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Budgetary rules for the 2024-2025 to 2026-2027 school years

NASKAPI EDUCATION COMMITTEE

Coordination and content

Direction des politiques budgétaires

Direction générale des politiques budgétaires et du financement des réseaux

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Note to the reader

Modifications made to the Budgetary rules for the 2021-2022 to 2023-2024 school years are highlighted in yellow.

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INTRODUCTION

Preparing the Budgetary rules for the Naskapi Education Committee (hereinafter called the “Committee”) is one of the responsibilities of the Minister of Education.

These Budgetary rules apply only to the Naskapi Education Committee and the Naskapi School. This Committee was created under the *Northeastern Québec Agreement* which conferred to the Central Québec School Board the general administration of the Naskapi School. It is governed by the *Education Act for Cree, Inuit and Naskapi Native Persons*.

The Ministère provides the Committee with base allocations, supplementary allocations, specific allocations and special allocations. These operational and investment allocations are disbursed to the Central Québec School Board which acts as general administrator as specified in the *Northeastern Québec Agreement*.

Within the perspective of accountability, the financial resources allocated for operations can be transferred between themselves, unless otherwise indicated. The financial resources allocated for investments cannot be transferred to the operating budget. In addition, the financial resources allocated for investments cannot be transferred between themselves, nor can they be transferred to the base, supplementary or specific allocations for investments.

It should be mentioned that the amount of the base allocations provided to the Committee is determined by means of the allocation parameters that ensue from the Budgetary rules. The allocation for salary expenses, including the employer’s contribution, are adjusted in accordance with the rates indicated in the collective agreements of unionized staff and the rates indicated in the working conditions applicable to non-union staff as approved by the Ministère.

These Budgetary rules and the allocation standards ensuing from them will be adjusted in accordance with any future changes to the working conditions of the staff of the Committee and the Naskapi School, as the case may be.

This document may not be interpreted as modifying the obligations of the signatories to the *Northeastern Québec Agreement*.

The Ministère and the Committee may discuss adding other allocations not covered under the present allocation rules. There could, for example, be future allocations associated with new or existing ministerial policies or programs, including those in the area of adult education and vocational training, that could also be applicable to the Committee.

DIVISION A

OPERATING BUDGETARY RULES

Naskapi Education Committee (Measure 30151)

FOCUS

This measure is intended to take into consideration the specific needs of the Committee and the Naskapi School and to provide funding for their daily operations for the 2024-2025 to 2026-2027 school years.

Measure 30151, which is provided by the Ministère de l'Éducation to the Committee, is divided into four categories: base allocations, supplementary allocations, specific allocations and special allocations. The operations grant is equal to the total of Measure 30151 and is disbursed to the Central Québec School Board for each of the school years mentioned above.

Base allocations

The base allocation for youth education includes two elements, the general base allocation for expenses other than for teaching staff and the base allocation for teaching staff.

The allocations are provided automatically, independently of the expenses recorded in the Committee's financial reports, according to predetermined parameters and variables specific to the Committee, in particular, student enrolments and surface areas.

These base allocations are used to finance recurrent services of the Committee and the Naskapi School and are fully transferable.

Supplementary allocations

Supplementary allocations are used to finance certain recurrent expenses related to specific programs. They are determined in advance, upon request or based on the declaration of student enrolments, independently of the expenses recorded in the annual financial report as at June 30. The balance of the allocations, if any, is transferable within the Committee's budget.

Specific allocations

Specific allocations are used to finance certain recurrent expenses based on the actual costs recognized by the Ministère pursuant to the present allocation standards. These allocations are not transferable to other categories of allocations and they require supporting documentation if so requested by the Ministère.

Special allocations

Special allocations are used to finance certain non-recurrent expenses related to one-off programs. These special allocations are not transferable to other categories of allocations unless special provisions to that effect have been included in the text of the measure. The Ministère must be provided with a report on the use of these special allocations.

1. Measures 11000 — Base allocations

The base allocation for youth education includes two elements, the general base allocation for expenses other than for teaching staff and the base allocation for teaching staff.

1.1. General base allocation for expenses other than for teaching staff

The general base allocation for the 2024-2025 and subsequent school years is calculated in accordance with Appendix 1, summarized below.

The general base allocation for 2024-2025 is established in accordance with the previous allocation rules applicable to the Committee and is broken down into the following categories:

- the funding associated with the administration of the Committee and the Naskapi School
- the funding associated with the equipment and maintenance of the Naskapi School, including energy expenses
- the funding associated with educational services and student services
- the funding associated with the teachers' residences, moving expenses and annual trips
- the funding associated with the professional development of non-teaching staff

Each of these categories is generally divided into two subcategories: salaries and other costs. Adjustments will be made to each of these subcategories for the 2024-2025 and subsequent school years based on two factors—the volume of activity and indexation.

Depending on the category, the adjustment for the volume of activity is determined by considering one or the other, or a combination of, the following two factors **in accordance with the formulas described in Appendix 1:**

- the percentage variation in student population between September **29** of the previous school year¹ and September **29** of the current school year
- the percentage variation in square metres in the area occupied between June 30 of the school year preceding the previous school year and June 30 of the previous school year

The weight given to each factor and the calculation method for each of these factors for each category are presented in Appendix 1. It should be noted that these two variation factors can be either positive or negative, depending on the case. Where the percentage variation in student enrolments is negative, it is considered to be no greater than -1.00%.

¹ **Between September 30 of the preceding school year and September 30 of the current school year for the 2024-2025 school year.**
Between September 30 of the preceding school year and September 29 of the current school year for the 2025-2026 school year.

Adjustments for the indexation of general base elements are made as follows:

- Allocations for salary expenses, including the employer's contribution, are adjusted in accordance with the rates indicated in the collective agreements for unionized staff and with the rates indicated in the working conditions applicable to non-union staff as approved by the Ministère.
- Allocations for expenses other than salaries are adjusted based on the variation in the Consumer Price Index (CPI) for Canada as established in Appendix 1.

1.2. Base allocation for teaching staff

The base allocation for teaching staff is calculated according to the following formula:

Base allocation (by level of education)	=	Subsidized student population by level of education	x	Teacher/student ratio for each level of education	x	Subsidized cost per teacher
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1.2.1. Subsidized student populations

For funding purposes, the student populations are those described in the following paragraphs, unless otherwise indicated. The student population taken into consideration by the Ministère in calculating the base allocations includes any person, legally enrolled on September 29 of the school year concerned and recognized by the Ministère, who is pursuing studies in a general education program established and approved in accordance with the *Northeastern Québec Agreement* and any applicable legislation.

A student is recognized for funding purposes if they are:

- present at the Naskapi School on September 29 of the school year concerned or absent on that date but attending class prior to that date and their attendance is confirmed during the school year concerned
- under age 21 on June 30 of the previous school year
- On September 30 of the school year concerned, the student must not be attending school in another school service centre or school board or at a private preschool, elementary school or secondary school.

Part-time secondary school students

A secondary school student present on September 29 of the school year concerned is considered enrolled on a part-time basis when they participate in fewer than 900 hours of activities prescribed by the *Basic school regulation*.

For funding purposes, the Committee must “convert” a part-time student into a full-time equivalent (FTE) student using the following formula:

FTE	=	$\frac{\text{Number of hours of activities by the student per year}}{\text{Minimum number of hours of activities prescribed per year by the } \textit{Basic school regulation} \text{ (900 hours)}}$
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The number of activities by the student per year is determined using the student’s schedule, or the student’s schedules for a school year structured by semesters, in relation to the credits earned for certified studies marked in the student’s report card.

A student who is declared in more than one type of schooling

The declaration of a student may be the subject of a negative adjustment by the Ministère based on the actual number of hours of attendance if the student is concurrently declared:

- in general education in both the youth and adult sectors in one or more school service centres or school boards; or
- in the youth sector in a private educational institution authorized for subsidy purposes and in general education in the adult sector in a school service centre or school board; or
- in general education in the youth sector and in vocational training in one or more school service centres or school boards or in one or more private educational institutions authorized for subsidy purposes; and
- as having accumulated more than 900 hours

Transfer of regular school population between the Naskapi School and private educational institutions authorized for subsidy purposes

An adjustment will be made during the 2024-2025 and subsequent school years to take into account transfers of regular school population between the Naskapi School and private educational institutions authorized for subsidy purposes that take place after September 29 of the current school year. The methods for calculating this adjustment are presented in Appendix 3 of these Budgetary rules.

School population affected by the *Regulation respecting the definition of resident in Québec*

The school population affected by the *Regulation respecting the definition of resident in Québec* is considered to be in the subsidized school population. However, school fees should be collected from this population, pursuant to Appendix 1 of the Budgetary rules for the school service centres and school boards. The list of persons exempt from paying school fees is presented in the same appendix.

1.2.2. Teacher/student ratios

The following are the teacher/student ratios for the duration of these Budgetary rules:

- Kindergarten for four-year-olds, half-time: 30.4568
- Kindergarten for 5-year-olds, full-time: 15.2284
- Elementary school: 8.7466
- Secondary school: 6.5295

An annual allocation of \$88 239 is added to the base allocation for the 2024-2025 school year for the Naskapi School's teaching staff in order to fund teacher training programs (*Northeastern Québec Agreement*, section 11.15.4) and the support and professional development of teachers. This amount will be indexed annually in accordance with the adjustment rates applicable to teaching staff.

1.2.3. Calculation of the subsidized cost per teacher

The subsidized cost per teacher (full-time equivalent) is determined based on the Naskapi Committee's declarations concerning its teaching staff for the most recent school year available in the Personnel des commissions scolaires (PERCOS) system.

The subsidized cost per teacher for the Naskapi School for the school year concerned takes the following into consideration, where applicable:

- salary indexations contained in the collective agreements
- salary relativity
- employer contribution rates specific to the Naskapi School
- the teacher aging rate specific to the Naskapi School
- the isolated area pay premiums specific to the Naskapi School
- an amount of \$240 per teacher for professional development (Section 7-1.01 of the collective agreement)

2. Measures 20000 — Non-recurrent adjustments

The adjustments may be upward or downward and may be made at the beginning of or during the year.

2.1. Verification of student enrolment

Allocation reductions or increases stem from the verification of student enrolment in general education in the youth sector and adult sector for the preceding school year and the school year concerned, the results of which were not integrated into the base allocations during the previous or current year.

The non-recurrent adjustment applies only to the base allocation for educational activities for the year affected. No adjustment will be made for the years prior to the previous school year, except in the case of a specific situation attributable to the Ministère or a specific verification operation.

2.2. Strikes or lockouts

Allocation reductions stem from the interruption of activities due to strikes or lockouts. Compensation may, however, be granted for certain expenses incurred during such events.

2.3. Technical adjustments

Changes to allocations resulting from technical adjustments to the allocation parameters which could not be introduced by amending these parameters, may be made, for the school year concerned, by the Ministère to the benefit of school service centres and school boards affected by the transfer of staff or student population in order to take into account the financial consequences of this transfer on the allocation parameters.

2.4. Transfer of regular school population after September 29

The non-recurrent adjustment enables the transfer of regular school population between the Naskapi School and private educational institutions authorized for subsidy purposes after September 29 of the current school year to be taken into consideration. The adjustment corresponds to the amount allocated to the private educational institution authorized for subsidy purposes that has a certain number of students “converted” into the equivalent of full-time students in accordance with the method described in Appendix 3 of these Budgetary rules.

2.5. Others

Adjustments to the funding may be made for unforeseen situations.

3. Measures 30000 — Supplementary allocations

The measures for which there are supplementary allocations are described below.

3.1. At-risk students and students with handicaps, social maladjustments or learning difficulties

FOCUS

The purpose of this measure is to ensure the implementation of educational services for students with handicaps, students with serious behavioural problems and students with social maladjustments or learning disabilities. It is intended to provide financial support for the Committee to ensure delivery of these services to severely handicapped students who need educational services adapted to their situations, particularly in specialized environments, and to foster their progress in the areas of instruction, socialization and qualification.

ALLOCATION STANDARDS

The allocation for the 2024-2025 school year is composed of four elements:

- an amount of \$715 796, indexed annually in accordance with the adjustment rates recognized by the Ministère, with 30% for the teaching staff and 70% for the unionized non-teaching staff
- an amount of \$303 072 for the other costs, indexed in accordance with the variation in the CPI for Canada, as established in Appendix 1
- an amount of \$35 798 to support the addition of special classes. This amount is indexed in accordance with applicable indexation rate.
- moreover, any increases available for the addition of special classes for the 2024-2025 to 2026-2027 school years shall apply to the allocation granted to the Committee.

3.2. Helping students stay in school and achieve educational success

FOCUS

This measure is intended to support schools in implementing initiatives which have been validated by research as helping students to stay in school and achieve educational success. These initiatives are adapted to the age, developmental stage and realities of the students. An allocation is calculated for each sub-measure described below in accordance with the allocation standards. The total amount of the allocations constitutes a global envelope that the Committee divides up based on the specific needs of its community. The global envelope of \$398 884 for the 2024-2025 school year is indexed annually in accordance with the applicable adjustment rate. Furthermore, any increases in the budgetary envelope available for these measures for the 2025-2026 and 2026-2027 school years shall apply to the allocation granted to the Committee. This envelope may be used for the following initiatives, among others:

3.2.1. Parental assistance

FOCUS

This measure is intended to provide better accompaniment to parents of preschoolers and Elementary 1 students. The support offered under this measure can take the form of awareness raising on school life, including the organization of lectures by specialists in cognitive development, mathematics instruction during the first years of school and the new grammar, workshops on motor stimulation, emergent literacy, self-esteem, and so forth. This accompaniment is organized in concert with the school governing boards and complements the measures proposed by the Ministère de la Famille to better support the transition to school.

ALLOCATION STANDARDS

This allocation to the Committee is calculated using the same allocation formula as that used for the school service centres and school boards, in accordance with the Operating Budgetary rules for the 2024-2025 to 2026-2027 school years. The allocation is **\$2 303** for the 2024-2025 school year.

3.2.2. Minimum level of services in schools

FOCUS

This measure is intended to ensure that a basic level of student services is provided by qualified resource persons in order to meet student needs in the areas of support for learning, accompaniment and follow-up.

It provides financial support for practices that promote a continuity of services as well as collaborative, interdisciplinary work in the school that ensures that the roles of prevention, intervention, assessment and counselling for students and staff are filled. The actions implemented under this measure are intended to encourage all students to stay in school and achieve success throughout their entire schooling.

ALLOCATION STANDARDS

This allocation to the Committee is calculated using the same allocation formula as that used for the school service centres and school boards, in accordance with the Operating Budgetary rules for the 2024-2025 to 2026-2027 school years. The allocation is **\$240 978** for the 2024-2025 school year.

3.2.3. Educational success of children in preschool and Elementary Cycle One

FOCUS

This measure is intended to provide support for schools and teachers by contributing to the funding of professional resources in order to foster the success and overall development of students in preschool and Elementary Cycle One. It also covers the implementation of actions designed to ensure that the first transition from preschool to elementary school is a smooth one for students and their parents. Lastly, this measure is intended to make more children's books available to children attending preschool and Elementary Cycle One in order to encourage their love of reading, and facilitate their introduction to written language and the development of their reading skills.

ALLOCATION STANDARDS

This allocation to the Committee is calculated using the same allocation formula as that used for the school service centres and school boards, in accordance with the Operating Budgetary rules for the 2024-2025 to 2026-2027 school years. The allocation is **\$155 603** for the 2024-2025 school year.

3.3. Food assistance

FOCUS

This measure is intended to contribute to funding a breakfast, lunch or snack program and the purchase of food and beverages that comply with the guidelines in the framework policy entitled *Going the Health Route at School* and in *Canada's Food Guide* in order to provide priority support to the preschool, elementary and secondary school students who need it, regardless of the socio-economic status of the neighbourhood in which they are living. The amounts must be used for in-school breakfasts, lunches or snacks for the students. In 2024-2025, this measure and its envelope were integrated into the Food assistance in preschool, elementary and secondary schools measure.

ALLOCATION STANDARDS

The allocation is **\$58 165** for the 2024-2025 school year, including an increase of **\$37 000**. Beginning with the 2025-2026 school year, the amount will also be indexed in accordance with the applicable variation in the adjustment rate.

3.4. Acquisition of fiction and non-fiction works

FOCUS

This measure contributes to funding the purchase of fiction and non-fiction works for the school library in electronic or print format.

ALLOCATION STANDARDS

The allocation is **\$3 821** for the 2024-2025 school year and is indexed annually in accordance with the applicable adjustment rate.

3.5. Support for the implementation of compulsory content

3.5.1. Support for sexuality education

FOCUS

This measure is intended to support Naskapi School staff in implementing the compulsory content in sexuality education. The measure allows the school to provide release time for teachers to participate in sexuality education training activities.

3.5.2. Support for the implementation of Academic and Career Guidance Content

FOCUS

This measure is intended to support the Committee in implementing the compulsory content in Academic and Career Guidance Content (ACGC) by enabling it to identify resource persons who could be in charge of the program in their school. The measure also allows the school to provide release time for staff to carry out the activities planned by the school, such as the enrichment of educational materials and participation in communities of practice. It promotes collaboration and joint effort by the various stakeholders involved in the implementation, particularly the guidance professionals and teachers.

3.5.3. Allocation standards for Measures 3.5.1 and 3.5.2

The allocation is \$4 250 for the 2024-2025 school year. This allocation is indexed annually in accordance with the applicable adjustment rate.

3.6. Digital transformation

FOCUS

This measure is intended for the professional development of school staff through continuing education activities on the educational use of digital technologies. School staff can therefore update and expand their skills and be better equipped to continue incorporating digital technology into their educational setting.

The allocations may be used to:

- provide release time for teachers to participate in professional development activities
- cover the cost of training activities in which school staff participate

The measure is also intended to support the Committee so that it can strengthen and improve the technical support designed for students, teachers, and professional and technical staff (users) with regard to their use of digital technology in an educational setting.

Lastly, the measure contributes to funding the acquisition of digital educational resources (DER) to support the teaching, learning and evaluation of all students, including those with social maladjustments or learning disabilities, and contributes to the development of 21st-century competencies by students. This measure provides funding for DERs such as subscriptions to DER platforms and annual licences.

ALLOCATION STANDARDS

The allocation is \$43 179 for the 2024-2025 school year and is indexed annually in accordance with the applicable adjustment rate.

3.7. Cultural field trips for students

FOCUS

This measure is intended to financially support the Committee in designing and carrying out initiatives that help integrate the cultural dimension into the school, including activities that fall under the Alliance Culture-Éducation strategy. It contributes to providing students with quality cultural products and promotes culture. It results in the organization of educational field trips to cultural venues and the hosting of information, promotion and training activities in the school network.

ALLOCATION STANDARDS

The allocation is \$46 600 for the 2024-2025 school year, including an increase of \$30 000 for cultural trips in the territory to preserve Naskapi culture, and is indexed annually in accordance with the applicable adjustment rate.

3.8. Extracurricular activities in secondary school

FOCUS

This measure is intended to support secondary schools so that they can offer a free, diversified program of extracurricular activities to all of their students, thus encouraging the regular practice of physical activities, fun, feelings of satisfaction and accomplishment, and the development of a sense of belonging to the school. The goal is to encourage participation and create an environment that is stimulating and conducive to student retention and educational success.

ALLOCATION STANDARDS

The allocation is \$95 493 for the 2024-2025 school year and is indexed annually in accordance with the applicable adjustment rate.

3.9. Support for the educational success of gifted (high-potential) students

FOCUS

This measure is intended to help gifted elementary and secondary students stay in school and develop their full potential through the implementation of activities adjusted to their needs. It enables the mentoring, the development of personal educational projects and the diversification of the groupings of gifted students. The measure is also intended to support the training and accompaniment of teachers and other school staff in understanding giftedness and the appropriate interventions that can meet the needs of gifted students.

ALLOCATION STANDARDS

This allocation to the Committee is calculated using the same allocation formula as that used for the school service centres and school boards, in accordance with the Operating Budgetary rules for the 2024-2025 to 2026-2027 school years. The allocation is \$16 359 for the 2024-2025 school year.

[A reference and support document for the education network to encourage the educational success of gifted students](#) is available on the website of the Ministère de l'Éducation. This document must be referred to in order to use the amounts under this measure for mentoring, personal educational projects, grouping students and staff training.

Food assistance in preschool, elementary and secondary school

This measure was withdrawn in 2024-2025. Its envelope is integrated into that of Measure 3.3 – Food assistance in Section 3. Measures 30000 – Supplementary allocations.

3.10. Measures related to working conditions

This group of measures contributed to the funding of provisions in force in the agreements signed with the representatives of the staff concerned. It contains the following measures:

- Supply teachers for the correction of compulsory examinations and for the administration of the oral ministerial examinations of second languages (15130 – *a posteriori*)
- Program for recognizing the added value and help for the assignment, recruitment and retention of teaching staff (15141)
 - Element 1: Initiatives intended to attract and retain teaching staff at the Jimmy Sandy Memorial School (QPAT: Appendix XLI)
 - Element 2: Program for recognizing the added value and help in the assignment, recruitment and retention of teaching staff
- Adjustments for groups composed of several years (15142 – *a posteriori*)
- Professional development for professional staff (15146)
 - Element 1: Working professional staff
 - Element 2: Regular professional staff in remote regions
 - Element 3: Regular professional staff in remote regions (letter of understanding outside of the collective agreement)
 - Element 4: Working professional staff (addition to the 2023-2028 collective agreements)
- Professional development of teaching staff in remote regions (15147 – *a posteriori*)

- Mentoring and professional induction of new teachers beginning their career (15151)
 - Element 1: New teachers
 - Element 3: Mentor teacher
- Mentoring intended to promote the professional integration of new teachers (15153)
- Occasional release time for mentored teachers (15154)
- Addition of the function of teacher-mentors (15155 – *a posteriori*)
- Teacher's aide (15157)
- Supervision in preschool / elementary school (15171)
- Training and professional development – Support staff (15172)
- Supervision of student teachers – Support staff (15173)
- Overall health and well-being – Support staff (15174)
- Intervention plan / Action – Support staff (15175)
- Reduction of the temporary layoff period (15177)
- Additional resources working half-time in Kindergarten for 5-year-olds (15241)
- Compensation for other professional tasks (OPT) beyond their contract (15242)
- Support for induction into general education in the youth sector (15371)
- Support for classroom integration (15372)
 - Element 1: Support for classroom integration
 - Element 2: Support for classroom integration – Addition to the 2023-2028 collective agreements
 - Element 3: Support for classroom integration – (QPAT: Appendix XXXII, Section 1 [addition to the 2015-2020 collective agreements])
 - Element 5: Support for classroom integration – (QPAT: Appendix XXXII, Section 1 [addition to the 2020-2023 collective agreement])

- Element 6: Support for classroom integration – (QPAT: Appendix XXXII, Section 2 [addition to the 2020-2023 collective agreement])
 - Element 7: Support for classroom integration at the elementary school level – (QPAT: Appendix XXXII, Section 2 [addition to the 2023-2028 collective agreements])
 - Element 8: Support for classroom integration at the secondary school level – (QPAT: Appendix XXXII, Section 4 [addition to the 2023-2028 collective agreements])
 - Element 9: Support for classroom integration for the increase in the number of remedial teachers – (QPAT Appendix XXXII, Section 3 [Addition to the 2023-2028 collective agreement])
- Release time for teachers (15374)
- Professional resources associated with the educational success of students in the youth and adult education sectors (renewal of letters of understanding outside of the collective agreements of May 2, 2022) (15377)
- Support for classroom integration for students with special needs in general education in the adult sector and in vocational training (15378)
- Stability of school teams (15379)

ALLOCATION STANDARDS

1. For Measure 15141 – Element 1, the envelope available for the school year is \$50 000.
2. The allocations granted to the Committee are calculated using the same allocation formula as that used for the school service centres and school boards, in accordance with the Operating Budgetary rules for the 2024-2025 to 2026-2027 school years.

The total allocations are \$481 822 for the 2024-2025 school year.

3.11. Supervision of student teachers

FOCUS

This measure supports the supervision of student teachers in teacher education activities. The main objectives of this measure are to support the training of associate teachers, to recognize their contribution to the training of the next generation of teachers and to promote the supervision of student teachers in the school and the classroom.

ALLOCATION STANDARDS

The allocation is \$13 000 for the 2024-2025 school year and is indexed annually in accordance with the applicable adjustment rate.

3.12. Damaged property

FOCUS

This measure covers the reimbursement of operating expenses associated with the restoration of damaged property (previously, the Régime d'indemnisation pour dommages [compensation fund] in the 2021-2022 to 2023-2024 Budgetary rules for the Naskapi School).

ALLOCATION STANDARDS

1. To obtain funding, the Committee must be covered by Measure 3.3 – Damaged property, in Section 3. Specific allocations in Division B – Investment Budgetary rules, for this same property
2. The eligibility requirements and the terms and conditions for its application are the same as those for Measure 3.3 – Damaged property, in Section 3. Specific allocations in Division B – Investment Budgetary rules.
3. In all cases, the eligible operating expenses are:
 - a) activities designed to make the premises safe
 - b) cleanup required as a result of damages
 - c) repairs, which include work performed by a service provider or by the staff of the educational organization working overtime:
 - i) of damaged movable property (furniture, equipment, tools, initial stocks)
 - ii) that are urgent and necessary to enable the educational organization to continue its activities
 - iii) the temporary relocation of students and staff, including the fees for renting buildings
 - iv) the other fees related to the damages, especially incident-related and legal
 - v) the amount of taxes not reimbursed on the expenses listed above

3.13. Rental of buildings

FOCUS

The rented floor space recognized for allocation purposes and viewed as necessary to temporarily fill a need for classrooms or teachers' residences will be established based on the size of the surface area that has been standardized by the Ministère for spaces of the same type. The costs associated with any space in excess of that standardized by the Ministère will be assumed by the Naskapi School.

ALLOCATION STANDARDS

1. The allocation corresponds to the rent for the recognized floor surface, excluding operating costs—costs that it would have assumed if it were the owner—and to partial reimbursement of currently applicable taxes.

2. Exceptionally, the Ministère may authorize a long-term rental if the Naskapi School can demonstrate that this is more advantageous than the construction or acquisition of a building, provided that it obtains prior authorization from the Ministère des Finances.
3. The Naskapi School must justify its choice to rent by means of a comparative cost study. However, for rental of modules, the cost will be that obtained following a call for tenders in compliance with current regulations. The result of these calls for tenders must form an integral part of the allocation request.
4. The leasehold improvements may be eligible for an allocation provided that the Naskapi School demonstrates the need. These leasehold improvements must meet the minimum standards acceptable, given the temporary nature of the need.
5. The allocation is established based on available financial resources. Priority is given to classes for students in general education. To be eligible, a request for the addition of space must have been presented under the Québec Infrastructure Plan (QIP) in order for the Ministère to analyze the needs presented by the Naskapi School and recognize them, if applicable.
6. Requests for the rental of sports facilities will not be considered for funding unless the Committee can demonstrate the complete absence or insufficient number of sports facilities in the intended establishment for basic physical education courses only, not for facilities for Sport-études courses or extracurricular activities.
7. When it involves requests concerning spaces reserved for vocational training programs leading to a diploma issued by the Minister, priority will be assigned based on workforce needs arising from the match between training and employment. Furthermore, the allocation granted under this measure may not:
 - be part of a memorandum of understanding concluded between the Ministère and an organization
 - fund a second point of service unless there is an insufficient workforce in the sector targeted by the training
 - fund the relocation of a training program/course
 - fund the rental of a parcel of land
8. When it involves a request for space presented under the Addition of space for general education measure, and renting modular rooms is needed to carry out the same project, those rental costs must form an integral part of the addition of space project presented.
9. In order to benefit from this measure, the Committee must submit the annual allocation request form within the time period prescribed by the Ministère.

The Committee must make its request using the form available at the time of the annual call for projects launched by the Ministère.

3.14. Building maintenance

FOCUS

This measure enables the Committee to carry out planned and recurrent maintenance work intended to prevent, slow down or stop the wear-and-tear or deterioration of an asset or a component of a building (preventive maintenance). The maintenance may also be intended to remediate a problem stemming from the failure of an asset or the alteration of its function (corrective maintenance).

Eligible work includes the following:

- replacement of window sealant
- repair of mortar between bricks (cracked joints)
- painting
- cleaning of ventilation conduits
- installation of CO₂ sensors
- replacement of broken or dirty ceiling tiles

Housekeeping activities are not eligible for this measure.

ALLOCATION FORMULA

Allocation (in advance)	=	$\left[\frac{\text{Total recognized area of the educational organization's buildings (in m}^2\text{)}}{\text{Total recognized area for all educational organizations (in m}^2\text{)}} \times A \right]$	x	Available budget envelope
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WHERE?:

A: Factor associated with the remoteness of the educational organization based on the provincial construction cost indexes applicable to the Ministère’s standardized costs of construction.

B: Factor associated with the remoteness of all educational organizations weighted on the total recognized area for all educational organizations.

ALLOCATION STANDARDS

1. The allocation to the Committee is granted in advance.
2. The budget envelope available for the 2024-2025 school year is \$77.3 million.

- a) The budget envelope for this measure for the 2024-2025 school year has been increased by \$17.50 million, for a total of \$94.8 million.

The total area corresponds to the total of the permanent areas of the buildings that are owned or co-owned by the Committee. The buildings recognized for funding must belong to one of the following categories of use:

Code	Categories of use
9	Vocational training
10	General education, youth sector (preschool, elementary and secondary schools)
11	Adult General Education
26	Daycare services
28	Non-teaching staff residences
29	Teacher residences

These areas are considered to the extent where they are occupied by students, children in daycare services, teachers or non-teaching staff.

The data on areas comes from the Gestion des données uniques des organismes (GDUNO) system. For the school year concerned, the reference data used to calculate the allocation are read on report 3 of the previous school year.

3. Allocations granted under this measure are not transferable.

3.15. À l'école, on bouge! (physical activities at school)

FOCUS

This measure is intended to support preschools and elementary schools in increasing and optimizing opportunities for all their students to be physically active each school day, thus enabling them to meet the recommendations regarding physical activities¹ and to draw the maximum benefit from these activities. Physical activity contributes to increasing the attention span and promoting the educational success, overall development and well-being of students.

The objective is to support school teams in thinking about and then implementing lasting structured actions that enable the amount of time that students spend being physically active on a daily basis to be increased. It is therefore a lever to promote changing practices in the educational organization as well as in the interventions of all members of the school team.

¹ According to the [World Health Organization](#), "Children and youth aged 5-17 should accumulate at least 60 minutes of moderate-to vigorous-intensity physical activity daily" in order to draw the maximum benefits. To do so, the number of minutes where students have the opportunity to be physically active should be higher.

In particular, the allocation provides for:

- Putting someone in charge to ensure the implementation of this measure and support the school team, and include this responsibility in that person's duties. Given the nature of their expertise, the physical education and health teacher should play this role.¹
- Providing, throughout the day and to all students, several opportunities to be physically active by, for example, maximizing active play during recesses or childcare periods, by integrating physical activities into the classroom or active corridors, or by enhancing the offer of extracurricular activities.
- Offering diverse physical, sports and outdoor activities that appeal to the different interests of the students and adapted to their abilities, paying special attention to less active or more vulnerable students (with a view to inclusivity).
- Including among the activities offered to the students, a field trip to an outdoor area near the school or not, or a nature class.
- Promoting the optimal use of the schoolyard in all seasons (a variety of equipment and materials, organization, facilitation, supervision, outdoor teaching, etc.).

It is hoped that schools benefitting from this measure will receive, during the first years, a sufficient allocation to enable them to adopt new structuring ways of doing things (e.g. integrating coordination and support into a job). It is also hoped that all schools that have already benefitted from this measure will continue to receive a base amount each year. This measure could thus be implemented gradually with the goal of having all school buildings benefitting from it starting with the 2024-2025 school year.

ALLOCATION STANDARDS

The allocation is **\$8 506** for the 2024-2025 school year and is indexed annually in accordance with the applicable adjustment rate.

3.16. Support for pedagogical development

This measure supports pedagogical development in general education in the youth and adult sectors, in the language of the minority and in Indigenous communities.

3.16.1. Pedagogical development

FOCUS

This sub-measure supports the development and implementation of programs in English, French and Naskapi at the elementary and secondary levels.

¹ *Guide for physical and health education teachers in charge of physical activity projects at school.*

ALLOCATION STANDARDS

The allocation is \$131 787 for the 2024-2025 school year. It is indexed annually in accordance with the applicable adjustment rate.

3.16.2. Development of programs on Naskapi culture or life

FOCUS

This sub-measure is intended to ensure the design, coordination, development and implementation of programs related to Naskapi culture or life, such as the development of Naskapi-language programs.

ALLOCATION STANDARDS

The allocation corresponds to that of the previous school year, indexed in accordance with the applicable adjustment rate. It is composed of an allocation for the remuneration of unionized staff (\$418 329) and an allocation for other costs (\$123 062) for the 2024-2025 school year. For the 2024-2025 to 2026-2027 school years, the remuneration of unionized staff will be indexed in accordance with the then-current collective agreements while the other costs will be indexed based on the variation in the CPI for Canada as established in Appendix 1.

In addition, for all of this sub-measure, the projects envisioned will be carried out in accordance with the priorities set by the Committee. The Committee will produce, for each school year, an activities report on its choices, the monies allotted to each one, the activities that have been completed and those that are ongoing as at June 30 of each school year listed in the budgetary rules. This report must be submitted to the Ministère no later than September 30 of the following school year.

3.17. Specific allocations to the Committee

FOCUS

This measure allows funding to be provided to the Committee for certain expenses that are specific to it, given its special status.

The funds provided under this measure, just as for all measures relating to operating costs, are transferable between such measures. Thus, the Committee may decide, as needed, to spend more on this measure than the funds allocated to the measure by the Ministère and cover these additional expenses with funds from other operating cost measures, unless otherwise indicated.

3.17.1. Naskapi Education Committee

The allocation for the expenses related to the Naskapi Education Committee (*Northeastern Québec Agreement*, section 11.15.8) is \$142 478 for the 2024-2025 school year, including an increase of \$70 000. This amount is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1. An increase of \$50 000 will be

added beginning with the 2026-2027 school year. The expenses related to the Naskapi Education Committee may include continuing professional development for committee members.

3.17.2. Program for students in preschool, elementary and secondary school outside the community

The allocation for the program for students in preschool, elementary and secondary school outside the community corresponds to that of the previous school year (\$15 224 for the 2024-2025 school year). It is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1.

To be eligible for the program, the students must be Naskapi beneficiaries, under 18 years old, and must be registered in school outside the community for social, medical, athletic or cultural reasons recognized by the Committee. The Ministère's funding is provided independently of the expenses recorded and standards used by the Committee. The funding is allocated to pay for expenses covered under this program, including tuition fees and transportation expenses for these students, and excluding the administrative fees. The administrative fees are funded under Section C of these budgetary rules. Each year, no later than October 30 of the following school year, the Committee will provide the Ministère with a detailed breakdown of the expenses related to this program.

3.17.3. Local education initiatives

The allocation for local education initiatives corresponds to that of the previous school year. It is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1. The allocation is \$341 129 for the 2024-2025 school year.

3.17.4. Translation

The allocation for translation into English, French and Naskapi corresponds to that of the previous school year. It is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1. The allocation is \$12 818 for the 2024-2025 school year.

The measure is intended to help pay for the related general costs as well as the translation of, among others, part of the correspondence and documents issued by the Québec government.

3.17.5. Services of education consultants and specialized staff provided by the Central Québec School Board

The allocation for the services of education consultants and specialized staff corresponds to that of the previous school year (\$59 725) for the 2024-2025 school year. It is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1. The sub-measure is intended to pay the fees and travel costs related to the services provided by the Central Québec School Board. The use of these funds is restricted to ministerial priorities and subject to a needs analysis for the Committee conducted by the Naskapi School's administration and the Central Québec School Board. Each school year, a report on the use of these funds must be produced and submitted to the Ministère no later than September 30 of the following school year.

3.17.6. Administrative/Professional staff

FOCUS

This allocation is intended to provide funding for the Naskapi School's needs for additional administrative or professional staff. It can be used to hire child psychologists, psychoeducators, speech therapists, guidance counsellors, recruiting officers, among others.

ALLOCATION STANDARDS

The allocation will be determined upon presentation of proof of hiring of staff.

3.17.7. Support for the integration of students with handicaps, social maladjustments or learning difficulties into regular classes

FOCUS

This measure is intended to support the integration of students with handicaps, social maladjustments or learning difficulties into regular classes. The funding enables the educational organization to hire resource persons to ensure the smooth integration of these students into regular classes and other school activities and thus support their educational success and social integration.

ALLOCATION STANDARDS

A base amount is allocated to the Committee to enable it to assign or hire special education technicians or attendants for individuals with handicaps.

The allocation will be determined upon presentation of proof of hiring of staff.

3.17.8. Student supervisors

FOCUS

This allocation is intended to cover the needs for student supervisors in the Naskapi School.

ALLOCATION STANDARDS

The allocation will be determined upon presentation of proof of hiring of staff.

3.17.9. Activities related to human resources

FOCUS

This allocation helps fund:

- costs relating to initiatives for recruiting teachers, including initiatives outside the province
- organization of a surroundings orientation week for new staff who come from outside the territory; among other things, this allocation enables staff to be remunerated during this week
- upgrading of French language skills for non-unionized staff and support staff
- professional development for non-unionized staff and support staff
- branding and presence on social media
- the Day on the Land (Journée sur le Territoire) annual activity intended for Naskapi School staff

ALLOCATION STANDARDS

The allocation is \$183 000 for the 2024-2025 school year, including an increase of \$118 000. An increase of \$50 000 will be added beginning with the 2026-2027 school year, bringing the maximum allocation to \$233 000.

The final allocation is determined upon presentation of a report on the costs assumed by the school.

3.18. School transportation

FOCUS

The Committee is authorized to organize transportation for its students. It receives a base allocation to do so. This allocation is intended to fund the daily transportation of its students. To this base allocation is added a special allocation to ensure that services are maintained for students who live further away. It can be used for the purposes, among others, of hiring additional bus drivers or any other staff needed to ensure student safety in the bus.

ALLOCATION STANDARDS

The base allocation for daily transportation of students is intended to fund the operating costs of state-managed vehicles belonging to the Committee and services for students who live further away. The allocation for the 2024-2025 school year corresponds to that of the previous school year (\$515 823) and includes an increase of \$45 000. It is indexed annually based on the variation in the CPI for Canada, as established in Appendix 1.

3.19. Naskapi access to technologies

FOCUS

Annually, the Ministère grants the Committee the following supplementary allocations:

- for fibre-optic Internet service
- for Internet service and access for staff members residing in housing that is not provided by the Committee
- for Internet service and access for students whose families are in a challenging socio-economic situation

ALLOCATION STANDARDS

This allocation corresponds to \$194 800 a year for the 2024-2025 to 2026-2027 school years and may be increased upon presentation of the actual costs.

3.20. Naskapi teacher training program

FOCUS

The Ministère grants the Committee an annual supplementary allocation intended to support the in-community training of Naskapi teachers.

The estimated costs for the program total \$607 802 for a four-year period. The cost breakdown is \$463 802 for McGill University; \$144 000 for books and materials.

ALLOCATION STANDARDS

The allocation corresponds to an annual amount of \$151 950 for each of the 2024-2025 to 2026-2027 school years.

4. Specific allocations

4.1. User fees and local municipal taxes

FOCUS

Each year, the Committee receives a specific allocation covering the actual costs of user fees, including those for municipal services, charged to the Committee. The same applies to local and municipal taxes levied or charged by the Naskapi Band or a competent municipality.

ALLOCATION STANDARDS

Once a year, the Central Québec School Board will submit the following information to the Ministère at the same time it submits its June 30 annual financial report:

- the current procedure of the Committee for analyzing the invoices or bills related to user fees and local or municipal taxes
- any administrative bylaws of the Naskapi Band establishing the user fees
- the inventories of surface areas in square metres calculated by the Committee and by the band, as well as the reconciliation of these two inventories
- the invoices or other documents addressed to the Committee by the Naskapi Band and establishing the amount owed by the Committee for user fees
- the documents establishing the adjustments following the prior invoicing of the Committee by the band
- the invoices received by the Committee establishing the amount owed for local or municipal taxes
- the Naskapi Education Committee's resolution authorizing payment of the amounts due

If the rules relating to the funding of the Naskapi Band are changed by a decision of either the federal or provincial government, and these changes result in an increase in the user fees charged to the Committee, then, until the current allocation rules relating to user fees and local or municipal taxes are amended, the Ministère will continue to pay the Committee the specific allocation related to user fees based on the Naskapi Band's then-current methods and rules for establishing user fees for the Committee.

5. Special allocations

5.1. Coordination committee for vocational training, technical training and adult general education

FOCUS

This allocation is intended to fund the work of this coordination committee composed of representatives from the Committee, the Naskapi Nation of Kawawachikamach, the Central Québec School Board and the Ministère. This working group is responsible for drawing up a profile of the vocational and technical training services as well as the instructional services in Adult General Education accessible to Naskapi students in order to propose services for these levels of education and meet the needs of the job market in their territory.

ALLOCATION STANDARDS

The allocation corresponds to an amount of up to \$50 000 a year for hiring resource people, travel expenses and other costs related to this analysis. The Committee will produce a report on costs as at June 30 of each school year covered under these budgetary rules. This report must be submitted to the Ministère no later than September 30 of the following school year.

5.2. Other allocations

FOCUS

These allocations relate to special situations not included in the base allocations or in any other supplementary allocation measure. They could, for example, be allocations associated with the introduction of new ministerial policies or programs offered to all Québec educational organizations that might apply to the Committee. They could also be allocations associated with certain exceptional situations where a parent or legal tutor must accompany a student with a handicap or medical problems outside of the community and live with them there so that the student can receive educational services. In these situations, the parent or tutor may then be eligible for living expenses and transportation expenses.

ALLOCATION STANDARDS

All allocations under this measure are granted following specific analyses by the Ministère and are based on available resources. In accordance with the *Regulation respecting the promise and awarding of grants*, all awards and all promises of grants must be submitted for the prior approval of the Government if the amount of such award or promise is equal to or greater than \$1.0 million, or of the Conseil du trésor if the amount of the grant or promise is greater than \$50 000, but less than \$1.0 million.

6. Base allocation for educational activities in Adult General Education and Vocational Training

The base allocation for educational activities for adults in general education and vocational training in the Naskapi community is provided for activities related to teaching, individualized follow-up and support, the cost of instructional materials, teaching support, reception and support services, pedagogical development and professional development of staff involved in these activities, and management.

6.1. Annual allocation

A closed budget envelope is available to the Central Québec School Board to fund educational activities for adults in general education and vocational training, and for the administration and pedagogical support for these activities, as well as materials, equipment and tools (MAO).

6.1.1. Allocation standard

For the 2023-2024 school year, the allocation is \$468 075 and is indexed annually in accordance with the variation in the CPI for Canada, as established in Appendix 1. These budget rules provide for an adjustment to the closed budget envelope if the number of full-time equivalent (FTE) students declared in general adult education in the Charlemagne system by the Committee is greater than 15 FTEs. For each additional FTE, the amount per FTE indicated below is allocated and added to the closed resource envelope for the school year concerned.

6.1.2. Determination of the amount per FTE in Adult General Education

The amount per registered FTE applicable to the 2023-2024 school year is \$13 387. For the subsequent school years, this amount will be adjusted based on the known employer contribution rates, the aging rates of the teachers, and indexation rates for salaries in accordance with the annual rates applied to the educational organizations' allocation parameters. The allocation for material resources will be adjusted based on the annual variation in the CPI for Canada, as established in Appendix 1.

6.2. Allotment of the general base allocation for educational activities for students in adult general education

6.2.1. Authorized allotments

The Committee may allot the general base allocation to fund the following activities that take place in the territory served by the Committee and that are designed for adults enrolled in general education:

- adult education, which includes the expenses related to teaching staff
- individual pedagogical follow-up carried out by teaching staff in general education in an educational institution
- the cost of instructional materials and other documents designed for teaching staff and students

- the professional development for staff assigned to teach general education in adult education programs
- the reception services for students and other services that respond to their needs

It is the Committee’s responsibility to determine the rules governing the composition of the classes for each course in an adult education program being offered and to establish the portion of the general base allocation allotted to each of these courses.

6.2.2. Eligible school population

The school population eligible for educational activities funded by the base allocation for educational activities for adults includes any person, legally enrolled in educational services for the school year concerned, who is pursuing studies in compliance with the *Education Act for Cree, Inuit and Naskapi Native Persons* and the *Basic Adult General Education Regulation*.

This person must also participate in educational activities provided by one or more of the following education services offered by the Committee:

- pedagogical support
- literacy
- preparatory services for secondary education
- Secondary Cycle One education
- Secondary Cycle Two education
- preparatory services for vocational training
- preparatory services for post-secondary education
- social integration
- sociovocational integration
- francization

And in the following types of training courses: “Attendance,” “Assistance for self-directed learners,” “Evaluation and certification of prior learning (examination only),” and “distance education.”

However, adults who are taking any of the following are not eligible:

- courses that lead to a Diploma of Vocational Studies or an Attestation of Vocational Specialization when these courses are not among the optional subjects for obtaining a Secondary School Diploma
- a training program for beneficiaries under a workforce training program recognized by the Ministère or not and subsidized by the Ministère de l'Emploi et de la Solidarité sociale or under a program of any other government department
- personal development or work-related professional development activities, even if the courses are recognized by the Ministère
- students who were participating in educational activities offered by the Committee and the Naskapi School, the cost of which is fully paid by individuals, groups, organizations and, especially, businesses that have asked the school to organize these activities
- activities subsidized by supplementary allocations or non-recurrent adjustments

In addition, a student may, at the same time, be declared in both the adult and youth general education sectors in one or more school service centres or school boards. If the declared number of hours exceeds 900, the student may be the subject of a negative adjustment by the Ministère based on the actual number of hours of attendance. See subsection 1.2.1: Subsidized student population.

6.3. Allotment of the general base allocation for vocational training

6.3.1. Authorized allotments

The base allocation for educational activities in vocational training covers instruction provided to students with a view to their earning a Diploma of Vocational Studies, the cost of instructional materials, complementary services, educational support services, teaching methods, welcome and support services, management of the centres as well as the professional development of staff involved in these activities.

It is the Committee's responsibility to determine the rules governing the composition of the classes for each course in a vocational training program being offered and to establish the portion of the general base allocation allotted to each of these courses.

6.3.2. Student population subsidized for vocational training educational activities

The school population eligible for the Committee's subsidized vocational education activities includes any legally enrolled person who is pursuing studies in compliance with the *Education Act for Cree, Inuit and Naskapi Native Persons*, the *Basic vocational training regulation* and the vocational training directives.

The course offering in vocational training results from requests presented by the Naskapi Education Committee and accepted by the Minister. Because of the special status of this organization, the Minister's authorization may include certain conditions for admission to and organization of the training.

In its files, the Committee must have the learning profile for each student declared as a member of the student population in vocational training. The educational services must be provided by the school board authorized to do so on the list of vocational education programs (*Education Act*, CQLR, c. I-13.3, section 467). To this end, the Committee must determine and declare the school population and transmit the results using the Ministère's systems. The Committee is also responsible for the contractual link with the teachers.

The following students are not eligible:

- students who, on September 29 of the school year concerned, were part of the youth sector school population in the same school or another school board. However, a student may, at the same time, be declared in both the general education and vocational training sectors in one or more school boards. If the declared number of hours exceeds 900, the student may be the subject of a negative adjustment by the Ministère based on the actual number of hours of attendance.
- students who were taking training leading to an attestation issued by the Committee
- students who were in a workforce training program subsidized by the Ministère de l'Emploi et de la Solidarité sociale or under a program of any other government department
- students who were in a workforce training program subsidized by the federal government and applicable to Indigenous persons
- personal development or work-related professional development activities, even if the courses are recognized by the Ministère
- students who were participating in educational activities offered by the Committee and the Naskapi School, the cost of which is fully paid by individuals, groups, organizations and, especially, businesses that have asked the school to organize these activities
- students who were taking a course that leads to a Diploma of Vocational Studies or an Attestation of Vocational Specialization when that course is among the optional subjects for obtaining a Secondary School Diploma
- students who were participating in activities subsidized by non-recurrent adjustments or supplementary allocations

6.3.3. Transmission of information to the Ministère

According to Division D of these budgetary rules and irrespective of the source of funding, the Committee must transmit to the Ministère information on every person enrolled in activities or courses recognized by the Ministère as well as their results for each course, even if this person does not form part of the subsidized school population. In addition, the Committee must provide information on students who were in a workforce training program, whether or not these students were enrolled in activities or courses recognized by the Ministère.

6.3.4. Recognized programs of study in vocational training

The vocational training programs of study and courses recognized for funding purposes are those whose credits can be included in those required to obtain a Diploma of Vocation Studies (DVS).

Following discussions between the Ministère and the Committee, the list of vocational training courses that the Committee may offer on its territory is established annually, before the start of the school year.

7. Calculation of the operating allocation

The total amount of the operating allocation is calculated by deducting, from the previously established allocations, the revenues in lieu of government grants. These revenues are described below:

7.1. Revenues in lieu of government grants

Revenues in lieu of government grants have the following characteristics:

- They are collected by the Committee or its administrator by virtue of administrative agreements or agreements between different agencies, or by authorization of the Ministère.
- They effectively replace the participation of the Ministère in the financing of the expenses covered by the operating allocation.
- They are taken into account in establishing the operating allocation granted by the Ministère and are therefore deducted from the total of the allocations, in accordance with the rules in this part of the document.

7.2. Other revenues in lieu of government grants

All other revenues in lieu of government grants not described above, including tuition fees collected by the Central Québec School Board for the Committee and revenues resulting from an agreement with a school board or educational institution elsewhere in Canada and supplementary contributions through trust accounts, are included in this category.

8. Program regarding allocations for post-secondary students (on and off community) and adult secondary students off community

8.1. Objective of the program

The objective of the Program is to improve employment prospects for the Naskapi beneficiaries of the *Northeastern Québec Agreement* by enabling individuals who are eligible under subsection 8.3.1 of this Program (see below) to pursue post-secondary studies and acquire the qualifications of that level of schooling. This is intended to encourage more Naskapi students to enrol in post-secondary programs and to raise the Nation's graduation and employment rates.

In order to strike a balance between the sound management of expenses and the development of educational services in the community, the Committee is granted an allocation of \$300 000 for projects for post-secondary training given in the community by a recognized educational institution, especially the Naskapi teacher training program. **The projects must be approved in advance by the Ministère. The elements funded correspond to the applicable elements of the calculation standards indicated in subsection 8.4 (see below), adapted as required.**

8.2. General principles for resource allocations

- 8.2.1.** The Ministère provides allocations to the Committee and not to the students concerned. The Committee alone is responsible for using this envelope to benefit its students.
- 8.2.2.** The Ministère provides these allocations to the Committee under a global envelope which is completely independent of the real expenses (except for expenses specifically indicated in subsections 8.4.3, 8.4.4, 8.4.5 and 8.6), the revenues of the students and their dependents and the student-assistance standards used by the Committee.
- 8.2.3.** The envelope allocated by the Ministère is completely transferable within the total budget of the Committee.
- 8.2.4.** The envelope allocated by the Ministère is determined by applying the rules and standards described below. The Committee must submit its policy on post-secondary studies and its budget for the post-secondary program to the Ministère before June 30 of the preceding school year.
- 8.2.5.** The envelope allocated by the Ministère is determined principally based on the actual clientele, the actual number of months of studies and, in certain cases, the actual expenses. The amount of the envelope will be determined at the end of the school year, after the annual financial report has been analyzed.
- 8.2.6.** For the purposes of calculating the envelope, a person for whom an allocation is established (student, spouse or child) can be considered only once and therefore cannot be the subject of double funding.

8.2.7. Should a student eligible for the purposes of calculating these allocations receive non-reimbursable student assistance grants under other Québec government programs or under the programs of other governments, the amount of these grants will be deducted from the allocations which would otherwise normally be allocated to the Committee in accordance with the standards described below.

8.2.8. The Committee supports the objective of encouraging the eligible clientele to attend Québec educational institutions and will therefore distribute information on Québec-based post-secondary educational institutions to the students to encourage them to attend these institutions.

This does not, however, affect the student's right to attend a Canadian or foreign educational institution or the right of the Committee to obtain funding from the Ministère for such students insofar as permissible under the standards stated below.

8.3. Eligible clientele and definitions

8.3.1. Eligible clientele

Students who are beneficiaries of the *Northeastern Québec Agreement* and who are enrolled on a full-time basis in a post-secondary-level educational institution are eligible for the purpose of calculating the allocations from the Ministère to the Committee on the basis of the standards set out in subsection 8.2.

A student is recognized as being enrolled on a full-time basis when a post-secondary educational institution recognizes them as being so enrolled.

For students (Naskapi beneficiaries of the *Northeastern Québec Agreement*) enrolled on a part-time basis in one or more post-secondary educational institutions, the Ministère will issue to the Committee only the allocation indicated in subsection 8.6.1.

For students (Naskapi beneficiaries of the *Northeastern Québec Agreement*) enrolled in correspondence courses at a post-secondary educational institution leading to credits recognized by that institution, the Ministère will issue to the Committee only the allocation indicated in subsection 8.6.2.

8.3.2. Post-secondary educational institution

For the purposes of this program, "post-secondary educational institution" includes Canadian universities, CEGEPs, technical institutes, teachers' colleges and any other Canadian educational institution which:

- has secondary school graduation as a normal prerequisite to registration or which, in certain cases, allows a student who does not meet this criterion to register (mature student), and
- is recognized as a post-secondary-level institution by the appropriate governmental authorities of the province in which it operates

Also recognized are post-secondary educational institutions which are located outside Canada and have secondary school graduation as a normal prerequisite. However, should the program being followed by the student at such an institution be available in Canada, the Committee will receive the same funding as if that student were attending the Canadian educational institution closest to the Naskapi community where the student is registered as a beneficiary of the *Northeastern Québec Agreement* and offering that program in said student's choice of official language of Canada.

8.3.3. Spouse and dependents

For the purposes of this program, an eligible spouse or dependent child is defined as follows:

- spouse: the person who has become a spouse by virtue of a legally contracted marriage or the unmarried person who has been permanently living in a conjugal relationship for a least one year with the unmarried student
- child: the child (who is under 18 years of age, who is not married or who is not living in a conjugal relationship with another person):
 - of the student or of the student's spouse or of both, or
 - for whom formal adoption procedures have been undertaken

8.3.4. Recognized months of study

For the purposes of this program, a recognized month of study includes all or part of a month during which the eligible student is enrolled on a full-time basis in and is attending a post-secondary educational institution or during which the student is carrying out an internship, a research program or placement training which is required as part of the student's program of study.

For the purposes of calculating the allocations established on the basis of the standards set out in subsections 8.4.1, 8.4.2 and 8.4.5, the family situation of the student in terms of numbers of dependents and the age of the children is the one prevailing on the first day of each month of study except for the months of study which begin a study session. For these months of study, the situation prevailing on the first day of study of the month of study is the one considered for these purposes.

The allocations provided to the Committee under subsections 8.4.1 to 8.4.5 for a student in a month of study is reduced by the amount, if any, received by the student concerned in the month concerned for an internship, research program or placement training which is required as part of the student's program of study.

8.4. Standards for calculation of the allocation

8.4.1. Living expenses

Living expenses¹ include the costs relating to food, personal care, lodging, daily transportation, leisure activities, clothing and personal expenses. Under this heading, the Ministère allocates to the Committee for each student concerned, if applicable, the amounts indicated below:

Elements	Allocation
For the student only	\$2 125.00 per month of study
For the spouse (not registered as a student under this program) living with the student	\$638.00 per month of study
For the 1st and 2nd child considered as dependent, living with the student and not registered as a student under this program	\$677.00 per month of study
For the 3rd and subsequent children considered as dependents, living with the student and not registered as students under this program	\$339.00 per month of study

Furthermore, if a student does more than three months of study in a school year, the Ministère allocates to the Committee an additional amount corresponding to 30% of the amount calculated for the first month of living expenses applicable to this student for the school year concerned.

The Ministère grants to the Committee an additional allocation for lodging for the summer period for the student who was registered full-time in a post-secondary educational institution for the session preceding the summer period, who is not registered for the summer period, but who is registered for the following session in the same educational institution or in another post-secondary educational institution in the same region. This additional lodging allocation is calculated according to the formula given below for each month of the summer period (May, June, July and August only) that is not otherwise recognized as a month of study, and the allocation is paid during the school year in which the student returns to their studies.

The average monthly rent for a one-bedroom apartment² as indicated in Table 34-10-0133-01 published by Canadian Mortgage and Housing Corporation and/or Statistics Canada for the year concerned and, in accordance with the most recent edition of the Rental Market Indicators Average rent for metropolitan area and major urban centres, in vacancy rates, apartment structures of six units and over, privately initiated in urban areas, for the metropolitan area or urban centre in which the post-secondary educational institution attended by the student is located or, if applicable, for the metropolitan area or urban centre located closest to the educational institution.

¹ Living expenses are for students who are pursuing full-time studies off the Naskapi community and for those who are taking full-time programs of study in distance-learning mode in the community.
² Read “two-bedroom” if the student is living with one dependent child and “three-bedroom” if the student is living with two or more dependent children.

8.4.2. Childcare costs

The Ministère provides the following allocations to the Committee for students whose dependents under 14 years of age must attend an early childhood centre or the school's child care facility, in accordance with the following standards:

- If the student has at least one dependent child living with them, the allocation is \$646¹ per child per month of study by the student.
- This allocation is granted when both parents are students or in the case of a single-parent family.

8.4.3. Other school expenses

Other school expenses include the cost of school supplies, tutorial services, special clothing and equipment as well as school expenses related to dependents. For this purpose, the Ministère provides the Committee, for each eligible student, with an amount of no less than \$51¹ per month of study for the purchase of books, for a total of \$255¹ per session. If the actual cost of other school expenses exceeds this amount, the student will be reimbursed based on the invoices provided by the student and verified by the Naskapi Education Committee.

8.4.4. Tuition and registration fees

The Ministère allocates to the Committee an amount equal to the real costs of all the tuition and registration fees required from the student by the post-secondary institution. As stated in subsection 8.3.2 of this document, if the student is attending a post-secondary educational institution outside of Canada to follow a program of study that is available at a post-secondary educational institution in Canada, the tuition and registration fees reimbursed to the Committee will be those that would have been required by the educational institution in Canada that offers that program in the student's choice of official language of Canada and is located closest to the Naskapi community where the student is registered as a beneficiary. In cases where the program of study followed by the student is not available in Canada in the student's choice of official language of Canada, the Ministère will reimburse the real costs of the tuition and registration fees required by the foreign educational institution.

8.4.5. Moving and transportation expenses²

The Ministère allocates to the Committee an amount equivalent to the real cost of all the moving and transportation expenses incurred by the student and their dependents insofar as such costs are incurred in the circumstances and in accordance with the criteria which follow:

¹ This is the amount for the 2023-2024 school year. This amount will be indexed in accordance with the standard set out in Section 8.

² Moving and transportation expenses are only for those students enrolled in full-time studies outside the Naskapi community.

8.4.5.1. Moving expenses

The moving expenses of the student and of their dependents are covered; these costs represent the real transportation costs of the student and their dependents and the cost of moving their personal effects and their furniture used for family purposes.

These expenses are covered only in the following cases:

For a student who becomes eligible for this program as a student enrolled on a full-time basis and for whom the Committee receives allocations from the Ministère under this program: one trip and one move for the student and their dependents from the point of departure of the student to the place of study in Canada.

When, for this student, the Committee ceases to receive allocations from the Ministère under this program as a student enrolled on a full-time basis: one trip and one move for the student and their dependents from the place of study in Canada to the point of departure.

When the student for whom the Committee receives an allocation from the Ministère under this program as a student enrolled on a full-time basis changes their place of study: one trip and one move for the student and their dependents from one place of study in Canada to the other place of study in Canada.

For the purposes of calculating the allocation, a maximum of one change of place of study per student will be considered per year.

For the purposes of the preceding paragraphs, the term “point of departure” means the student’s choice of the Naskapi community where they are registered as a beneficiary of the *Northeastern Québec Agreement*, or their place of residence in Canada before beginning studies.

For the student whose anticipated duration of studies at the beginning of the program is two months or less, the allocation covers only the return-trip transportation costs of the student concerned and their personal effects. In such a case, the transportation costs of dependents and the move of furniture are not covered by the allocation.

8.4.5.2. Periodic transportation expenses

The following periodic transportation expenses of the student and their dependents are also covered:

- for each session of recognized studies: one return trip from the place of study in Canada to the point of departure; in this case, the student and their dependents may travel at different times. When the student is attending an institution where the normal academic year (two sessions) is of a duration of eight months, the student is eligible for one trip from their place of residence to their place of studies, one return trip from the place of study in Canada to the point of departure and one trip from their place of study to their point of origin
- In case of an emergency and upon authorization of the Naskapi Education Committee: one return trip from the student’s place of study in Canada to their point of departure

To enable the student to write an entrance or classification examination or attend an entrance or classification interview at an educational institution, upon authorization by the Committee, and only if this examination or interview takes place more than two weeks before the month in which studies begin: one return trip (without dependents) from the point of departure to the proposed place of study in Canada.

8.4.5.3. Transportation expenses for students outside Canada

If the student attends a post-secondary institution outside Canada on a full-time basis in order to take a program of study that is offered at a Canadian educational institution, the moving and transportation costs referred to above are covered, but only to the extent that they do not exceed the moving and periodic transportation costs that the student and their dependents would have incurred had the student taken the program of study at the Canadian education institution which offers this program in the official language of Canada of the student's choice and which is located closest to the Naskapi community where the student is registered as a beneficiary.

In the case where the program of study taken by the student is not offered in Canada in the official language of Canada of the student's choice, the allocation will then cover the moving and periodic transportation costs referred to above to the location of the foreign post-secondary institution.

8.5. Allocations: incentives for completing post-secondary studies

8.5.1. Allocation standards

The Ministère allocates to the Committee:

- \$100 for each student who obtains a college diploma in a program of study with a duration of one academic year
- \$200 for each student who obtains a college diploma in a program of study with a duration of two academic years
- \$300 for each student who obtains a college diploma in a program of study with a duration of three academic years
- \$500 for each student who obtains a Bachelor's degree

In order to take into consideration the increased costs and to encourage the pursuit of studies, the Ministère allocates to the Committee an additional amount of \$750 for each student who obtains a Master's degree.

The Ministère also allocates an additional amount of \$1 000 to the Committee for each student who obtains a doctorate.

For the graduation incentives, the date on which the diploma was earned must be after June 30, 2024, and the request must be made within a period of 12 months.

In accordance with Committee policy, the above allocation amounts will be tripled for students who complete their program within the specified time limit (normal duration of the educational institution's program).

These amounts are fixed for the duration of the present budgetary rules.

In order to receive the allocation, the Committee must submit to the Ministère a copy of the diplomas of the students concerned.

8.6. Part-time students and correspondence courses

8.6.1. Part-time

For students who are enrolled on a part-time basis in a post-secondary educational institution (including distance-education programs offered in the Naskapi community by a post-secondary educational institution), the Ministère allocates to the Committee an amount equivalent to the real costs of registration and tuition fees required from this student by the educational institution as well as the costs of school supplies.

8.6.2. Correspondence courses

For students who are enrolled in correspondence courses, the Ministère allocates to the Committee an amount equivalent to the real costs of registration and tuition fees required for each course by the post-secondary educational institution, provided that the student has successfully completed the course in which they were enrolled.

8.6.3. Distance education

For students who are enrolled on a full-time basis in distance education courses in a Naskapi community which leads to the earning of credits recognized by the educational institution, the Ministère allocates to the Committee the amounts stated in subsections 8.4.1 (with the exception of the additional lodging allocation), 8.4.2, 8.4.3 and 8.4.4.

8.7. Educational support expenses for the school population eligible for the Program regarding allocations for post-secondary students

Educational support expenses include staff and other expenses required to support and promote the social and personal development of students in order to encourage them to pursue their studies. Under this heading, the Ministère allocates annual funding in the amount of **\$155 707** for the 2023-2024 school year. This amount will be adjusted for the subsequent school years in accordance with the indexation standards described below in subsection 8.8.

8.8. Indexation of calculation standards

The amounts indicated in subsections 8.4.1, 8.4.2, 8.4.3 and 8.7 are those which apply for the 2023-2024 school year.

For the 2024-2025 and subsequent school years, the amounts applicable for the previous school year are increased each July 1 beginning July 1, 2024, by a percentage equal to the rise in the CPI for Canada, as established in Appendix 1.

The data used for this purpose are those published by Statistics Canada. The increase is determined within three months following the publication of the CPI for Canada for the period concerned.

Therefore, the percentage increase applicable as of the first day of the school year concerned will be calculated as established in Appendix 1.

8.9. Administrative procedures

The allocation to the Committee for the program for post-secondary students is paid to the Central Québec School Board under Measure 30151 – Committee.

In order to determine the amount of the allocations with regard to post-secondary students, the Central Québec School Board, as overall administrator of the Committee, must provide the Ministère with the information indicated in Appendix 2 of this document, in an electronic form agreed to with the Ministère, for each eligible student. The School Board may choose the communication method used to submit this information. It must choose a secure communication method in compliance with the *Act respecting Access to documents held by public bodies and the Protection of personal information*. The information must be provided no later than:

- November 30 for the period of studies from July 1 to September 29
- March 31 for the period of studies from July 1 to January 31
- September 29 for the period of studies from July 1 to June 30

The Ministère may request a verification of the supporting documents related to the allocations for the reimbursement of real costs, namely the allocations indicated in subsections 8.3.3, 8.3.4 and 8.5.1, as well as a verification of the supporting documents concerning eligible clientele.

8.10. Management fees for the program for post-secondary students

Under this heading, the Ministère pays and allocates to the Central Québec School Board an amount for its management fees incurred as the school board responsible for the overall management of the Committee. This amount corresponds to 3.55% of the funding allocated to the Committee for the program for post-secondary students for the 2024-2025 to 2026-2027 school years.

8.11. Program regarding allocations for off-community adult secondary school students

8.11.1. Objective of the program

The objective of the program is to encourage Naskapi beneficiaries of the *Northeastern Québec Agreement* to acquire secondary school and vocational training qualifications so that they may enrol in post-secondary programs or become financially independent. The goal is to enable individuals to realize their potential so they may contribute to the Naskapi community as well as to Québec and Canadian society, increase the Naskapi Nation's capacity for self-government and fulfill its need for a qualified local workforce.

8.11.2. General principles for resource allocations

The principles in subsection 8.2 of this document apply in the same way to students in this program.

8.11.3. Eligible clientele and definitions

To be eligible for the purposes of calculating the allocations granted by the Ministère based on the standards contained in subsection 8.5, Naskapi students who are beneficiaries of the *Northeastern Québec Agreement* and are entitled to benefit from the provisions of that Agreement must be:

- at least 18 years of age, and
- enrolled full-time in an educational institution or school in a program of study leading to a secondary school diploma or technical qualification, or any other program normally given at the secondary level, and must be living away from their permanent residence because the program of study is not offered by the educational institutions in their community or because they are not eligible to enrol in the program offered by the educational institutions in their community or because they must study outside their community for social reasons recognized by the Committee. For the purposes of this allocation program, programs of study revolving around personal development or self-improvement activities such as martial arts or macramé are not recognized. In addition, students are recognized as being enrolled on a full-time basis when the educational institution or school recognizes them as being so enrolled. However, students who are enrolled on a part-time basis in one or more educational institutions or schools located outside their community and who are taking at least 20 hours of courses per week or the equivalent (laboratories, workshops, etc.) are recognized as being enrolled on a full-time basis.

For students (Naskapi beneficiaries of the *Northeastern Québec Agreement*) at least 18 years of age and enrolled on a part-time basis in an educational institution or school located outside their community, who are taking fewer than 20 hours of courses per week or the equivalent (laboratories, workshops, etc.), the Ministère issues only the allocation indicated in subsection 8.6.1 of this document to the Committee.

For students (Naskapi beneficiaries of the *Northeastern Québec Agreement*) enrolled in correspondence courses at the secondary level, the Ministère issues only the allocation indicated in subsection 8.6.2 of this document to the Committee.

- For the purposes of this program, “school” or “educational institution” includes any secondary, comprehensive, technical or vocational school or any other Canadian educational institution recognized by the appropriate governmental authorities of the Canadian province in which it operates as providing secondary-level education or as providing technical or other training normally acquired in secondary school.
- For the purposes of this program, a dependent of an eligible student is defined in the same way as in the Program regarding allocations for post-secondary students.
- For the purposes of this program, a recognized month of study includes all or part of a month during which the eligible student is enrolled on a full-time basis in and is attending a recognized school or educational institution.

8.11.4. General expenses

The standards defined in subsection 8.4 of this document, adapted as required, apply here.

8.11.5. Educational support expenses for the clientele eligible for the Program regarding allocations for off-community adult secondary school students

Educational support expenses include staff or other expenses required to promote the social and personal development of students and encourage them to pursue their studies.

The amounts issued for this purpose are those indicated in subsection 8.7 of this document.

8.11.6. Part-time students and correspondence courses

The provisions of subsection 8.6 of this document, adapted as required, apply here.

8.11.7. Indexation of calculation standards

The provisions for the indexation of calculation standards indicated in subsection 8.8 of this document, adapted as required, apply here.

8.11.8. Administrative procedures

The provisions in subsection 8.9 of this document, adapted as required, apply here.

8.11.9. Management fees for the Program regarding allocations for off-community adult secondary school students

The provisions in subsection 8.10 of this document, adapted as required, apply here.

DIVISION B

INVESTMENT BUDGETARY RULES

ALLOCATION STANDARDS COMMON TO ALL THE MEASURES

1. For projects in which the financial contribution of the Ministère is equal to or higher than \$20 million, an authorization by the Conseil du trésor is required before it can be granted. Please note that the total cost of the project must include the fixed asset element as well as the furniture and equipment element.
2. For projects with a cost higher than \$50 million, the Directive sur les projets majeurs applies.

1. Base allocation for investments

1.1. Base allocation for the acquisition of furniture, equipment and tools (MAO) for preschool education, elementary and secondary general education

For the 2023-2024 school year, the Committee received a base allocation of **\$16 430** for the acquisition of furniture, equipment and tools (MAO) for preschool education, elementary and secondary general education as well as for the residences.

This base allocation is renewed and adjusted for the 2024-2025 to 2026-2027 school years in accordance with the variation in the percentage of the student population in general education in the youth sector and the variation in the CPI for Canada, **as established in Appendix 1**.

1.2. Base allocation for the renovation and transformation of buildings

For the 2023-2024 school year, the Committee received a base allocation of **\$244 372** for small building renovation and transformation projects. This allocation is renewed and adjusted for the 2024-2025 to 2026-2027 school years in accordance with the variation in the percentage of the square metres and the variation in the CPI for Canada, **as established in Appendix 1**.

2. Measures 30000 — Supplementary allocations for investments

2.1. Supplementary allocation (asset maintenance)

This measure concerns projects whose cost exceeds \$30 000 for the renovation, improvement or transformation of buildings. An acceptable project may involve the entire building inventory of the Committee and consist of one or more interdependent elements. This measure may also concern projects to acquire school buses or service vehicles.

The project must be included in the investment plan submitted annually by the Naskapi Education Committee. It must also be submitted to the Ministère for analysis and approval.

For these purposes, the Ministère will allocate the following amounts to the Committee for each of the school years concerned:

— for the 2024-2025 school year: \$325 000

— for the 2025-2026 school year: \$347 000

— for the 2026-2027 school year: \$369 000

Exceptionally, after receiving a formal report by an expert, the Ministère may re-evaluate the amounts allocated for asset maintenance, taking into consideration the problems raised and the preventive nature of the work required for maintenance, or restoration, of the physical state of buildings used for educational or administrative purposes.

Disbursement of this allocation is conditional upon the Committee entering all required data in the GIEES (gestion des infrastructures de l'Éducation et de l'Enseignement supérieur) system.

2.2. Information technologies

FOCUS

For each of the 2024-2025 to 2026-2027 school years, the Ministère grants the Naskapi Education Committee a supplementary allocation for the acquisition of digital equipment and other information technologies for general education.

ALLOCATION STANDARDS

The allocation corresponds to \$50 000 annually for the 2024-2025 to 2026-2027 school years and may be increased upon submission of the real costs.

3. Specific allocations

3.1. Addition of space for general education

Resources may be allocated to the Committee to enable it to add student places or residences for Naskapi Education Committee employees if they were recruited from outside the Schefferville region. This measure also covers projects associated with the acquisition, construction or set-up of premises to meet specific administrative needs, such as offices, housing for students or employees, heated warehouses and garages for school buses, and school bus shelters. Each project must be approved based on an analysis of the justifications presented by the Central Québec School Board and on available resources.

3.2. Other allocations

FOCUS

These allocations relate to special situations not included in the base allocations or in any other supplementary allocation measure. They could, for example, be future allocations associated with the introduction of new ministerial policies or programs offered to all Québec educational organizations that might apply to the Naskapi Education Committee.

ALLOCATION STANDARDS

All allocations under this measure are granted following specific analyses by the Ministère and are based on available resources. In accordance with the *Regulation respecting the promise and awarding of grants*, all awards and all promises of grants must be submitted for the prior approval of the Government if the amount of such award or promise is equal to or greater than \$1.0 million, or of the Conseil du trésor if the amount of the grant or promise is greater than \$50 000, but less than \$1.0 million.

3.3. Damaged property

FOCUS

This measure is intended to allocate a grant to an educational organization when its property is damaged in order to enable the organization to restore the property to the condition it was in before it was damaged.

The eligibility criteria are detailed in Appendix C to the Règles budgétaires de fonctionnement des centres de services scolaires et commissions scolaires pour les années 2024-2025 à 2026-2027 (operating budgetary rules for school service centres and school boards for the 2024-2025 to 2026-2027 school years) (in French only).

ALLOCATION STANDARDS

The process and management rules for submitting a request are detailed in Appendix C to the Règles budgétaires d'investissement des centres de services scolaires et des commissions scolaires pour les années scolaires 2024-2025 à 2026-2027 (operating budgetary rules for school service centres and school boards for the 2024-2025 to 2026-2027 school years) (in French only).

Referring to the concept of direct costs defined in the Manuel de comptabilité scolaire, the Ministère confirms that a maximum of 4% of the amounts paid under this measure may be used by the Committee to plan and follow up on projects that have been carried out.

3.4. Improvement of air quality in schools

FOCUS

This measure is intended to support the implementation of one or more means intended to improve the quality of the indoor air in schools, including the detection or prevention of problems, and the corrective work.

The eligible work is associated with:

- A. the detection of a fungal contamination
- B. the characterization of materials likely to contain asbestos and the assessment of their potential to contaminate the air
- C. the establishment of a statement of air quality in school buildings (measurement of different parameters) and the preparation of a plan for the actions required¹
- D. the measurement of the concentration of radon
- E. all of the steps aimed at developing a plan to ensure air quality in the school buildings
- F. the purchase of measuring instruments required for measuring indoor air quality parameters
- G. all of the work that favours an improvement of the air quality in the building

All of the initiatives that favour an improvement of the air quality in the same building must be submitted in a single request. However, a request may cover different initiatives planned for several buildings.

¹ To be eligible for funding, the report on air quality in a building must be followed by an intervention plan intended to correct the problems identified.

Eligible costs do not include expenses related to maintenance, even if they are linked to air quality in educational institutions, or any intervention or expertise provided by the educational organization's staff.

ALLOCATION STANDARDS

1. The financial assistance for the eligible work described below is applied as follows:
 - A) Work associated with the follow-up and control of the indoor air quality:
Points A to F: funding covers 100% of the total cost of the project
 - B) Infrastructure work and other initiatives:
Point G: 80% of the total cost of the project, up to a maximum of \$850 000 per building
2. Each project presented by the Naskapi School is subject to an analysis on the part of the Ministère. Acceptance may be subject to specific conditions detailed in the letter of authorization from the Ministère.
3. The Naskapi School must wait for the project acceptance letter before starting the work. It may also use funds from other budget measures to top up the funding for its projects to improve the indoor air quality in its school buildings.
4. The work authorized by the Ministère must be completed within a maximum of 24 months following the receipt of the Ministère's letter of acceptance. If not, the allocated amounts may be recovered by the Ministère.
5. The final allocation is confirmed after the work is completed and after the list of eligible work carried out under the project is submitted along with the related invoices, if requested by the Ministère.
6. The financial assistance may not exceed the amount stated in the Ministère's project acceptance letter.

3.5. Upgrading of technological infrastructures

Focus

This measure is intended to fund the upgrading of technological infrastructures in order to more effectively integrate 21st-century competencies and the possibilities offered by digital technologies. It is also intended to respond to the educational organizations' needs with regard to telecommunication infrastructures. It includes the following sub-measures:

- Sub-measure A – Digital equipment for general education in the youth sector and adult general education
- Sub-measure F – Telecommunications infrastructures

STANDARDS FOR ALL SUB-MEASURES

Transferability of amounts

In the best interests of the students and taking into account the obligation to provide them with the best services in accordance with the evolution of the situation, the Ministère authorizes the transfer of amounts between sub-measures A and F.

When preparing the accountability report in the Système intégré de gestion des ressources informationnelles (SIGRI), the amounts transferred to a measure or sub-measure must be declared in that measure or sub-measure.

Act respecting the governance and management of the information resources of public bodies and government enterprises

Adopted in June 2011 and last amended in December 2023, the *Act respecting the governance and management of the information resources of public bodies and government enterprises* (GMIR) (CQLR, chapter G-1.03) establishes the rules of governance and management of informational resources applicable to public bodies and government enterprises.

Educational organizations are public bodies subject to the GMIR. They must also comply with the [Règles relatives à la gestion des projets en ressources informationnelles](#) (Order in Council 1159-2022) and with the [Règles relatives à la planification et à la gestion des ressources informationnelles](#) (Ministerial Order 2022-03) (Rules), as well as with the [Cadre gouvernemental de gestion des bénéfiques des projets en ressources informationnelles](#) (Ministerial Order 2022-01) (Framework) and the [Directive gouvernementale sur la sécurité de l'information](#) (Order in Council 1514-2021) (Directive) stemming from the GMIR, and fulfill the obligations set forth therein.

Authorizations required for a qualified project

For sub-measures A and F, no authorization is required to spend the amounts allocated unless the activity being funded is not a qualified information resources (IR) project. In fact, it is incumbent on each educational organization, in accordance with the GMIR and with the Rules, to identify all projects that meet the definition of a qualified IR project and, for that, to obtain two authorizations¹:

- a) Firstly, at the end of the pre-project phase, the Committee must submit a business case to Guichet.projetRI@education.gouv.qc.ca to obtain the authorization to start up the project; in other words, to move on to the planning phase.
- b) Secondly, following receipt of this authorization and at the end of the planning phase, the Committee must send a business plan to that same email address to obtain the authorization to continue the project; in other words, to move on to the execution phase.

¹ Under sections 31 and 32 of the *Règles relatives à la planification et à la gestion des ressources informationnelles*.

Accountability report

The educational organizations must comply with the requirements of the GMIR and its attendant Rules by disclosing in SIGRI the IR activities and assets funded by this measure, which must be:

- a) included in the Programming and in the Report on the monies
- b) included in the status report on projects in the execution phase, if applicable
- c) included in the inventory of assets and the evaluation of their condition, if applicable

Furthermore, under the Rules and the Framework, a plan for making the benefits tangible and monitoring for five years are requested for each qualified project (\$500 000 and over). The reports must be submitted in SIGRI.

Other provisions

The final allocation is confirmed following the analysis of the annual financial report.

The educational organization must submit the required information on investments earmarked under the Québec Infrastructure Plan and, when necessary, under the *Public Infrastructure Act*.

Sub-measure A — Digital equipment for general education in the youth sector and in adult general education

FOCUS

This sub-measure is intended to fund:

- the maintenance, upgrading, replacement and purchase of equipment
- the virtualization or conversion of workstations in order to increase performance and lifespan
- the integrated management of all the workstations and the management of access rights
- the management and monitoring of the performance of shared equipment such as printers
- the acquisition of digital educational resources (DER) to support the teaching, learning and development of students' competencies
- the acquisition of computer programming equipment
- the acquisition of digital combo equipment to encourage experimentation, discovery, creativity, innovation, learning and sharing in Québec schools

This sub-measure relates to preschool, elementary and secondary school education as well as to adult general education.

The following digital equipment is eligible:

- interactive technological tools for classrooms (interactive whiteboards, interactive computer screens, etc.)
- workstations (desktop computers, laptop computers, digital tablets, Chromebooks, etc.)
- technological equipment for more specific needs (robotics, 3D printer, laser cutting machine, digital embroidery machine, green screen, smartphones, virtual reality helmets, etc.)
- certain items of equipment that have been qualified under the exception granted by the Conseil du trésor in order to allow for the purchase of equipment that meets the pedagogical needs of the school network
- assorted accessories (mouse, headsets, keyboards, camera, etc.)

ALLOCATION FORMULA

Allocation (<i>in advance</i>)	=	$\frac{\text{Number of teaching positions in the educational organization as calculated by the Ministère}}{\text{Number of teaching positions in all educational organizations as calculated by the Ministère}}$	x	Available budget envelope
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ALLOCATION STANDARDS

1. The allocation to the Naskapi Education Committee is granted in advance.
2. The budget envelope available for the 2024-2025 school year is \$100 million.¹
3. The calculated number of teaching positions comprises the number of positions in general education in the youth sector established based on the teacher-student ratio.
4. The acquisition of digital equipment must be bundled for assets that are currently covered by a call for tenders (laptops, microcomputers, digital projectors, IWB, etc.).
5. The purchase of refurbished equipment should be favoured as much as possible and does not have to be bundled.
6. For the assorted accessories, which are relatively low cost and difficult to estimate in terms of quantities required, the sub-measure does not stipulate that the purchase should be bundled but does recommend that this be done as much as possible.
7. This measure excludes all operating expenses (e.g. subscriptions, renewals of licences).

¹ Special status educational organizations and special status school boards.

Sub-measure F — Telecommunications infrastructures

FOCUS

This sub-measure is to be used to fund projects involving the maintenance, reliability, upgrading and addition of telecommunications infrastructures. It includes the pooling or sharing of telecommunication infrastructures within the same educational organization or with one or more other educational organizations (central projects).

The eligible telecommunications infrastructures are:

- structured cabling (copper wire, patch panel, copper connection cables)
- the fibre optics for the connection structure, cables and panels for the fibre optics
- connectivity equipment (firewall, core, access and head) and their proper connectors
- wireless equipment of the WIFI (wireless fidelity) or LIFI (light fidelity) type
- racks for neighbouring centres and/or telecommunication rooms
- telecommunication infrastructure linking the administrative centre of the educational organization and the schools
- infrastructures of the wired telecommunications network
- acquisition of mapping software for the fibre optic structure in order to facilitate the management of the telecommunication network between the education system's administrative centre and the schools

ALLOCATION STANDARDS

1. The allocation to the Committee is granted in advance.
2. The amount for the Committee for the 2024-2025 school year is **\$30 000**.
3. The Committee can divide its allocations based on its priorities in keeping with the eligible telecommunications infrastructures.

NEW

3.6. Priority works to maintain assets contributing to the health and safety of people or the integrity of the building or service

FOCUS

This sub-measure funds work to maintain assets with a priority rating of 12 or 15, established in accordance with the parameters of the Cadre de gestion des infrastructures scolaires. This work involves building components related to the health and safety of people or to the integrity of the building or service. It must contribute to maintaining the safety and physical condition of the buildings.

The eligibility criteria are as follows:

- the work concerns a specific asset.
- the work has a priority rating of 12 or 15, established in accordance with the Cadre de gestion des infrastructures scolaires.
- the building must not be in the “Surplus” category.
- the work has not yet been carried out, in whole or in part.
- the Ministère has not already authorized the funding of the work under another budget measure.
- the work must be planned in the Ministère’s system. The date of the start of work must be scheduled for no later than two years after the date the project is submitted to the Ministère.
- The costs of a project that can be funded by this measure cannot exceed 100% of the total costs of the maintenance work on assets that have a priority rating of 12 or 15 up to the replacement value of each asset.

ALLOCATION FORMULA

Allocation (in advance)	=	Base amount per educational organization
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Supplementary allocation (in advance)	=	$\left[\frac{\text{Total of the cost of the maintenance work on assets of the educational organization declared in the tool of the Ministère}}{\text{Total of the cost of the maintenance work on assets of all the educational organizations declared in the tool of the Ministère}} \right]$	x	Balance of the budget envelope available
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ALLOCATION STANDARDS

1. The allocation to the educational organization is granted in advance.
2. The budget envelope announced for the 2024-2025 school year is \$475 million.
3. A base amount per educational organization is calculated based on the need listed in the Ministère’s infrastructure management system, up to an amount of \$22 per m² of the total permanent surface areas of buildings that are owned or co-owned by the educational organization.
4. A supplementary allocation is granted to educational organizations with needs that exceed the base amount awarded. The balance of the envelope is distributed in accordance with certain criteria related to asset maintenance work.
 - a) The asset-maintenance works considered in the costs are those with a priority ranking of 12 or 15.

5. The total allocation for an educational organization may, however, not exceed the total of its works declared in the Ministère's system that have a priority rating of 12 or 15.

The data related to the total cost of maintenance work on assets that have a priority rating of 12 or 15 comes from the GIEES infrastructure management system. For the first amount allocated for the 2024-2025 school year, the reference data used to calculate the allocation were read on January 31, 2024, in the system. For the second amount to be allocated, the reference data used to calculate the allocation will be read on January 31, 2025, in the system.

3.7. Sports and recreational infrastructure projects

Focus

This measure funds the carrying out of projects involving sports and recreation infrastructure projects in the schools. The eligibility criteria are as follows:

- the Committee must be the owner or emphyteuta of the land and the facility that are the subjects of the request.
- the work must involve construction, renovation, fit-up, expansion or upgrading to sports and recreation facility standards.
- the projects must comply with the regulations and standards of the Programme de soutien aux installations sportives et récréatives – Phase II.
- the projects must have been approved by the Minister within the context of the acceleration of investments in the Québec Infrastructure Plan.
- the work associated with these projects must have been completed by March 31 of the school year concerned.

ALLOCATION STANDARDS

1. Each project is analyzed based on the justifications and information submitted by the educational organization. The total budget envelope reserved for this measure must not be exceeded. Acceptance may be accompanied by specific conditions stated in the letter of authorization from the Ministère.
2. The financial assistance granted may not exceed that granted in the announcement letter from the Minister.

3.8. Calculation of the grant for investments

3.8.1. Grant for investments

The grant for investments is equal to the total amount of the investment allocations granted to the Committee and is issued to the Central Québec School Board.

Any amount of an allocation for investments granted in advance for a given fiscal year under the budgetary rules that is not spent during that fiscal year may be carried forward to the following fiscal years.

The grant for investment expenses includes the expenses eligible for the allocation related to the investments carried out during the fiscal year. These expenses are temporarily funded through lines of credit from the Minister of Finance, as the person responsible for the Financing Fund. The grant also covers the interest on the loans against the lines of credit and the associated costs.

3.8.2. Payment of the grant for investment expenses and the interest and associated costs

The payment of the grant for the interest on the short-term loans contracted through the Financing Fund in the form of loans against a line of credit is sent by the Ministère, for and on behalf of the Central Québec School Board in its capacity of general administrator of the Naskapi Education Committee, directly to the Financing Fund.

In addition to the grant for interest costs, the Ministère pays the grant for the investment expenses by reimbursing the capital of the loans through a line of credit, for and on behalf of the Central Québec School Board in its capacity of general administrator of the Naskapi Education Committee, directly to the Financing Fund.

4. Measures 30000 — Supplementary allocations for school transportation

The measures for which there are supplementary allocations are described below.

Acquisition of devices and accessories for the transportation of students with physical disabilities

FOCUS

This measure is intended to fund a portion of the costs related to the acquisition and installation of devices and accessories for student transportation.

ALLOCATION STANDARDS

Expenses incurred during the school year concerned and related to the acquisition of devices and accessories used for the daily transportation of students are eligible for this allocation, depending on the available financial resources. However, any purchase costing less than \$1 000 is not eligible for this allocation.

DIVISION C

ADMINISTRATION EXPENSES OF THE CENTRAL QUÉBEC SCHOOL BOARD

In accordance with the *Northeastern Québec Agreement*, the Central Québec School Board is responsible for the general administration of the Committee.

Accordingly, the Ministère allocates to the Central Québec School Board an amount equal to 7.1% of the operating and investment grants approved by the Ministère for the Committee, excluding the allocations paid under the Program regarding allocations for post-secondary students and off-community adult secondary students, the allocations for the teacher education program and the allocations for services provided by education consultants and specialist staff. The administration expenses related to the Program regarding allocations for post-secondary students and off-community adult secondary students are determined by the funding policy in subsection 8.10 of Division A of these budgetary rules.

DIVISION D

INFORMATION TO BE PROVIDED TO THE MINISTÈRE DE L'ÉDUCATION ET DE L'ENSEIGNEMENT SUPÉRIEUR DURING THE 2024-2025 AND SUBSEQUENT SCHOOL YEARS

This division indicates the information that must be duly transmitted to the Ministère in accordance with the methods and deadlines specified for each.

Collection of data concerning enrolments in general education in the youth sector

The deadline for the September 29 declaration of enrolments (funding declaration), for educational institutions using the Charlemagne system's interactive data entry application or using information technology is the beginning of November of the school year concerned. Declarations will continue to be accepted after that date, but will be subject to special conditions.

However, the data must be submitted before the fourth student enrolment certification report is produced in mid-August following the end of the school year concerned. After that date, declarations sent by either means will not be accepted.

Collection of data concerning enrolments in adult general education

Declaration of enrolments

The declaration of enrolments should be completed as students enrol at a training centre, using the Charlemagne system's interactive data entry or using information technology.

The data must be submitted before the fourth student enrolment certification report is produced in mid-August following the end of the school year concerned. After that date, declarations sent by either means will not be accepted.

Transmission of results

Throughout the year, as adult learners obtain their results, these results should be transmitted, at the latest before the fourth student enrolment certification report is published in mid-August following the end of the school year concerned.

Collection of data concerning the student enrolment in vocational training

Declaration of enrolments

The declaration of enrolments should be completed as students arrive at a training centre, using the Charlemagne system's interactive data entry or using information technology.

The data must be submitted before the fourth student enrolment certification report is produced in mid-August following the end of the school year concerned. After that date, declarations will not be accepted.

Collection of data concerning school service centre and school board employees

The declaration of all persons employed by the school service centre or school board during the period from July 1 to June 30 of the school year preceding the school year concerned, or during the September 30 pay cycle of that school year, must be transmitted electronically using the Personnel des commissions scolaires (PERCOS) system.

The Naskapi Education Committee will be advised of the deadline dates each year.

For more information, consult the Guide des données individuelles du système PERCOS, at: <http://www1.education.gouv.qc.ca/percos/>.

Collection of data concerning organizations, schools and buildings

Every year, the Ministère identifies the information required for the collection of data concerning organizations, schools and buildings.

This information must be transmitted to the Ministère no later than July 6 of the school year concerned, for the purposes of school organization.

For more information, consult the Guide d'utilisation – Mettre à jour les renseignements relatifs à l'organisation scolaire des commissions scolaires (GDUNO), at http://www1.education.gouv.qc.ca/DOC_ADM/gduno/index.html.

Collection of data related to buildings

Each year, the Committee will provide the Ministère with an inventory of the areas, in square metres, of its buildings, in accordance with the methods and deadlines established in the systems set up for these purposes by the Ministère. The Committee will also enter in GIEES all the data on the components of its buildings and the repair or renovation work completed.

DIVISION E

EXPENSE STATEMENT AND SURPLUS/(DEFICIT) STATEMENT

As the general administrator of the Committee, the Central Québec School Board submits an expense statement as well as a surplus/(deficit) statement for the Naskapi Education Committee as at June 30 as agreed with the Ministère. The latter statement must be audited in accordance with the mandate of the External Auditor prescribed by the Ministère. The School Board will submit these two statements to the Direction générale du soutien aux réseaux et du financement of the Ministère and to the Committee, no later than October 31 of the subsequent school year.

DIVISION F
APPENDICES

Appendix 1

General base allocation for expenses other than for teaching staff

The amounts for the general base allocation in 2022-2023 are apportioned in the activities structure by distinguishing between the payroll and non-payroll portions. The activities structure of the adjusted 2022-2023 general base allocation is broken down as follows in order to establish the evolution rules for the 2023-2024 and subsequent school years.

	General base 2022-2023 (in \$)	
		Total
Administration of the school		
Salaries	473 952	
Other costs	233 085	707 038
Operation of equipment and maintenance, including the energy expenses		
Salaries	69 166	
Other costs	761 949	831 115
Education services and student services		
Salaries	267 914	
Other costs	175 669	443 583
Teachers' residences, expenses for moving and annual trips	793 902	793 902
Professional development for staff other than teachers	54 219	54 219

This general base for the 2022-2023 school year is adjusted for the 2023-2024 and subsequent school years based on the volume of activities (variation in student population or variation in total surface areas) and on the indexation of allocations in accordance with the formulas set out below.

The weighting accorded to each of the adjustment factors for the volume of activities is as follows:

	General education, youth sector, student enrolments	Recognized square metres
Administration of the school	50%	0%
Equipment and maintenance of equipment	25%	75%
Education services and student services	100%	0%
Teachers' residences, expenses for moving and annual trips	50%	0%
Professional development for staff other than teachers	0%	0%

Formulas for calculating the variation in the CPIC, student population and surface areas

Variation in the Consumer Price Index for Canada (CPIC)

The percentage variation in the CPIC is calculated as follows:

$$\text{Percentage variation in the CPIC} = \left[\frac{\text{CPIC on June 30 of the previous school year} - \text{CPIC on June 30 of the school year preceding the previous school year}}{\text{CPIC on June 30 of the school year preceding the previous school year}} \right] \times 100$$

Source: Statistics Canada, Table 18-10-0004-01.

Thus, the percentage variation applicable on July 1, 2024, for the school year 2024-2025, is calculated as follows:

$$\text{Percentage variation in the CPIC 2024-2025} = \left[\frac{\text{CPIC on June 30, 2024} - \text{CPIC on June 30, 2023}}{\text{CPIC on June 30, 2023}} \right] \times 100$$

$$\text{CPIC variation factor} = 1 + \text{Percentage variation in the CPIC}$$

The rates used for indexation are rounded off to the second decimal. When the third decimal is greater than or equal to 5, the second decimal is rounded up to the next unit.

Variation in the youth-sector student population

The variation in the youth sector student population, as defined in Measure 1.1 in Division 1. **Measures 11000 – Base allocation**, expressed in full-time equivalents, applicable on July 1 of each school year, is calculated as follows:

$$\text{Variation rate for the student population, youth sector} = \left[\frac{\text{Student population, general education, youth sector, at September 29 of the school year concerned} - \text{Student population, general education, youth sector, at September 29 of the previous school year}}{\text{Student population in general education in the youth sector, at September 29 of the previous school year}} \right] \times 100$$

Thus, for example, the percentage variation in the student population applicable on July 1, 2024, for the school year 2024-2025 is calculated as follows:

$$\text{Variation rate for the student population, youth sector} = \left[\frac{\text{Student population, general education, youth sector, at September 29, 2024} - \text{Student population, general education, youth sector, at September 29, 2023}}{\text{Student population in general education in the youth sector, at September 29, 2023}} \right] \times 100$$

$$\text{Percentage variation of the youth sector student population} = 1 + \text{Variation rate for the student population, youth sector}$$

Variation in surface areas

The percentage variation in surface area expressed in square metres applicable as of July 1 of each school year starting July 1, 2024, for the 2024-2025 school year, is calculated as follows:

$$\text{Variation rate for surface areas} = \left[\frac{\text{Total number of m}^2 \text{ on June 30 of the previous school year} - \text{Total number of m}^2 \text{ on June 30 of the school year preceding the previous school year}}{\text{Total number of m}^2 \text{ on June 30 of the school year preceding the previous school year}} \right] \times 100$$

Thus, as an example, the percentage variation in surface area expressed in square meters applicable as of July 1, 2024, for the 2024-2025 school year, is calculated as follows:

$$\text{Variation rate for surface areas} = \left[\frac{\text{Total number of m}^2 \text{ on June 30, 2024} - \text{Total number of m}^2 \text{ on June 30, 2023}}{\text{Total number of m}^2 \text{ on June 30, 2023}} \right] \times 100$$

$$\text{Variation factor for surface areas} = 1 + \text{Variation rate for surface areas}$$

Appendix 2

Program regarding allocations for post-secondary students and for off-community and on-community adult secondary school students

For the purposes of determining the allocations intended for post-secondary students and off-community adult secondary school students, the Committee must provide the Ministère with the information indicated below for each eligible student, in a format acceptable to the Ministère. The Committee may choose the communication method used to submit this information. It must choose a secure communication method in compliance with the *Act respecting Access to documents held by public bodies and the Protection of personal information*.

Information required by the Ministère

A. Student

Name

Date of birth

Address of permanent residence

B. Educational institution

Name

Address

C. Studies

Level

Program

Status of studies (full-time, part-time, correspondence course)

Number of months

Diploma (if applicable)

D. Dependents

Number

Names and relationship with student

Date of birth

E. Expenses

Living expenses

Tuition and registration fees

Moving and transportation

Child care costs (if applicable)

Other expenses (as needed)

Graduation incentives (if applicable)

Appendix 3

Method for calculating the adjustment to take into account the transfer of regular school population after September 29 of the school year concerned, between the private educational institutions authorized for subsidy purposes and the Naskapi School

A positive non-recurrent adjustment is granted to the Naskapi Education Committee to take into account the transfer, after September 29 of the school year concerned, of regular students from a private educational institution authorized for subsidy purposes. This adjustment is calculated as follows:

ALLOCATION FORMULA

Adjustment	=	$\frac{\text{Base amount for education services}}{10 \text{ months}}$	X	$\text{Number of months following the month the student arrived until June 30 of the school year concerned}$
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ALLOCATION STANDARDS

1. The adjustment corresponds to the amount allocated to the private educational institution authorized for subsidy purposes with a certain number of students “converted” to FTE.
2. The amounts for the school year concerned are presented in the document, *Renseignements spécifiques à l’année scolaire concernée*, of the Budgetary rules for the school service centres and school boards for the 2024-2025 to 2026-2027 school years.
3. A negative adjustment, calculated using the same method, is made when a student transfers, after September 30 of the school year concerned, from the Naskapi School to a private educational institution authorized for subsidy purposes.

