



The Creation of Resource Allocation Committees in School Service Centres

GUIDE

March 2022

Title of original document: *La mise en place d'un comité de répartition des ressources au sein des centres de services scolaires*

Coordination and content

Direction de la gouvernance scolaire
Direction générale du soutien aux réseaux
Secteur du soutien aux réseaux et du financement

English version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Éducation

For more information:

General Information
Ministère de l'Éducation
1035, rue De La Chevrotière, 27^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

© Gouvernement du Québec
Ministère de l'Éducation

ISBN 978-2-550-92154-7 (PDF)
ISBN 978-2-550-80566-3 (French, PDF)

Table of Contents

Introduction	4
Creation of the RAC and the Training of its Members	5
Operation of the RAC	9
Responsibilities of the RAC.....	11
Recommendations of the RAC.....	16
Relevant Sections of the <i>Education Act</i>	17

Introduction

This guide presents the legal provisions governing the creation of a Resource Allocation Committee (RAC) in each school service centre. Based on concrete experience, this version of the guide has been improved with examples of best practices demonstrating the contributing stakeholders' cooperative spirit. The ideas contained herein were proposed by administrators in a survey conducted in April 2019. According to these administrators, the recommended practices have yielded positive outcomes in their respective communities.

In line with the school system's collaborative management approach, it was produced by the Ministère de l'Éducation with the collaboration of representatives from the following organizations:

- Québec English School Boards Association (QESBA)
 - Association des directions générales des commissions scolaires (ADIGECS)
 - Association montréalaise des directions d'établissement scolaire (AMDES)
 - Association of Administrators of English Schools of Quebec (AAESQ)
 - Association québécoise des cadres scolaires (AQCS)
 - Association québécoise du personnel de direction des écoles (AQPDE)
 - Fédération des comités de parents du Québec (FCPQ)
 - Fédération des commissions scolaires du Québec (FCSQ)
 - Fédération québécoise des directions d'établissement d'enseignement (FQDE)
 - Regroupement des comités de parents autonomes du Québec (RCPAQ)
1. The *Education Act* (CQLR c. I-13.3) (hereinafter "the Act") states that, in fulfilling their mission, school service centres must support educational institutions, showing due regard for the principle of subsidiarity whereby powers and responsibilities must be delegated to the appropriate level of authority so that decision-making centres are adequately distributed and brought as closely as possible to the students.
 2. The provisions introduced by the Act must be implemented in such a way as to foster the achievement of the Act's objectives:
 - To strengthen the role of principals, directors and parents in school service centre governance and administration
 - To simplify results-based management

- To establish collaborative management
3. In particular, the Act aims to ensure the participation of school principals or directors of vocational training and adult education centres in the decision-making process as regards the allocation of the school service centre’s resources. The creation of the RAC is the primary means of achieving this objective, since it brings together experts at defining the needs of their respective communities.
 4. This updated guide is not intended to be a framework document or to complement the legal and regulatory documents. The information herein that does not come directly from the Act is not prescriptive and is provided for illustrative purposes only. In all instances, the text from the Act shall prevail.
 5. This guide contains five sections that address the following topics:
 - Creation and Training of the RAC
 - Operation of the RAC
 - Responsibilities of the RAC
 - Recommendations and follow-up
 - Sections of the Act concerning the RAC and the roles of the principals and directors of educational institutions and the members on the board of directors

Creation of the RAC and Training of its Members

1. The *Education Act* stipulates that each school service centre must establish a Resource Allocation Committee. This task may be delegated to a person appointed by the board of directors of the school service centre (e.g. the director general or secretary general of the centre).
2. The RAC must be formed as early as possible in the school year so that it can play its role in the budget-planning process.
3. The RAC is made up of no more than 15 members, including 2 ex-officio members: the director general of the school service centre and the person responsible for educational services for students with disabilities,¹ social maladjustments or learning difficulties appointed under section 265 of the Act. The

¹ Please note that, although the *Education Act* refers to “handicapped students,” the term “students with disabilities” is preferred. This preference is reflected in this document, as well as in related documents.

majority of them must be school principals or centre directors chosen by their peers. The RAC is made up of:

- the director general
 - the person responsible for educational services for students with disabilities, social maladjustments or learning difficulties
 - at least 1 principal of a school providing preschool education or elementary education
 - at least 1 secondary school principal
 - at least 1 director of a vocational training or adult education centre
 - at least 1 administrator apart from the director general of the school service centre, school principals or centre directors and, if applicable, the person responsible for educational services for students with disabilities, social maladjustments or learning difficulties. To facilitate the optimum functioning of the RAC, it is recommended that the position be assigned to an administrator at the school service centre.
 - 4 other members (school principals or centre directors, service administrators or assistant directors general). To select these members, the school service centre has a certain latitude to enable it to foster the attainment of the objectives listed in the introduction to this guide.
4. The director general of the school service centre is responsible for the RAC's direction. All of the RAC members must be members of the school service centre's executive staff, except if the person responsible for educational services for students with disabilities, social maladjustments or learning difficulties appointed under section 265 of the Act is not a member of the executive staff.
 5. At the RAC's request, other staff members of the school service centre can attend committee meetings, but they cannot vote. The objective of this provision is to enable the RAC to invite members of the school service centre staff to act as consultants for specific items on the agenda. The presence of these experts is approved by the RAC.
 6. The primary reason for the creation of a RAC is to allow principals and directors of educational institutions to participate in decisions concerning the allocation of the school service centre's resources, inasmuch as they are responsible for preparing and administering their institution's budget and rendering an account thereof (s. 96.24 and 110.13 of the Act) In certain situations, however, particularly when filling all of the positions of the RAC reserved for principals or directors, a vice-principal or assistant director may be a member if he or she is a member of the school service centre's executive staff.
 7. A principal who teaches part-time may be a member of the RAC if he or she is a member of the school service centre's executive staff.
 8. All principals or directors on the RAC are chosen by their peers, who are also responsible for establishing the criteria and procedures for such appointments. Depending on the decision made,

vice-principals and assistant directors could participate in the appointment of RAC members even if they are not themselves members of the RAC.

9. The Act does not specify a procedure for other members of the executive staff. The school service centre or the person designated to establish the RAC (paragraph 2.1) can appoint these members or establish a process by which they are appointed by their peers.
10. Like the RAC, the Advisory Committee on Management (ACM) is under the direction of the director general and is made up mostly of principals or directors. The school service centre does not have to establish a RAC and can entrust the responsibilities normally assigned to a RAC to the ACM if the ACM's composition is consistent with the definition of a RAC in section 193.2 of the Act.

Composition and Training of RAC Members: Best Practices

- Offer, within the school service centre, basic training to all department heads and principals or directors of educational institutions on the roles and mandates of the RAC.
- Supplement this initial training with more in-depth training designed for the members of the RAC (e.g. assistance of an outside resource person to ensure that the role of the RAC is fully understood).
- Provide members, through the SSC's director of financial resources:
 - clear and precise explanations on all aspects of the budget, particularly allocations, measures pertaining to a transfer to the educational institutions' budget, surpluses in some areas
 - discussions on more specific subjects relating to the overall budget and its distribution to the various services and educational institutions.
 - a presentation on actual income and expenses and how they are updated.
- Have all principals and directors or, when needed, vice-principals and assistant directors, adopt the appointment criteria and procedures in a general meeting and in accordance with the terms and conditions established by all the administrators.
- Ensure that all principals and directors know their representative on the RAC.

Operation of the RAC

1. The RAC is a school service centre committee. Therefore:
 - It has the right to hold its meetings on the premises of the school service centre and to use, free of charge, the administrative support services and the facilities of the school service centre in accordance with the terms and conditions established by the director general.
 - It must establish its rules of internal procedure. To this effect, the Act provides for at least three sittings every school year. However, the RAC must schedule as many meetings as it needs. To do so, it can establish an annual plan specifying the number of meetings to be held, their content and, if applicable, the deliverables expected at the end of each meeting.
 - A member may sit on, and vote at a meeting of, the RAC by any means that allows all the participants to communicate with each other.
 - No committee member may be prosecuted for an act performed in good faith in the carrying out of their duties or exercise of their functions
2. The RAC must plan its work so that it coincides with the school service centre's budget planning process and so that the school service centre is able to fulfill its obligation to present its budget to the Minister on the appointed date, as stipulated in section 277 of the Act.
3. The board of directors of the school service centre may delegate certain functions and powers to the RAC and to a governing board. This provision was added to the Act in order to provide the board of directors of the school service centre more leeway in the application of the principle of subsidiarity provided for in its mission.
 - In any delegation of functions under an act, the delegating body or person shall remain answerable for the delegated functions. Thus, the board of directors of the school service centre is answerable for all the functions and powers attributed to it under the *Education Act*, even those it has delegated. At any time, if it deems that the functions and powers it has delegated have not been assumed correctly or if the delegation no longer meets its needs, the board of directors of the school service centre may put an end to it.
4. To fulfill its role, the RAC must carry out its activities in a transparent manner and be familiar with the needs to be met and the resources available. Thus, each school service centre and educational institution must provide the RAC with any information or document necessary for the exercise of its functions.

The Operation of the RAC: Advice and Best Practices

- Promote, in accordance with the internal management rules, values such as openness, respect and transparency.
- Develop an annual plan based on identifying the needs of the Management Advisory Committee.
- Report on the work of the RAC to the Management Advisory Committee.
- Remain flexible in order to fine tune the rules of operation and make improvements in decision-making on an ongoing basis.
- Plan monthly meetings of at least three hours; to consider bi-monthly budget-planning meetings in April and May.
- Devote day-long sessions to more complex subjects in order to explore them in depth.
- Create work sub-committees in order to analyze various scenarios; optimize all resources; transmit criteria and essential elements and inform the work of the Committee.
- Send out documents at least five days in advance so that members can prepare and consult colleagues, if necessary.
- Transmit clear and accurate minutes to all administrators.

Responsibilities of the RAC

1. According to the *Education Act*, the RAC's role is to make recommendations to the board of directors of the school service centre concerning:
 - the objectives and principles governing the allocation of revenues (paragraph 4.3)
 - the annual allocation of revenues, including the criteria to be used to determine the amounts allocated (paragraph 4.4)
 - the distribution of student services (paragraphs 4.5 to 4.7)
 - the distribution of other professional services if the RAC decides to submit this distribution to the consultation process (paragraph 4.8)
 - the allocation of the educational institutions' surpluses (paragraph 4.9)
2. To do this, the RAC establishes a consultation process that allows it to obtain all necessary information on the needs of the various communities. The nature of the consultation process that the RAC must establish is not specified in the Act, giving it the leeway necessary to define a process adapted to the school service centre's needs and context. For example, the process could be aimed at:
 - specifying, while respecting the individual mandates, the RAC's relationships with other committees, for example, the AMC, the commitment-to-student success committee, the parents' committee, the governing boards or the joint committee and the committee for students with disabilities, social maladjustments or learning difficulties
 - establishing a procedure for consulting with principals and directors and executive service staff not sitting on the RAC
 - for each objective of the commitment-to-success plan, ensure that there are tools that facilitate the links between the resources involved and the committee's performance
 - creating select committees to conduct specific analyses
3. The Act does not define the concepts of objective or allocation principle. The following objectives and principles are drawn from the school system.
 - The objectives of the annual allocation of revenues are consistent with the orientations and objectives of the commitment-to-success plan.
 - Some objectives of the annual allocation of revenues could correspond specifically to those set out in the commitment-to-success plan or to other objectives designed to ensure a balanced budget, offer quality services, use resources more effectively, foster administrative autonomy, etc.

- The principles might be the portability (or non-portability) of financial resources, sector self-financing and the use of surpluses.
4. According to section 275.1 of the Act, the annual allocation of revenues must include amounts for the operation of the governing boards as well as amounts to meet the needs of the school service centre, its educational institutions and its committees. This allocation must be carried out in an equitable manner that is consistent with respect for the principle of subsidiarity and reflects the needs expressed by educational institutions, the social and economic disparities they have to deal with, the school service centre's commitment-to-success plan and the educational projects of its schools and centres. The revenues in question include subsidies received by the school service centre, school tax proceeds and other school service centre revenues.
 - The criteria for establishing the amounts allocated might be the establishment of a base amount for each institution or weighting according to enrolment category or the poverty index.
 5. The distribution of student services corresponds to the distribution of student services staff. According to section 261 of the Act, school service centres must take the RAC's recommendations into account when assigning student services staff to schools and vocational training and adult education centres.
 6. The student services provided for in section 4 of the Basic school regulation for preschool, elementary and secondary education include support services, student life services, counselling services, promotion services and prevention services.
 7. According to the Basic school regulation for preschool, elementary and secondary education, school service centres must provide the following student services:
 - Services designed to promote student participation in school life
 - Services designed to educate students about their rights and responsibilities
 - Sports, cultural and social activities
 - Support services for the use of the documentary resources of the school library
 - Academic and career counselling and information
 - Psychological services
 - Psychoeducational services
 - Special education services
 - Remedial education services
 - Speech therapy services
 - Health and social services
 - Services in spiritual care and guidance and community involvement

8. The distribution of other professional services corresponds to the distribution of services provided by members of the professional staff within the meaning of the classification plan that are not included in the definition of student services. This provision added to the Act enables RACs to make recommendations concerning the distribution of pedagogical services (e.g. services offered by educational consultants).
9. The transfer of educational institutions' surpluses corresponds to the possibility of crediting all or part of the surpluses to the institution or another educational institution within the school service centre. The RAC's recommendations in this matter must comply with the rules for the appropriation of surpluses provided for in the school service centre's operational budget rules.
10. In summary all of the school service centre's financial resources (subsidies, school tax proceeds, surpluses, other revenues) must be included in the RAC's recommendations. The RAC's recommendations concerning human resources involve the distribution of student services, as well as the distribution of professional services, if applicable.
11. For each school service centre and each RAC, the establishment of objectives and principles is an opportunity to reach an agreement on the envelopes and pooled resources not subject to RAC recommendations.

The Responsibilities of the RAC: Best Practices

In collaboration with the SSC:

- Ensure that all information necessary to support resource allocation decisions has been gathered. More specifically, this would include:
 - a detailed profile of all students including those in adult education and vocational training
 - waiting times for access to professional services
 - the actions that the educational institutions and the various administrative services of the SSC intend to take to attain each objective of the commitment-to-success plan, which should also identify the resources that will be needed
- Ensure that the mechanisms for transmitting and sharing information are in place and are effective for:
 - relaying quality information
 - determining students' needs and identifying those at risk of failure
 - supporting budget-related decisions

Cooperation: Best Practices

- Each member:
 - shows a global vision for the organization and not only for their educational institution or department
 - takes into account the various realities according to education sector, location or population that influences the decisions of the committee
 - demonstrates openness, attention to others, spirit of collegiality, collaboration and trust in their colleagues
 - contributes to the maintenance of a common desire to better understand decision-making mechanisms (limits, deadlines, etc.)

Consultation with Managers: Best Practices

For the SSC:

- The school service centre discloses in a fully transparent manner all matters relating to financial resources: the full range of financial resources at its disposal (grants, school tax revenue, surpluses, other income) must be included in the RAC's recommendations. With regard to human resources, these bear on the distribution of complementary services and can also pertain to the distribution of professional services.

For the RAC:

- In order to regularly inform and consult the groups represented, the RAC:
 - presents the results of its work to the Management Advisory Committee. If possible, do so before making decisions to foster compliance with the orientations and take into account the results of their discussions
 - holds information sessions to explain the various situations to the heads of educational institutions, adult general education centres and vocational training centres
 - uses all types of administrator meetings in their community so that administrators can carry out small-group discussions
- The RAC presents the Management Advisory Committee with decisions that have been made before proposing them to the board of directors.
- The RAC organizes days for reflection with all of the administrators, not only those present at the Management Advisory Committee, in order to identify priority needs that will be targeted in annual planning.
- The Management Advisory Committee runs workshops to foster reflection on future decisions.

Recommendations of the RAC

1. To promote acceptance of its recommendations, the RAC must make sure that they are consistent with the school service centre's obligations and the accountability mechanisms set out in the *Education Act*, the regulations and the budgetary rules.
2. The RAC members choose either the school service centre's director general or another appointed member to present their recommendations to the board of directors of the school service centre. If they choose someone other than the director general, the director general takes part in the meeting of the board of directors of the school service centre, as stipulated in section 167.1 of the Act.
3. If the board of directors of the school service centre fails to implement a recommendation by the RAC, it must give reasons for its decision at the meeting at which the recommendation is rejected. A copy of the minutes of the meeting of the board of directors of the school service centre must be sent to the RAC as soon as it is available.

Relevant Sections of the *Education Act*

The Resource Allocation Committee

96.24. The principal shall prepare the annual budget of the school, submit it to the board of directors 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 service centre and the school's own revenues, on the other.

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

At the end of every fiscal year, the school's surpluses shall be transferred to the school service centre. However, the school service centre may, for the following fiscal year, credit all or part of the surpluses to the school or another educational institution if the RAC established under section 193.2 recommends it and the school service centre's board of directors implements that recommendation. If the school service centre's board of directors fails to implement the recommendation, it must give reasons for its decision at the meeting at which the recommendation is rejected.

If a school closes, the school's surpluses and funds shall be transferred to the school service centre.

174. The school service centre's board of directors may, by by-law, delegate some of its functions and powers to the director general, an assistant director general, a school principal, the principal of a centre or any other member of the executive staff.

The functions and powers so delegated shall be performed under the direction of the director general.

The school service centre's board of directors may also delegate certain functions and powers to a governing board, to the RAC or to the commitment-to-student-success committee.

183. For the purposes of sections 96.25 and 110.13, every school service centre shall establish, under the direction of the director general, an advisory committee on management composed of the school principals, the principals of vocational training centres, the principals of adult education centres and of members of the executive staff of the school service centre.

The principals shall constitute the majority of the members of the committee.

Where the advisory committee on management acts in the place and stead of the RAC under section 193.5, it shall add to its members the person responsible for educational services for handicapped students and students with social maladjustments or learning disabilities appointed under section 265 if that person is not already a member of the advisory committee on management.

193.2. The school service centre must establish a RAC composed of not more than 15 members, including the director general of the school service centre, who is responsible for its direction. Subject to

the third paragraph, the committee members must be members of the school service centre's executive staff.

The majority of the committee members must be school principals or principals of centres, including at least one principal of a school providing preschool education or elementary education, one principal of a school providing secondary education and one principal of a centre. These principals of institutions shall be chosen by their peers.

The person responsible for educational services for handicapped students and students with social maladjustments or learning disabilities, appointed under section 265, must also be on the committee.

At least one committee member must be a member of the school service centre's executive staff not expressly mentioned in any of the first three paragraphs.

At the committee's request, other members of the school service centre's personnel may also take part in committee sittings, but are not entitled to vote.

193.3. The function of the RAC is to make recommendations to the school service centre's board of directors with a view to establishing objectives and principles governing the annual allocation of revenues in accordance with section 275, determining how those revenues are to be allocated in accordance with section 275.1, including by setting out the criteria to be used to determine the amounts allocated, and determining how student services are to be distributed in accordance with section 261.

To that end, the committee shall set up a consultation process allowing it to obtain all the necessary information on the needs of the various sectors.

In addition to student services, the committee may also submit the distribution of other professional services to the consultation process.

Under the consultation process, each school service centre and educational institution must provide the committee with any information or document necessary for the exercise of its functions.

At the conclusion of the consultation process, the director general or any other member designated by the committee must present recommendations at a meeting of the school service centre's board of directors concerning the objectives and principles to govern the allocation of revenues, the annual allocation of those revenues and the distribution of student services and other professional services, as applicable. If the school service centre's board of directors fails to implement a recommendation, it must give reasons for its decision at the meeting at which the recommendation is rejected. A copy of the minutes of the meeting of the school service centre's board of directors containing the decision with reasons must be sent to the RAC.

193.4. The RAC must annually make a recommendation to the school service centre's board of directors regarding the allocation of the surpluses of the school service centre's educational institutions in accordance with section 96.24.

193.5. A school service centre may entrust the functions assigned to the RAC under this Act to the advisory committee on management provided the latter complies with the composition requirements set out in section 193.2. It may also do so if it must add the person responsible for educational services for handicapped students and students with social maladjustments or learning disabilities to its members in order to comply with the composition requirements of section 193.2.

The advisory committee on management shall then act in the place and stead of the RAC.

194. The committees may hold their meetings on the premises of the school service centre.

The committees may also use, free of charge, the administrative support services and the facilities of the school service centre in accordance with the terms and conditions established by the director general.

195. The committees shall establish their rules of internal procedure. The rules shall provide for at least three sittings every school year.

A member may take part in and vote at a meeting of the committee by any means allowing all the participants to communicate with each other.

196. No committee member may be prosecuted for an act performed in good faith in the discharge of their functions.

Sections 177, 177.1 and 177.2, adapted as required, apply to members of the parents' committee and to members of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities.

207.1. The mission of a school service centre is to establish educational institutions in its territory, to support those institutions and to accompany them by procuring access to the goods and services and offering the optimal conditions enabling them to provide students with quality educational services and see to their educational success, so that the population may attain a higher level of knowledge, social development and qualification.

To that end, while showing due regard for the principle of subsidiarity, the school service centre organizes the educational services offered in its institutions and ensures their quality as well as the effective, efficient, fair and environmentally responsible management of its human, physical and financial resources.

The school service centre also sees to the promotion and enhancement of public education in its territory, in collaboration with its educational institutions and the parents' committee, and contributes, to the extent provided for by law, to its region's social, economic and cultural development.

For the purposes of the second paragraph, "principle of subsidiarity" means the principle whereby powers and responsibilities must be delegated to the appropriate level of authority so that decision-making centres are adequately distributed and brought as close as possible to the students.

261. Every school service centre shall, in assigning personnel to its schools, vocational training centres and adult education centres, take into account the staffing requirements submitted to it by the school principals and the principals of the centres, the recommendations of the RAC under section 193.3 and the applicable collective agreements.

Every school service centre shall ensure that any person it hires to provide preschool education services or to teach at the elementary or secondary level holds a teaching licence issued by the Minister, except in cases where such a licence is not required.

265. Every school service centre shall appoint a person responsible for educational services for handicapped students or students with social maladjustments or learning disabilities.

275. Taking into account the recommendations made by the RAC under the fifth paragraph of section 193.3, the school service centre shall establish objectives and principles governing the allocation of its revenues.

275.1. The school service centre shall determine the allocation of its revenues for every school year taking into account the recommendations of the RAC under the fifth paragraph of section 193.3.

The allocation must be carried out in an equitable manner and reflect the needs expressed by the educational institutions, the social and economic disparities they must deal with, the school service centre's commitment-to-success plan and the educational projects of its schools and centres.

The allocation must include amounts for the operation of the governing boards and amounts to meet the needs of the school service centre, its educational institutions and its committees.

275.2. The school service centre shall include in its annual report a description of the objectives and principles governing the allocation of its revenues and the criteria used to determine the amounts allocated.

277. Every school service centre shall adopt its operating, investment and debt service budget for the following school year and transmit it to the Minister before such date and in such form as the latter determines. The school service centre shall also adopt and transmit to the Minister any budget estimates the Minister requests.

The budget of every school service centre shall indicate the financial resources allocated to its committees and the financial resources allotted to services for handicapped students and students with social maladjustments or learning disabilities.

The budgets of educational institutions of the school service centre shall constitute separate appropriations within the school service centre's budget.

279. Except with the authorization of the Minister and subject to the terms and conditions the latter determines, the budget may not provide for expenditures that exceed the revenues of the school service centre.

459.5. The Minister shall prepare a guide for the school service centres on good management practices, in particular with respect to decentralization, that takes into account such factors as the number of students they have and the size of their territory.

The Minister shall also develop the content of the training for governing board members and members of the boards of directors of school service centres.

The Minister shall distribute the documents provided for in the first and second paragraphs to the persons they are intended for.

The functions and powers of the school principal

96.12. The principal, under the authority of the director general of the school service centre, shall ensure that educational services provided at the school meet the proper standards of quality.

The principal is the academic and administrative director of the school and shall see to the implementation of the governing board's decisions and of the other provisions governing the school.

The principal shall see to the implementation of the anti-bullying and anti-violence plan, and shall receive and promptly deal with all reports or complaints concerning bullying or violence.

On receiving a complaint concerning bullying or violence, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the anti-bullying and anti-violence plan. The principal shall also inform them of their right to request assistance from the person specifically designated by the school service centre for that purpose.

For each complaint received, the principal shall send the director general of the school service centre a summary report on the nature of the incident and the follow-up measures taken.

The principal shall set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work as part of his or her regular duties.

96.13. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall:

(1) coordinate the analysis of the situation prevailing at the school and the development, implementation and periodical evaluation of the school's educational project;

(1.2) coordinate the development, the review and, if necessary, the updating of the anti-bullying and anti-violence plan;

(2) ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval;

(2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter;

(2.2) send parents any document the governing board addresses to them;

(3) encourage concerted action between the parents, the students and the staff and their participation in school life and in educational success;

(4) inform the governing board on a regular basis concerning the proposals approved by the principal under section 96.15.

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal.

96.14. In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school service centre's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school service centre before the student's placement and enrollment at the school. In addition, the plan must state that recourse to the school service centre's complaint examination procedure provided for in section 220.2 is an option if the parent or student is not satisfied.

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

96.15. The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraphs 5 and 6, of the members of the staff concerned:

(1) in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students;

(2) the criteria for the introduction of new instructional methods;

(3) in accordance with this Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies;

(4) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school service centre;

(5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation;

(6) the measures selected to achieve the objectives and targets set out in the educational project.

Before approving the proposals under subparagraph 3 of the first paragraph and the proposals relating to how parents are to be informed of the academic progress of their children under subparagraph 4 of the first paragraph, the principal must consult with the governing board.

The proposals of the teachers or the staff members under this section shall be made according to the procedure determined by the teachers or the staff members at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or the staff members concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.

The standards and procedures for the evaluation of achievement referred to in subparagraph 4 of the first paragraph may not have the effect of allowing a student's result to be reviewed by the principal. However, they must allow the principal to ask the teacher to whose care the student is entrusted to review the result assigned to the student or, if the teacher is absent or unable to act, to entrust the review to another teacher, in accordance with the conditions and procedures determined by regulation of the Minister. The principal must give reasons in writing for his or her request for the grade review.

96.16. With the authorization of the Minister, a greater number of credits may be assigned to a local program of studies than the number of credits prescribed by the basic school regulation.

96.17. Exceptionally, in the interest of a child who has not achieved the objectives of preschool education and with the consent of the child's parents, the principal may, after consulting with the teacher, admit the child, as prescribed by regulation of the Minister, to preschool education for the school year in which he would be eligible for admission to elementary school education, if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress.

96.18. Exceptionally, in the interest of a student who has not achieved the objectives or mastered the compulsory notional contents of elementary school education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school and with the consent of the student's parents, the principal may, after consulting with the teacher, admit the student, as prescribed by regulation of the Minister, to elementary school education for an additional school year, if there are reasonable grounds to believe that such a measure is necessary to foster the student's academic progress.

96.19. Each year, the principal shall submit a report to the school service centre on the number of students admitted under each of sections 96.17 and 96.18, on the date determined and in the form specified by the school service centre.

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

96.21. The principal is responsible for the management of the staff of the school and shall determine the duties and responsibilities of each staff member in accordance with the provisions of the applicable collective agreements or regulations of the Minister and, where applicable, with the agreements between the school service centre and university-level institutions concerning the training of future teachers or the mentoring of newly qualified teachers.

The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed.

The principal shall see to the organization of such professional development activities for the school staff as agreed with the staff, in accordance with the provisions of the applicable collective agreements, and shall ensure that all teachers fulfill their continuing education obligation.

96.22. After consulting with the governing board, the principal shall inform the school service centre 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.

96.23. The principal shall manage the physical resources of the school in keeping with the applicable standards and decisions of the school service centre; the principal shall render an account of such management to the school service centre.

96.24. The principal shall prepare the annual budget of the school, 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 service centre and the school's own revenues, on the other.

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

At the end of every fiscal year, the school's surpluses shall be transferred to the school service centre. However, the school service centre may, for the following fiscal year, credit all or part of the surpluses to the school or another educational institution if the RAC established under section 193.2 recommends it and the school service centre's board of directors implements that recommendation. If the school service centre's board of directors fails to implement the recommendation, it must give reasons for its decision at the meeting at which the recommendation is rejected.

If a school closes, the school's surpluses and funds shall be transferred to the school service centre.

96.25. The principal shall participate in defining the commitment-to-success plan, policies and by-laws of the school service centre.

96.26. The principal shall also exercise the functions and powers delegated by the school service centre's board of directors.

The principal shall, at the request of the school service centre, exercise functions other than the functions of a principal.

96.27. The principal may suspend a student if, in the principal's opinion, such a disciplinary sanction is necessary to put an end to acts of bullying or violence or to compel the student to comply with the school's rules of conduct.

When determining the duration of the suspension, the principal shall take into account the student's best interest, the severity of the incidents, and any previously taken measures.

The principal shall inform the student's parents of the reasons for the suspension and of the assistance, remedial and reintegration measures imposed on the student.

The principal shall also inform the student's parents that, in the event of any further act of bullying or violence, on a request by the principal to the school service centre's board of directors under section 242, the student could be enrolled in another school or expelled from the schools of the school service centre.

The principal shall inform the director general of the school service centre of the decision to suspend the student.

The functions and powers of the director of a vocational training or adult education centre

110.9. The principal, under the authority of the director general of the school service centre, shall ensure that educational services provided at the centre meet the proper standards of quality.

The principal is the academic and administrative director of the centre and shall see to the implementation of the decisions of the governing board and of the other provisions governing the centre.

110.10. The principal shall assist the governing board in the exercise of its functions and powers and, for that purpose, the principal shall:

(1) coordinate the analysis of the situation prevailing at the centre and the development, implementation and periodical evaluation of the centre's educational project;

(1.1) (subparagraph repealed);

(2) ensure that the proposals required under this chapter are prepared and submitted to the governing board for approval;

(2.1) ensure that the governing board is provided all necessary information before approving the proposals made under this chapter.

If the principal fails or refuses to submit to the governing board a proposal concerning a matter within the purview of the governing board within 15 days of the date on which the governing board requests the proposal, the governing board may act without such a proposal.

110.11. In the case of a disabled student or a student with a social maladjustment or a learning disability attending a vocational training centre, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student, unless the student is unable to do so, shall establish an individualized education plan adapted to the student's needs and abilities.

The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

110.12. The principal is also responsible for approving, on the proposal of the teachers or, in the case of the matters referred to in subparagraph 4, of the staff members concerned:

- (1) the criteria for the introduction of new instructional methods;
- (2) in keeping with the budget of the centre, the textbooks and instructional material required for the teaching of programs of studies;
- (3) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic regulation and subject to the examinations that may be imposed by the Minister or the school service centre;
- (4) the measures selected to achieve the objectives and targets set out in the educational project.

The proposals of the teachers or of the staff members concerned under this section shall be made according to the procedure determined by the teachers at a meeting called for that purpose by the principal or, failing that, according to the procedure determined by the principal.

A proposal of the teachers or of the staff members concerned concerning a subject referred to in this section must be made within 30 days after the proposal is requested by the principal, failing which the principal may act without such proposal.

If the principal does not approve a proposal of the teachers or of the staff members concerned, the principal shall give reasons for the decision.

The standards and procedures for the evaluation of achievement referred to in subparagraph 3 of the first paragraph may not have the effect of allowing a student's result to be reviewed by the principal. However, they must allow the principal to ask the teacher to whose care the student is entrusted to review the result assigned to the student or, if the teacher is absent or unable to act, to entrust the review to another teacher, in accordance with the conditions and procedures determined by regulation of the Minister. The principal must give reasons in writing for his or her request for the grade review.

110.13. Section 96.7.1, the third, fourth, fifth and sixth paragraphs of section 96.12, subparagraph 1.2 of the first paragraph of section 96.13 and sections 96.20 to 96.26, adapted as required, apply to the principal of a centre.

The roles of the board of directors

176.1. The members of the school service centre's board of directors shall exercise their functions and powers, with due regard for everyone's role and responsibilities, with a view to improving the educational services provided for by this Act and by the basic school regulations made by the Government. To that end, the role of the board members includes:

(1) (paragraph repealed);

(1.1) ensuring that the schools and centres receive adequate support;

(2) seeing to the relevance and quality of the educational services offered by the school service centre;

(3) making sure that the school service centre's human, material and financial resources are managed effectively and efficiently;

(4) carrying out any mandate entrusted to them by the school service centre's board of directors, on a proposal by the chair, for the purpose of providing information to the other board members on any specific matter.

They must, as soon as possible after taking office for a first term, undergo the training developed by the Minister for members of boards of directors, in accordance with the second paragraph of section 459.5.

