



**Approved minutes of the regular meeting of the Council of Commissioners of the Central Québec School Board held on Wednesday, August 17, 2016 at 7:00 p.m. at the Eastern Québec Learning Centre, 3005, rue William Stuart, Québec (Québec) G1W 1V4.**

Present:	Isabel Béland	Parent Commissioner
	Stephen Burke	Chairman
	Sara Downs	Commissioner (videoconference)
	Christian Falle	Parent Commissioner (videoconference)
	Debbie Ford-Caron	Commissioner (videoconference)
	Chantal Guay	Commissioner (videoconference)
	Kevin Jack	Commissioner (videoconference)
	Wyna Marois	Commissioner
	Stephen Nellis	Parent Commissioner (videoconference)
	Esther Paradis	Commissioner
	Stephen Pigeon	Director General
	Jean Robert	Vice-Chairman
	Jo Rosenhek	Commissioner
	Jo-Ann Toulouse	Commissioner
Aline Visser	Commissioner	
Absent:	Heather Clibbon	Commissioner
	Patsy Poulin	Parent Commissioner
In attendance:	Gina Farnell	Director of Complementary Services
	François Garon	Computer Technician
	Sandra Wright Griffin	Interim Secretary General
	Pierrette Laliberté	Director of Human Resources and Assistant Director General
	Michel Lefebvre	Resident of St-Ferréol-les-Neiges
	Yves Lorange	Director of Financial Services, Buildings & Equipment and Transportation
	Marty Patterson	President, CQTA (videoconference)
	Melanie Simard	Executive Secretary
	Mark Sutherland	Director of Instructional Services

**16-08.01 Call to Order**

The Chairman called the meeting to order at 7:04 p.m.

**16-08.02 Approval of the Agenda**

It was MOVED by J. Rosenhek, SECONDED by J.-A. Toulouse and unanimously RESOLVED; THAT the agenda be approved with the following addition:  
Item 10. j) Commissioners Stipends;  
Item 10. k) Honorary Membership: Champlain, St. Lawrence Campus.

**16-08.03**      **Public Question Period**

No questions were asked.

**16-08.04**      **Question Period for Students**

No students were present.

**16-08.05**      **Correspondence from Students**

No correspondence was received.

**16-08.06**      **Approval of the minutes of the regular meeting held on June 15<sup>th</sup>, 2016**

It was MOVED by E. Paradis, SECONDED by S. Downs and RESOLVED; THAT the minutes of the regular meeting of the Council of Commissioners held on Wednesday, June 15<sup>th</sup>, 2016 be accepted as circulated.

Commissioner K. Jack abstained from voting.

**16-08.07**      **Business arising from the minutes**

There was no business arising from the minutes.

**16-08.08**      **Report from the Chairman**

The Chairman had sent his report to commissioners that addressed the following:

- Quebec High School Awards Evening - June 21<sup>st</sup>, 2016
- St. Patrick's High School and Quebec High School Graduations - June 22<sup>nd</sup>, 2016
- Meeting with the Campus Director of Saint Lawrence Campus - June 22<sup>nd</sup>, 2016
- Meeting with the Director General - June 27<sup>th</sup>, 2016
- Condolences to the Family of Mr. Roger Taillefer - August 6<sup>th</sup>, 2016
- Interviews with le *Journal de Québec* and *Énergie* FM - August 10<sup>th</sup>, 2016
- Induction Week - August 16<sup>th</sup>, 2016

**16-08.09**      **Director General's Report**

The Director General formally addressed the Council and provided a report on the following items:

- a) Up-date on Strategic Planning
- b) June Examination
- c) Principals' and Vice-principals' Meeting (September)
- d) Director General's Objectives

Director General's Report (continued)

- e) Labour Relations Committees
  - i) Senior Staff of Service – Directors, Coordinators and Management Staff
  - ii) Senior Staff of Schools and Centre – Principals
  - iii) Teachers
  - iv) Professionals
  - v) Support Staff

Mr. Mark Sutherland, Director of Instructional Services provided a detailed presentation on the Central Québec School Board's 2016 June examinations results. He noted that the dropout rate has gone down considerably and that a new English history textbook has finally been developed.

S. Pigeon made a detailed follow-up on his 2015-2016 Director General objectives. The 2016-2017 objectives were deposited and accepted by the Council of Commissioners.

1. Elaborate and implement an organizational communication plan that will guide us in the important mission to efficiently communicate with all our stakeholders.
2. Initiate the process of data migration to *One Drive* for all CQSB employees.
3. Support the implementation of *Office 365* for all of our users by hiring a consultant who will visit our establishments and offer level-appropriate training.
4. Monitor the extension project at Dollard-Des-Ormeaux school (DDO) and provide any support that this endeavour may entail.
5. Negotiate with the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES) and the *Commission scolaire de la Capitale* so as to organize the transportation service for all the students attending DDO.
6. Support our new School Principals and guide them in their new duties through the school boards' induction program for new school administrators.
7. Oversee CQSB's renewal of the anticipated new strategic plan format (the commitment-to-success plan) prescribed by the MEES.
8. Support the Interim Secretary General and the Interim Administration Officer in their new tasks.
9. Restructure the school board's complaint examination procedure so as to make it more user-friendly and efficient.
10. Support the implementation and monitor physical transformations that will be needed for the new programs to be offered at the Eastern Québec Learning Centre.
11. Recommend to the Executive Committee, topics of strategic importance for future consideration and discussion.
12. Continue to promote the implementation of Professional Learning Communities in all CQSB schools and Centre.
13. Oversee the key objectives of each of the school board's departments and support them as needed.

**16-08.10**      **Director General's Report (continued)**

14. Continue to provide the Council of Commissioners with timely and pertinent information to allow them to make enlightened decisions.

**16-08.10**      **New Business**

a) **Budget Management Process 2016-2017 - Youth Sector (adoption)**

WHEREAS section 96.25 of the Education Act stipulates that school principals are to be consulted on school board policies;

WHEREAS sections 78.3 and 193.9 of the Education Act provide for consultation of school governing boards and the Parents' Committee on various matters concerning the organization of services provided by the School Board;

WHEREAS section 275 of the Education Act stipulates that "the school board shall make public the objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues among its educational institutions as well as the criteria pertaining thereto";

WHEREAS the Central Québec School Board determines these objectives and principles annually in the Budget Management Process;

WHEREAS the draft Budget Management Process - Youth Sector for the 2016-2017 school year was accepted in principle by the Council of Commissioners on April 13, 2016;

WHEREAS appropriate consultation has taken place;

It was MOVED by J. Rosenhek, SECONDED by W. Marois and unanimously RESOLVED; THAT the Council of Commissioners accept the Budget Management Process - Youth Sector for the 2016-2017 school year as in **Appendix 1** to the minutes.

b) **Budget Management Process 2016-2017 - Adult and Vocational Education (adoption)**

WHEREAS section 110.13 of the Education Act stipulates that centre principals are to be consulted on school board policies;

WHEREAS section 110.3 of the Education Act provides for consultation of centre governing boards on various matters concerning the organization of services provided by the School Board;

New Business (continued)b) Budget Management Process 2016-2017 - Adult and Vocational Education (continued)

WHEREAS section 275 of the Education Act stipulates that “the school board shall make public the objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues among its educational institutions as well as the criteria pertaining thereto”;

WHEREAS the Central Québec School Board determines these principles and objectives annually in the Budget Management Process;

WHEREAS the draft Budget Management Process for the 2016-2017 school year was accepted in principle by the Council of Commissioners on April 13, 2016;

WHEREAS appropriate consultation has taken place;

It was MOVED by C. Guay, SECONDED by S. Downs and unanimously RESOLVED; THAT the Council of Commissioners accept the Budget Management Process - Adult and Vocational Education Sector for the 2016-2017 school year as in **Appendix 2** to the minutes

c) Adoption of the 2016-2017 Operating, Capital and Debt Service Budget

WHEREAS as specified by the Education Act, the Central Québec School Board must adopt and submit to the *ministère de l'Éducation et de l'Enseignement supérieur* (MEES) its Operating, Capital Investment, and Debt Service Budget for the 2016-2017 school year;

WHEREAS this deficit represents the limit of accumulated surplus appropriation for our School Board;

It was MOVED by J. Robert, SECONDED by A. Visser and unanimously RESOLVED; THAT the Operating, Capital Investment and Debt Service Budget for the 2016-2017 school year be approved and submitted to the *ministère de l'Éducation et de l'Enseignement supérieur*.

d) Adoption of the 2016-2017 Gross and Net Taxation Rates

WHEREAS as specified by the Education Act, the Central Québec School Board must set the school tax rate at the time of the adoption of the budget of the school board;

WHEREAS the budgetary projections set the gross taxation rate at \$0.35 per \$100.00 of real evaluation;

New Business (continued)d) Adoption of the 2016-2017 Gross and Net Taxation Rates (continued)

WHEREAS this rate is determined by the *ministère de l'Éducation et de l'Enseignement supérieur* and is the maximum established in the Education Act;

WHEREAS the budgetary projections set the net taxation rate at \$ 0,3083 per \$100.00 of real evaluation;

It was MOVED by K. Jack, SECONDED by W. Marois and unanimously RESOLVED; THAT the gross and net taxation rates be adopted as presented.

e) Adoption of the Interest Rate on Outstanding Tax Accounts

WHEREAS the Education Act requires school boards to collect school taxes and to charge interest on outstanding accounts;

WHEREAS section 316 of the Education Act stipulates that the interest rate payable on school taxes is fixed by the School Board;

It was MOVED by D. Ford-Caron, SECONDED by A. Visser and unanimously RESOLVED; THAT pursuant to Section 316 of the Education Act (R.S.Q. ch I-13-3), the Central Québec School Board set an interest rate of 14.50% on overdue tax accounts for the 2016-2017 school year.

f) Acceptance of Major Renovation Projects: Hiring of a General Contractor - Dollard-des-Ormeaux, building extension

WHEREAS the Council of Commissioners mandated the Chairman or the Vice-Chairman, in collaboration with the Director General or the Assistant Director General, to authorize all necessary decisions during the summer months (June 15, 2016 - August 17, 2016);

WHEREAS the Chairman or the Vice-Chairman, in collaboration with the Director General or the Assistant Director General, were authorized to sign all documents pertaining to contracts to be concluded during the summer months, within the adopted budget;

WHEREAS the Council of Commissioners mandated the Director General to report all decisions to the Council of Commissioners at the August 17, 2016 regular meeting;

WHEREAS the School Board received approval from the *ministère de l'Éducation et de l'Enseignement supérieur* on June 25, 2015 for the Dollard-des-Ormeaux School permanent building extension;

New Business (continued)

- f) Acceptance of Major Renovation Projects: Hiring of a General Contractor - Dollard-des-Ormeaux, building extension (continued)

WHEREAS plans and specifications were prepared and a public call for tenders for general contractors was placed on SEAO (*Système électronique des appels d'offres du gouvernement du Québec*) on June 20, 2016 and opened on July 21, 2016;

WHEREAS the architect recommended that the lowest tender be accepted as it met the requirements and specifications of the project;

It was MOVED by K. Jack, SECONDED by E. Paradis and unanimously RESOLVED; THAT the Council of Commissioners ratify the decision to accept the tender that met the specifications for the Dollard-des-Ormeaux School building extension (18, rue Ladas, Courcellette, QC G0A 1R1) as submitted by *Les Constructions Pierre Blouin inc.* (1800, rue Provinciale, Québec, QC, G1N 4A2) in the amount of \$6,008,185.00 (taxes not included).

- g) Revised CQSB Transportation Policy (adoption)

WHEREAS the Central Québec School Board's revised Transportation Policy was deposited for consultation purposes at the June 15, 2016 regular meeting;

WHEREAS the Transport Advisory Committee has recommended changes to certain sections;

WHEREAS the appropriate consultation has taken place and all agreed to the recommended changes;

It was MOVED by E. Paradis, SECONDED by W. Marois and RESOLVED; THAT the revised sections of the Transport Policy be adopted as in **Appendix 3** to the minutes.

Commissioners D. Ford-Caron and S. Downs voted against.

New Business (continued)h) One-Year Bus Transportation Contracts

It was MOVED by A. Visser, SECONDED by E. Paradis and unanimously RESOLVED; THAT the Central Québec School Board accept the following one-year transportation contracts for the 2016-2017 school year;

Transporter	Capacity	Territory	2015-2016 Index 1.91% Including Tax	2016-2017 (\$) Index 1.13% Including Tax
Autocar Jeannois Inc.	Berlin	Alma	\$23,992	\$24,263
Nicole Lefebvre	Berlin	Tewkesbury	\$23,863	\$16,920
Claire Rousseau	Taxi	Val-Bélair (to École St-François)	\$30,519	\$20,160
Autobus Charles A. Morton	5- Row / 8-Row	Chapais	\$50,435	\$51,005
Nadia Lapointe	Berlin (2)	Ile d'Orléans and Valcartier	\$7,752	\$31,510

and THAT the Director General be authorized to sign the contracts on behalf of the School Board.

i) Request for a Gymnasium: MacLean Memorial School

WHEREAS in August 2009 the Central Québec School Board submitted a request to the *ministère de l'Éducation* for a building extension for MacLean Memorial School that was accepted and completed. At that time a request for the construction of a gymnasium had also been submitted;

WHEREAS the rented gymnasium facilities that are currently being used by MacLean Memorial School are not located on its premises;

WHEREAS the occupation of the rented gymnasium facilities will soon be fully utilized by the current owners and, therefore, MacLean Memorial School will no longer have access to that gymnasium;

WHEREAS the *Commission scolaire de la Baie-James* has no facilities to rent to the Central Québec School Board;

WHEREAS the dimensions of MacLean Memorial's current gymnasium, which is used by the elementary and secondary students, are not standard for the practice of sports given that its height is of 10 feet 9 inches;

It was MOVED by J.-A. Toulouse, SECONDED by C. Guay and unanimously RESOLVED; THAT the Central Québec School Board submit a request for additional space at MacLean Memorial School for the construction of a gymnasium to the *Ministère de l'Éducation et de l'Enseignement supérieur*.



New Business (continued)j) Decision Regarding the Remuneration of the Commissioners

It was MOVED by D. Ford-Caron, SECONDED by W. Marois and RESOLVED; THAT effective July 1, 2016, the total remuneration available for the eleven (11) elected commissioners and the four (4) parent commissioners be established in accordance with the amount payable described in Decree #606-2016 adopted on June 29, 2016; and

THAT the total amount established be distributed among commissioners as per the following:

<b>Role</b>	<b>\$</b>	<b>Total</b>
Chairman	16,113 + 7,014 + 1,000	\$24,127
Vice-Chairman (Council of Commissioners)	7,014 + 5,000	\$12,014
Commissioners (14)	7,014 x 14	\$98,196

AND that an amount of \$10,500 be reserved for additional travel expenses of Commissioners; and

THAT an amount of \$5,612 be reserved for professional development; and

THAT the total revenue is \$150,449; and

THAT any unspent monies generated from the application of Decree #606-2016 be brought back to the attention of the Council of Commissioners during the month of June 2017.

Commissioners E. Paradis and J. Rosenhek voted against.

k) Honorary Membership – Champlain, St. Lawrence Campus

WHEREAS Mr. Edward Berryman, Director General of the Champlain, St. Lawrence Campus, requested that Mr. Stephen Burke, Chairman of the Central Québec School Board (CQSB), become an Honorary Member of the St. Lawrence Campus Funding Campaign;

WHEREAS Mr. Stephen Burke's responsibilities as Chairman, along with other time commitments dedicated to the success of the CQSB students remain an important priority to the Board;

WHEREAS following a consultation with the members of the Council of Commissioners, it was felt that his focus and efforts would best serve the students and parents of CQSB;

16-08.10

**New Business (continued)**

k) Honorary Membership – Champlain, St. Lawrence Campus (continued)

WHEREAS the will of the Council of Commissioners be that Mr. Stephen Burke continue to devote his time, expertise and availability to the Central Québec School Board;

It was MOVED by A. Visser, SECONDED by J. Rosenhek and RESOLVED; THAT Mr. Stephen Burke, Chairman of the Central Québec School Board turn down the offer to become an Honorary Member of the St. Lawrence Campus Funding Campaign.

Commissioner J. Robert abstained from voting.

16-08.11

**Committee Reports**

a) Executive Committee

No meeting was held.

b) Parents' Committee

A meeting was held on June 18th, 2016. No report was made.

c) Special Needs Advisory Committee

No meeting was held.

d) Transport Advisory Committee

No meeting was held.

e) Audit Committee

No meeting was held.

f) Evaluation of the Director General

No meeting was held.

g) Ethics and Governance Committee

No meeting was held.

**16-08.11**      **Committee Reports (continued)**

h) Human Resources Committee

No meeting was held.

i) Riverside Schools Ad Hoc Committee

No meeting was held.

**16-08.12**      **Quebec English School Boards Association**

a) Report from the Board of Directors

No report was made.

b) Reports from Committees

No report was made.

**16-08.13**      **Next meeting**

The next regular meeting of the Council of Commissioners will be held on Friday, September 16th, 2016 at 7:00 p.m.

**16-08.14**      **Question period**

a) Public

Mr. Michel Lefebvre, asked various questions on the difference in taxation rates between English and French school boards and if it might be possible in the future to have regional tax rates. Mr. Burke replied thoroughly to each of Mr. Lefebvre's questions.

Mr. Marty Patterson asked if the school board had thought of an alternative if the major renovations at Riverside Regional School are not completed by the first day of school. S. Pigeon assured Mr. Patterson that the school will be ready.

b) Commissioners

No questions were asked.

**16-08.15**      **In-camera session**

No in-camera session was held.

16-08.16

**Adjournment**

The meeting was ADJOURNED at 9:30 p.m. on a MOTION by A. Visser, SECONDED by E. Paradis.

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Sandra Wright Griffin  
Interim Secretary General

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Stephen Burke  
Chairman

Approved on September 16, 2016.



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

# **BUDGET MANAGEMENT PROCESS**

**2016 – 2017**

**YOUTH SECTOR**

**(Adopted AUGUST 17, 2016)**

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<sup>1</sup> 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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## **1.0 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 schools and services while assuming the supervisory role ensuing from its responsibilities.

### **1.2 ORGANIZATION'S VALUES, COMMITMENTS, MOTTO**

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

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

1.2.3 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, the Partnership Agreement and organisational objectives.

### **1.3 LEGAL FRAMEWORK OF THE EDUCATION ACT**

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

1.3.2 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 whom it oversees receive the educational services to which they are entitled by virtue of the Education Act.

1.3.3 Schools and centres have no legal status. They have the power imparted to them by the law.

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

1.3.5 The School Board is the owner of its buildings.

### **1.4 TYPE OF ALLOCATIONS (RESOURCES) TO BE DISTRIBUTED**

- A. Staffing allocations
- B. Basic allocations
- C. Specific allocations (or specific MEES measures)
- D. Capital budget allocations



## **1.5 PRINCIPLES FOR THE EQUITABLE DISTRIBUTION OF RESOURCES**

### **1.5.1 COMMON PRINCIPLES**

- 1.5.1.1 The success of all students is at the centre of our deliberations and decisions.
- 1.5.1.2 All students must have access to equitable services (educational and complementary) throughout the School Board.
- 1.5.1.3 Through its allocation of resources (budget and staffing plan), the School Board recognizes that each school and service is distinct and different, and respects each school's local organization of services, within the limits of collective agreements, regulations, School Board policies and MEES budget rules and parameters.
- 1.5.1.4 As per the MEES parameters, the poverty map or the percentage of students in schools that fall under this description may be taken into account when dealing with the equitable distribution of resources.
- 1.5.1.5 Distribution of the budget must take into consideration geographical factors that may have a prejudicial effect on the school budget.
- 1.5.1.6 The basic allocations will be those approved by the Council of Commissioners.
- 1.5.1.7 In exceptional circumstances, after review of appropriate documentation, allocations may be modified to reflect a given situation.
- 1.5.1.8 Allocations should always be used first for the purpose intended.
- 1.5.1.9 Surpluses of the allocations in 1.4 cannot generally be carried over from one school year to the next as per MEES budgetary rules, except those mentioned in the collective agreements and, exceptionally in MEES budgetary rules.
- 1.5.1.10 Any interest, payment, fee charged or loss of income to the School Board due to a delay in remitting payment to the School Board will be charged to the school budget. The charge to the school, if the case may be, will be executed with the March 31<sup>st</sup> Quarterly report.
- 1.5.1.11 Any loss of income due to a school's error in areas such as student files and attendance records, admissibility certificates, etc., will be charged to the school's budget as follows:
  - A. For the first such error, 5% of the financial impact in the year following the year in which the error has occurred;

- B. For the second such error, 7.5% of the financial impact in the year following the year in which the error has occurred;
- C. For the third and subsequent error, 10% of the financial impact in the year following the year in which the error has occurred;
- D. In addition, in the event that errors in areas such as student files and attendance records, admissibility certificates etc., are uncovered as a result of the annual external audit the cost of an internal audit conducted in the following school year, excluding travel and living expenses, will be charged to the school budget in the year the preventive internal audit is conducted.
- E. Other measures and/or other arrangements in addition or in substitution to those mentioned above may be considered.

#### 1.5.2 STAFFING ALLOCATIONS

- 1.5.2.1 The School Board will annually establish staffing guidelines and parameters for the allocation of human resources to its schools 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. The School Board reserves the right to adjust the staffing plan in accordance with the MEES parameters, CQSB budgetary and other constraints as well as specific allocations confirmed after the approval of the staffing plan.
- 1.5.2.2 All staffing allocations should be used for the purposes originally intended. However, some staffing allocations may be used for purposes other than those originally intended with the confirmation of the Director of Human Resources, after consultation with the Administrative Council and within the limits of collective agreements, School regulations, School Board policies and specific resolutions of the Council of Commissioners. Transfers of allocations for remedial and supporting teachers, in-school professionals, special education technicians and attendants for students with special needs will also be submitted for review to the Board Parity Committee on Special Needs and for approval by the Administrative Council or in exceptional circumstances to the Director of Complementary Educational Services and Director of Human Resources.
- 1.5.2.3 Each school where there is no vice-principal will be required to name a Staff Assistant to its principal. Allocations for Staff Assistant are non-transferable and must not generate additional costs. Any request for the release of the staff assistant will be charged to the school budget unless other arrangements have been previously authorized.

- 1.5.2.4 All requests for transferability must be made in writing to Human Resources who, after consultation, will ensure follow-up. All staffing allocations must be used for human resources.
  - 1.5.2.5 All provisional staffing allocations will be based on, September 30, 2015 enrolment. The exception to this will be: teachers' allocations, allocations for janitorial personnel and special needs allocations. The Board reserves the right to modify the staffing allocations upon a fluctuation of student enrolment or budget constraints.
  - 1.5.2.6 Any resources in excess of the approved staffing allocation incurred by the school will be charged to the school. Normally, the School Board will advise schools by the end of the school year of possible charges to their school budget. The final chargeback will be applied to the following school year.
  - 1.5.2.7 In the event that staffing allocations remain unused as of February 1<sup>st</sup>, the School Board reserves the right to recover these allocations.
- 1.5.3 BASIC ALLOCATIONS<sup>2</sup>
- 1.5.3.1 Examples (Dofin category):
    - A. School Budget (SB) – Appendix D provides a list of SB expenses
    - B. Copy (COPY)
  - 1.5.3.2 The per student provisional school budget allocation will be based on the enrolment as of September 30, 2015. However, the final budget will be adjusted with the number of students on September 30, 2016.
  - 1.5.3.3 Surpluses of basic allocations can be used to cover deficits in other allocations but only during the same school year.
  - 1.5.3.4 Schools are responsible to ensure a balanced budget. Deficits coming from the basic allocations will be met by using the schools' specific revenues (see 1.6.2 below).
- 1.5.4 SPECIFIC BUDGET ALLOCATIONS (OR SPECIFIC MEES MEASURES) DECENTRALIZED TO SCHOOLS
- 1.5.4.1 The following are non-exhaustive list of allocations (Dofin):
    - A. Busy Bodies Active Minds (BBAM) / Healthy Lifestyles (HL)
    - B. Culture in Schools (MCC)
    - C. Special Needs IEP Follow-up (IEP)
    - D. Homework Assistance (HOM)

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<sup>2</sup> See Appendix C for the amount of allocations

- E. Multi-level Classes (Project 021)
  - F. New Approaches New Solutions (NANS)
  - G. Native Grants (ICC)
  - H. Poverty (POV)
  - I. Student Teacher (ST)
  - J. Wellness (WELL)
  - K. Young Entrepreneurship (YE)
  - L. French 2<sup>nd</sup> Language Monitor (FSL)
- 1.5.4.2 Confirmation of the school budget from the School Board must be obtained prior to starting to spend the monies coming from these allocations.
- 1.5.4.3 The School Board will determine each school's specific allocations upon receiving information/authorization from the MEES. The School Board will re-evaluate programs periodically and reserves the right to re-allocate monies not committed to other schools.
- 1.5.4.4 Specific allocations must be used solely for the purpose for which they were intended. In some cases expenses made from these allocations must be pre-approved by the School Board and are subject to a report to be submitted to the School Board and / or the MEES.
- 1.5.4.5 Surpluses for these programs cannot be transferred to cover any other deficit.
- 1.5.4.6 Schools are responsible to ensure a balanced budget coming from these allocations. Compensation for deficits will be taken from the basic allocations (see 1.5.3 above) and/or the specific revenues (see 1.6.2 below)
- 1.5.5 CAPITAL BUDGET ALLOCATIONS<sup>3</sup>
- 1.5.5.1 Confirmation of the capital budget from the Finance Department must be obtained prior to starting to spend monies coming from this allocation.
- 1.5.5.2 The school is responsible in case of a deficit coming from the capital budget. Compensation will be taken from the basic allocations (see 1.5.3 above) and/or the specific revenues (see 1.6.2 below)
- 1.5.5.3 Capital budget items are those that have a life expectancy of more than one year, that will not be re-sold to parents and that will be used permanently for educational or administrative purposes.

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<sup>3</sup> See Appendix C for the amount of allocations

- 1.5.5.4 The following is a non-exhaustive example of capital budget items:  
Furniture, equipment, chairs, desks, etc.

## **1.6 TYPES OF REVENUES MANAGED BY THE SCHOOLS**

### **1.6.1 ACTIVITIES FINANCED BY PARENTS AND/OR SCHOOL BOARD AND/OR MEES**

- 1.6.1.1 The following are non-exhaustive examples of such activities (Dofin):
- A. Daycare (DC);
  - B. Resale Material / Consumables (RM);
  - C. Student Supervision (SUP);
  - D. Early Childhood (4 year old program) (PREK);
  - E. Special Programs
- 1.6.1.2 The budget for these activities must be approved by the Governing Board (according to article 96.24 of the Education Act).
- 1.6.1.3 For daycare and early childhood services, a yearly administration fee of 15% will be charged for services provided by the School Board. This fee shall be based on total daycare and early childhood revenues.
- 1.6.1.4 All revenues / amounts received by the school for these activities will be remitted to the School Board and credited to the school's bank account according to the following schedule:
- A. From July 1 to December 31 are to be remitted by February 15;
  - B. From January 1 to March 31 are to be remitted by May 15;
  - C. From April 1 to June 30 are to be remitted by July 15.
- 1.6.1.5 Before making a bank transfer from the school to the School Board's account, a written confirmation (e-mail is acceptable) from the school principal will be required. If the written confirmation of the remittance is not received by the dates indicated above, Financial Services will proceed with the transfer and any adjustment will be reflected on the next remittance.
- 1.6.1.6 When surpluses are generated through one of these activities, surpluses may be used to cover deficits in other allocations, except staffing. These surpluses may be used as the school's contribution to matching grants. Surpluses may not be carried over from one school year to the next as per MEES Budgetary Rules and Generally Accepted Accounting Principles (GAAP).
- 1.6.1.7 Any deficit generated by these activities will be charged to the school's basic allocations (see 1.5.3 above) and/or the specific revenues (see 1.6.2 below) of the current school year. If a deficit

remains, the School principal must prepare and submit a recovery plan to Financial Services.

#### 1.6.2 SPECIFIC REVENUES

1.6.2.1 The following are non-exhaustive examples of specific revenues:

- A. Rental Income;
- B. Bank Interest.

1.6.2.2 These revenues may be used to cover any deficits in allocations or as the required contribution for any matching grants but may not be carried over from one school year to the next.

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

#### 1.6.3 SCHOOL SPONSORED EXTRA-CURRICULAR ACTIVITIES

1.6.3.1 The following are non-exhaustive examples of extra-curricular activities:

- A. Fundraising / Donations;
- B. Graduation;
- C. School trips;
- D. Cultural, social, sporting and science related activities.

1.6.3.2 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.

1.6.3.3 Any deficit incurred from extra-curricular activities will be charged to the school's basic allocations (see 1.5.3 above) and/or surpluses generated by activities jointly financed by parents, School Board and MEES (see 1.6.1 above) and/or the specific revenues (see 1.6.2 above).

#### 1.6.4 DEFERRED REVENUES

1.6.4.1 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:

- I. A specific clause leaving the School Board with little or no discretionary power regarding the use of the transferred resources;
  - II. 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;
  - III. 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.
- 1.6.4.2 Revenues which a school wants to carry over to the next school year must be documented by the school principal. The document (memo or email) must be submitted to the Director of Financial Services by August 31 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:
- I. Will the revenues be used for the same purpose they were raised for?
  - II. Will the money be used within an established timeframe?
  - III. What will happen to the remaining revenues once the established timeframe will have expired ?

## **2.0 ROLES AND RESPONSIBILITIES**

### **2.1 COUNCIL OF COMMISSIONERS**

- 2.1.1 Allocate financial resources in an equitable manner 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.”

- 2.1.2 Approve and adopt the provisional School Board budget;
- 2.1.3 Analyze and adopt the revised budget;
- 2.1.4 As stated in Section 278 of the Education Act, give notice of sitting where the budget is to be studied:

“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**

- 2.2.1 Promote the philosophy of the Budget Management Process.
- 2.2.2 Establish budgetary orientations and priorities taking into consideration the Strategic Plan, Partnership Agreement, Management and Educational Success Agreements and the MEES Budgetary Rules and Parameters.
- 2.2.3 Develop the consultation calendar.
- 2.2.4 Ensure the budget is allocated in an equitable fashion while respecting the School Board's Strategic Plan, the Education Act, the MEES Budget Rules and the School Board Budget Parameters.
- 2.2.5 Approve the Governing Board budgets.
- 2.2.6 Recommend the adoption of the School Board Budget.
- 2.2.7 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.”

- 2.2.8 As stated in section 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 SCHOOL PRINCIPALS**

2.3.1 Adhere to the principles and provide recommendations on the Budget Management Process;

2.3.2 Assess needs in the school and consult school staff in accordance with Section 96.20 of the Education Act:

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

2.3.3 Consult the 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 school as regards goods and services, and of any required improvement, equipment, construction, conversion or repair of the premises or immovables placed at the disposal of the school.”

[*Goods and services* - Refers to any budget item or need, excluding the management of human resources in the school. Therefore, discussion should centre on the needs for services for students as defined by the Educational Project and School Success Plans (e.g.:, security measures for the school, the ratio of students / supervisor at lunch time, students needing more help choosing a career path, etc.)]

2.3.4 Analyze the school's budget envelope taking into consideration financial guidelines from the Governing Board, the School's Educational Project, the School's Success Plan and the Management and Educational Success Agreement, prepare distribution of allocated resources (as specified in sections 1.5.3, 1.5.5, 1.6.1, 1.6.2 and 1.6.3 above), excluding allocations for Human Resources, and submit the draft budget to the governing board for adoption then submit to the School Board for approval in accordance with Section 96.24 of the Education Act:

“The principal shall prepare the school's annual budget, submit it to the Governing Board for adoption, administer the budget and render an account thereof to the Governing Board.

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

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

At the end of every school year, the schools' surpluses shall be transferred to the School Board. However, the surpluses must be added to the school's appropriations for the following fiscal year if the Management And Educational Success Agreement entered into under section 209.2 of the Education Act so provides.

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

2.3.5 Administer budgets within parameters (including ensuring that all expenses made by the school are properly coded) while following up with the Governing Board and the Director General. An annual report must be submitted to the Governing Board for adoption and be forwarded to the School Board by November 15.

2.3.6 Keep only one active bank account for the school as per School Board policy.

## **2.4 GOVERNING BOARD**

2.4.1 Advise the principal of the school's needs, as stipulated in Section 96.22 of the Education Act.

2.4.2 Analyze and adopt the school's annual budget as stated in Section 95 of the Education Act taking into consideration the School's Educational Project Management and Educational Success Plan.

2.4.3 Submit, through the School Principal, the school's annual budget for approval by the School Board (via the Director of Financial Services).

“The Governing Board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the School Board for approval.”

## **2.5 PARENTS' COMMITTEE**

2.5.1 Be consulted during the Budget Management Process regarding objectives, principles, and criteria for the distribution of financial resources as stated in Section 193 of the Education Act:

“(9) the objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues among educational institutions as well as the criteria pertaining thereto, and the objectives, principles and criteria used to determine the amount to be withheld by the School Board for its needs and those of its committees.”

## **2.6 SPECIAL NEEDS ADVISORY COMMITTEE**

- 2.6.1 Be consulted during the Budget Management Process regarding objectives, principles, and criteria for the distribution of financial resources as stated in Section 187 of the Education Act:

“To advise the School Board on the allocation of financial resources to the services intended for those students.”

## **2.7 MANAGEMENT ADVISORY COMMITTEE (MAC)**

- 2.7.1 Be consulted during the Budget Management Process regarding objectives, principles, and criteria for the distribution of financial resources.

## **2.8 BOARD PARITY COMMITTEE**

- 2.8.1 Be consulted during the budget process, when required, regarding the distribution of financial resources for special needs.

## **3.0 EXPENSES COVERED AT THE SCHOOL BOARD LEVEL**

### **3.1 HUMAN RESOURCES IN SCHOOLS AND THE BOARD OFFICE**

- 3.1.1 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 budget for salary centralized. No salary or compensation will be paid out of the funds managed by the school.
- 3.1.2 Staffing plans are established for the Board Office in collaboration with senior staff of services and for each school in collaboration with the school principal.
- 3.1.3 The school principal may not create permanent positions through the use of the school's budget. Directors of Services must respect the adopted staffing plan.
- 3.1.4 Notwithstanding the above, each school principal, director of services and/or coordinator is recognized as the immediate supervisor for personnel of that school and service according to the organizational chart.

### **3.2 PROFESSIONAL DEVELOPMENT**

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

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

3.2.3 The budget for professional development for commissioners is voted annually and administered by the Council of Commissioners.

### **3.3 EXPENSES RELATED TO BUILDING MAINTENANCE (OPERATING BUDGET)**

3.3.1 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 at the School Board through the Buildings & Equipment Services. An allocation for building maintenance is designated for each school annually for projects to be generally carried out during the summer. Having consulted their Governing Board, each principal, along with the Buildings & Equipment Services, decides on project priorities. The allocation for the 2016 - 2017 school year is attached under Appendix A.

### **3.4 BUILDING IMPROVEMENTS AND/OR MAJOR RENOVATIONS (CAPITAL PROJECTS - MEES “AMÉNAGEMENT ET TRANSFORMATION “ [AMT] GRANTS).**

3.4.1 The Buildings & Equipment Services, in collaboration with school principals and Service Directors, will oversee major renovation projects using the following criteria to determine priorities:

- A. Health, safety, and legal requirements;
- B. Pedagogical needs;
- C. Repair projects such as roofs, windows, and brick pointing;
- D. Electrical and mechanical equipment;
- E. Administrative needs.

### **3.5 CORPORATE EXPENSES**

3.5.1 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 and the School Board office, transportation, corporate computerized applications, employee recognition measures, depreciation.

### **3.6 DEPARTMENT BUDGETS AT THE BOARD LEVEL**

3.6.1 Each department is allocated funds to cover expenses and services required to fulfill its obligations.

### **3.7 COUNCIL OF COMMISSIONERS**

3.7.1 Both the maximum number of commissioners and their maximum salary are established by law or by decree or by derogation from the MEES. 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 - MEES “MOBILIER, APPAREILLAGE, OUTILLAGE” (MAO) GRANTS)**

3.8.1 Each school receives a per-pupil allocation as outlined in Appendix C. The remaining portion of the MEES allocation for furniture, equipment, and tools is kept centrally by the Board Office and will be distributed according to the following priorities:

- A. Board Office and school needs;
- B. In the event of a theft that is beyond the control of the school and that involves equipment essential for the delivery of educational services to students and bought through the School Board, the School's contribution will be as follows:
  - i. The choice of the equipment to be replaced will be at the discretion of the School Board;
  - ii. The first \$ 200 of the replacement cost, per event, will be charged to the school's capital budget;
  - iii. The total contribution of the school, per event, will not exceed one third (1/3) of the balance of the replacement cost, up to \$ 6 per student (based on the September 30 enrolment of the current school year) from the school's Capital Budget. The balance (i.e 2/3 of the balance of the replacement cost) will be paid by the School Board's central fund. In extraordinary circumstances, other measures and/or other arrangements in addition or in substitution to those mentioned above may be considered.

### **3.9 REPAIRS AND MAINTENANCE OF PLAYGROUND EQUIPMENT**

3.9.1 Each school receives an annual allocation for repairs and maintenance of playground equipment as determined in Appendix C.

### **3.10 GOVERNING BOARDS, PARENTS' COMMITTEE, SPECIAL NEEDS ADVISORY COMMITTEE**

3.10.1 The annual allocation for each of these bodies is shown in Appendix B. These budgets will be handled through the School Board's operations.

3.10.2 Each of these committees must adopt a balanced budget and be accountable to the School Board for its administration.

3.10.3 Section 66 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:

“The Governing Board shall adopt and oversee the administration of its annual operating budget and render an account thereof to the School Board.

The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the Governing Board by the School Board, on the other.”

- 3.10.4 Section 197 specifies that the Parents' Committee and the Special Needs Advisory Committee may not have other sources of revenue in their balanced budget:

“The Parents' Committee and the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities shall adopt their annual operating budget, see to its administration and give an account thereof to the School Board.

The budget shall maintain a balance between the expenditures of each committee on the one hand and the financial resources allocated to each committee by the school board and each committee's own other revenues, on the other.”

#### **4.0 EXPENSES COVERED BY DECENTRALIZED CREDITS**

##### **4.1 COMMON PRINCIPLES**

- 4.1.1 Schools are responsible for covering the following expenses from their budgetary allocations as shown in Appendix C.

##### **4.2 OPERATING BUDGET**

- 4.2.1 The budgetary codes used for school budgets (Fund 1) are listed in Appendix D. This list does not include certain expenditures and credits pertaining to special projects and appearing under other headings
- 4.2.2 The banking agreement with the Caisse Desjardins Sillery-Saint-Louis-de-France includes an administration fee. Therefore, in order to cover the cost of the administration fee, each school / centre will be invoiced a fixed annual amount of \$ 120 (\$ 10 / month) plus a fixed per capita amount of \$ 1 per student. The number of students as of September 30, 2016 will be used to establish this charge.

##### **4.3 CAPITAL BUDGET**

- 4.3.1 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.

Appendix E presents a non-exhaustive list of Capital Budget items: furniture, equipment, tools, computers etc.

**5.0 TIMELINE FOR THE ADOPTION OF THE BUDGET MANAGEMENT PROCESS AND BUDGET**

TIMELINE	ACTION
JANUARY / FEBRUARY	❖ Planning
FEBRUARY / MARCH / APRIL	❖ Consultation <ul style="list-style-type: none"> <li>➤ Administrative Council</li> <li>➤ Governing Boards (needs, services)</li> <li>➤ Unions (Teachers, Professional; Support staff Associations)</li> <li>➤ Parents' Committee</li> <li>➤ Special Needs Advisory Committee</li> <li>➤ School Principals and Management Staff</li> </ul>
MARCH TO JUNE	❖ Budget preparation ❖ Information to schools for consultation
MARCH / APRIL	❖ Deposit the Budget Management Process to the Council of Commissioners
MAY / JUNE	❖ Confirmation of the MEES budget rules and adjustments ❖ Governing Boards transmit adopted School Budget to the Director of Financial Services ❖ Presentation of Provisional Budget to the Council of Commissioners
JUNE OR AFTER	❖ Public notice - place and date of budget adoption ❖ Presentation of final budget to the Council of Commissioners for adoption ❖ Confirmation of School Budget

## 6.0 TIMELINE FOR THE ADOPTION OF THE STAFFING PLAN<sup>4</sup>

TIMELINE	ACTION
<b>JANUARY TO APRIL</b>	❖ Planning – draft staffing plans
<b>MARCH / APRIL</b>	❖ Consultation <ul style="list-style-type: none"> <li>➤ Council of Commissioners</li> <li>➤ School Principals and Management Staff at a MAC Meeting</li> <li>➤ Unions, as required by the collective agreements, as applicable</li> </ul>
<b>APRIL</b>	❖ Presentation to the Council of Commissioners for the adoption of the Provisional Staffing Plan
<b>APRIL / MAY / JUNE</b>	❖ Communication of provisional allocations
<b>JUNE / JULY / AUGUST</b>	❖ Adoption of the final staffing plan ❖ Communication of the final allocations

<sup>4</sup> The staffing plan is not a subject of consultation for the Governing boards.



**APPENDIX A**

**SUMMER MAINTENANCE - MINOR REPAIRS TO BUILDINGS & GROUNDS<sup>5</sup>**

**ALLOCATION FOR SCHOOL YEAR 2016 – 2017**

❖ Basic Allocation	\$ 1,840.00
❖ Additional Allocation per Sq. Metre	\$ 1.47

**APPENDIX B**

**GOVERNING BOARDS, PARENTS' COMMITTEE, SEPCIAL NEEDS ADVISORY COMMITTEE**

**ALLOCATION FOR SCHOOL YEAR 2016 – 2017**

<b>GOVERNING BOARDS</b>
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***SCHOOLS WITH LESS THAN 100 STUDENTS***

❖ Basic allocation	\$ 100.00
❖ Per Pupil (non weighted)	\$ 2.00

***SCHOOLS WITH 100 STUDENTS AND MORE***

❖ Per Pupil (non weighted)	\$ 2.00
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<b>PARENTS' COMMITTEE</b>
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\$ 3,000.00

<b>SPECIAL NEEDS ADVISORY COMMITTEE</b>
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\$ 2,300.00

<sup>5</sup> Includes such items as painting, replacing or painting lockers, minor modifications to buildings, replacing carpets with tiles, etc.

**APPENDIX C**

**DECENTRALIZED CREDITS**

**BUDGET FOR SCHOOL YEAR 2016 – 2017**

**DECENTRALIZED OPERATING BUDGET FOR SCHOOLS**

❖ Basic Allocation <sup>6</sup>	\$ 2,880.00
❖ Per Capita Applied to Weighted Enrolment	\$ 48.00
✓ Kindergarten & Elementary	1.00
✓ Secondary	1.95

**PER CAPITA APPLIED TO SECONDARY STUDENTS IN THE WORK ORIENTED TRAINING PATH<sup>7</sup>**

❖ Pre work training Year 1	\$ 172.00
❖ Pre work training Year 2	\$ 242.00
❖ Pre work training Year 3	\$ 438.00
❖ Training leading to a semi-skilled trade	\$ 278.00

**15 + PROGRAM<sup>8</sup>**

<b>PLAYGROUND EQUIPMENT REPAIRS</b>	\$ 400.00
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**DECENTRALIZED CAPITAL BUDGET FOR SCHOOLS<sup>9</sup>**

❖ Basic Allocation	\$ 250.00
❖ Per Capita Applied to Weighted Enrolment	\$ 13.00
✓ Kindergarten & Elementary	1.00
✓ Secondary	1.95

<sup>6</sup> Schools that offer Kindergarten to Secondary V are entitled to \$ 2,880 only, whether the school has two deeds of establishment or not

<sup>7</sup> The amounts are based on MEES` s annual allocation.

<sup>8</sup> This program is based on annual allocation from the MEES. If you take advantage of this program, you must send a notice to Financial Services

<sup>9</sup> Includes such items as computers, furniture, and equipment for the school; also includes the contribution of the school for replacing equipment stolen from the school (as outlined in 3.8); excludes computers for professionals, as computers belong to the School Board

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**APPENDIX D**

**OPERATING BUDGET**

<b>CODE</b>	<b>HEADING</b>	<b>COMMENTS</b>
11200-410	Preschool 5 Years - Textbooks	Textbooks only
11200-414	Preschool 5 Years - Teachers' Textbooks	Teachers' textbooks only
11200-419	Preschool 5 Years - Teaching Material	Supplies for teaching (educational games, cards)
11200-514	Preschool 5 Years - Fees other	Fees for teaching
12000-410	Elementary Education - Textbooks	Textbooks only
12000-414	Elementary Education - Teachers' Textbooks	Teachers' textbooks only
12000-419	Elementary Education - Teaching Material	Supplies for teaching (flash cards, games, etc.)
12000-514	Elementary Education - Fees other	Fees for teaching
13000-410	Secondary Education - Textbooks	Textbooks only
13000-414	Secondary Education - Teachers' Textbooks	Teachers' textbooks only
13000-419	Secondary Education - Teaching Material	Supplies for teaching (science material, etc.)
13000-514	Secondary Education - Fees other	Fees for teaching
13100-304	Work Oriented Training Path - PWT	Travel (Teachers)
13100-401	Work Oriented Training Path - PWT	Supplies
13100-512	Work Oriented Training Path - PWT	Transportation
13100-514	Work Oriented Training Path - PWT	Fees others
21110-305	Elementary School Admin. - Travel Personnel	Travel (administration personnel)
21110-401	Elementary School Admin. - Materials & Supplies	Material and supplies for administration (staples, pencils, envelopes etc.)
21110-504	Elementary School Admin. - Dues & subscriptions	Administration dues & subscriptions
21110-514	Elementary School Admin. - Fees Other	Administration fees
21110-517	Elementary School Admin. - Notices & advertising	Administration notices & advertising
21110-810	Elementary School Admin. - Discretionary Fund	Principal's discretionary fund

CODE	HEADING	COMMENTS
21120-305	Secondary School Admin. - Travel personnel	Travel (Administration personnel)
21120-401	Secondary School Admin. - Material & Supplies	Material and supplies for admin. (staples, pencils, envelopes, etc.)
21120-504	Secondary School Admin. - Dues & Subscriptions	Administration dues & subscriptions
21120-514	Secondary School Admin. - Fees Other	Administration fees
21120-517	Secondary School Admin. - Notices & advertising	Administration notices & advertising
21120-810	Secondary School Admin. - Discretionary	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 - Subscriptions	Magazine subscriptions
21400-401	Telephone & Messenger - Material & Supplies	Fax paper, etc.
21400-402	Telephone & Messenger - Messenger	Mailing by courier
21400-405	Telephone & Messenger - Stamps	
21400-514	Telephone & Messenger - Fees other	Fees
21400-543	Telephone & Messenger - Cellular	Cellular phones
22220-546	Computer Education - Licenses & Software	Licenses & Software
23110-401	Guidance - Material & Supplies	Tests, reference material, etc.
23120-401	Psychological Services - Material & Supplies	Tests, reference material, etc.
23140-401	Special Education - Material & Supplies	Teaching and reference material, etc.
23210-401	Spiritual Animation - Material & Supplies	Reference material, etc.
23300-401	Health & Social Services - Material & Supplies	Band aids, rubbing alcohol, etc.
27200-401	Sports, Cultural & Social - Material & Supplies	Supplies
27200-512	Sports, Cultural & Social - Transportation	Transportation during tournaments
27200-514	Sports, Cultural & Social - Fees Other	Tournament registration, sports associations

**APPENDIX E**

**CAPITAL BUDGET**

<b>CODE</b>	<b>HEADING</b>	<b>COMMENTS</b>
11200-630 11200-730	Preschool 5 Years - Specialized Equipment	All equipment exclusively for the implementation of teaching activities
12000-630 12000-730	Elementary Educ. - Specialized Equipment	All equipment exclusively for the implementation of teaching activities
13000-630 13000-730	Secondary Educ. - Specialized Equipment	All equipment exclusively for the implementation of teaching activities
22220-620 22220-720	Computer Educ. - 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 Educ. - 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 & Equip. - 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



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

**BUDGET MANAGEMENT PROCESS**  
**2016 - 2017**  
**ADULT EDUCATION & VOCATIONAL TRAINING**  
(Adopted AUGUST 17, 2016)

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<sup>1</sup> 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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## **1.0 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**

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

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

1.2.3 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, the Partnership Agreement and Organizational Objectives.

### **1.3 LEGAL FRAMEWORK OF THE EDUCATION ACT**

1.3.1 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.

1.3.2 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.

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

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

1.3.5 The School Board is the owner of its buildings.

### **1.4 PRINCIPLES FOR THE EQUITABLE DISTRIBUTION OF RESOURCES**

1.4.1 The success of all students is at the Centre of our deliberations and decisions.

1.4.2 All students must have access to equitable services (educational and complementary) throughout the Board.

1.4.3 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.

- 1.4.4 The basis for annual budget and staffing allocations will be those granted by the Council of Commissioners.
- 1.4.5 All budgetary allocations will be based on parameters, budget rules, and an estimate of expected activities.
- 1.4.6 In exceptional circumstances, after review of appropriate documentation, allocations may be modified to reflect a given situation.
- 1.4.7 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:
  - A. Reimbursement, in full, of the financial impact on a maximum of 2 school years.
  - B. The first year is considered to be the one following the financial error.
  - C. 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.
  - D. However, the amount to be reimbursed to the School Board cannot exceed 10% of the Centre Budget Allocation within those two years.
  - E. Other measures and/or other arrangements in addition or in substitution to those mentioned above may be considered.

## **1.5 TYPE OF ALLOCATIONS (RESOURCES)**

- A. Staffing Allocation
- B. Basic and Operating Allocations
- C. Specific revenues generated by the Centre

### **1.5.1 STAFFING ALLOCATION**

- 1.5.1.1 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 MEES' parameters, CQSB budgetary and other constraints as well as specific allocations confirmed by the MEES.
- 1.5.1.2 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.

- 1.5.1.3 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 unless other arrangements have been previously authorized.
- 1.5.1.4 All staffing allocations must be used for human resources.
- 1.5.1.5 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)<sup>2</sup>

- 1.5.2.1 Surpluses of basic allocations may be used to cover deficits in other allocations but only during the same school year.
- 1.5.2.2 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)
- 1.5.2.3 The Centre's Operating Allocation for General Education is based on the closed envelope that the MEES gives to the School Board for the school year.
- 1.5.2.4 The Centre's operating allocation for Vocational Training is based on a forecast of the MEES activities for the up-coming school year and is adjusted to reflect the actual MEES 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 MEES and, therefore, not included in the original allocation.

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<sup>2</sup> 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

- 1.5.2.5 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.
  - 1.5.2.6 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 Training, 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 MATERIAL / WORKBOOKS)
- 1.5.3.1 Charges for these activities must be approved by the Governing Board.
  - 1.5.3.2 Surpluses coming from resale activities may be used to cover deficits in other allocations or may be used as the Centre's contribution to matching grants.
  - 1.5.3.3 Surpluses may not be carried over from one school year to the next as per MEES' Budgetary Rules and Generally Accepted Accounting Principles (GAAP)
  - 1.5.3.4 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.
  - 1.5.3.5 Revenues derived from resale material will be remitted to the School Board according to the following schedule:
    - A. From July 1 to December 31 are to be remitted by February 15;
    - B. From January 1 to March 31 are to be remitted by May 15;
    - C. From April 1 to June 30 are to be remitted by July 15.
  - 1.5.3.6 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).
- 1.5.4 SPECIFIC REVENUES GENERATED BY THE CENTRE (RENTAL)
- 1.5.4.1 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.

1.5.4.2 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.

1.5.5 SPECIFIC REVENUES GENERATED BY THE CENTRE (EXTRA-CURRICULAR ACTIVITIES)

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

1.5.5.2 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.

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

1.5.6 DEFERRED REVENUES

1.5.6.1 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:

- I. A specific clause leaving the School Board with little or no discretionary power regarding the use of the transferred resources;
- II. 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;
- III. 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.

1.5.6.2 Revenues which a Centre wants to carry over to the next school year must be documented by the Centre Principal. 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:

- I. Will the revenues be used for the same purpose they were raised for?

- II. Will the money be used within an established timeframe?
- III. What will happen to the remaining revenues once the established timeframe has expired?

## **2.0 ROLES AND RESPONSIBILITIES**

### **2.1 COUNCIL OF COMMISSIONERS**

- 2.1.1 Allocate financial resources in an equitable manner 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.”

- 2.1.2 Approve and adopt the initial School Board budget and approve budgets submitted by the Governing Board of each Centre;
- 2.1.3 Analyze and adopt the revised budget;
- 2.1.4 Give notice 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**

- 2.2.1 Promote the philosophy of the budgetary process;
- 2.2.2 Establish budgetary orientations and priorities taking into consideration the Strategic Plan, Partnership Agreement and Management and Educational Success Agreements and the MEES Budgetary Rules and Parameters;

- 2.2.3 Develop the consultation calendar;
- 2.2.4 Ensure the budget is allocated in an equitable fashion while respecting the School Board's Strategic Plan, the Education Act, the MEES Budget Rules and the School Board Budget Parameters;
- 2.2.5 Approve the Governing Board budget;
- 2.2.6 Recommend the adoption of the School Board budget;
- 2.2.7 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.”

- 2.2.8 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**

- 2.3.1 Adhere to the principles and provide recommendations on the Budget Management Process;
- 2.3.2 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 Centre in respect of each staff category and of the professional development needs of the staff.”

- 2.3.3 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 (e.g.: security measures for the Centre, students needing more help choosing a career path, etc.)]

- 2.3.4 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.”

- 2.3.5 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**

- 2.4.1 Advise the Principal on the needs of the Centre, as stipulated in Section 96.22 of the Education Act;

- 2.4.2 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.”

- 2.4.3 Submit through the Centre Principal, the Centre's annual budget for approval by the School Board (via the Director of Financial Services).

“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.”

## **2.5 MANAGEMENT ADVISORY COMMITTEE (MAC)**

- 2.5.1 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.

## **3.0 EXPENSES COVERED AT THE SCHOOL BOARD LEVEL**

### **3.1 HUMAN RESOURCES IN CENTRES AND THE BOARD OFFICE**

- 3.1.1 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.
- 3.1.2 Staffing plans are established for each Centre in collaboration with the Centre Principal.
- 3.1.3 The Centre Principal may not create permanent positions through the use of the Centre's budget. The Centre Principal must respect the adopted staffing plan.
- 3.1.4 Notwithstanding the above, each Centre Principal 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**

- 3.2.1 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.

3.2.2 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)**

3.3.1 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 2016 - 2017 year is attached under Appendix A.

### **3.4 BUILDING IMPROVEMENTS AND/OR MAJOR RENOVATIONS (CAPITAL PROJECTS – THE MEES “AMÉNAGEMENT, MODIFICATION ET TRANSFORMATION “ [AMT] GRANTS)**

3.4.1 Buildings & Equipment Services in collaboration with the Centre Principal and Service Directors will oversee major renovation projects using the following criteria to determine priorities:

- A. Health, safety, and legal requirements;
- B. Pedagogical needs;
- C. Repair projects such as roofs, windows and brick pointing;
- D. Electrical and mechanical equipment;
- E. Administrative needs.

### **3.5 CORPORATE EXPENSES**

3.5.1 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**

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

### **3.7 COUNCIL OF COMMISSIONERS**

3.7.1 Both the maximum number of Commissioners and their maximum salary are established by law or by decree or by derogation from the MEES. 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 – MEES “MOBILIER, APPAREILLAGE, OUTILLAGE “ [MAO] GRANTS)**

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

3.8.2 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:

- A. The choice of the equipment to be replaced will be at the discretion of the School Board.
- B. The first 200 \$ of the replacement cost, per event, will be charged to the Centre’s capital budget;
- C. The total contribution of the Centre, per event, will not exceed one-third (1/3) of the balance of the replacement cost, up to \$ 6 per equivalent full time student, based on the previous year, from the Centre’s capital budget. The balance (i.e 2/3 of the balance of the replacement cost) will be paid by the School Board’s central fund. In extraordinary circumstances, other measures and/or other arrangements in addition or in substitution to those mentioned above may be considered.

**3.9 GOVERNING BOARDS**

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

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

3.9.3 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. “

**4.0 EXPENSES COVERED BY DECENTRALIZED CREDITS**

**4.1 COMMON PRINCIPLES**

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

**4.2 OPERATING BUDGET**

4.2.1 The budgetary codes used for Centre budgets (Fund 1) are listed in Appendix E. This list does not include certain expenditures and credits pertaining to special projects and appearing under other headings

4.2.2 Please note that the agreement regarding our bank services with the Caisse Desjardins Sillery-Saint-Louis-de-France includes administrative expenses. Each Centre 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.

### 4.3 CAPITAL BUDGET

4.3.1 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 budgetary codes used for Centre budgets (Fund 1) are listed in Appendix F.

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

### 5.0 TIMELINE FOR THE ADOPTION OF THE BUDGET

TIMELINE	ACTION
JANUARY / FEBRUARY	❖ Planning
FEBRUARY / MARCH / APRIL	❖ Consultation ➤ Administrative Council ➤ Governing Boards (needs, services) ➤ Unions (Teachers; Professionals; Support staff Associations) ➤ Centre Principal
MARCH TO JUNE	❖ Budget preparation ❖ Information to Centre for consultation
MARCH / APRIL	❖ Deposit the Budget Management Process to the Council of Commissioners
MAY / JUNE	❖ Confirmation of the MEES' budget rules and adjustments ❖ Governing Boards transmit adopted Centre budget to the Director of Financial services ❖ Presentation of Provisional Budget to Council
JUNE OR AFTER	❖ Public notice - place and date of budget adoption ❖ Presentation of final budget to Council of Commissioners for adoption ❖ Confirmation of School Budget

**6.0 TIMELINE FOR THE ADOPTION OF THE STAFFING PLAN<sup>3</sup>**

TIMELINE	ACTION
JANUARY TO APRIL	❖ Planning – draft staffing plans
MARCH / APRIL	❖ Consultation <ul style="list-style-type: none"> <li>➤ Council of Commissioners</li> <li>➤ Centre Principal</li> <li>➤ Unions</li> </ul>
APRIL	❖ Presentation to the Council of Commissioners for the adoption of the Provisional Staffing Plan
APRIL / MAY	❖ Communication of provisional allocations
JUNE / JULY / AUGUST	❖ Adoption of the Final Staffing Plan ❖ Communication of the final allocations

<sup>3</sup> The staffing plan is not a subject for consultation by the Governing Board.

**APPENDIX A**

**SUMMER MAINTENANCE - MINOR REPAIRS TO BUILDINGS & GROUNDS<sup>4</sup>**

**ALLOCATION FOR SCHOOL YEAR 2016 – 2017**

❖ Basic Allocation	\$ 1,840.00
❖ Additional Allocation per Sq. Metre	\$ 1.47

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**APPENDIX B**

**GOVERNING BOARDS, PARENTS' COMMITTEE, SPECIAL NEEDS ADVISORY COMMITTEE**

**ALLOCATION FOR SCHOOL YEAR 2016 – 2017**

<b>GOVERNING BOARDS</b>
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❖ Adult Education and Vocational Training	\$ 225.00
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<sup>4</sup> Includes such items as painting, replacing or painting lockers, minor modifications to buildings, replacing carpets with tiles, etc.

**APPENDIX C**

**DECENTRALIZED CREDITS**

**BUDGET FOR SCHOOL YEAR 2016 – 2017**

**DECENTRALIZED OPERATING BUDGET FOR CENTRES**

❖ Per Capita Applied to EFT <sup>5</sup>	
✓ Adult Education <sup>6</sup>	\$ 69.00
✓ Vocational Training <sup>7</sup>	\$ 131.00

**DECENTRALIZED CAPITAL BUDGET FOR CENTRES<sup>8,9</sup>**

❖ Adult Education	\$ 42.90
❖ Vocational Training <sup>10</sup>	

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<sup>5</sup> EFT: Equivalent full-time student

<sup>6</sup> EFT based on MEES parameters

<sup>7</sup> EFT based on budget forecast

<sup>8</sup> Includes such items as computers, furniture, and equipment for the school; also includes the contribution of the Centres for the replacement of equipment stolen from the Centres (as outlined in 3.7); excludes computers for professionals, as computers belong to the School Board.

<sup>9</sup> Allocation per EFT

<sup>10</sup> Varies based on program registration



**APPENDIX D**

**MINIMUM NUMBER OF STUDENTS TO START A PROGRAM**

<b>DECENTRALIZED OPERATING BUDGET FOR CENTRES<sup>11</sup></b>
--

<b>PROGRAMS</b>	<b>HOURS</b>	<b>NUMBER OF STUDENTS</b>
5817 - DEP Home Care Assistance	975	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	1,485	16
5731 - DEP Accounting	1,350	16
5802 - DEP Pharmacy Technical Assistance	1,230	TBD
5823 - DEP Sales Representation	450	TBD
5825 - DEP Health Assistance and Nursing	1,800	15
5816 - DVS Assistance in Health Care Facilities	750	15

It is understood that if the EFT in one program is more than the minimum designated, this could help another program having less than the minimum EFT required for start up. In some cases, upon receipt of pre-approval MEES' financing, the School Board could award an allocation for small groups so that groups with a number of students less than the above mentioned minimum number may start.

<sup>11</sup> See Section 1.4 – j) Principles for the equitable distribution of resources

**GO TO NEXT PAGE**

**APPENDIX E**

**OPERATING BUDGET**

<b>CODE</b>	<b>HEADING</b>	<b>COMMENTS</b>
14***-401	Vocational Training - Material & Supplies	Supplies for all vocational courses
14***-410	Vocational Training - Textbooks	Textbooks only
14***-414	Vocational Training - Teachers' Textbooks	Teachers' textbooks
14***-514	Vocational Training - 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
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

**APPENDIX F**

**CAPITAL BUDGET**

<b>CODE</b>	<b>HEADING</b>	<b>COMMENTS</b>
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



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

## TRANSPORTATION POLICY

(Adopted April 23, 1999)

(Revised: January 22, 2003, June 20, 2003, June 17, 2005,  
October 17, 2008, August 20, 2010,  
April 15, 2011, August 19, 2011, May 15, 2015,  
August 17, 2016)

This policy applies to those students for whom the Central Québec School Board organises transportation. That is, those students who reside and attend schools situated in the Québec City region, those students attending Riverside Regional Schools who reside in Alma, Chicoutimi, Chicoutimi-nord, Bagotville, La Baie, Laterrière, St-Honoré and Falardeau, students attending MacLean Memorial School, and some students attending Dollard-des-Ormeaux School, St. Patrick Elementary and A.S. Johnson Memorial High Schools in Thetford Mines.

*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. TITLE

Central Québec School Board Transportation Policy

## 2. PURPOSE OF THE POLICY

Institute policy and guidelines governing the organizational structure of school bus transportation provided by the Central Québec School Board.

Ensure quality, equitable, time-efficient and safe transportation services to the student population under the jurisdiction of the Central Québec School Board.

Establish a reference document to facilitate management of transportation services.

This policy is established in accordance with:

- The Education Act (R.S.Q., ch. I-13.3);
- Ministry of Education budgetary rules governing school bus transportation; and
- The Regulation respecting student transportation (C.I-13.3.r7)

## 3. DEFINITIONS

### **School Board**

Designates the Central Québec School Board.

### **School Board's Web Site**

[www.cqsb.qc.ca](http://www.cqsb.qc.ca) under Administrative Services.

### **Transport Department**

The School Board's Transport Department.

### **Permanent Address**

Legal and permanent place of residence of the mother and/or father of a student, the parent that has lawful custody or the legal guardian.

### **Second Address**

Second address determined by the parent, usually the address of the child's after-school daycare. The second address can be used as the regular pick-up and drop-off point.

A maximum of two pick-up and drop-off points per household will be accepted as long as they fall within the catchment area determined for the school.

The form in Appendix 8 must be used when requesting transportation from an address that is different from the permanent address. The form is also available on the School Board's web site.

### **Catchment areas (Quebec City elementary schools only)**

Territorial limits for each elementary school defined by the School Board (see Appendix 1).



**School bus route**

A school bus transportation route on a recognised public road, which has been planned and authorised by the Central Québec Transportation Department.

**Residence-bus stop distances**

Walking distance on public roads between the student's residence and the pick-up and drop-off points designated by the School Board.

**Bus stop**

Pick-up and drop-off point determined by the Transport Department on a given route.

**User**

Student eligible for school bus transportation services in conformity with the present transportation policy.

**RTC**

Réseau de transport de la Capitale.

**STS**

Société de transport du Saguenay

**Transporter**

Person or company with whom the School Board enters into a contract to provide transportation.

**Danger zone** (See section 5.4)

A danger zone is deemed to be a designated area that presents a risk to the safety of pedestrians, constitutes the only possible route to the school (in the case of students living within the established walking distances for purposes of eligibility for school bus transportation) and will be evaluated according to certain factors including:

- Number of lanes of traffic;
- Volume and speed of traffic;
- Presence of stop signs, lights, crossing guards, etc.;
- Presence of sidewalks;
- Presence of railroad tracks.





#### 4. ELIGIBILITY CRITERIA FOR SCHOOL BUS TRANSPORTATION

For kindergarten and elementary students in the Québec City region, transportation will be provided as indicated above within the catchment area established for each school as in Appendix 1 and within the established transportation territories only (see section 4.4).

For students attending MacLean Memorial, Riverside Regional Elementary and High, St. Patrick Elementary and A.S. Johnson Memorial High, and Dollard-des-Ormeaux School, transportation will be provided as in Appendix 1 and within the established transportation territories only (see \* in section 4.4).

##### 4.1 In-School Early Childhood Program (this section applies only in the Québec City region)

Students registered in pre-kindergarten in the school located in their catchment area may be provided with transportation at the discretion of the School Board based on the following:

- a) availability of seats on the bus;
- b) an older sibling attending the same school and taking the bus;
- c) a pick-up point that in no way modifies or lengthens a given bus route;
- d) compliance with rules of conduct and code of behaviour;
- e) the child is at least 4 years old.

##### 4.2 Kindergarten and Elementary (catchment areas apply only to schools in the Québec City region)

Kindergarten students whose place of residence within the catchment area is more than 0.8 km from the school.

Elementary students whose place of residence within the catchment area is more than 1.6 km from the school.

Kindergarten and elementary students who live within walking distance of their school but who must walk in a designated danger zone will be entitled to school bus transportation.

Elementary students living within walking distance of their school, who have a sibling in kindergarten who is already on the bus, may be allowed to travel by school bus, subject to a charge to be determined annually by the Transport Department, as long as there is space available on the bus.

Apart from exceptional cases, elementary students will not be required to travel on municipal buses.



### 4.3 High School

All secondary students registered in schools under the jurisdiction of the Central Québec School Board whose place of residence is more than 1.6 km from the nearest school.

Secondary students registered in high schools under the jurisdiction of the Central Québec School Board are not eligible for school bus transportation and shall use the public transportation network.

Secondary students who reside in an area where there is no RTC or STS service and who choose to go to a school for which there is no existing yellow bus transportation will not be provided transportation services.

In exceptional circumstances, school bus transportation may be provided to high school students on school buses that already go to the high schools, have stops where municipal transportation is available and have seats available. Service will only be provided from existing bus stops and must be requested annually. See Appendix 10 of the Transport Policy for the request form. The form is also available on the School Board's web site.

An annual fee to be recommended to the Council of Commissioners by the Transport Advisory Committee will be charged for each student.

In the event that a seat is required for an elementary student, the oldest high school student will be required to resume use of the RTC transportation.

Students must adhere to the School Board's Transport Policy and rules of conduct.

Under no circumstances will the School Board consider modifying a bus route in order to accommodate students requesting school bus transportation, i.e. adding a stop, increasing the capacity, etc.

Every year, the Transport Department will inform the Grade 6 students concerned that they may be eligible for school bus transportation. Seats will be allocated on a first-come first-served basis.



#### **4.4 Transportation Territories**

For students attending the following schools, the territory for transportation purposes is determined by the French School Board that provides transportation. Transportation services are subject to the parameters of their local transportation policy:

- La Tuque High School;
- Shawinigan High School;
- Mauricie English Elementary School (Trois-Rivières);
- Three Rivers Academy;
- St. Patrick Elementary School (Thetford Mines);
- A.S. Johnson Memorial High School (Thetford Mines);
- Portneuf Elementary School;
- Dollard-des-Ormeaux School;
- Riverside Regional Elementary School\*;
- Riverside Regional High School\*;
- MacLean Memorial School\*.

\* The Central Québec School Board organizes pupil transportation for certain routes for the Riverside schools and for certain routes for MacLean Memorial School.

In addition, the CQSB Transportation Department occasionally organizes adapted transportation for students for the Riverside schools when required to do so.

#### **4.5 Students outside the limits of the school bus transportation network**

Students who live more than 20 km from the nearest school and / or more than 10 km from an existing bus stop and for whom there is no school bus service may be eligible for either transportation or room and board allocations subject to the restrictions indicated in the Ministry of Education budget rules.

Allocations are paid at the end of each month from September to June (Appendix 2). The request form is also available on the School Board's Web site.

Appendix 2 must be completed and forwarded to the Transportation Department at the beginning of every school year.



## 5. SCHOOL BUS ROUTES

### 5.1 Pick-up and drop-off points

A maximum of two pick-up and drop-off points per household will be accepted as long as they fall within the catchment area determined for the school.

There is no requirement for the Transportation Department to pick up or drop off children at the door. Pick-up and drop-off points will be organized according to the points enumerated in section 5.2.

The form in Appendix 7 must be used when requesting transportation from an address that is different from the permanent address. The form is also available on the School Board's web site.

Considering the changes that can occur during a given year or from year to year, the service offered on a given bus route cannot be considered an acquired right.

### 5.2. Defining Bus Routes

#### Elements Considered

The Transportation Department is responsible for determining the routes of vehicles used for the school-bus transportation. The elements considered in the development of a route are:

- The safety of the route
- The accessibility of the route
- The distance of the route
- Travel time (\*)
- Optimal and cost-efficient
- Pick-up and drop-off points
- The elimination of manoeuvres requiring the bus to back up

As a matter of logistics, students in primary and secondary level may be transported on the same bus.

*(\*) Given the extent of the territory of the School Board, the Transportation Department does its utmost to limit the duration of the time CQSB students spend on the bus.*

#### Private Roads

School buses are not authorized to travel on a private road unless it meets the standards for safe and passable roads of the Ministry of Transportation of Québec and is properly maintained at all times.

For private roads where it is permissible to provide bus transportation services, walking distances to the nearest pick-up and drop-off point will be the same as those required for public roads.



A school bus may not enter narrow roads or lanes that do not have sufficient space for an oncoming car to advance safely or without sufficient space for the bus to turn around without having to back up.

A school vehicle can access a cul-de-sac if it has a roundabout at least 31 meters in diameter and has adequate space to provide safe room for the bus to manoeuvre at all times.

#### Temporary Changes to a Route

It may happen that the service is discontinued for a period of time if a given street is no longer passable.

For the safety of students, the Transportation Department may have to temporarily modify drop-off and pick-up points. In this situation, the walking distance from home to the point of boarding could exceed the established criteria.

### **5.3 Walking distances (from home to school bus stop)**

#### **Kindergarten**

Walking distance for kindergarten students from their residence to the school bus stop shall normally not exceed 0.15 km.

#### **Grades 1, 2 and 3**

Walking distance for grades 1, 2 and 3 students from their residence to the school bus stop shall normally not exceed 0,4 km.

#### **Grades 4, 5 and 6**

Walking distance for grades 4, 5 and 6 students from their residence to the school bus stop shall normally not exceed 0,6 km.

#### **High School**

Walking distance for high school students from their residence to the school bus stop shall not exceed 1,0 km.

N.B. Kindergarten and elementary students may be required to walk up to 0, 6 km when accompanied by an older sibling.



## 5.4 Danger zones

Alternative pick-up and drop-off points shall be established for areas declared danger zones, which constitute a risk for student's safety (see definition on Page 2).

### Procedure for establishing a danger zone

- a) Danger zones may be established as required by the School Board Transport Department.
- b) When advised of a potential danger zone, the Transport Department takes appropriate measures.
- c) When required, the Transport Department forwards a recommendation for approval or rejection, to the Transport Advisory Committee.

## 6. PUBLIC TRANSPORTATION

Given that high school students whose place of residence is more than 1.6 km from the nearest school must use the public transportation network to travel to and from school, the School Board shall reimburse 70% of the cost of the student's bus pass. The form provided in Appendix (??) must be submitted for reimbursement.

In the case where the School Board provides yellow bus transportation but the student chooses to take municipal transportation, there is no reimbursement.

Every year, at the end of June, the School Board will advise new Secondary I students whose place of residence is more than 1.6 km from the nearest school, that they will travel on the RTC or the STS in September.

### Method of payment

- a) Québec City Area  
Parents/students will purchase bus passes.

Payments will be issued twice yearly, in January and in July and based on a list of students using the RTC.

- b) Riverside Regional School (Secondary)  
The school board will pay the STS directly for the total cost of the bus passes and the school will collect 30% from the parents and return that amount to the Board.

NOTE: CQSB will issue only one cheque when both parents live at the same address.



## **7. ADAPTED TRANSPORTATION**

School bus transportation for disabled students or students experiencing adjustment difficulties whose condition requires adapted transportation services will be organized on a case-by-case basis.

No adapted or alternative transportation will be provided to a student who does not permanently meet the criteria in the above paragraph.

Students whose physical condition does not enable them, on a non-permanent basis, to use school bus or public transportation will not benefit from any transportation or allocation from CQSB. The parent(s) of such a student is responsible for transportation.

## **8. RULES OF CONDUCT AND CODE OF BEHAVIOUR**

The rules of conduct and code of behaviour as found in Appendix 3 apply to all students being transported by the School Board.

Please note that for students being transported by another school board, that school board's transportation policy supersedes this policy.

## **9. REQUESTS FOR CHANGES TO BUS ROUTES**

All requests for permanent changes in pick-up or drop-off points, along with supporting motives, are to be forwarded in writing to the Transportation Department using the form found in Appendix 8. The form is also available on the School Board's web site.

The Transportation Department shall evaluate the request in accordance with the Transportation Policy. The applicant will be advised of the decision. In the case where the request is denied, the request may be forwarded to the Transport Advisory Committee for a final decision.

Requests for temporary changes in designated bus stops will not be considered.

Exceptional requests must be referred to the Transportation Department which shall evaluate the request in accordance with the Transportation Policy (school principals may forward the information by fax/e-mail).

Requests for transportation from a catchment area other than that of the school the student attends will be refused.

## **10. SCHOOL CLOSURE PROCEDURES**

- a) Québec City region (Appendix 4)
- b) Riverside Regional Schools (Appendix 5)
- c) All other schools: the decision is rendered by the local French board.



## 11. COMPLEMENTARY TRANSPORTATION

- a) Fifteen (15) passenger vans may not be used to transport students.
- b) When school buses are not used to transport students to events and the school requests that staff members and/or parents provide transportation, the consent form found in Appendix 9 of the Transport Policy must be completed by the parents of the students participating. The form is also available on the School Board's web site.

## 12. TRANSPORTATION FOR PARENT VOLUNTEERS (Québec City region only)

Volunteers may be granted access to the school bus transportation network on a temporary basis for the duration of their term as a volunteer based on the following:

- a) availability of seats on the bus;
- b) a pick-up point that in no way modifies or lengthens a given bus route.

### **Application procedure**

Volunteers must first obtain a card issued by the Transport Department.

## 13. TRANSPORTATION FOR STUDENTS ATTENDING PRIVATE SCHOOLS

Occasionally, when either the school or the parents of the student concerned agree to pay the full cost, travel time is not lengthened for Central Québec students, and there is room on the bus, the School Board may transport a student attending a private school. Should the space on the bus be required for a Central Québec student, the agreement would end.

## 14. TRANSPORT ADVISORY COMMITTEE

### Composition and mandate

**Article 188 of the Education Act stipulates that** every school board which provides student transportation shall establish an advisory committee on transportation the composition, operation and functions of which shall meet the norms established by government regulations.

### **Division II of the Regulation respecting student transportation stipulates the following:**

The advisory committee on student transportation of a board shall consist of the following members:

- (1) the director general or the director of the transportation department of the School Board;
- (2) the director general or the assistant director general of any school board for which the board organizes student transportation;
- (3) the person responsible for the student transportation services of the board;
- (4) the principal of a school of the board;
- (5) a representative of the parents' committee of the board and, where it ensures all or part of the transportation services of another school board, a representative of the parents' committee of that board;





- (6) 2 school commissioners of the board, and where the board ensures all or part of the transportation services of another school board, 2 commissioners of that board;
- (7) the representative of the private educational institution for which the board provides transportation for the greatest number of students;
- (8) a representative of each public transit authority whose territory intersects with that of the board.

### Rules of Order

A person holding an interest in a school transportation enterprise operating, in whole or in part, in the territory of the board may not be a member of the advisory committee on student transportation of the board.

One-third of the committee members constitutes a quorum.

A committee shall elect a chairman and a vice-chairman who replaces the chairman when the latter is absent.

A committee shall fix the place, date and time of its meetings. It must meet upon the request of the chairman or the vice-chairman; in such case, a notice of meeting shall be sent to each member.

A committee shall give its opinion on each issue for which it must make a decision and on each issue submitted to it by the Board. An opinion must be given within 15 days of a request, unless the board grants the committee a longer period of time.

The premises, administrative support services and facilities necessary for the deliberations of a committee shall be provided by the Board.

A committee shall give its opinion on the planning, coordination, financing and administration of student transportation.

A committee shall give its opinion on the student transportation organization plan of the Board and on the terms and conditions for the granting of contracts for the transportation of students, before the Board adopts that plan or sets the terms and conditions for granting those contracts.

A committee shall give its opinion on the criteria and the terms and conditions for using a service referred to in section 298 of the Education Act, before the Board establishes those criteria or sets the terms and conditions for using that service.

A committee shall give its opinion on the use of all or a part of the amount of a subsidy granted for student transportation that may be used for other purposes.



### Additional mandates (Québec City region)

The Transport Advisory Committee will review requests for permanent changes to pick-up and drop-off points (Section 9) and indefinite suspensions due to misbehaviour and make recommendations to the Transport Department.

### Transport Advisory Committee Members in the Regions

- a) Outside the Québec City region, the Central Québec School Board names representatives to sit on the transport advisory committees of any French boards that provide transportation services for CQSB students.
- b) Representatives would include the local school principal, the commissioner representing that Ward, and unless otherwise specified, either the director of transportation or the transportation superintendent.

## **15. REVIEW OF POLICY**

This policy will be revised annually by the Transport Advisory Committee or as required.

## **16. COMING INTO FORCE**

This policy shall come into force on May 15, 2015.



## APPENDIX 1: CATCHMENT AREAS AS DEFINED BY THE COUNCIL OF COMMISSIONERS

### **Holland Elementary School:**

The area covered by Stoneham, Lac-Delage, Lac-Beauport, Château-Richer, L'Ange-Gardien, Ste-Anne-de-Beaupré, Ile d'Orléans, Mont Ste-Anne, Saint-Férréol-les-Neiges, Boischâtel and Ste-Brigitte-de-Laval, as well as that part of the Ville de Québec starting at a point on the southern boundary of the Ville de Québec due south of the Anse-au Foulon then on a line north through and including the Parc du Bois-de-Coulonge to rue Grande-Allée, then west on a line along the middle of rue Grande-Allée and then boul. Laurier to avenue Marguerite-Bourgeois, north on a line behind the dwellings on the west side of avenue Marguerite-Bourgeois to boul. René-Lévesque, west on a line along the middle of boul. René-Lévesque, west on a line along the middle of boul. René-Lévesque to avenue Painchaud, north on a line behind the dwellings on the west side of avenue Painchaud and then west along the center of rue Hélène-Boulé to rue Pierre-Maufay, north along the middle of rue Pierre-Maufay to chemin Ste-Foy, west along the center of chemin Ste-Foy to rue Émile-Côté, continuing on a line north along the middle of rue Émile-Côté and its extension to Autoroute Charest, east along the middle of intersection of boul. Wilfrid-Hamel, and from this point east along the boundary of the arrondissement La Cité (the Rivière St-Charles), to its intersection with the eastern boundary of Arrondissement Limoilou and then north on this boundary to Autoroute Félix-Leclerc, west along the autoroute to 1<sup>re</sup> Avenue, north along the middle of 1<sup>re</sup> Avenue then boul. Henri-Bourassa to a point just south of the dwellings along the south side of rue Saint-Aubert, rue de l'Étoile and rue des Anciens-Canadiens and east along this line to the Rivière Des Roches, then on a line north past the sandpit on the east to a point just north of a line running behind the dwellings on the north side of rue Hector-Bédard and rue du Rebord and following this line west to Autoroute Laurentien, then north along the autoroute to the boundary of the Ville de Québec, then west and then south along this boundary to a point just south of rue des Alisiers, then west to Lac-St-Charles and north through the lake to the boundary of the Ville de Québec, past Lac-Delage on the west side and continuing north and then east on a line to avenue Tewkesbury just north of rue Plante, then north on a line behind the dwellings on the east side of avenue Tewkesbury to the Rivière Jacques-Cartier to the east of and excluding Tewkesbury.

### **Ste-Foy Elementary School:**

Includes a part of the Ville de Québec defined as follows; starting at a point on the southern boundary of the Ville de Québec due south of the Anse-au-Foulon, then on a line north through and including the Parc du Bois-de-Coulonge to rue Grande-Allée, then west on a line along the middle of rue Grande-Allée and then boul. Laurier to avenue Marguerite-Bourgeois, north on a line behind the dwellings on the west side of avenue Marguerite-Bourgeois to boul. René-Lévesque, west on a line along the middle of boul. René-Lévesque to avenue Painchaud, north on a line behind the dwellings on the west side of avenue Painchaud and then west along the center of rue Hélène-Boulé to rue Pierre-Maufay, north along the middle of rue Pierre-Maufay to chemin Ste-Foy, west along the center of chemin Ste-Foy to rue Émile-Côté, continuing on a line north along the middle of rue Émile-Côté and its extension to Autoroute Charest west along the middle of Autoroute Charest to Autoroute Robert-Bourassa, south down the middle of Autoroute Robert-Bourassa to boul. Laurier, west along the middle of boul. Laurier and continuing north west on Autoroute Duplessis to Autoroute Charest, west along the middle of Autoroute Charest and Autoroute Félix-Leclerc to the western boundary of the Ville de Québec and then continuing to boul. Wilfrid-Hamel, then west along the middle of boul. Wilfrid-Hamel and then Route 138 to the western limits of Ville de Saint-Augustin-de-Desmaures and then on a line south to the southern boundary of the Ville de Québec, then east along this boundary to the starting point.



**St. Vincent School:**

The territory on the south Shore which falls within the area covered by yellow bus routes which were in place during the 2002-2003 school year. On the north shore, all of the Ville de L' Ancienne-Lorette, and a part of the Ville de Québec defined as follows; a part of the Arrondissement Haute St-Charles starting a point on the western boundary of the arrondissement and route Ste-Geneviève, then east along a line through the middle of route Ste-Geneviève, boul. St-Claude, rue Verret, rue Racine, and boul. Bastien to rue Chef-Nicolas-Vincent, then north on a line behind de dwellings on the east side of rue George-Cloutier, continuing north along the boundary of Wendake to a point on a line just north of rue de la Rivière Nelson, extending west along this line to a point just east of the dwellings on the east side of boul. Valcartier, north along this line to rue Martineau, then west on a line south of the dwellings on the south side of rue Martineau to the western boundary of the arrondissement and extending into Arrondissement Laurentien to boul. Henri-IV, south along boul. Henri-IV to avenue Industrielle, west along the middle of avenue Industrielle to boul. Pie XI, south along the middle of boul. Pie XI to avenue de la Montagne, west along a line behind the dwellings situated on the south side of avenue de la Montagne, west along a line behind the dwellings situated on the south side of avenue de la Montagne to the western boundary of Arrondissement Laurentien, north on that boundary and then west along the northern boundary of Ville de Saint-Augustin-de-Desmaures to its western boundary, then south along that boundary to route 138, east along the middle of route 138 to Autoroute Félix-Leclerc, east along Autoroute Félix-Leclerc to Autoroute Duplessis, south along Autoroute Duplessis to the intersection with boul. Laurier, continuing east along boul. Laurier to Autoroute Robert-Bourassa, then north along Autoroute Robert-Bourassa to Autoroute Charest and west along Autoroute Charest to Autoroute Henri-IV, and north along Autoroute Henri-IV to route Ste-Geneviève, and east along the middle of route Ste-Geneviève to the starting point.

**Valcartier Elementary School:**

The area covered by the municipalities of Tewkesbury and St-Gabriel-de-Valcartier and in the Arrondissement Haute Ste-Charles on a line from a point on its norther boundary just behind the residences on the east side of boul. Valcartier south to rue Martineau, then west on a line south of the dwellings on the south side of rue Martineau to the western boundary of the arrondissement, then north along this boundary to the northern boundary of the Ville de Québec.

**Dollard-des-Ormeaux Elementary School:**

The area covered by the municipalities of Shannon, (including all of Base Valcartier), Fossambault-sur-le-Lac, Sainte-Catherine-de-la – Jacques Cartier and a part of the Ville de Québec, Arrondissement Laurentien, defined as follows; starting at a point situated at the intersection of its northern and eastern boundaries extending south along its eastern boundary to a point intersecting a line extending from behind the dwellings on the south side of rue Martineau in Arrondissement Haute-St-Charles to this boundary, then west into Arrondissement Laurentien to boul. Henri-IV, south along boul. Henri-IV to avenue Industriel, west along the middle of avenue Industrielle to boul. Pie-XI, south along the middle of boul. Pie XI to avenue de la Montagne to the western boundary of Arrondissement Laurentien then north along this boundary to the northern limits of the Ville de Québec,



**Everest Elementary School:**

The Arrondissement Limoilou, and that part of Arrondissement Charlesbourg not included in Holland School territory and the Arrondissement Haute-St-Charles starting in the north east at a point on the boundary with Arrondissement Charlesbourg and a line just south of rue des Alisiers, then west to Lac-St-Charles and north through the lake to the boundary of the Ville de Québec, past Lac-Delage on the west and then north to the Ville de Québec boundary, west along the boundary to a point just east of the dwellings on the east side of boul. Valcartier, south on this line to a point just north of rue de la Rivière Nelson, east to the boundary with Wendake, south along this boundary then on a line behind the dwellings on the east side of rue Georges-Cloutier and then rue Chef-Nicolas-Vincent to boul. Bastien, then west on a line through the middle of boul. Bastien, rue Racine, rue Verret, boul. St-Claude and route Ste-Geneviève to Autoroute Henri-IV and then south along Autoroute Henri-IV to Autoroute Charest, east along Autoroute Charest to avenue St-Sacrement, then north along the middle of avenue St-Sacrement to the intersection of boul. Wilfrid-Hamel, and from this point east along the boundary of Arrondissement La Cité (the Rivière St-Charles), to the boundary of Arrondissement Limoilou, and then following the boundary of Holland School back to the north east starting point on the boundary of Arrondissements Charlesbourg and Haute St-Charles.



## APPENDIX 2: APPLICATION FOR ROOM AND BOARD OR TRAVEL ALLOCATION

Two types of financial assistance are available. In order to qualify for either one, students must attend the nearest school that is at least 20 kilometres from their permanent residence and / or more than 10 km from an existing bus stop and and not be able to take either a school or city bus.

If you are eligible for an allocation, you must submit this duly completed form annually by October 15th, forms received after this date will not be taken into consideration. Applications for allocations not submitted for previous years will be automatically refused.

### SECTION A - Identification of the student

Name		Date of birth
Name of father		Name of mother
Telephone number (home)	Telephone number (work)	
Permanent address	Temporary address (boarding)	
Name of school student will be attending		Grade level

### SECTION B - Options for Room and Board Assistance

- A student living more than 20 kilometres from the nearest school and / or more than 10 km from an existing bus stop is entitled to receive \$100 per month to help defray the cost of travel. -
- A student living more than 20 kilometres from the nearest school and / or more than 10 km from an existing bus stop is entitled to receive \$225 per month to help defray the cost of room and board. Students choosing this option MUST supply the School Board with proof that they have a temporary address (lease, telephone bill, etc.).

### SECTION C - Declaration

I (we) hereby submit an application to the Central Québec School Board for financial assistance for the 20\_\_ and 20\_\_ school year as indicated above. In the event that the school board authorizes a reimbursement, I (we) agree to inform the School Board immediately, by telephone or by letter, should the student withdraw from school during the school year.

Parent's signature	Parent's signature
Student's signature	Date



## APPENDIX 3: RULES OF CONDUCT AND CODE OF BEHAVIOUR (Québec City region and Riverside Regional Schools)

### Students

1. Students must be assembled at assigned stops at least ten (10) minutes before the designated time. Times indicated on the route sheet are approximate, and may vary during the year;
2. Students must wait until the bus has come to a complete stop before approaching and then walk to the bus and board in an orderly fashion, proceed to their seat and sit down immediately. There will be no pushing and shoving;
3. Students who have to cross the street must wait until the bus has come to a complete stop, and the driver has indicated that is safe to cross, before crossing at least 3 metres in front of the bus;
4. Students must remain correctly seated in their assigned seat on the bus. It is extremely dangerous to be standing, kneeling on the seat or moving around in the vehicle;
5. When disembarking, students must move immediately away from the bus. There will be no pushing or shoving;
6. Students must not place any belongings in the aisle. Objects that cannot be safely contained in a school bag or a sturdy sports bag under the seat are not permitted on the bus. This includes, but is not limited to, large musical instruments, sports equipment, skateboards, etc.;
7. THE BUS DRIVER HAS AN ENORMOUS RESPONSIBILITY - THE SAFETY OF ALL OUR CHILDREN. NO BEHAVIOUR, WHICH IS DISTRACTING TO THE DRIVER, WILL BE TOLERATED - i.e. no yelling, whistling, throwing of objects, no radios other than portable audio players with earphones
8. Students must never put their head or arms out of the windows;
9. Students must never throw anything out the window;
10. Students may not eat on the buses;
11. There will be no spitting or discarding of rubbish in the bus;
12. Smoking (including e-cigarettes) or distributing cigarettes in the bus, or possession of alcohol, drugs or weapons is strictly forbidden;
13. Obscene or vulgar language will not be tolerated;
14. Pornographic material is forbidden;
15. Acts of violence of any nature will not be tolerated, i.e., pushing, shoving, hitting or verbal or physical bullying.

N.B. The School Board may have a camera system installed on any bus at any time in order to monitor behaviour.





## Parents are responsible for:

1. The safety of their child between their residence and the school-bus pick-up and drop-off point or the school;
2. Their child's behavior at the assigned bus stop;
3. Informing their children of aspects of safety and rules of conduct;
4. Under penalty of suspension of service, reimbursing the School Board or the transportation company, as the case may be, for any damages caused by their child to others' property or to the vehicle;
5. Ensuring that their child is at the bus stop at least ten (10) minutes before the vehicle is expected;
6. Collaborating with the school principal and the driver in taking the necessary steps if their child breaches the rules of conduct and safety measures;
7. When necessary, separately transporting any object or equipment which is not authorized for the school bus;
8. Making the decision to keep their child at home if they are concerned about inclement weather conditions;
9. Immediately informing the management of any change of address, phone number or other contact information;
10. Informing school management of any problems or situations which could affect the students' safety
11. Under penalty of suspension of service, at no time may a parent board a school bus without the prior permission of the School Board.

The Code of Behaviour for school bus transportation allows the driver to issue misbehaviour reports to any student who does not respect the rules. Consequences are as follows:

### Québec City region

1st offence:	A report and accompanying letter are sent to parents to be signed.
2nd offence:	Same procedure as with the 1st offence.
3rd offence:	Up to a 3-day suspension as determined by the Transportation Department after consultation with the Principal.
4th offence:	Up to a 5-day suspension as determined by the Transportation Department after consultation with the Principal.

### Riverside Regional Schools

First warning ticket:	The driver issues a first warning ticket indicating the infraction(s). The student must have it signed by his/her parents and the school principal and must return the ticket to the driver.
Second warning ticket:	Same procedure as with 1st infraction ticket.
Third warning ticket:	The bus driver gives the ticket directly to the school principal. The principal then meets the student and decides on the sanction(s) to be given. The principal then informs the parents, the transport services and the driver verbally.

In the event of a student being suspended from the bus, the parent(s) will be sent a written notification of the suspension.





The principal will meet with the parent(s) and the bus company official(s) to clarify any difficulties that may persist.

**Gross misbehaviour is punishable by immediate, indefinite suspension. All cases will be reviewed by the Transport Department on an individual basis.**

The Central Québec School Board has a zero tolerance policy against all forms of harassment.

#### Gross misbehavior

As well as certain specific offences, gross misbehaviour can be deemed to be anything, which will jeopardize the safety of other passengers, or anything which infringes on the personal rights of other passengers, including all acts of violence or intimidation

Specific offences may include, but are not limited to:

- fighting or any act of violence;
- gross insolence towards driver - direct disobedience;
- throwing any object out of bus window;
- vandalism of bus company or another individual's property \*;
- smoking (including e-cigarettes) or distributing cigarettes on the bus;
- Possession of alcohol, drugs or any weapon.

For committing, any offence deemed gross misbehaviour a student may be immediately and indefinitely suspended from the use of the school bus transportation system.

His or her case will be forwarded to the Transport Department and submitted to the Transport Advisory Committee for review at its next meeting for recommendation as to the duration of the suspension. The student(s) involved will not be permitted to use school bussing in the interim, but will be required to attend school. Truants will be reported to Youth Protection Services.

\* The student and his/her parents will be held financially responsible for vandalism of the victim's property.

#### Procedure - Misbehaviour reports

1. For all levels of offence, the driver completes the report and submits it to the school. The Principal communicates with the student and with the parents when necessary, to discuss the nature of the complaint, consequences of further misbehaviour, in-school disciplinary measures, etc., and sends the report home with the student to be signed by the parents and returned to the school. The school forwards a copy of the signed report to the Transport Department.
2. For first two offences – the report is accompanied by a form letter. (Transport Department will provide the school with samples at the beginning of the year).
3. For the third and further offences, or gross misbehaviour, the report is first faxed immediately to the Transport Department. After discussion with the school Principal, the Transport Department will prepare and fax to the school a letter of suspension to accompany the report home with the student. The original will be mailed to the parents and the transporter concerned will be advised of the details of the suspension.



4. If a report sent home for signature is not returned duly signed the following day, the Principal should communicate with the parents and advise the Transport Department. The student may not be eligible for transportation until the Principal receives the signed form.

Failure by students to adhere to the rules of conduct and code of behaviour may result in a decision by the School Board to revoke access to school bus transportation services.

The misbehaviour report found in (Appendix 3-A) will be used.

### **Bus drivers**

1. Bus drivers must not smoke (including e-cigarettes) in the vehicle whether there are children on the bus or not;
2. Bus drivers must not hold a conversation while driving;
3. Bus drivers must have a neat appearance;
4. Bus drivers must never leave the vehicle when students are still in the bus, except in an emergency situation;
5. Bus drivers must not be under the influence of nor consume alcohol or drugs when on duty;
6. Bus drivers must not engage in solicitation of any kind;
7. Bus drivers must not swear or use abusive or discriminatory language;
8. Bus drivers must ensure that, if a radio is played on the bus, the content is suitable for students;
9. Bus drivers must follow the bus route as indicated and must refer parents requesting changes to the Transport Department;
10. Bus drivers must immediately advise the School Board of any accident and/or unusual incident involving persons transported;
11. Bus drivers must, upon request, provide the School Board with his/her drivers' license;
12. Bus drivers must, upon request by the School Board, accept to submit to a medical examination by a practitioner selected by the School Board;
13. Bus drivers must allow the School Board representative to have access to the bus at any time;
14. Bus drivers must check the vehicle at the end of each run to make sure that no student is left inside;
15. Unless necessary, bus drivers must not stop elsewhere than at the stops indicated on the route sheet or at traffic signs;
16. Bus drivers must not open doors until the vehicle is completely stopped;
17. When students are getting on, bus drivers must not resume driving until all passengers are seated;
18. When students are getting off, bus drivers must not resume driving until the students have had time to move away from the bus;
19. Bus drivers must not let anyone else drive the vehicle;
20. Bus drivers must not let anyone take the controls of the vehicle;
21. Bus drivers cannot refuse or expel a student on his own initiative;
22. Bus drivers must not leave the bus at the transfer points or allow students to leave the vehicle at the transfer point until the appropriate transfer time.

The complaint form for the use of parents will be sent out with the bus routes at the beginning of the year (Appendix 3-B) and is also available on the school board web site.



**APPENDIX 3-A: BUS INCIDENT REPORT**

Name of Student: \_\_\_\_\_  
Driver: \_\_\_\_\_

Bus # \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ a.m. \_\_\_ p.m. \_\_\_

**INFRACTION:**

- pushing getting on or off bus
- disobedient/insolent to driver
- moving around/standing in bus
- kneeling/lying on seat
- too loud/boisterous
- causes disturbances
- smoking(including e-cigarettes) / distributing cigarettes
- possession of drugs, alcohol or weapon
- lighting matches, lighters, etc.
- immoral conduct
- spitting
- obscene/vulgar language
- throwing object out of window
- vandalism
- littering
- arms or head out window
- scuffling or fighting
- eating/distributing food, candy...

**Remarks:**

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**Sanctions:**

- |             |                          |                          |                               |
|-------------|--------------------------|--------------------------|-------------------------------|
| 1st offence | <input type="checkbox"/> | <input type="checkbox"/> | Warning                       |
| 2nd offence | <input type="checkbox"/> | <input type="checkbox"/> | Warning                       |
| 3rd offence | <input type="checkbox"/> | <input type="checkbox"/> | Suspension (up to three days) |
| 4th offence | <input type="checkbox"/> | <input type="checkbox"/> | Suspension (up to five days)  |

**GROSS MISBEHAVIOUR**  Immediate, indefinite suspension

**Description:**

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Signature of Principal

Signature of Parent



### APPENDIX 3-B: COMPLAINT FORM - SCHOOL BUS TRANSPORTATION

Parents may fill in this form when a problem occurs with school bus transportation on the way to the school or coming back home, when children are boarding, during the travel or when they are stepping off the bus. The form must be filled in as soon as possible after the incident is reported. It should then be signed, dated and forwarded to:

Transport Department  
Central Québec School Board  
2046, chemin St-Louis  
Québec (Québec) G1T 1P4

Telephone: (418) 688-8730 Ext. 3100  
(800)-249-5573 Ext. 3100  
Fax: (418) 688-7518  
E-mail: [transport@cqsbc.qc.ca](mailto:transport@cqsbc.qc.ca)

N.B. This form is also available on the School Board's web site.

<b>DESCRIPTION OF THE PROBLEM:</b>	
Bus route: _____	Date of incident: _____ Time of incident: _____
Bus driver's name: _____	Child's name: _____
Place of incident:	
<input type="checkbox"/> On the bus	<input type="checkbox"/> When children were boarding <input type="checkbox"/> When children were stepping off
Reasons for the complaint:	
<input type="checkbox"/> Dangerous situation	<input type="checkbox"/> Other children's behaviour <input type="checkbox"/> Driver's behaviour
<input type="checkbox"/> Major delay (specify the time): _____	<input type="checkbox"/> Other: _____
Witnesses: _____	
DETAILED DESCRIPTION OF THE INCIDENT: <i>(use separate sheet if necessary)</i>	
_____	
_____	
_____	
_____	
_____	
Parents' name: _____ Address: _____	
Signature: _____ Telephone: _____ Date: _____	

*NOTE: The Central Québec School Board will investigate your complaint, will contact you if further information is required, will take any necessary action, will provide a response to the complainant and will ensure the confidentiality of the complainant.*



## APPENDIX 4: PROCEDURE FOR SCHOOL CLOSURE (Québec City Region)

### 1. Introduction

- 1.1 These procedures apply to all the schools on the Central Québec School Board's located in the Québec City region including the Eastern Québec Learning Centre and the Board Office.
- 1.2 It is understood that Central Québec schools must have 180 school days. Therefore, if schools are closed due to inclement weather or other circumstances, a pedagogical day will be recuperated.
- 1.3 If students have been in school for at least 2 hours and 30 minutes before schools are closed, this counts as a full day of school.
- 1.4 Schools for which transportation is provided by the local French school boards are, by necessity, subject to school closure as determined by those boards.
- 1.5 It is important for the decision to cancel school to be made prior to 6:30 a.m. so that school bus drivers may be advised before starting to pick up students.
- 1.6 Any school closure will be carried out according to the Policy for employee conditions of work during emergency temporary closing of establishments.

### 2. Procedures for early morning closing

Everest Elementary, Holland Elementary, St. Vincent Elementary, Ste-Foy Elementary, Valcartier Elementary school, Québec High and St. Patrick High schools and the Eastern Québec Learning Centre:

The Director General will confer with the regional table of Directors General regarding a decision to close or keep the schools open. The Director General will notify the Superintendent of Transportation who will advise the transport companies. If schools, Centre and Board office are to be closed, transport companies, radio/television stations, schools, principals, and French school boards transporting Central Québec students will be advised of the decision.

Please see below the list of radio/television stations which will carry the message concerning school closing.

#### Radio Stations:

93,3 CJMF fm  
98,1 Radio X fm  
98,9 NRJ fm  
102,9 CFOM fm  
104,7 CBC fm  
106,3 Ici Radio Canada Première fm  
107,5 ROUGE fm

#### TV Stations:

TVA / *Salut Bonjour* and LCN

CQSB Website

CQSB Facebook Page



### 3. Schools

- 3.1 Dollard-des-Ormeaux School: The *Commission scolaire de La Capitale* will advise the Superintendent of Transportation who will in turn advise the Director General, the School Principal, and CBC-FM (104,7).
- 3.2 Valcartier Elementary School:
  - a) The bus contractor may advise the school principal of difficult road conditions and the necessity to cancel school.
  - b) The principal will ensure that both contractors have been informed and inform the Superintendent of Transportation who will in turn inform the Director of Transportation



## **APPENDIX 5: PROCEDURE FOR SCHOOL CLOSURE (Riverside Regional Schools)**

In the event that Riverside Regional Schools must be closed due to inclement weather, the *Commission scolaire de La Jonquière* informs school principals, bus contractors, and the local media. School principals verify that the correct information is being broadcast by the media. Parents and staff members listen to the local radio stations for information. The schools provide a list of radio stations along with the school calendar at the beginning of each school year.









COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

2046, chemin Saint-Louis,  
Sillery (Québec) G1T 1F4  
418 688.8730  
418 682.5891



**TRANSPORTATION FORM**

**2016-2017**

School \_\_\_\_\_

Route \_\_\_\_\_

**TO BE FILLED IN ONLY IF YOU REQUIRE TRANSPORTATION  
AT MORE THAN ONE ADDRESS (home address plus another address)**

*Families with parents having joint custody and whose domiciles are located in two different catchment areas will be required to determine which is their official address for educational purposes. The children will attend the school in that catchment area and transportation will be provided to and from the official address only.*

**Student identification**

Grade: \_\_\_\_\_

Family name \_\_\_\_\_ First name \_\_\_\_\_ Other names \_\_\_\_\_

Father's name \_\_\_\_\_ Mother's name \_\_\_\_\_

**Home address of students (as shown on enrolment form)**  Father's  Mother's  Other (specify) \_\_\_\_\_

No. STREET \_\_\_\_\_ APT. NO. \_\_\_\_\_ HOME TEL. \_\_\_\_\_

No transportation required

CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_  A.M. Only  P.M. Only  A.M. and P.M.

**Alternate address (to be used for transportation purposes) eg. Babysitter, grandparents**  Other (specify) \_\_\_\_\_

No. STREET \_\_\_\_\_ APT. NO. \_\_\_\_\_ HOME TEL. \_\_\_\_\_

A.M. Only  P.M. Only  A.M. and P.M.

CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

**Schedule:** Please provide full schedule details as to when the student is to be transported from the home address vs. alternate address (ex. 1 week/1 week, certain day only etc.) \_\_\_\_\_

**Other home address of student**  Father's  Mother's  Other (specify) \_\_\_\_\_

No. STREET \_\_\_\_\_ APT. NO. \_\_\_\_\_ HOME TEL. \_\_\_\_\_

No transportation required

A.M. Only  P.M. Only  A.M. and P.M.

CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

**Alternate address (to be used for transportation purposes) eg. Babysitter, grandparents**  Other (specify) \_\_\_\_\_

No. STREET \_\_\_\_\_ APT. NO. \_\_\_\_\_ TELEPHONE \_\_\_\_\_

A.M. Only  P.M. Only  A.M. and P.M.

CITY \_\_\_\_\_ PROVINCE \_\_\_\_\_ POSTAL CODE \_\_\_\_\_

**Schedule:** Please provide full schedule details as to when the student is to be transported from the home address vs. alternate address (ex. 1 week/1 week, certain day only etc.) \_\_\_\_\_

School starts on August 31<sup>st</sup>, 2016. For the first week of transport the child will be at:

Home address  Alternate address  Other home address  Other alternate address

X \_\_\_\_\_

SIGNATURE OF ADULT RESPONSIBLE \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX 8: CHANGES TO DESIGNATED BUS STOP**

**IMPORTANT**

ALL REQUESTS FOR CHANGES TO DESIGNATED BUS STOPS MUST BE SENT IN WRITING.

REQUESTS SHOULD NOT BE MADE BY TELEPHONE.

Due to a high number of phone calls at the beginning of each school year, we are asking you to send any request for a change to a designated bus stop in writing. ONLY PHONE CALLS FOR STUDENTS WHO ARE NOT ASSIGNED TO THE RIGHT BUS OR WHO DO NOT HAVE ANY DESIGNATED SCHOOL BUS WILL BE TREATED. Your request must be forwarded to the Transportation Department at the address above, by fax at (418) 688-7518 or by email to [transport@cqsb.qc.ca](mailto:transport@cqsb.qc.ca) . The form is also available on the School Board's web site. Please complete the following.

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

Student's name: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Person in charge: \_\_\_\_\_ Tel.: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City Postal Code

School Bus #: \_\_\_\_\_ Designated stop: \_\_\_\_\_

Reason: \_\_\_\_\_

Effective date: \_\_\_\_\_

Please allow 10 business days in order for your request to be processed.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**APPENDIX 9: PARENTAL CONSENT FORM FOR A STUDENT OUTING WITH STAFF OR PARENT TRANSPORTATION**

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

Activity: \_\_\_\_\_

Name of the Student: \_\_\_\_\_

Class: \_\_\_\_\_

---

Dear Parents:

Your child has been invited to participate in the activity described above.

In the context of this activity, school bus transportation is **not** provided; the staff or a parent will ensure transportation of one or more students per car.

Your authorization is required for your child to participate in this event and we ask that you fill out the form at the bottom of this page and return it to the school by \_\_\_\_\_.

Thank you.

---

**AUTHORIZATION**

\_\_\_\_\_ I accept, that in the context of school activities, my child \_\_\_\_\_ be transported by a staff member or by another parent, in their car.

\_\_\_\_\_ I refuse to allow my child \_\_\_\_\_ to be transported by a staff member or another parent in their car.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

NOTE: For all activities, the school must ensure that the parents of children 18 years and younger have authorized the activity and the transportation methods.



## Drivers' Declaration - Staff Member or Parent for One-Time Activity

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

Teacher: \_\_\_\_\_

Date of Transportation: \_\_\_\_\_

Name of Driver: \_\_\_\_\_

Driver's Licence Number: \_\_\_\_\_

Licence Plate Number: \_\_\_\_\_

Model and Year of Car: \_\_\_\_\_

Car Color: \_\_\_\_\_

Number of Seatbelts: \_\_\_\_\_

Departure Time: \_\_\_\_\_

Destination: \_\_\_\_\_

The number of passengers must not exceed the number of seatbelts in the vehicle.

Names

Names

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

### Notes to Driver

In Québec all passengers of a road vehicle are always covered by the *Régime assurance automobile du Québec*.

The driver of the vehicle has the responsibility to ensure the condition of the car they operate.

Safe driving and respect of the *Code de la sécurité routière* reduces the risk of accidents.

**No drug or alcohol consumption or smoking (including e-cigarettes) is permitted before or during transportation.**

### Commitments of the Driver

I declare to have read the notes above and accepted them.

I declare that my driver's license is valid and has not been suspended.

I declare that my registration is paid and that the vehicle is insured.

I undertake to drive carefully and to respect the rules of the road as dictated by the *Code de la sécurité routière*, notably the speed limits and the consumption of drugs and alcohol.

I will ensure that the students are wearing their seat belts.

I accept to drive without remuneration.

\_\_\_\_\_  
Signature of the Driver

\_\_\_\_\_  
Date



**APPENDIX 10: REQUEST FOR SCHOOL BUS TRANSPORTATION FOR HIGH SCHOOL STUDENTS**

Services will only be provided from existing bus stops on buses that already go to the high school in question and have seats available.

Identification

Student name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

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

Permanent Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of father: \_\_\_\_\_ Name of mother: \_\_\_\_\_

School bus number: \_\_\_\_\_ Designated Stop: \_\_\_\_\_

Declaration

It is agreed that a fee will be charged for this service equivalent to 30% of the cost of a student RTC bus pass.

Parent's signature: \_\_\_\_\_  
\_\_\_\_\_



**APPENDIX 11: Direct deposit request form / RTC REIMBURSEMENT**

<b>PART 1</b>	<b>TO BE COMPLETED BY THE APPLICANT</b>
Person's full name	
Social insurance number <sup>i</sup>	
Student's name(s)	
Home address	
Phone number	
Email (mandatory)	
School to be attended in 2016-2017	

<b>PART 2</b>	<b>CHECK ONLY ONE BOX (X)</b>
A. <input type="checkbox"/>	Start direct deposit
B. <input type="checkbox"/>	Change direct deposit information
C. <input type="checkbox"/>	Stop direct deposit

<b>PART 3</b>	<b>INFORMATION ON FINANCIAL INSTITUTION</b>
Name of the financial institution	
Address	
Phone number	
Branch no.	
Account no.	

Signature

Date

<b>PART 4</b>
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**Please attach your voided cheque here**

<sup>i</sup> Mandatory information by virtue of current fiscal laws. The absence of information will result in no refund.

