

Summary - Impact Study 24EI2014

Review of certain provisions granting, denying or limiting the powers of management and control for sites and educational institutions for French-language school boards in the Canadian provinces and territories

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In this Impact Study presented to the members of the Board of the *Fédération nationale des conseils scolaires francophones* (FNCSF), the authors start with the goal of identifying, comparing and questioning the constitutionality, under Section 23 of the *Canadian Charter of Rights and Freedoms* (Charter), of the laws and regulations of provinces and territories where French-speaking communities are the minority in terms of managing institutions that provide French-language instruction.

The impact assessment identifies the provisions in each laws and regulations governing school boards of English and French language regarding, among other things, acquisition, construction, management and closures of schools.

Format of the Impact Study

The review of provisions granting, denying or limiting the powers of management and control for sites and educational institutions for French-language school boards in Canadian provinces and territories, where Francophones are the minority, is organized by province and territory. The impact assessment contains a table for each jurisdiction.

Each table lists the main relevant legislation regarding the management and control of schools based on "categories". To facilitate comparisons of relevant provisions between the jurisdictions identified, some "categories" are found in all the tables.

Each table identifies the provisions that apply only to English language school boards or divisions, the provisions that apply only to French language school boards or divisions, and the provisions that apply to both.