités de parents hopes that this expression also encompasses parents, since they have a stake in the academic success of their child.

The Governing Board at the heart of the school

(Education Act, s. 74-95)

Schools now have greater autonomy. A Governing Board is set up in each school to make decisions related to the powers it has been given in the Act. With this new structure composed of representatives of school agents, the legislature has created a true place of partnership.

The Governing Board reserves an important place for parents since they have an equal number of votes as the school staff and its Chair must be one of the parents.

The Governing Board has significant powers, directly related to the actual mission of the school. Chiefly, it oversees the following:

- Adopting the orientations of the school as written in the educational project;
- Approving the Success Plan that implements the educational project;
- Adopting the school's annual budget;
- Approving various proposals submitted by the principal; these proposals are prepared by the school team when they involve student affairs or by the teachers when they have more to do with the pedagogical aspect;
- Informing the school board of the school's needs in terms of human and material resources;
- Informing parents and the community served by the school of the services offered by the school and reporting on the quality of these services, as well as informing them about the educational project and the Success Plan and how these are being implemented.

For more on this subject see Leaflet 12: *The Governing Board at the Heart of the School*

The Governing Board may also organize educational or socio-cultural services for students of the school and for the community.

The Parent Participation Organization

In September, during the General Assembly, parents may decide to form a Parent Participation Organization (PPO) in the school. Forming a PPO is not mandatory, but it certainly contributes to enriching the life of the school and to creating a feeling of belonging among parents. To ensure that the PPO is well adapted to its particular community, parents at the General Assembly determine its composition and operating rules.

For more on this subject, see Leaflet 1:
*Parent Participation Organization,
Helping schools be their best!*

The purpose of the PPO is to encourage the collaboration of parents in achieving the aims of the school's educational project and the success of the child. This collaboration may take several forms, depending on the needs of the school and the strengths of the members.

Let's not forget the union structures

All school staff is unionized, except for the principals and management personnel.

The collective agreements of the teaching staff, professional staff and support staff include a certain number of provisions that have undeniable and important repercussions on how the school operates and on the quality of the educational services. An example of this is the maximum number of students per class stipulated in the teachers' collective agreement.

It is important to know that these agreements are negotiated at the provincial level, especially those aspects involving monetary issues.

Other points, such as descriptions of the participation structures for the staff of the institutions, are covered by locally arranged agreements at both the school and the school board levels.

School boards, local structures dedicated to education



To really understand the school's place in the current system of education in Quebec, it is important to take a look at the functions and powers of the school board.

School boards (*Education Act, s. 111-398*) were established by the Quebec government as true local governments along the same lines as municipalities in the public service domain. They are responsible for ensuring that educational services are provided to persons residing in their territory. To this end, they establish schools, adult education centers and vocational training centers in their territory.

There are 72 school boards in Quebec, their boundaries usually following those of the regional county municipalities (MRCs). Of this number, 60 are French language school boards and nine are English language boards. Three others have special status and serve native students.

School boards are required to set up educational services (instructional services and student services) for all students admitted to school and to ensure the quality of these services. In addition, school boards must adapt these services for special needs students. They also have to organize daycare services when the Governing Board of a school decides it is necessary. They are responsible for student transportation. They now share, with their institutions, the responsibility for management of the premises. As for financial resources, school boards redistribute among their institutions the subsidies they receive, reserving the amount necessary for their own operating needs.

In summary, school boards mainly deal with the planning, evaluation and support for the schools. They assume the responsibilities that concern all the schools, leaving these schools a broad autonomy to adapt the teaching and the organization of the school to the needs of the students.

School boards may increase the autonomy extended to their institutions by delegating certain powers to the school principal.



For more on this subject, see Leaflet 14 :
*The Parents' Committee, Focal Point
of Parental Participation*

The Commissioners

Every school board is administered by a Council of Commissioners composed of commissioners elected during school elections and of two commissioners representing the Parents' Committee.

- During **school elections**, which take place every four years, electors residing in the territory of a school board can elect a citizen to represent them. The elected commissioner does not represent one school in particular but represents an electoral division. The number of divisions varies depending on the size of the school board, and this determines the number of commissioners elected pursuant to the Act respecting school elections.
- The **Parents' Committee** is made up of one parent from each school in the school board and one parent representing parents of special needs students. At the beginning of the school year, the parents of each school elect, from among the parents sitting on the Governing Board, the parent who will represent them on the Parents' Committee at the school board. In turn, the Parents' Committee elects two Parent Commissioners each year, one from the elementary schools and the other from the secondary schools. These Parent Commissioners will participate in the work of the Council of Commissioners and the Executive Committee with the same rights, powers and obligations as the other commissioners, but they are not entitled to vote.

The Council of Commissioners' role is to establish the broad frameworks that will ensure school board operations are carried out effectively. These include their strategic plan, the allocation of the budget among their institutions, and so on. The council usually delegates some of its powers to an Executive Committee. It may be called upon to review a decision concerning a student at the request of the student or his parents.

As elected officials, the commissioners must give an account of the school board's achievements and activities to their fellow citizens as well as to the Minister of Education. The annual report must also document the results obtained with relation to the guidelines and objectives established by the Ministry.

General Management

The Director General plays a crucial role at the school board: this person oversees the day-to-day management of the board. In addition, it is important to know that principals report directly to the Director General.

Government structures



The Minister of Education

The Minister of Education is accountable to the populations of preschools, elementary and secondary schools, vocational programs and institutions of higher learning, which means colleges and universities.

It is a huge role and encompasses several areas. In collaboration with the Ministry, the Minister's responsibilities include the following :

- Specifying what educational services the school system will provide and how this will be done
- Seeing that these services correspond to the needs of the population of Quebec
- Administering the budget earmarked for education by the National Assembly
- Enforcing the laws for which the Minister is responsible
- Establishing province-wide indicators related to student success
- Promoting education
- Fostering access to knowledge and culture for all
- Assisting in making sure that the guidelines of the Ministère de l'Éducation are in harmony with all government policies and with the economic, social and cultural needs of Quebec.

To fulfill these responsibilities, the Minister relies on several bodies that investigate various questions related to education and submit recommendations to the Minister. An example of such a body is the Conseil supérieur de l'éducation.

Regional offices of the Ministère de l'Éducation

The Ministère de l'Éducation has eleven regional offices whose mission is to convey Ministry guidelines to educational bodies and to act in the name of the Minister, who must ensure that the population receives quality educational services.

Regional offices are also mandated to respond to requests for information from students, parents and the general public. They provide the requested information on Ministry policies and school board services. In some cases, they are called upon to act as mediators between people with a grievance and the educational bodies in question.

In other words, the regional offices represent the Ministère de l'Éducation in the regions of Quebec.

Government

According to the Canadian Constitution, education is the exclusive responsibility of the provinces.

So, it is up to the National Assembly to legislate elementary and secondary level education. The Education Act is the principle legislative document in this area adopted by the National Assembly. This Act entrusts certain powers to the government of Quebec. This means that the conseil des ministres adopts by decree certain regulations that have the force of law. An example of this is the Basic school regulation that prescribes the general framework for educational services that must be made available by Quebec's schools to the students attending these schools.

“What are we talking about?”

Definitions and references



Many of the discussions in which parents participate include terms or expressions that are administrative jargon and that may seem confusing. Here are a few of these expressions, accompanied by a brief description and references to the Education Act, the Basic school regulation or to information documents already produced by the FCPQ.

Adapted services

Education Act, s. 234, 235, 96(14)

All the services offered to special needs students*.

Age of admission

Education Act, s. 1 – Basic school regulation, s. 12

To preschool: 5 years on or before October 1st; To elementary: 6 years on or before October 1st; To secondary: until the end of the school year in which the student reaches 18 years of age. (See Compulsory school attendance.)

Basic school regulation

Education Act, s. 447 et seq.

Government of Quebec regulation that establishes the basic educational services to be made available to students and the principle elements relating to their organization.

Certificate of studies

Basic school regulation, s. 32

Recognition by the Minister, by the awarding of a diploma, that a student has satisfied the requirements of the program of studies.

Class

Division of students based on their level of study (e.g. secondary 1 class). This term is often used to mean a room or a group of students with one teacher. (e.g. Mary's class).

Closure of a school

Education Act, s. 211, 212

Decision by the school board arising from the adoption of a three-year plan for the allocation and destination of immovables. (See Three-year plan.)

Code

FCPQ, Leaflet 15

System for classifying special needs students* that serves as the basis for declaring the enrollment* of each school board in order to determine funding allocations from the MEQ.

Code of conduct

Basic school regulation s. 29 et seq.

(See Rules of conduct* and Safety measures*.)

Community services

Education Act, s. 90, 91, 93

All the educational, social, cultural or sports services that a Governing Board may organize other than those prescribed by the Basic school regulation.

Compulsory school attendance

Education Act, s. 14 et seq.

Requirement that a child shall attend school from the first day of the school year in which he or she turns 6 up to the end of the school year in which the student turns 16. (See Student admission.)

Credits

Basic school regulation, s. 23, 29, 32

Value given to a subject taught at the secondary level and that usually corresponds to the time allotted to the subject; used for the certificate of studies*.

Curriculum

FCPQ, Leaflet 9

Term used to denote the preschool, elementary and secondary level education program and that includes the program of studies*, subject-time allocation*, evaluation of student achievement*, and so on.

Cycle

Basic school regulation, s. 22, 23

Division of elementary and secondary schools into two- or three-year periods of learning with the intention of spreading out students' programs of studies; serves in the evaluation and periodical placement of students.

Daycare service

Education Act, s. 256

A daycare facility in the educational setting established by the school board at the request of a Governing Board.

Deed of establishment

Education Act, s. 36, 39, 40, 211

See Three-year plan

Document by which the school board establishes a school; it includes the name and address of the school and the premises or immovables placed at its disposal.

Delegation of powers

Education Act, s. 174

Regulation of the Council of Commissioners by which it entrusts some of its powers to the Executive Committee, the Director General, the management staff or the school principal.

Educational activities (programming of) *Education Act, s. 87*

Planning of educational activities that entail changes in the students' regular time of arrival and departure or that require the students to leave school premises. A proposal by the principal is approved by the GB. Synonym: educational outings.

Educational project

Education Act, s. 36, 37(1), 74, 75

FCPQ, Leaflet 4

Includes all the guidelines or orientations, aims and objectives of a school implemented by the Success Plan*.

Enrollment

Number of students in a school or a school board.

Evaluation of student achievement

Education Act s. 96(15), 231

Basic school regulation, s. 28 et seq.

Standards and procedures by which to judge the competencies developed and the knowledge acquired by the student in order to make assessments and decisions.

Extracurricular activities

Education Act, s. 75, 90 et seq.

Basic school regulation, s. 3-5

Usual name for educational activities*, various sports, cultural and social activities or extracurricular services introduced by the Governing Board.

Guidance-oriented approach

Efforts extended within the school network to better integrate academic and career counseling for young people, starting in elementary school.

Homeroom system

Method of guidance and supervision* by which one teacher is assigned to ensure the monitoring of a group of students. (See Tutoring.)

ICT

Acronym for Information and Communication Technologies.



Individualized Education Plan

Education Act, s. 96(14).

All the measures taken by the school to adapt services to the needs of a special needs student*.

Instructional material

Education Act, s. 19, 96(15), 230

Basic school regulation, s. 21

The materials used by the students as part of a program of study.

Introduction to the world of work

A program for students at the secondary level to prepare them for the labour market.

Life skills and work skills

(youth sector)

Education Act, s 38

Program offered to secondary school students who have learning difficulties.

Lunchtime services

Education Act, s. 257, 292

Set of services made available by the school board to students at lunchtime.

Portfolio

One of the tools used by teachers to allow students to record and store their work each day, as part of an ongoing evaluation of their achievements.

Program of studies

Education Act, s. 461, 222(1), 96(15)

Includes all the knowledge and competencies taught to students in a given subject.

Report card

Basic school regulation s. 29 et seq.

Document which the school must issue to parents of students at least four times a year to inform them of the academic progress of their child.

Rules governing promotion

Education Act, s. 96(15)

Standards related to student achievement by which to determine the student's placement and promotion from one cycle* to another.

Rules of conduct

Education Act, s. 76

Code of behaviours expected of the students and the disciplinary sanctions prescribed. (See Safety measures*.)

Safety measures

Education Act, s. 76

All the provisions made to ensure the safety of people in an educational institution.

School calendar

Basic school regulation s. 16

Calendar established by the school board and that consists of 200 days, 180 of which must be devoted to educational services.

Special needs student

Education Act, s. 234,235, 96(14)

FCPO, Leaflet 15

Term used to denote a student with a handicap or a student with a social maladjustment or a learning difficulty.

Special services

Basic school regulation s. 6, 7, 8

Help provided to students who have special needs: welcoming services and services providing assistance in learning French; home or hospital instruction.

Strategic Plan

Education Act, s. 209(1)

Long-term planning by the school board, the goal of which is, in part, to foster students' academic success.

Student admission

Education Act, s. 209.

Administrative act by which a school board admits a student to its educational services for the first time. (See Student enrollment*.)

**Student Enrollment***Education Act s. 239*

Annual administrative operation by which the school board determines, for students who are already admitted to its educational services, which school they will attend. The enrollment must respect the choice of parents of minor students. If the number of applications exceeds the school's capacity, enrollment is effected according to the criteria established by the school board. (See Student admission.).

Student enrollment criteria

(See Student enrollment *.)

Student supervision*Education Act s. 75*

Set of measures adopted by a school to ensure students receive support and to foster academic success.

Student placement*Education Act, s. 96(15)*

Application of the rules prescribed by the principal to determine the class* that each child will attend during the coming school year.

Student services*Basic school regulation, s. 3, 4, 5*

All the services provided for by the Basic school regulation with the aim of fostering students' progress and designed to support learning, school activities, academic and career choices, health, well being and spiritual development.

Student transportation*Education Act, s. 291 et seq.*

Free service provided by the school board to ensure school attendance.

Student transportation at noon*Education Act, s. 292*

Service set up by the school board to allow students to return home for lunch and for which the board may claim the cost from users.

Subject-time allocation*Basic school regulation, s. 22 et seq.*

List of compulsory subjects at the elementary and secondary levels including the time that is usually allocated for each one.

Success Plan*Education Act, s 36, 37(1), 75*

Means organized by the school to implement and evaluate its educational project*.

Textbook*Education Act, s. 7, 96(15), 230*

Book required for teaching and made available to students free of charge.

Three-year plan for immovables*Education Act, s. 211*

Document in which the school board determines each year what it intends to do with its immovables for the three upcoming years.

Timetable

Expression used to refer to the organization of the schedule of every student and teacher, especially at the secondary level.

Tutoring

Method of guidance and supervision* by which the student is supervised by a teacher. (See Homeroom system.)

Vocational training*Education Act s. 38, 97 et seq.*

Educational services that meet the conditions of the Basic school regulation relating to vocational training; established by a school board and usually provided by a vocational training centre.

VT

Abbreviation for vocational training*.

* See the definition in the list.

“Who are we talking about?”

Following are some acronyms that are frequently used in education to refer to an organization or a position. Some groups have no English acronym or equivalent but are included here for your information.

AAESQ	Association of Administrators of English Schools of Québec
ACSQ	Association des cadres scolaires du Québec (school administrators)
ADGESBQ	Association of Directors General of English School Boards of Québec
ADIGECS	Association des directeurs généraux des commissions scolaires
AMDES	Association montréalaise des directions d'établissement scolaire
AQPDE	Association québécoise du personnel de direction des écoles
CC	Council of Commissioners
CCG	Comité consultatif de gestion de la commission scolaire (see MAC)
CSE	Conseil supérieur de l'éducation
CSQ	Centrale de l'enseignement du Québec
DG, ADG	Director General and Assistant Director General of the school board
FCSQ	Fédération des commissions scolaires du Québec (see also QESBA)
FPPQ	Fédération des professionnelles et des professionnels de l'éducation du Québec
FPSS	Fédération du personnel de soutien scolaire (support staff)
FQDE	Fédération québécoise des directeurs et directrices d'établissement (school principals)
FSE	Fédération des syndicats de l'enseignement (teachers' unions)
MAC	Management Advisory Committee
MEQ	Ministère de l'Éducation du Québec
QESBA	Quebec English School Boards Association
QFHSA	Quebec Federation of Home and School Associations
QPAT	Quebec Provincial Association of Teachers (APEQ in French)
SNAC	Special Needs Advisory Committee

