



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

**BUDGET MANAGEMENT PROCESS
2015-2016
Adult and Vocational Education
(Adopted August 19, 2015)**

Note: The masculine gender is used throughout this document for the sake of conciseness and is meant to be inclusive of both genders.

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1. PREAMBLE AND PRINCIPLES FOR THE EQUITABLE DISTRIBUTION OF RESOURCES

1.1 Budget Management Philosophy

The School Board adheres to the principles of the Education Act. Therefore, it focuses on the autonomy, empowerment and accountability of centres while assuming the supervisory role ensuing from its responsibilities.

1.2 Organization's Values, Commitments, Motto

We value leadership, openness, and cooperation in a caring and learning environment.

Our objective is to integrate these values in each and every one of our daily actions.

Furthermore, our objective is to broaden and facilitate the understanding and the acceptance of our motto "Learning for All" through the orientations set forth in the Strategic Plan and Partnership Agreement.

1.3 Legal Framework of the Education Act

The main objective of the law is to reinforce the centre's role as the first entity responsible for pedagogical and administrative matters. The School Board Strategic Plan, Partnership Agreement and policies support this objective.

The School Board is a legal entity under public law whose mission is to instruct, socialize and provide qualifications as well as ensure that those students it oversees receive the educational services to which they are entitled by virtue of the Education Act.

Centres have no legal status. They have the power imparted to them by the law.

The School Board is the employer of the personnel required to operate the School Board and its centres.

The School Board is the owner of its buildings.

1.4 Principles for the Equitable Distribution of Resources

- a) The success of all students is at the centre of our deliberations and decisions.
- b) All students must have access to equitable services (educational and complementary) throughout the Board.
- c) Through its allocation of resources (budget and staffing plan), the School Board recognizes that the centre is distinct and different, and respects the centre's local organization of services, within the limits of collective agreements, regulations, School Board policies and budget constraints.
- d) The basis for annual budget and staffing allocations will be those granted by the Council of Commissioners.

- e) All budgetary allocations will be based on parameters, budget rules, and an estimate of expected activities.
- f) In exceptional circumstances, after review of appropriate documentation, allocations may be modified to reflect a given situation.
- g) Any interest, payment, fee charged or shortfall in earnings to the School Board due to a delay in remitting payment to the School Board or due to a centre's error in areas such as student files and attendance records, etc., will be charged to the centre's budget under to the following terms:
 - Reimbursement, in full, of the financial impact on a maximum of 2 school years.
 - The first year is considered to be the one following the financial error.
 - The full reimbursement must be done within the first year if the financial impact does not exceed 10% of the Centre Budget allocation that is provided to the concerned centre by the School Board.
 - However, the amount to be reimbursed to the School Board cannot exceed 10% of the Centre Budget allocation within those two years.
 - Other measures and/or other arrangements in addition or in substitution to those mentioned above may be considered.

1.5 Type of allocations (resources)

- Staffing allocation (1.5.1)
- Basic and operating allocations (1.5.2)
- Specific revenues generated by the centre (1.5.3)

1.5.1 Staffing allocation

- a) The School Board will annually establish staffing guidelines and parameters for the allocation of human resources to its centres and administrative services. With the exception of parents, senior staff, teachers, support staff and professionals will be consulted, as per the requirements of applicable regulations or collective agreements, will be consulted. The School Board reserves the right to adjust the staffing plan in accordance with the MELS parameters, CQSB budgetary and other constraints as well as specific allocations confirmed by the MELS.
- b) All clauses concerning non-transferability must be respected. Some staffing allocations may be used for purposes other than those originally intended with the approval of the Human Resources director, after consultation with the Administrative Council and within the limits of collective agreements, regulations and School Board policies. All requests for transferability must be made in writing to the Human Resources director who, after consultation, will ensure follow-up. Transfer of an allocation cannot result in increased cost to the School Board.

Each centre, where there is no vice-principal, will be required to name a Staff Assistant to its director for each sector (Adult and Vocational). Allocations for Staff Assistants are non-transferable and must not generate additional costs. Any request for the release of a staff assistant will be charged to the centre budget

- c) All staffing allocations must be used for human resources.
- d) Any resources in excess of the approved staffing allocation incurred by the centre will be charged to the centre. Normally, the School Board will advise centres as soon as possible of potential charges to their centre budgets.

1.5.2 Operations and Basic Allocations (Centre Budget)

(See appendices A, B and C on how some basic allocations are calculated. Section 4 includes examples of expenses that are included in the Centre Budget)

- a) Appendix C shows various basic allocations and their calculations.
- b) Surpluses of basic allocations may be used to cover deficits in other allocations but only during the same school year.
- c) The Centre is responsible to ensure a balanced budget coming from these allocations. Deficits coming from the basic allocations will be met by using the centre's specific revenues. (section 1.5.3)
- d) The Centre's operating allocation for General Education is based on the closed envelope that the MELS gives to the School Board for the school year.
- e) The Centre's operating allocation for Vocational Education is based on a forecast of the MELS activities for the up-coming school year and is adjusted to reflect the actual MELS EFT (equivalent full-time students) as of June 30 of the previous school year. It will also be adjusted throughout the year in the event that additional funding is received from a source other than the MELS and, therefore, not included in the original allocation.
- f) The Centre Principal will not allow a program to start without meeting the minimum required number of students as established in Appendix D without prior approval.
- g) In the case where a program begins with the required number of students but the number of students falls below that number during the program to the point where it has an important financial impact on the overall activities of Vocational Education, the Centre Principal will inform the Director General or the Director of Financial Services, and will take all measures possible to reduce costs.

1.5.3 Specific revenues generated by the Centre (Resale, Rental, Extra-Curricular Activities)

a) RESALE MATERIAL (WORKBOOKS)

Charges for these activities must be approved by the Governing Board.

Surpluses coming from resale activities may be used to cover deficits in other allocations or may be used as the center's contribution to matching grants.

Surpluses may not be carried over from one school year to the next as per MELS budgetary rules and Generally Accepted Accounting Principles (GAAP)

Any deficit coming from resale activities will be charged to the Centre's basic allocations (see 1.5.2 above) and/or the specific revenues.

Revenues derived from resale material will be remitted to the School Board according to the following schedule:

- From July 1 to December 31 are to be remitted by February 15
- From January 1 to March 31 are to be remitted by May 15
- From April 1 to June 30 are to be remitted by July 15

Before making a bank transfer from the Centre to the School Board's account, a written confirmation from the Centre principal will be required (e-mail is acceptable).

b) RENTAL

For purposes of revenue generation, a centre building may contain two categories of premises as defined in the Deed of Establishment: Centre premises, those areas determined by the School Board to be necessary for use by the Centre in fulfilling its educational mission, and non-centre premises, the remaining areas of the building. Revenues generated from the rental of centre premises are deposited in the centre's bank account. Revenues generated from the rental of non-centre premises go to the School Board.

The revenues generated from the rental of centre premises can be used to cover any deficits in allocations or any matching grant required contribution but cannot be carried over from one school year to the next.

c) EXTRA-CURRICULAR ACTIVITIES

All extra-curricular activities revenues (fund raising, centre social activities, etc.) generated by the Centre will be credited to that Centre's account.

Revenues generated for these activities, may not be used to cover deficits generated in any other allocations nor as the required contribution for any matching grants.

Any deficit coming from extra-curricular activities will be charged to the Centre's basic allocations (see 1.5.2 above) and/or the specific revenues.

1.5.4 Deferred revenues

According to Generally Accepted Accounting Principles (GAAP), revenues may be carried over from one school year to the next as long as the three following conditions are met:

- 1) A specific clause leaving the School Board with little or no discretionary power regarding the use of the transferred resources;
- 2) A time-dependent future clause leaving the School Board with little or no discretionary power regarding the period or periods during which the revenues received may be used or spent;
- 3) Accountability clauses requiring ongoing supervision of the execution with incidental consequences in the event of non-compliance with transfer conditions, such as the reimbursement of the transferred resources.

Revenues which a centre wants to carry over to the next school year must be documented by the centre director. The document (memo or email) must be submitted to the Director of Financial Services by August 15 at the latest and explain the reasons why the remaining revenues at the end of the school year have to be carried over to the next school year by stating how the three conditions mentioned above are met. In order to do this the school principal should answer the three following questions:

- 1) Will the revenues be used for the same purpose they were raised for?
- 2) Will the money be used within an established timeframe?
- 3) What will happen to the remaining revenues once that the established timeframe has expired?

2. ROLES AND RESPONSIBILITIES

2.1 Council of Commissioners

- a) Redistribute financial resources as stated in Section 275 of the Education Act:

“After consulting with the governing boards and the parents’ committee, the school board shall establish objectives and principles governing the allocation of subsidies, school tax proceeds and its other income among its educational institutions.

The allocation shall be carried out in an equitable manner and reflect the needs expressed by the institutions and the social and economic disparities with which they must contend, the partnership agreement between the school board and the Minister and the management and educational success agreements between the school board and the institutions.

The allocation shall include amounts for the operation of governing boards and amounts to meet the needs of the school board and its committees.

The school board shall make public the objectives and principles governing the allocation and the criteria used to determine the amounts allocated.”

- b) Approve and adopt the initial School Board budget and approve budgets submitted by the governing board of each centre;
- c) Analyze and adopt the revised budget;
- d) Give notice of sitting where the budget is to be studied as stated in Section 278 of the Education Act:

“Before adopting its budget, every school board shall give a public notice of at least 15 days of the date, time and place of the sitting of the council of commissioners at which its budget is to be studied.”

2.2 Director General and/or Administrative Council

- a) Promote the philosophy of the budgetary process;
- b) Establish budgetary orientations and priorities taking into consideration the Strategic Plan, Partnership Agreement and Management and Educational Success Agreements and the MELS budgetary rules and parameters;
- c) Develop the consultation calendar (see page 16);
- d) Ensure the budget is redistributed in an equitable fashion while respecting the School Board's Strategic Plan, the Education Act, the MELS budget rules and the School Board budget parameters;
- e) Approve the Governing Board budget;

- f) Recommend the adoption of the School Board budget;
- g) Study and submit the year-end financial statements to the Council of Commissioners as stated in Section 286 of the Education Act:

“Once the financial activities have been audited, the director general shall submit the financial statements of the school board and the external auditor's report to the council of commissioners at its first sitting following by at least 15 days the date of receipt of the report.”

As stated in sections 286 and 287 of the Education Act:

“The Secretary General shall give public notice of the date, time and place at which the financial statements will be submitted to the Council of Commissioners.

At least, one week prior to this meeting, the Director General will publish a summary of the annual financial statements of the School Board.”

2.3 Centre Principal

- a) Adhere to the principles and provide recommendations on the Budget Management Process;
- b) Assess needs in the Centre and consult centre staff in accordance with Sections 96.20 and 110.13 of the Education Act:

“Sections 96.20 to 96.26, except the second paragraph of section 96.21, adapted as required, apply to the principal of a Centre.”

“After consulting with the centre staff, the principal shall inform the school board, on the date and in the form determined by the school board, of the needs of the school in respect of each staff category and of the professional development needs of the staff.”

- c) Consult Governing Board as stated in Section 96.22 of the Education Act:

“After consulting with the governing board, the principal shall inform the school board of the requirements of the centre as regards goods and services, and of any required improvement, equipment, construction, conversion or repair of the premises or immovables placed at the disposal of the centre.”

“Goods and services” Refers to any budget item or need, excluding the management of human resources in the centre. Therefore, discussion should centre on the needs for services for students as defined by the educational project and school success plans; i.e. security measures for the centre, students need more help choosing a career path, etc.”

- d) Analyze the Centre's budget envelope taking into consideration financial guidelines from the Governing Board, the Centre's policies, objectives, success plan, and management and educational success agreement, prepare distributions of allocated resources, excluding allocations for Human Resources, and submit to Governing Board for adoption then submit to School Board for approval in accordance with Section 96.24 of the Education Act:

"The principal shall prepare the annual budget of the Centre, submit it to the Governing Board for adoption, administer the budget and render an account thereof to the Governing Board.

The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the Centre by the School Board and the Centre's own revenues, on the other.

The approved Centre budget shall constitute separate appropriations within the School Board's budget, and the expenditures for that Centre shall be charged to those appropriations.

At the end of every school year, the Centre's surpluses shall be transferred to the School Board. However, the surpluses must be added to the Centre's appropriations for the following fiscal year if the management and educational success agreement entered into under section 209.2 of the Education Act so provides.

If a Centre closes, the Centre's surpluses and funds shall be transferred to the School Board."

- e) Administer budgets within parameters (including ensuring proper accounting coding of all expenses made by the Centre) while following up with the Governing Board and the Director General. An annual report (Centre budget, capital, special funds) must be submitted to the Governing Board for adoption and be forwarded to the School Board by November 15.

2.4 Governing Board

- a) Advise the principal on the needs of the Centre, as stipulated in Section 96.22 of the Education Act;
- b) Analyze and adopt the Centre's annual budget as stated in Section 110.4 of the Education Act, taking into consideration the Centre's policies, objectives, success plan and management and educational success agreement;

"Sections 80 to 82 and 93 to 95, adapted as required, apply to the governing board of a centre."

"The governing board is responsible for adopting the centre's annual budget proposed by the principal, and shall submit the budget to the school board for approval."

- c) Submit through the Centre principal, the Centre's annual budget for approval by the School Board (via the Director General or the Director of Financial Services).

2.5 Management Advisory Committee (MAC)

Be consulted during the budget management process in accordance with collective agreements, the Education Act, and the Regulation respecting the working conditions of senior staff of schools.

3. EXPENSES COVERED AT THE SCHOOL BOARD LEVEL

3.1 Human Resources in Centres and the Board Office

As sole employer, the Central Québec School Board must ensure that all of its legal obligations are respected. In order to do so, it keeps the salary centralized. No salary or compensation will be paid out of the funds managed by the school.

Staffing plans are established for each centre in collaboration with the Centre director. The centre director may not create permanent positions through the use of the Centre's budget. The centre director must respect the adopted staffing plan.

Notwithstanding the above, each centre director and director of services and/or coordinator is recognized as the immediate supervisor for personnel of that centre and service according to the organizational chart.

3.2 Professional Development

The budgets for professional development for teachers, professionals, and support personnel are administered by parity committees. For senior executives, senior staff of service and centre and management personnel, annual budgets are established by the School Board taking into consideration the local management policy and the School Board's budget.

The School Board may allocate additional resources for professional development activities for all categories of employment.

3.3 Expenses Related to Building Maintenance (operating budget)

Expenses for energy consumption, security, and safety, as well as general maintenance of buildings (such as painting, repairs to fences or to plumbing fixtures, etc.), are centralized through the Buildings & Equipment Services. An allocation for building repairs is designated for each centre annually for projects to be generally carried out during the summer. Having consulted the Governing Board, each principal, along with the Buildings & Equipment Services decides on project priorities. The allocation for the centre for the 2015-2016 year is attached under Appendix A.

3.4 Building Improvements and/or Major Renovations (capital projects – the MELS “*Aménagement, Modification et Transformation*” (AMT grants))

Buildings & Equipment Services in collaboration with the Centre principal and Services directors will oversee major renovation projects using the following criteria to determine priorities:

- Health, safety, and legal requirements;
- Pedagogical needs;
- Repair projects such as roofs, windows and brick pointing;
- Electrical and mechanical equipment.

3.5 Corporate Expenses

The following items, among others, are dealt with centrally: audit fees, legal fees, public notices, annual insurance, association costs, upkeep of archives, rental of additional facilities for schools, centres and the School Board office, transportation, corporate computerized applications, employee recognition measures, depreciation.

3.6 Board Services Budgets

Each Board service is allocated funds to cover expenses and services required to fulfill its obligations.

3.7 Council of Commissioners

Both the maximum number of commissioners and their maximum salary are established by law or by decree or by derogation from the MELS. Other Council of Commissioners' expenses are travel, election expenses, if applicable, professional development and other duties as sanctioned by the Council of Commissioners.

3.8 Furniture, Equipment, and Tools (capital grants – the MELS “*Mobilier, appareillage, outillage*” (MAO) grants)

The centre receives an EFT (equivalent full-time) allocation as outlined in Appendix D.

In the event of a theft that is beyond the control of the Centre and that involves equipment essential for the delivery of educational services to students and bought through the School Board, the Centre's contribution will be as follows:

- The choice of the equipment to be replaced will be at the discretion of the School Board.
- The first \$200 of the replacement cost, per event, will be charged to the Centre's capital budget;
- The total contribution of the Centre, per event, will not exceed one-third(1/3) of the replacement cost, up to \$6 per equivalent full time student, based on the previous year, from the school's capital budget.

3.9 Governing Boards

The annual allocation for that body is shown in Appendix B. This budget will be handled through the School Board's operations.

The Governing Board must adopt a balanced budget and be accountable to the School Board for its administration.

Section 108 of the Education Act stipulates that the Governing Board's budget for operating expenses, as determined in Appendix B, cannot include any other source of funds.

“Sections 57 to 60 and 62 to 73, adapted as required, apply to the operation of the Governing Board of a centre. “

4. EXPENSES COVERED BY DECENTRALIZED CREDITS

Centres are responsible for covering the following expenses from their budgetary allocations as shown in Appendix C:

4.1 Operating Budget

The budgetary codes used for centre budgets (Fund 1) are listed in the table that follows. This list does not include certain expenditures and credits pertaining to special projects and appearing under other headings

CODE	HEADING	COMMENTS
14***-401	Vocational Education Material & Supplies	Supplies for all vocational courses
14***-410	Vocational Education Textbooks	Textbooks only
14***-414	Vocational Education Teachers' Textbooks	Teachers' textbooks
14***-514	Vocational Education Fees other	Expenses for various activities
18***-401	General Education Material & Supplies	Supplies for all general education courses
18***-410	General Education Textbooks	Textbooks only
18***-504	General Education Dues & Subscriptions	Magazine subscriptions
18***-514	General Education Fees Other	Expenses for various activities

CODE	HEADING	COMMENTS
21120-401	School Administration Material & Supplies	Supplies, secretary & principal (staples, pencils, envelopes, etc.)
21120-514	School Administration Fees Other	Expenses for various activities
21120-810	School Administration Miscellaneous	Principal's discretionary fund
21200-401	Printing & Reproduction Material & Supplies	Paper for photocopier, printing letterhead, tests
21200-506	Printing & Reproduction Equipment Rental	Photocopier costs (rental)
22100-401	Libraries & Audio Visual Material & Supplies	Tapes, movies, tape to repair books, etc.
22100-415	Libraries & Audio Visual Library Books	
22100-504	Libraries & Audio Visual Dues & Subscriptions	Magazine subscriptions
22220-401	Computer Education Material & Supplies	Peripherals, paper for printers, etc.
22220-403	Computer Education Supplies	For repairs to equipment
22220-513	Computer Education Maintenance & Repairs	Labour for repairs to equipment
22220-546	Computer Education Licenses & Software	
23100-401	Guidance Material & Supplies	Tests, reference material, etc.
21400-401	Telephone & Messenger Material & Supplies	Fax paper, etc.
21400-402	Telephone & Messenger Messenger	Mailing by courier
21400-405	Telephone & Messenger Stamps	
21400-543	Telephone & Messenger Cellular	Cellular phones

Please note that the agreement regarding our bank services with the *Caisse Desjardins Sillery-Saint-Louis-de-France* includes administrative expenses. Each school and center will be charged a fixed annual amount of \$ 120 (\$10/month) plus an annual amount equivalent to \$ 1 per student (EFT) to cover the administrative costs. The clientele of the previous year serves as a reference in this case.

4.2 Capital Budget

Capital budget items are those that have a life expectancy of more than one year, which will not be re-sold to parents and that will be used permanently for educational or administrative purposes.

The following is a non-exhaustive list of capital budget items: Furniture, equipment, tools, computers etc.

CODE	HEADING	COMMENTS
14***-630 14***-730	Formation Professional Specialized Equipment	All equipment exclusively for the implementation of teaching activities
18***-630 18***-730	Formation General Specialized Equipment	All equipment exclusively for the implementation of teaching activities
22220-620 22220-720	Computer Education Computer equipment	Hardware and equipment needed for data processing, including computers, printers and other peripherals, licenses and original versions of software.
22220-670 22220-770	Computer Education Multimedia equipment	Equipment used for telecommunication, radio communication, voice communication, image transmission and video communication. Ex. fax, overhead projector, television, DVD player, CD player, Smart board, projector
61000-610 61000-710	Furniture & Equipment Furniture	Assets that are intended and used for setting up or arranging the premises and that are not integrated as part of the building. Ex. Boards, chairs, tables, refrigerators, book-cases, filling-cabinets, curtains.
63000-790	Janitorial Services Equipment	Floor polisher

5. TIMELINE FOR THE ADOPTION OF THE BUDGET

January / February	Planning
February / March/April	Consultation <ul style="list-style-type: none"> • Administrative Council • Governing Boards (needs, services) • Teachers (needs, services) • Centre Principal
March to June	Budget preparation Information to centre for consultation
March / April	Adoption in principle by the Council of the Budget Management Process
May / June	Confirmation of the MELS budget rules and adjustments Governing Boards transmit adopted centre budget to the Director General Presentation of provisional budget to Council
June or after	Public notice - place and date of budget adoption Presentation of final budget to Council for adoption

6. TIMELINE FOR THE ADOPTION OF THE STAFFING PLAN

January to April	Planning - draft staffing plans
March and April	Consultation <ul style="list-style-type: none"> • Council of Commissioners • Centre Principal at a MAC Meeting • Unions
April	Presentation to the Council for the adoption of the provisional staffing plan
April and May	Communication of provisional allocations
June, July and August	Adoption of the final staffing plan Communication of the final allocations

**The staffing plan is not a subject of consultation for the Governing boards.*

APPENDIX A

SUMMER MAINTENANCE - MINOR REPAIRS TO BUILDINGS & GROUNDS

	<u>2015-2016 Allocation</u>
Basic Allocation	\$1,840.00
Additional Allocation per Sq. Metre	\$1.47

*Includes such items as painting, replacing or painting lockers, minor modifications to buildings, replacing carpets by tile, etc.

APPENDIX B

GOVERNING BOARDS, PARENTS' COMMITTEE, SEPCIAL NEEDS ADVISORY COMMITTEE

2015-2016
Allocation

Governing Boards

General Education and
Vocational Education

\$225.00

APPENDIX C

DECENTRALIZED CREDITS

2015-2016
Budget

Decentralized Operating Budget for Centres

Per Capita Applied to
EFT (equivalent full-time students)

General Education EFT based on MELS parameters	\$69.00
Vocational Education EFT based on budget forecast	\$131.00

Decentralized Capital Budget for Centres*

Allocation per EFT	
General Education	\$42.90
Vocational Education	Varies based on program registration

* Includes such items as computers, furniture, and equipment for the school; also includes the contribution of the school for replacing equipment stolen from schools (as outlined in 3.7); excludes computers for professionals, as computers belong to the School Board.

APPENDIX D

MINIMUM NUMBER OF STUDENTS TO START A PROGRAMJ

Decentralized Operating Budget for Centres	Hours	Students
5817 - DEP Home Care & Family & Social Assistance	960	15
5764 - ASP Starting a Business	330	0
5783 - DEP Hotel Reception	735	16
5821 - DEP Professional Sales	900	13
5712 - DEP Secretarial Studies Program	1485	16
5731 - DEP Accounting	1350	16
5825 - DEP Health Assistance and Nursing	1800	15
5816 - DVS Assistance in Health Care Facilities	750	15

See page 2, Section 1.4 - j) Principles for the equitable distribution of resources.

It is understood that if the EFT in one program is more than the minimum designated, this could help another program that has less than the minimum EFT required to start it. In some cases, the School Board could consider awarding an allocation for small groups so that groups with a number of students less than the above mentioned minimum number may start.