



The Commitment-to-Success Plan

GUIDE

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Foreword

This document is intended to support the various stakeholders who are interested in educational success and involved in the development, implementation and evaluation of educational projects. The document reflects the new legislative provisions introduced with the coming into effect of Bill 40, *An Act to amend mainly the Education Act with regard to school organization and governance*, which received royal assent on February 8, 2020.

Some of the points covered in this document stem from provisions of the *Education Act* (EA) while others relate more to administrative framework proposals or suggestions for further reflection.

The prescribed elements are as follows:

- procedures relating to the coordination of the strategic planning process involving the educational institutions, school service centres,¹ school boards and the Ministère de l'Éducation (EA, sections 209.2 and 459.3)
- the orientations, objectives or targets established by the MEQ that must be taken into consideration in the commitment-to-success plan (EA, section 459.2)
- the development, content, timetable, approval and dissemination of the commitment-to-success plan (EA, sections 193.7, 193.8, 193.9 and 209.1)
- the development, content, timetable and dissemination of the annual report by the school service centre or school board (EA, section 220)

Caveat

This guide is designed for the general public. It does not replace the legal provisions currently in effect, which take precedence. To learn about all the applicable provisions, readers should consult the laws and regulations under the responsibility of the Minister of Education, particularly the *Education Act*.

¹ In the interests of brevity, the expression “school service centres,” as used in this document, also refers to school boards.

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- Association of Administrators of English Schools of Quebec (AAESQ)
- English Parents' Committee Association (EPCA)
- Québec English School Boards Association (QESBA)
- Association des directions générales scolaires du Québec (ADGSQ)
- Association montréalaise des directions d'établissement scolaire (AMDES)
- Association québécoise des cadres scolaires (AQCS)
- Association québécoise du personnel de direction des écoles (AQPDE)
- Fédération des comités de parents du Québec (FCPQ)
- Fédération des centres de services scolaires du Québec (FCSSQ)
- Fédération québécoise des directions d'établissement d'enseignement (FQDE)
- Regroupement des comités de parents autonomes du Québec (RCPAQ)

Introduction

Results-Based Management in Education

In Québec, results-based management in education is defined as an approach based on the general public's expectations of an organization, on an analysis of the environment in which that organization operates and on a review of its resources (financial, human, material, etc.). This examination of the organization's situation helps to identify the issues and decide on policy orientations, objectives and targets. The approach depends on close, ongoing collaboration between school staff members, parents, students and the community, and ensures that everyone concerned shares the same understanding of the issues raised and supports the chosen objectives and solutions.

The results-based management approach is founded on the following two basic principles: transparency and accountability. Transparency refers to the importance of providing the general public with accurate and truthful information on the context and issues facing an organization, its policy orientations and objectives, and the results it is seeking to achieve. Among other things, this information will help citizens understand the choices it has made and the steps it has taken. Accountability on the part of an organization means that it is the organization's duty to report to citizens on the choices it has made and the results it has achieved, with respect to the responsibilities conferred upon it by the EA.

In short, with a results-based management approach, an organization, its staff and all other parties concerned are assured that the decisions made are based on a rigorous examination of the context in which the organization operates and are the result of a common, coordinated effort. This approach can also be used to assess the extent to which the ultimate goal, namely academic success for all students regardless of age, has been achieved.

Results-based management is a collaborative approach requiring the collaboration of all those involved. This approach makes it possible to grasp the context in which an organization operates and to define the issues to be taken into consideration, as well as the orientations to be pursued and the objectives and results to be achieved. Finally, it provides for mechanisms to ensure public accountability.

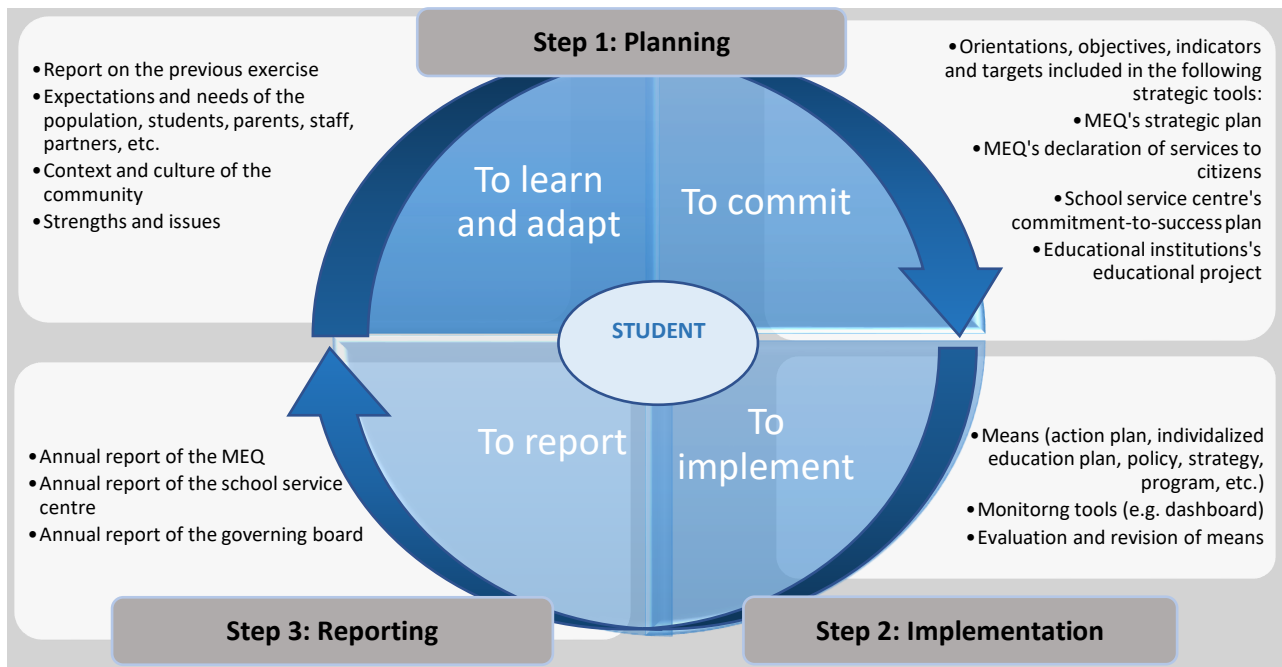
Results-Based Management: An Exercise for the Education Community

The Ministère de l'Éducation (MEQ) also uses a results-based approach to management. After examining the needs of Québec society and the education community, the Ministère defines, in its **strategic plan**, the main orientations to be adopted by the education system and specifies the expected results. This approach also applies to the school service centres, which determine, in their **commitment-to-success plan**, their policy orientations and objectives and the results they wish to achieve in response to their community's needs, with due regard for the available resources. Educational institutions use the same approach for their **educational project**.

The following table shows how the three levels of governance are interrelated.

<p>Ministère de l'Éducation – Strategic plan The Ministère plays a leadership role by stating its vision of Québec's education system.</p>	<p>Educational success of all students, in the youth and adult sectors</p>
<p>School service centre – Commitment-to-success plan The school service centre plays a leadership role by sharing its vision of education for its jurisdiction, which is based on the vision of the Québec education system but adapted to those it serves and the issues that affect them.</p>	
<p>Educational institution – Educational project The educational institution plays a leadership role by creating a school environment that meets the needs of all its students.</p>	

Results-based management consists of the following three steps: planning, implementation and reporting on the results.



The Governance Principles Guiding Reflection and Decision Making

Since the early 1960s, the values of universality, accessibility and equity have provided the foundation that has helped our education system flourish and supported the social and economic development of Québec. When preparing a commitment-to-success plan, it is therefore important to use these values as inspiration. The Government is firmly convinced that Québec must continue along this path, while also being innovative. In addition to these values, the following four principles of governance should guide reflection and decision making.

Gender-Based Analysis

Gender equality is mentioned in the Québec *Charter of Human Rights and Freedoms* and in the United Nations' sustainable development objectives. It is a fundamental element in the development of a society based on human rights and helps ensure social equity. To support the application of this principle in different contexts, the Platform for Action of the United Nations Fourth World Conference on Women, adopted in Beijing in 1995, suggests the use of gender-based analysis (GBA). In the context of the commitment-to-success plan, GBA can be used preventively to identify the separate impacts of a decision for men and for women, based on their different situation and needs.²

Partnership

The MEQ cannot fully exercise its educational responsibilities without making partnership a key principle of action and governance. Whether it be in relation to the development of public policies and legislation or the improvement of programs and services, partnerships at the local, regional and provincial levels are a means of communication and cooperation that contribute added value to the MEQ's actions by ensuring that they are more relevant and socially acceptable.

Subsidiarity

The principle of subsidiarity refers to the decentralization of processes and decisions intended to increase swiftness and effectiveness in decision making and other forms of action, the responsibility for which is conferred on the competent body closest to those most directly affected. Subsidiarity also makes it possible to take local and regional realities more fully into consideration, to better define the needs associated with them and to integrate them more effectively into choices and decisions.

² Québec, Secrétariat à la condition féminine, *Gender-Based Analysis in Government Practices and Those of Local and Regional Decision-Making Bodies* (Québec: Gouvernement du Québec, 2008), 4.

Sustainable Development

Sustainable development incorporates the values and principles that inspire the Ministère's vision with respect to the development of the education system and the practice of physical activities, sports, recreational and outdoor activities. Education is a key issue in sustainable development because it constitutes the main source of social and economic equity, in addition to being an essential mechanism in promoting environmental awareness among individual citizens and in society as a whole.

Documents on sustainable development in the school system, which are accessible on the website of the Ministère,³ are useful for stimulating reflection on the subject and facilitating greater comprehension of it. The Ministère can also be reached at: developpementdurable@education.gouv.qc.ca.

The Commitment-to-Success Plan

For the exercise of its functions and powers, every school service centre approves, on the proposal of the commitment-to-student-success committee, a commitment-to-success plan that is consistent with the strategic directions and objectives of the MEQ's strategic plan (EA, section 209.1).

Definition of a Commitment-to-Success Plan

The commitment-to-success plan is a planning tool through which the school service centre can inform the public, in a transparent way, of the commitments it has made to ensure educational success for all students regardless of age, over a given period of time. The plan is prepared in response to the community's needs and implemented with the co-operation of all education stakeholders in a given territory. It forms part of a process designed to promote synergy and coordinated action among the various levels of the education system (MEQ, school service centres and educational institutions), with due regard for their specific areas of autonomy and characteristics.

The commitment-to-success plan must not be used to require educational institutions to incorporate policy orientations, objectives or targets in their educational projects; on the contrary, institutions must ensure that their projects reflect their own specific contexts. However, the educational project must be consistent with the school service centre's commitment-to-success plan.

³ <http://www.education.gouv.qc.ca/en/contenus-communs/societe/sustainable-development-in-the-school-network/>.

Content of a Commitment-to-Success Plan

The EA stipulates that the commitment-to-success plan must:

- be consistent with the strategic orientations and objectives of the MEQ’s strategic plan (EA, section 209.1)
- where applicable, meet any expectations related to policy orientations, objectives or targets determined by the Minister (EA, section 459.2)
- cover a period that is harmonized with the period covered by the MEQ’s strategic plan (EA, section 209.1)
- where applicable, comply with the terms established by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school service centre and the department⁴(MEQ) (EA, section 459.3)
- consist of the following elements (EA, section 209.1):
 - a description of the context in which the school service centre acts
 - the strategic orientations and objectives selected and the targets to be achieved by the end of the period covered
 - the indicators, particularly Québec-wide indicators, to be used to measure achievement of these objectives and targets
 - a service statement setting out its objectives with regard to the level and quality of the services it provides
 - any other element determined by the Minister

Context in Which the School Service Centre Acts

The commitment-to-success plan must set out the context in which the school service centre acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves (EA, section 209.1).

Knowledge of the context is the cornerstone of the process involved in preparing a commitment-to-success plan. Extensive consultations should be conducted throughout the territory to obtain a description of the context that is as accurate and representative as possible. It is also important to work in co-operation with the groups concerned.

The description of the context highlights strengths, vulnerabilities and the most significant challenges. It is based on an analysis of the educational organization’s internal and external environment and includes

⁴ The official English version of the EA has “department” for *ministère*. Trans.

brief outlines of citizens' main needs, expectations and concerns along with succinct mention of the social, economic, demographic and technological trends that will influence the strategies implemented by the organization during the period covered. The analysis of the context makes it possible to determine the various challenges the organization will have to face and the factors they will rely on to define their orientations and objectives.

Knowledge of the context also documents the status of education within the territory, in terms of the policy orientations, objectives and targets established by the Minister under section 459.2 of the EA.

Below is a list of information that can be considered when examining the school service centre's internal and external environment:

- the territory's socio-economic context and its impact on education (population increase or decrease, average level of education of parents, etc.)
- the services offered by partners to support education in the educational institution's territory and administrative region (municipalities, other educational institutions, regional coordinating authority on student retention, integrated health and social services centre, Carrefour jeunesse-emploi, local development centre, etc.)
- forms of collaboration with organizations and partners to support education in the school service centre's territory and administrative region (municipalities, institutions of higher education, regional coordinating authority on student retention, integrated health and social services centre, Carrefour jeunesse-emploi, local development centre, etc.)
- educational services provided by the public and private sectors (early childhood, kindergarten for 4- and 5-year-olds, elementary, secondary, adult education, vocational training, higher education) within the school service centre's territory and administrative region, and in neighbouring administrative regions
- the total budget available to the school service centre
- the number of educational institutions, by level of education
- the condition of the buildings
- the number of teachers and support staff providing students with direct or indirect support, by employment category, type of position, etc.
- the number of students, by level of education and sector (youth general education, vocational training, adult general education)
- the percentage of children who, when starting school, exhibit no signs of vulnerability
- the pass rate for the ministerial examination to assess writing ability in the language of instruction in the fourth year of elementary school

- the percentage of students starting school with an academic delay of a least one year at the secondary level
- the number of students requiring the services of a professional
- the specific needs of adult students
- the pass rate for the uniform examinations set by the Ministère
- graduation and qualification rate, by students' gender, language status, socio-economic level and special needs (students with disabilities, social maladjustments or learning difficulties, first-generation immigrant students, etc.)
- the percentage of students who leave school each year without a diploma or qualifications (dropout rate), by level of education, age, gender, language status, socio-economic level and special needs (students with disabilities, social maladjustments or learning difficulties, first-generation immigrant students, etc.)

Deciding on Challenges, Objectives, Indicators and Targets (EA, section 209.1)

A **challenge** arises within a specific context. It is defined as something that the educational institution, its students and its partners may lose or gain, depending on the strategies implemented. A challenge helps shape policy orientations. It is expressed as a brief formulation without a verb.

Once a challenge has been identified, the school service centre and its collaborators must then decide on policy orientations and objectives related to it. New consultations may be needed to validate the selected policy orientations and objectives chosen and to amend them if necessary.

A **policy orientation** is a statement of an organization's intentions when carrying out its mission. It reflects the organization's priorities, is connected to a challenge, and usually has the following characteristics.

- It is introduced by a single action verb.
- It conveys a single main idea.
- It is clear and concise.

An **objective** is one of an organization's priority commitments for the period covered by the strategic tool. It sets out specific, measurable changes that the educational institution would like to make. It is formulated as a perceptible, meaningful result for clients and becomes the basis for the report. It usually has the following characteristics:

- It is introduced by a single action verb.
- It conveys a single idea.
- It specifies the target student group.
- It explicitly states the targeted result.

The objective is a declaration about the scope of the desired changes and attests to the organization's ambitions. Ideally, it is specific, measurable, achievable, relevant and time-bound (SMART).⁵

Indicators and targets must then be chosen for each objective. An **indicator** is a piece of information or a quantitative or qualitative measurement used to assess progress toward the achievement of an objective. There are several types of indicators, including performance indicators, which are directly connected to the results associated with an objective, and implementation indicators, which refer to the measures and resources used to achieve an objective. An indicator usually has the following characteristics:

- It is clear and precise with respect to the target result.
- It measures only one aspect at once.
- It is based on reliable, recurrent data.

A **target** is associated with an indicator and refers to the result associated with an objective. It is precise and will usually be quantifiable, although a qualitative target may be set in cases where a quantitative measurement is either impractical or inappropriate.

Medium-term targets may be justifiable for some objectives so that better follow-up can be provided during the period covered by the commitment-to-success plan. It is important to publish indicators periodically and to ensure that school staff understand them.

Once the policy orientations, objectives, indicators and targets have been identified, the next step is to think about the measures to be taken to achieve results. It is important to keep in mind that the choice of these means depends on the school service centre.

The collaboration and consultation carried out at this point enable the school service centre to ensure that its commitments meet the needs expressed by the community and are established in a manner consistent with the context defined earlier. In some cases, the Minister imposes the policy objectives, indicators and targets that the school service centre must take into consideration in developing their commitment-to-success plan.

Preparing the Service Statement Setting Out the Objectives with Regard to the Level and Quality of the Services Provided (EA, section 209.1)

The school service centre undertakes to dispense quality services diligently and respectfully and in a completely transparent and impartial manner. The statement is intended to provide clear information on the type and accessibility of services provided by the school service centre to the general public and

⁵ Secrétariat du Conseil du trésor, *Glossaire des termes usuels en mesure de performance et en évaluation: Pour une gestion saine et performante* (Québec, Le Secrétariat, 2013), 14.

companies in its territory. It must also inform the public about the rules and procedures governing these services. The statement can be based on the results of prior consultations.

This statement is similar to the service statement produced by government departments and agencies (*Public Administration Act*, sections 6 and 7).

Together, collaborative management and a consultation process help ensure a proper application of the provisions of the EA consistent with the values and principles set out in the MEQ's strategic plan and in accordance with the principles of transparency and accountability.

Process Involved in Preparing a Commitment-to-Success Plan

The Commitment-to-Student-Success Committee

Since the *Act to amend mainly the Education Act with regard to school organization and governance* received royal assent (February 8, 2020), school service centres have been required to establish a commitment-to-student-success committee (EA, section 193.6). The legal provisions pertaining to this committee have been in effect since July 1, 2020.

The committee is diversified and involves all education staff categories. Its functions are educational in nature (EA, section 193.7) and include the analysis of students' results, the promotion of research-based educational practices and advisory services with respect to student success. The committee is required to develop a commitment-to-success plan and to submit it to the school service centre.

Collaborative Management

Collaborative management is defined as a management style that focuses on teamwork to achieve a shared goal, with due respect for the legal responsibilities of individual team members. Working together creates synergy and encourages the people concerned to commit to and support a common vision. Research has shown the effectiveness of a collaborative management approach, in which members of the education community are involved in solving problems relating to educational success.⁶

For teamwork to be effective, a number of conditions must be met, including the following:

- A person must be made responsible for the group.
- In-person meetings should be encouraged.
- The group should be organized so as to encourage collaboration and direct efforts toward a common goal.
- Integration of group members should be facilitated, and a relationship of trust established.

⁶ Pierre Colletette, Daniel Pelletier and Gilles Turcotte, *Recueil de pratiques des directions d'écoles secondaires favorisant la réussite des élèves* (Québec: Université du Québec en Outaouais, 2013), 8.

- A method of communicating progress must be chosen.
- A continuous improvement process is required.⁷

Teamwork can benefit from the use of technology (messaging, online file sharing, videoconferencing, social networking), which can make it easier for group members to work and communicate with one another and thereby improve their efficiency.

To foster academic success for all students regardless of age, it is important that efforts be based on the following four principles:

- decisions focused on student success and the community's needs
- subsidiarity
- optimization of resources
- decisions based on research findings and experience

Consultations

Under section 193.8 of the EA, in developing its commitment-to-success plan, the commitment-to-student-success committee must consult the following groups:

- the parents' committee
- the advisory committee on services for students with disabilities, social maladjustments or learning disabilities
- the advisory committee on management
- the governing boards
- the teachers and other staff members
- the students' committees

In addition, the parents' committee and advisory committee on management may, among other things, make recommendations on the content of the school service centre's commitment-to-success plan.

⁷ Edgar H. Schein, *Organization Culture and Leadership* (San Francisco: Jossey-Bass, 2004).

Because the new provisions of the EA promote the use of a collaborative management approach, the groups listed above must now work together more than ever. Given the importance of the commitment-to-success plan, consultations should be broad in scope, and the school service centre may add any of the following to its list of groups consulted at any given stage of the plan preparation process:

- the general public
- the community organizations that are active in the area and provide complementary services to the education community
- the regional coordinating authority on student retention
- municipal elected officials
- government partners (employment, health and social services, culture, etc.)

In order to make sure the consultation process is as effective as possible, the school service centre must prepare a consultation plan with the groups concerned. The consultation plan must take the school service centre's situation into account and cover the following points:

- the purpose of the consultation
- a schedule of activities for every step of the consultation process
- the target population, the sample size and the sampling method
- the area's regional specificities
- consultation tools (interviews, online questionnaires, focus groups, etc.)
- budget forecasts
- the evaluation to be carried out at each step of the consultation process
- feedback and follow-up to the consultation⁸

⁸ Canada, Treasury Board of Canada Secretariat, *Guidelines for Effective Regulatory Consultations* (Her Majesty the Queen in Right of Canada, represented by the President of the Treasury Board, 2007).

Moreover, throughout the consultation process, it is important for those responsible to keep in mind the winning conditions for successful communication:

- be open to the opinions of the groups consulted
- be transparent
- show how the opinions of the groups consulted were used to prepare the commitment-to-success plan and explain why certain opinions were not taken into account⁹

The consultation process must be managed and led effectively. Its success will depend to a large extent on the quality of communications with the groups concerned. Those responsible for the consultation should therefore be offered training to help them with this aspect of the process.

Approval of a Commitment-to-Success Plan

Under section 193.9 of the EA, “[t]he director general or any other member designated by the commitment-to-student-success committee must present the commitment-to-success plan proposed by the committee to the school service centre’s board of directors for approval. If the board of directors does not approve the plan, it must give reasons for its decision at the meeting where the plan is rejected.” A copy of the minutes of the board of director’s deliberations must be sent to the commitment-to-student-success committee. It is good practice to clearly inform the committee of the reasons for the refusal.

Submission and Publication of a Commitment-to-Success Plan

Before submitting its commitment-to-success plan to the Minister and making it public, it may be useful for the school service centre to present a preliminary version to the groups that were involved in preparing it. This will help ensure that the plan truly reflects the discussions that took place and the decisions made at the preparation stage. In addition, it will provide an opportunity to make some last-minute corrections before presenting the plan to the board of directors for adoption.

Once this has been done, the school service centre must take the following steps:

- Send the final version of the commitment-to-success plan, as adopted by the board of directors, to the Minister (EA, section 209.1).
- Make the commitment-to-success plan public 60 to 90 days after sending it to the Minister, or in accordance with another time frame agreed upon by MEQ and the school service centre (EA, section 209.1). The plan should be posted in PDF format on the school service centre’s website so

⁹ Ibid.

that it is readily available to anyone who wishes to consult it. The commitment-to-success plan takes effect on the date of its publication (EA, section 209.1).

- The Minister may ask a school service centre to defer publication of its commitment-to-success plan if amendments are required to harmonize the period it covers with the period covered by the MEQ strategic plan, or to ensure that it is consistent with MEQ strategic orientations, objectives or targets (EA, section 459.3). In this case, the Minister sends a letter to the school service centre, asking it to defer publication of its plan and specifying the corrections to be made and any follow-up action to be taken. The school service centre must make the corrections requested by the Minister quickly. To do this, it may once again consult the groups involved in preparing the plan. The school service centre must also inform the educational institutions of the changes requested and describe the impact they will have on their educational projects, if applicable.
- Present the content of the commitment-to-success plan to the general public at the meeting of the board of governors following the date of publication. A public notice stating the date, time and place at which this meeting will occur must be issued at least 10 days prior (EA, section 209.1).
 - It is suggested that the commitment-to-success plan also be presented to the staff of the school service centre and parents should be informed of its publication

Updating and Monitoring of the Commitment-to-Success Plan

The steps listed below may be taken to implement the commitment-to-success plan:

- Identify and introduce methods (support, action plans, policies, programs, etc.) to achieve the objectives and targets.
 - To explain the rationale behind its choice of methods, a school service centre may refer to educational practices in the community, research findings and the results of experiments, innovative initiatives and documents produced by MEQ (policies, strategies, strategic plans, action plans, etc.). Staff involvement in this exercise is a key factor in achieving the targeted results.
- Develop management monitoring tools (follow-up table, dashboard, action plan, etc.) and periodically observe the progress made. These tools are a valuable source of information on the effectiveness of the methods used and the organization's performance.
- Adjust the methods according to the result of the analysis or the available financial resources. It is important to consult the relevant stakeholders when seeking solutions. The aim is not to change the commitment-to-success plan, but to choose different methods for achieving the expected results.
- Continue to work collaboratively.

- The parties involved in preparing the commitment-to-success plan must be kept up to date on its implementation. A meeting should be arranged to inform them about the methods used to achieve the objectives and about the monitoring of the results. Where necessary, they may play a role in seeking solutions to problems. Their role as collaborators is extremely valuable to the organization, and it is important to maintain ties with them.
- Update the commitment-to-success plan if new orientations are identified by the Minister, or if there is a significant change in the situation of the school service centre. The groups mentioned in section 193.8 should be consulted beforehand.
- Begin the task of preparing the new commitment-to-success plan before the one currently in force has expired.

Under section 193.7 of the EA, the commitment-to-student-success committee must analyse students' results and make recommendations to the school service centre on the implementation of the commitment-to-success plan.

Report on the Commitment-to-Success Plan

The school service centre must prepare an annual report to inform the population of its territory about the implementation of its commitment-to-success plan and the results obtained with respect to its objectives and targets. The report must contain the elements prescribed by the EA and be drafted in accordance with the provisions of the regulation made under section 457.6 of the EA.

Appendix – Sections of the *Education Act*¹⁰ relating to the Commitment-to-Success Plan

CHAPTER III – SCHOOLS

DIVISION I – ESTABLISHMENT

37. The school's educational project, which may be updated if necessary, shall contain:

- (1) the context in which the school acts and the main challenges it faces, particularly with respect to educational success;
- (2) the specific policies of the school and the objectives selected for improving educational success;
- (3) the targets for the period covered by the educational project;
- (4) the indicators to be used to measure achievement of those objectives and targets; and
- (5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, by the basic school regulation and by the programs of studies established by the Minister is implemented, adapted and enriched. **They must also be consistent with the school service centre's commitment-to-success plan.**

The educational project must respect students', parents' and school staff's freedom of conscience and of religion.

37.1 The **period covered by the educational project must be harmonized with the period covered by the school service centre's commitment-to-success plan** in accordance with any terms prescribed under the first paragraph of section 459.3.

DIVISION II – GOVERNING BOARD

§ 4. — Functions and powers

1. — General functions and powers

74. The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to educational success and the characteristics and expectations of the community served by the school. Based on the analysis and taking into account the commitment-to-success plan of the school service centre, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

¹⁰ Québec. *Education Act* [online], [www.legisquebec.gouv.qc.ca/fr/ShowDoc/cs/l-13.3] (Accessed on October 31, 2021).

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in educational success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school service centre representatives.

DIVISION V – PRINCIPAL

§ 2. — Functions and powers

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

CHAPTER IV – VOCATIONAL TRAINING CENTRES AND ADULT EDUCATION CENTRES

DIVISION I – ESTABLISHMENT

97.1 The centre's educational project, which may be updated if necessary, shall contain:

- (1) the context in which the centre acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs;
- (2) the specific policies of the centre and the objectives selected for improving educational success;
- (3) the targets for the period covered by the educational project;
- (4) the indicators to be used to measure achievement of those objectives and targets; and
- (5) the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched. They must also be consistent with the school service centre's commitment-to-success plan.

97.2 The period covered by the educational project must be harmonized with the period covered by the school service centre's commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

DIVISION II – GOVERNING BOARD

§ 3. — Functions and powers

109. The governing board shall analyze the situation prevailing at the centre, particularly the challenges tied to educational success and the characteristics and expectations of the community served by the centre. Based on the analysis and taking into account the school service centre's commitment-to-success

plan, the governing board shall adopt the centre's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the centre and in educational success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other centre staff members, and community and school service centre representatives.

CHAPTER V – SCHOOL SERVICE CENTRES

DIVISION III – SCHOOL SERVICE CENTRE'S BOARD OF DIRECTORS

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

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

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

DIVISION IV – COMMITTEES

187. The functions of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities are

- (1) to advise the school service centre on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities;
- (2) to advise the resource allocation committee on the allocation of financial resources to the services intended for those students;
- (3) to advise the commitment-to-student-success committee on the commitment-to-success plan.**

The committee may also advise the school service centre on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities.

193. The parents' committee shall be consulted on the following matters:

- (1) the division, annexation or amalgamation of the territory of the school service centre;
 - (1.1) the school service centre's commitment-to-success plan;**
- (2) the three-year plan of allocation and destination of the immovables of the school service centre, the list of schools and the deeds of establishment;

(3) the policy adopted under section 212 on the continued operation or closure of schools and on other changes made to the educational services provided in a school;

(3.1) (subparagraph repealed);

(4) (subparagraph repealed);

(5) the distribution of educational services among the schools;

(5.1) the school service centre's by-law on the complaint examination procedure established under section 220.2;

(6) the criteria referred to in section 239 for the enrollment of students in schools;

(6.1) the dedication of a school to a special project pursuant to section 240 and the criteria for the enrollment of students in that school;

(7) the school calendar;

(7.1) the childcare provided at school;

(8) (subparagraph repealed);

(9) (subparagraph repealed);

(10) (subparagraph repealed).

Moreover, the parents' committee may, on its own initiative, make recommendations to the school service centre regarding the matters referred to in the first paragraph. It may also waive a consultation on a matter referred to in subparagraph 1, 2, 3, 5, 5.1, 6 or 6.1 of the first paragraph. In such a case, it must so inform the school service centre in writing, and it shall do the same if it wishes to put an end to the waiver.

193.6. The school service centre must establish a commitment-to-student-success committee composed of not more than 18 members, as follows:

(1) the school service centre's director general or the person the director general designates;

(2) at least two members of a school's teaching staff;

(3) at least one member of an adult education centre's teaching staff;

(4) at least one member of a vocational training centre's teaching staff;

(5) at least one non-teaching professional staff member;

(6) at least one support staff member;

(7) at least one principal of a school providing preschool education or elementary education;

- (8) at least one principal of a school providing secondary education;
- (9) at least one principal of a vocational training centre;
- (10) at least one principal of an adult education centre;
- (11) one member of the executive staff responsible for educational services; and
- (12) one member from the education research sector.

One of the members must have experience working with handicapped students or students with social maladjustments or learning disabilities.

The leadership of the **commitment-to-student-success committee** is entrusted to the school service centre's director general or the person the director general designates under subparagraph 1 of the first paragraph.

193.7 The functions of the **commitment-to-student-success committee** are

- (1) to develop and propose to the school service centre a **commitment-to-success plan** in accordance with section 209.1;
- (2) to analyse students' results and make recommendations to the school service centre on the implementation of the **commitment-to-success plan** approved by the school service centre;
- (3) to promote, among the institutions of the school service centre, educational practices, including evaluation practices, that are based on research and relevant to the policy directions set out in the **commitment-to-success plan**; and
- (4) to advise the school service centre on any matter relating to student success.

193.8 In developing the **commitment-to-success plan**, the **commitment-to-student-success committee** shall consult with, in particular, the parents' committee, the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, the advisory committee on management, the governing boards, the teachers and other staff members, and the student committees.

The parents' committee and advisory committee on management may, among other things, make recommendations on the content of the school service centre's **commitment-to-success plan**.

193.9 The director general or any other member designated by the **commitment-to-student-success committee** must present the **commitment-to-success plan** proposed by the committee to the school service centre's board of directors for approval. If the board of directors does not approve the plan, it must give reasons for its decision at the meeting where the plan is rejected. A copy of the minutes of the meeting of the board of directors containing the decision with reasons must be sent to the commitment-to-student-success committee.

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

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

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

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

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

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

DIVISION VI – FUNCTIONS AND POWERS OF THE SCHOOL SERVICE CENTRE

§ 2. — General functions

209.1 For the exercise of its functions and powers, every school service centre shall approve, on the proposal of the **commitment-to-student-success committee**, a **commitment-to-success plan** that is consistent with the strategic directions and objectives of the department's strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.2. In addition, the period covered by the plan must be harmonized with the period covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.

The **commitment-to-success plan** that the school service centre may update as needed, on the recommendation of the **commitment-to-student-success committee**, must contain

- (1) a description of the context in which the school service centre acts, particularly the needs of its institutions, the main challenges it faces, and the characteristics and expectations of the community it serves;
- (2) the directions and objectives selected;
- (3) the targets for the period covered by the plan;
- (4) the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
- (5) a service statement setting out its objectives with regard to the level and quality of the services it provides; and

(6) any other element determined by the Minister.

The school service centre shall send its commitment-to-success plan to the Minister and make it public on the expiry of 60 to 90 days after sending it or of another period if the school service centre and the Minister so agree. The commitment-to-success plan takes effect on the date of its publication. The school service centre shall present the content of its commitment-to-success plan to the public at the meeting following the effective date of the plan. Public notice specifying the date, time and place of the meeting must be given not less than 10 days before it is held.

220. Every school service centre shall prepare an annual report in accordance with the regulation made under section 457.6 in order to give the population in its territory an account of the implementation of its **commitment-to-success plan** and the results obtained measured against the objectives and targets it contains.

In the report, the school service centre must state separately, for each of its educational institutions, the nature of the complaints reported to its director general by their principals under section 96.12, the measures taken and the proportion of those measures for which a complaint was filed with the Student Ombudsman.

The school service centre shall send a copy of the report to the Minister and make the report public no later than 31 December each year.

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

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

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

CHAPTER VII – THE GOVERNMENT AND THE MINISTER OF EDUCATION, RECREATION AND SPORTS

DIVISION II – FUNCTIONS AND POWERS OF THE MINISTER OF EDUCATION, RECREATION AND SPORTS

459.1. After consultation with the school service centres, the Minister shall establish national indicators and make them available to all school service centres, particularly so that they may define, in their commitment-to-success plans, the main challenges they face.

459.2. The Minister may determine, for all school service centres or based on the situation of one or certain school service centres, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans.

459.3. The Minister may, for any school service centre, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school service centre and the department.

The Minister may also, after receiving a school service centre's commitment-to-success plan, require the school service centre, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under section 459.2.

459.4. The Minister shall evaluate the results obtained under each school service centre's **commitment-to-success plan**, at intervals determined by the Minister, and send the evaluation to the school service centre concerned.

The Minister and the school service centre, after consulting with the **commitment-to-student-success committee**, shall agree on any corrective measures to be put in place to ensure that the policy directions, objectives or targets set out in the **commitment-to-success plan** are achieved.

If, despite the corrective measures, the Minister considers it unlikely that the school service centre will be able to achieve those policy directions, objectives or targets, the Minister may prescribe any additional measure to be put in place by the school service centre within a specified period.

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