

STRATEGIC PLAN 2020-2023



CONSEIL SCOLAIRE
FRANCOPHONE
PROVINCIAL

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Message from the Chair

The Honourable Tom Osborne
Minister of Education
Government of Newfoundland and Labrador
P.O. Box 8700
St. John's, NL A1B 4J6

Dear Minister:

I am pleased to present the Strategic Plan for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) for the period from July 1, 2020 to June 30, 2023.

The CSFP has prepared this Strategic Plan in consideration of the government's strategic directions, recommendations from the survey prepared by the CSFP in November 2020 and consultations with students, staff, school trustees and the community.

In preparing our next three annual reports, the CSFP will take account of the results achieved in relation to our new Strategic Plan.

My signature below is on behalf of the CSFP and indicates our accountability for the preparation of this Plan and the achievement of the specific goals and objectives contained herein.

Sincerely,

Brian Lee
Chair

1. INTRODUCTION

The Strategic Plan 2020-2023 of the Conseil scolaire francophone provincial (CSFP) continues the work begun in the Strategic Plan 2017-2020 and is structured around the same four issues:

- Success of Francophone minority students
- Well-being of students and staff
- Growth, outreach and community engagement
- Board governance

2. PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

2.1 History

The CSFP is was established under the **Schools Act, 1997** SNL 1997 c S-12.2 with sole responsibility for the delivery of French-first-language (not French immersion) educational services and programs in the province of Newfoundland and Labrador for students from kindergarten to Grade 12.

French-language instruction provided by the CSFP must comply with programming for French-first-language instruction prescribed or approved by the province's Department of Education (EDU).

The CSFP's Board of Trustees is made up of nine school trustees elected by the Francophone community of Newfoundland and Labrador, which is divided into geographical areas covering the entire province. As such, the CSFP is the entity responsible in the province of Newfoundland and Labrador for exercising the authority, on behalf of rights holders under section 23 of the Charter, to manage and monitor the Francophone and Acadian minority regarding aspects of education related to the French language and culture.

2.2 Location

The CSFP's administrative offices are located at the Centre scolaire et communautaire des Grands-Vents at 65 Ridge Road, St. John's, NL; telephone: 709-722-6324, toll-free number: 1-888-794-6324; website: <http://www.csfp.nl.ca/>.

2.3 Enrolment

As of September 30, 2020, the CSFP had an enrolment of 368 students from kindergarten to Grade 12. In addition, the agreement with Quebec's Commission scolaire du Littoral remained in effect so that Francophone students from the L'Anse-au-Clair NL area could continue their education in French.

In 2020-2021, the CSFP had six schools. There are 31 students at École Boréale (Happy Valley–Goose Bay), 31 students at Centre éducatif l'ENVOL (Labrador City), 41 students at École Notre-Dame-du-Cap (Cape St. George), 60 students at École Sainte-Anne (Mainland), 167 students at École des Grands-Vents (St. John's) and 38 students at École Rocher-du-Nord (St. John's).



2.4 Budget and employees

The CSFP's budget for the 2020-2021 school year was \$11 million. As of July 1, 2020, the CSFP employed 109 people (including substitute teachers), of which 30 were men and 79 women.

2.5 Governance

The CSFP has eight members on the Board of Trustees: six men, two women and one vacancy.

CSFP TRUSTEES (as of July 1, 2020)	
Name	Region
Carole (Maillet) Gillingham	At large
Edna Hall	At large
Steevens Proulx	At large
Charly Mini	Avalon
Michael Clair	Avalon
Dillon Jesso	Central-West
Vacant	Central-West
Brian Lee	Labrador
Denis Michaud	Labrador

Executive Committee



Brian Lee
(Chair)

Michael Clair
(1st Vice-Chair)

Denis Michaud
(2nd Vice Chair)

Members



Edna Hall



Steevens Proulx



Carole (Maillet) Gillingham



Charly Mini



Dillon Jesso

3. MANDATE

The mandate for the Board of Trustees of the Newfoundland and Labrador English School District is established under the **Schools Act, 1997**. The CSFP's mandate is to provide prescribed and approved programs for primary, elementary, intermediate and secondary students in the French-first-language school system. This includes implementing curriculum and educational programs, human resources, finances and operations, facilities maintenance and student transportation. For more detailed information, see **Appendix 2**.

4. LINES OF BUSINESS

The CSFP has two lines of business:

1. Programs and Services – Pre-school (i.e., Bon Départ [KinderStart]) and Kindergarten to Grade 12

The year before children begin kindergarten, French-first-language schools provide them with the opportunity to do the Bon Départ (KinderStart) program, which prepares them for kindergarten.

French schools offer programs and courses recommended or approved by EDU.

After-school activities are offered based on the school's capacity.

2. Transportation

The CSFP is responsible for providing transportation for students to and from school, in compliance with EDU policies and guidelines.

5. STRATEGIC ISSUES, DIRECTIONS, GOALS, OBJECTIVES AND INDICATORS

CSFP has identified four strategic issues for the 2020-23 planning period:

1. Success of francophone minority students
2. Well-being of Students and Staff
3. Growth, Outreach and Community Engagement
4. Board Governance

ISSUE 1: SUCCESS OF FRANCOPHONE MINORITY STUDENTS

The Conseil scolaire francophone provincial is always keen to comply with its triple mandate in a linguistic minority environment: to educate young people in the Francophone community, to increase their understanding and knowledge of Francophone cultures, while promoting the development of the community aspect.

The CSFP also wants students to gain a better understanding of French culture and to experience it and engage with it to develop pride and a sense of belonging. From this perspective, language development is a major issue because it is fundamental to all student learning.

This learning translates not only into students' academic success, but also into each student's personal and social development, helping them build their identity, define themselves and recognize themselves as Francophones. The CSFP must address all these aspects in order to improve the education of students in Francophone minority settings. This issue is in line with the Provincial Government's strategic direction "A Brighter Future".

Goal: By June 30, 2023, the CSFP will have enhanced opportunities and supports for development and success for all students so that they can all experience individual success.

Indicators:

- Supported implementation of identity-building activities
- Enhanced supports for student in literacy and numeracy achievement
- Supported responsive teaching and learning with the use of technology
- Enhanced practices to support diversity in schools

Objective 1: By June 30, 2021, the CSFP will have developed and implemented programming and practices to increase student success.

Indicators:

- Implemented supports in literacy and numeracy
- Provided additional resources for Library Learning Commons
- Continued implementation of the Responsive Teaching and Learning initiative
- Continued the implementation of Professional Learning Communities in schools
- Implemented improvements in technology

Objective 2: By June 30, 2022, the CSFP will have continued to implement programming and practices to increase student success.

Objective 3: By June 30, 2023, the CSFP will have further implemented programming and practices to increase student success.

ISSUE 2: WELL-BEING OF STUDENTS AND STAFF

The CSFP will continue to implement the EDU’s Safe and Caring Schools Policy to ensure that learning and working environments are safe and welcoming for all students and staff.

While it is essential that facilities be in good physical condition, a respectful work environment free of violence, harassment, bullying and discrimination, in which diversity and differences are celebrated, is even more important.

The CSFP also believes that it is vitally important to recognize and value the work of its students and staff. As a result, new initiatives will be developed so that they can feel supported and appreciated. This issue is in line with the Provincial Government’s strategic direction “Healthier People”.

Goal: By June 30, 2023, the CSFP will have enhanced school environments to ensure healthy, safe and respectful learning and work environments free of violence, harassment, bullying and discrimination.

Indicators:

- Improved infrastructure
- Implemented wellness initiatives in support of healthy, safe and respectful learning and work environments
- Implemented Safe and Caring Schools initiatives in support of healthy, safe and respectful learning and work environments

Objective 1: By June 30, 2021, the CSFP will have implemented practices promoting student and staff well-being.

Indicators:

- Implemented wellness initiatives
- Implemented effective positive behavioural support (PBS) methods
- Promoted and supported social and emotional learning of students and staff
- Updated and enforced staff policies on violence, harassment, bullying and discrimination

Objective 2: By June 30, 2022, the CSFP will have continued to implement practices promoting student and staff well-being.

Objective 3: By June 30, 2023, the CSFP will have further implemented practices promoting student and staff well-being.

ISSUE 3: GROWTH, OUTREACH AND COMMUNITY ENGAGEMENT

The CSFP believes that promoting its schools is essential to increase the number of students and employees. To do so, the CSFP will showcase the work of the people who work and study in its schools.

The CSFP also believes that harmonious relations between school, family and community are a protective factor that contributes to student retention and encourages learning behaviours among students. It will consequently encourage collaboration between the school, parents and community partners to provide students with all the resources they need to become good citizens. This issue is in line with the Provincial Government’s strategic direction “Better Living”.

Goal: By June 30, 2023, the CSFP will have enhanced outreach and community engagement to recruit and retain more students and staff within the Francophone community.

Indicators:

- Increased promotion of CSFP
- Implemented school-family-community projects to promote participation of local community
- Enhanced programming and practices to recruit and retain more students and employees

Objective 1: By June 30, 2021, the CSFP will have implemented activities to promote growth and engagement of the Francophone community.

Indicators:

- Implemented communications strategies to increase visibility of CSFP
- Implemented initiatives to increase student population
- Implemented initiatives to decrease staff turnover

Objective 2: By June 30, 2022, the CSFP will have continued to implement activities to promote growth and engagement of the Francophone community.

Objective 3: By June 30, 2023, the CSFP will have further implemented activities to promote growth and engagement of the Francophone community.

ISSUE 4: BOARD GOVERNANCE

CSFP is overseen by a nine-member Board of Trustees. There are two trustees from Labrador, two from the central/west region, two from the east region and three at-large trustees. All trustees have received governance training and information related to their role as trustees. It is also important for the broader school community, including parents, to be aware of the role of the Board of Trustees.

Therefore, the CSFP will continue the work begun internally, including developing, revising and drafting administrative policies and guidelines and its procedures guide. The CSFP will also work to increase its presence in the communities it serves by strengthening communications with parents. This issue is in line with the Provincial Government's strategic direction "A More Efficient Public Sector".

Goal: By June 30, 2023, the CSFP will have enhanced its board governance and increased the visibility of its trustees within the Francophone community.

Indicators:

- Completed a review of CSFP's policies and guidelines
- Increased transparency communication with parents
- Increased professional training for trustees

Objective 1: By June 30, 2021, CSFP trustees will have implemented initiatives to improve board governance.

Indicators:

- Implemented professional training for trustees
- Initiated communication activities between trustees and the school communities

Objective 2: By June 30, 2022, the CSFP will have continued to implement initiatives to improve board governance.

Objective 3: By June 30, 2023, the CSFP will have further implemented initiatives to improve board governance.

6. CONCLUSION

The Strategic Plan 2020-2023 builds on the previous (2017-2020) strategic plan in that the primary objective is to provide direction on the best ways to support students and improve student learning in French-first-language schools.

Over the next three years, the CSFP will measure its success in achieving the intended results using the indicators identified in the Strategic Plan and the action plan that will follow. The CSFP will submit an annual report outlining its success in achieving the identified goals and objectives.

Annex A: Strategic Directions – Provincial Government

As required by the **Transparency and Accountability Act**, the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) developed its Strategic Plan 2020-2023 to align with the Provincial Government's strategic directions.

Strategic directions are the articulation of desired physical, social, or economic outcomes that normally require action by, or involvement of, more than one government entity. These directions are generally communicated by the Provincial Government through platform documents, Throne and budget speeches, and policy documents.

The **Transparency and Accountability Act** requires entities to consider these strategic directions in the preparation of their performance-based plans. This facilitates the integration of planning practices across the government.

The Government of Newfoundland and Labrador has identified the following strategic directions for the 2020-2023 planning cycle.

- A Better Economy
- Healthier People
- Better Living
- A Bright Future
- A More Efficient Public Sector

Annex B – Schools Act, 1997

Duties of boards

75. (1) A board shall:

- (a) organize and administer primary, elementary and secondary education within the district;
- (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada;
- (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
- (c.1) promote a safe and caring learning environment for schools in the district;
- (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
- (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
- (f) develop a policy on employment equity and a plan for implementing the policy;
- (g) appoint and dismiss employees;
- (h) appoint and assign duties of teachers;
- (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
- (j) formulate policies for evaluating employees;
- (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
- (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
- (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
- (n) ensure that each school within its district maintains adequate program and performance standards;
- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;
- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
- (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
- (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are
 - (i) in good mechanical condition
 - (ii) have adequate liability insurance, and
 - (iii) that an appropriate bus safety program is offered to students who are transported by bus;
- (u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;
- (v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;

- (w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;
 - (x) organize and administer a school in an institution, where directed to do so by the minister;
 - (y) comply with a policy directive of the minister; and
 - (z) immediately inform the minister in writing of a vacancy in the position of director, associate director or assistant director.
- (2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.
- (3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.
- 1997, c S-12.2, s 75; 2013, c 25, s 7

Powers of boards

76. (1) A board may:

- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
- (b) enter into agreements for the purpose of carrying out its functions under this Act;
- (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
- (d) assess a person or group a fee for use of a school under paragraph (c);
- (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
- (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
- (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
- (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or, where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;
- (i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;
- (j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;
- (k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;
- (l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;
- (m) levy a fee for the transportation of students; and
- (n) become a member of a provincial association of school boards and pay a required membership fee.

(2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.
1997, c S-12.2, s 76

Composition of the conseil scolaire

95. (1) The conseil scolaire shall be elected in the same manner and at the same time as board elections are held under section 53 or at the time the minister directs on the recommendation of the conseil scolaire.

(2) Notwithstanding paragraph (1),

(a) employees of the conseil scolaire;

(b) a person who has a contract with, or an interest in a contract with, the conseil scolaire; and

(c) unless prior written approval is given by the minister, employees of the department of the government responsible for education are not eligible for election to the conseil scolaire.

(3) The number of trustees to be elected, not exceeding 12, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(4) Notwithstanding subsection (3), the first elected conseil scolaire shall comprise 10 trustees elected as follows:

(a) 4 from the conseil d'école de Port au Port;

(b) 2 from the conseil d'école de l'ouest du Labrador ;

(c) 2 from the conseil d'école de l'est du Labrador; and

(d) 2 from the conseil d'école de St. John's.

(5) [Rep. by 2016 c 35 s 2]

1997, c S-12.2, s 95; 2016, c 35, s 2

Building funds

100. The minister shall pay out money voted by the Legislature for the construction, extension and equipment of French first language schools in accordance with the recommendations of the conseil scolaire.

1997, c S-12.2, s 100

Conseil d'école – voting members

102. (1) There shall be a conseil d'école responsible for each French first language school.

(2) The number of elected members comprising a conseil d'école, not exceeding 9, and each school for which the conseil d'école is responsible, shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

(3) Notwithstanding subsection (2), the first elected

(a) conseil d'école de Port au Port shall be responsible for each French first language school located in Mainland and Cape St. George;

(b) conseil d'école de l'ouest du Labrador shall be responsible for each French first language school located in Labrador City or Wabush;

(c) conseil d'école de l'est du Labrador shall be responsible for each French first language school located in Happy Valley–Goose Bay; and

(d) conseil d'école de St. John's shall be responsible for each French first language school located in St. John's.

(4) A parent of

(a) a student enrolled in a French first language school;

(b) a child registered to attend a French first language school; and

(c) a child who is eligible under this Act to be registered to attend a French first language school and who is not registered in another school

may vote in an election of members to a conseil d'école responsible for that school.

(5) A candidate for election to a conseil d'école shall be

(a) at least 18 years of age;

(b) a citizen of Canada or a lawful resident of Canada;

(c) a resident of the province; and

- (d) nominated by a person eligible to vote in an election of members to that conseil d'école.
- (6) The principal of or a teacher in a French first language school is not eligible to be a candidate for election under this section to the conseil d'école responsible for that school.
- (7) The director of the conseil scolaire is not eligible to be a candidate for election to a conseil d'école.
- (8) Where fewer members are elected to a conseil d'école than the number set by order of the minister, the minister shall on the recommendation of the conseil scolaire or the interim conseil scolaire established under section 114 appoint the number necessary to satisfy the order.
- (9) A member elected or appointed to a conseil d'école under this section shall be a voting member of the conseil d'école.
- (10) The election of members to a conseil d'école shall be held at the same time as elections of the conseil scolaire are held under section 95 or at the time the minister directs on the recommendation of the conseil scolaire and the term of office of a member elected to a conseil d'école shall be the same as that of a trustee.

1997, c S-12.2, s 102; 2016, c 35, s 6