

**STRATEGIC PLAN
2014-2017**

**CONSEIL SCOLAIRE
FRANCOPHONE
PROVINCIAL
DE TERRE-NEUVE-ET-
LABRADOR**



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Message from the Chair

Honourable Darin King
Minister of Education
Department of Education
P. O. Box 8700
St. John's, NL A1B 4J6

June 5, 2014

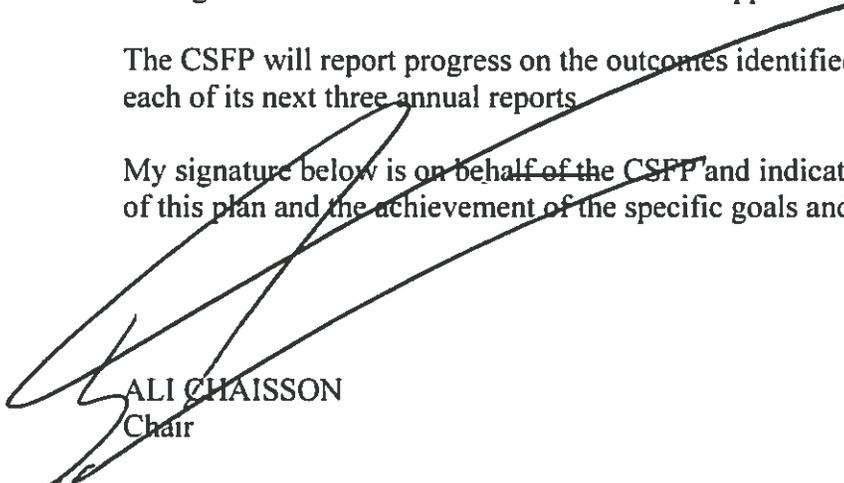
Dear Minister:

Pursuant to Section 5 of the *Transparency and Accountability Act*, I am pleased to present the strategic plan for the Conseil scolaire francophone provincial de Terre-Neuve- et-Labrador (CSFP) for the three-year period, July 1, 2014 to June 30, 2017.

As a Category One entity, the CSFP has prepared this strategic plan in consideration of the strategic direction of Government as found in Appendix A.

The CSFP will report progress on the outcomes identified in the Goals section of this document in each of its next three annual reports

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.



ALI CHAISSON
Chair

OVERVIEW OF PLAN

Vision

The vision of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador is that of a system of education, defined by the French language and francophone cultures, which supports the success of all students, the building of their identities, their personal fulfilment and their global vision.

Mission

By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the French education system to ensure students have the skills needed for success while maintaining their French cultural identity.

Strategic Issues, Goals and Objective

Issue 1: Improved French First Language Education

Goal 1: By June 30, 2017, the Conseil francophone provincial will have enhanced opportunities to improve student learning.

Objectives :

1. By June 30, 2015, the Conseil scolaire francophone will have developed strategies to improve student learning.
2. By June 30, 2016, the Conseil scolaire francophone provincial will have implemented strategies developed to improve student learning.
3. By June 30, 2017, the Conseil scolaire francophone provincial will have continued to implement strategies to improve student learning.

Issue 2: Safe and Caring Schools

Goal 2: By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the environment of all schools to ensure a safe and caring environment that is conducive to student learning.

Objectives :

1. By June 30, 2015, the Conseil scolaire francophone provincial will have implemented initiatives to ensure a safe and caring learning environment.
2. By June 30, 2016, the Conseil scolaire francophone provincial will have continued the implementation of initiatives to ensure a safe and caring learning environment.
3. By June 30, 2017, the Conseil scolaire francophone provincial will have further implemented initiatives to ensure a safe and caring learning environment.

Issue 3: Improved Learning through 21st Century Skills

Goal 3: By June 30, 2017, the Conseil scolaire francophone provincial will have integrated 21st century skills and technology to enhance learning.

Objectives:

1. By June 30, 2015, the CSFP will have implemented initiatives to integrate 21st century skills and technology in schools.
2. By June 30, 2016, the CSPF will have continued to implement initiatives to integrate 21st century skills and technology in schools.
3. By June 30, 2017, the CSFP will have further implemented initiatives to integrate 21st century skills and technology in schools.

PROFILE OF THE CONSEIL SCOLAIRE FRANCOPHONE PROVINCIAL

The Conseil scolaire francophone provincial's administrative offices are located in the *Centre scolaire et communautaire des Grands-Vents* at 65 Ridge Road, St. John's, NL.

As of September 30, 2013, the Conseil scolaire francophone provincial had an enrolment of 358 students, from Kindergarten to Grade 12. An agreement with the Conseil scolaire du Littoral in Québec is still in effect to provide French First language education for children from L'Anse-au-Clair.

The five Conseil scolaire francophone provincial schools are categorized as "small schools" by the Department of Education. In 2013-2014, there were 25 students at École Boréale (Happy Valley-Goose Bay), 28 students at Centre éducatif l'ENVOL (Labrador City), 48 students at École Notre-Dame-du-Cap (Cape St. George), 85 students at École Sainte-Anne (Mainland), and 172 students at École des Grands-Vents (St. John's).

The Conseil scolaire francophone provincial's total budget for 2014-15 is \$8 million. As of July 1, 2014, the school district had 80 employees, including 22 males and 58 females.

The school board currently has eight trustees (three males and five females) and two vacancies.

Brenda LeFrançois	St. John's
Ali Chaisson	St. John's
Edna Hall	Port-au-Port Peninsula
Eileen Rafuse	Port-au-Port Peninsula
Crystal Benoît	Port-au-Port Peninsula
<i>Vacant</i>	Port-au-Port Peninsula
Yves Bastien	Labrador West
Brian Lee	Labrador West
Dinah Pitre-Payne	Labrador East
<i>Vacant</i>	Labrador East

MANDATE

The Conseil scolaire francophone provincial's mandate is to offer the prescribed and approved programs for primary, elementary and secondary students in the French-first-language school system. Appendix B provides a complete list of the duties and powers of the school board as cited in the *Schools Act, 1997*.

LINES OF BUSINESS

The Conseil scolaire francophone provincial has two lines of business:

1. Programs and Services – Pre-school (i.e., *Bon Départ*) and Kindergarten to Grade Twelve

French First Language schools provide children the opportunity to do the *Bon Départ* program the year before they begin Kindergarten, as a means of preparing them for the Kindergarten program.

French First Language schools offer programs and courses prescribed or approved by the Department of Education.

As well, depending on the capacity of the school, after-school activities are also provided.

2. Transportation

The Conseil scolaire francophone provincial is responsible for providing return transportation for students between their home and the school in accordance with Department of Education policies and guidelines.

VALUES

The values listed below indicate the character of the Conseil scolaire francophone provincial, its district office and its schools. These are the values and actions that the Board wishes to promote throughout its organization.

Importance of the French language and francophone cultures

Each person uses the French language in his/her daily activities and participates as much as possible in the school's and the community's French activities.

Excellence

Each person, in the performance of his or her duties, engages in and fosters quality student learning and support services.

Innovation

Each person uses appropriate tools and resources to implement modern, state-of-the-art methods to facilitate quality learning for all students.

Respect

Each person acknowledges and considers the opinions of others.

Equity

Each person supports the development of the potential of all other members of the district.

Integrity

Each person's actions reflect his/her words and beliefs.

Freedom of expression

Each person is free to express his/her opinions in an appropriate manner and context.

PRIMARY CLIENTS

The primary clients of the Conseil scolaire francophone provincial are students, parents and employees. In addition, the Board maintains relationships with external partners, including provincial bodies, such as the Department of Education and other provincial departments. The Board also maintains relationships with unions and the Newfoundland and Labrador Teachers' Association. It is important to maintain positive relationships with external partners; however, the Conseil scolaire francophone provincial, through its executive, directs its focus first and foremost to the needs of its primary clients.

VISION

The vision of the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador is that of a system of education, defined by the French language and francophone cultures, which supports the success of all students, the building of their identities, their personal fulfilment and their global vision.

MISSION

The Conseil scolaire francophone provincial consulted staff, parents and communities, along with junior and senior high school students, for the purposes of an internal and external analysis of its organizational environment. These consultations showed that all parties wanted to ensure the quality of education and services provided. The analysis also revealed that language and culture should be incorporated into students' day-to-day activities. The Conseil scolaire francophone provincial's mission therefore reflects these perspectives and is aligned with the strategic direction provided by government, that "*Educational foundations are enhanced for each student throughout the primary, elementary and secondary system,*" through inclusive education, safe and caring schools and improved academic achievement.

By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the French education system to ensure students have the skills needed for success while maintaining their French cultural identity.

Measure: Enhanced the French education system

Indicators:

- Improved acquisition of knowledge and skills
- Enhanced education programs focused on mastery of the French language
- Increased integration of language and culture into day-to-day school activities

STRATEGIC ISSUES

The strategic issues and goals described below grew out of the strategic planning process approved by the Board, which included consultations and document analysis. From the end of January 2014 to early March 2014, consultation sessions were held in each community with a French school, namely Happy Valley-Goose Bay, Labrador City, Mainland, Cape St. George, and St. John's. In each community, sessions were held with teaching personnel and the school council. In addition, a session was held with district office staff. Besides the consultation process, additional information was provided through document analysis, including a review of financial information, public examination results, and constitution, by-laws and policies. Through this process, three strategic issues were identified for the 2014-2017 strategic plan.

ISSUE 1: IMPROVED FRENCH FIRST LANGUAGE EDUCATION

The Conseil scolaire francophone provincial is squarely focused on its three-pronged mandate: educating students in a francophone community, increasing students' knowledge and understanding of francophone cultures, and promoting students' involvement in their community. In this perspective, developing students' French-language skills is an important issue, as these skills have repercussions across all curriculum areas. The Conseil scolaire francophone provincial must ensure that all necessary measures are in place to meet the learning needs of each student in its schools. In this perspective, it is essential that the Conseil scolaire francophone provincial focus on its pedagogical practices and strategies, as well as student achievement, in teaching the outcomes that define student learning. This issue supports the curriculum and academic achievement components of government's strategic direction that "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Issue 1: Improved French First Language Education

Goal 1: By June 30, 2017, the Conseil francophone provincial will have enhanced opportunities to improve student learning.

Measure: Enhanced opportunities

Indicators :

- Implemented literacy plan for K-6.
- Implemented numeracy plan for K-6
- Improved integration of activities to develop students' cultural identity as francophones

Objectives:

1. By June 30, 2015, the Conseil scolaire francophone will have developed strategies to improve student learning.

Measure: Developed strategies to improve student learning

Indicators:

- Developed literacy plan K-6
 - Developed numeracy plan K-6
 - Developed plan to integrate culture throughout the curriculum
2. By June 30, 2016, the Conseil scolaire francophone provincial will have implemented strategies developed to improve student learning.
 3. By June 30, 2017, the Conseil scolaire francophone provincial will have continued to implement strategies to improve student learning.

ISSUE 2: SAFE AND CARING SCHOOLS

As the principal learning environment for students, it is essential that school be a positive, safe and caring environment for students. The CSFP will ensure that each school will be a positive learning environment for students (and the personnel), by implementing clear expectations and directives, reflecting guidelines and policies of the Department of Education. Schools will be safe and caring environments that encourage positive learning experiences, and ensure the physical, psychological and emotional well-being of all students. This issue supports the safe and caring schools component of government's strategic direction that "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Issue 2: Safe and Caring Schools

Goal 2: By June 30, 2017, the Conseil scolaire francophone provincial will have enhanced the environment of all schools to ensure a safe and caring environment that is conducive to student learning.

Measure : Enhanced school environment

Indicators:

- Enhanced procedures to ensure safe and caring schools
- Implemented Positive Behavioural Supports in all schools
- Enhanced protocols on bullying

Objectives:

1. By June 30, 2015, the Conseil scolaire francophone provincial will have implemented initiatives to ensure a safe and caring learning environment.

Measure: Implemented initiatives

Indicators:

- Implemented safe and caring schools initiatives
 - Begun implementation of procedures for Positive Behavioural Supports
 - Initiated implementation of protocol on bullying
2. By June 30, 2016, the Conseil scolaire francophone provincial will have continued the implementation of initiatives to ensure a safe and caring learning environment.
 3. By June 30, 2017, the Conseil scolaire francophone provincial will have further implemented initiatives to ensure a safe and caring learning environment.

ISSUE 3: IMPROVED LEARNING THROUGH 21st CENTURY SKILLS

In recent years, the development of 21st century competencies has been an important focus and challenge in education. Twenty-first century learning is broadly described as learning that supported through, and enabled by, the use of information and communications technologies. It is characterized by an integrated approach to the development of skills in creativity and innovation, effective oral and written communication, critical thinking and problem solving, and collaboration. The Conseil scolaire francophone provincial considers it essential that its students develop the necessary literacy and numeracy skills, as well as the intellectual and social skills characteristic of learning in the 21st century. Implementing a pedagogical approach based on 21st century skills requires that teachers also develop these skills, and that they, too, carry out their learning in a technological environment reflective of 21st century learning. This issue supports the curriculum component of government's strategic direction that "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal 3: By June 30, 2017, the Conseil scolaire francophone provincial will have integrated 21st century skills and technology to enhance learning.

Measure: Integrated 21st century skills and technology

Indicators:

- Developed technology plan
- Enhanced integration of 21st century learning skills
- Increased professional learning

Objectives:

1. By June 30, 2015, the CSFP will have implemented initiatives to integrate 21st century skills and technology in schools.

Measure: Implemented initiatives

Indicators:

- Completed professional learning for teachers on 21st century skills
 - Developed technology plan
 - Increased use of technology
2. By June 30, 2016, the CSPF will have continued to implement initiatives to integrate 21st century skills and technology in schools.
 3. By June 30, 2017, the CSFP will have further implemented initiatives to integrate 21st century skills and technology in schools.

CONCLUSION

The 2014-2017 strategic plan builds on the 2011-2014 plan in that its primary objective is to provide direction on ways to support students and improve student learning in French First Language schools. It is also consistent with and supportive of Government's strategic direction of Primary, Elementary and Secondary Education.

Over the next three years, the Conseil scolaire francophone provincial will measure its success in achieving the intended results using the indicators identified in this strategic plan. The Board will provide the Minister of Education an annual report which indicates its success with respect to the identified goals and objectives.

Appendix A

Strategic Directions

Primary, Elementary and Secondary Education

Strategic Direction: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas indicated below.

Components of Strategic Direction	This Direction is addressed :		
	In the board's strategic plan	In the board's operational plan	In the branch/divisional plans
1. Curriculum	X		
2. Academic Achievement	X		
3. Inclusion	X		
4. Safe and Caring Schools	X		
5. Library Services (including infrastructure)			

Appendix B

Schools Act, 1997 **School Board Related Sections**

Duties of conseil scolaire

97.

- (1) The conseil scolaire has, with respect to a French first language school, the same duties as a board under section 75 except for those referred to in paragraph 75(v).
- (2) The conseil scolaire shall consult with the voting members of a conseil d'école on the operation of a school for which the conseil d'école is responsible, including the assignment of teachers and other staff.

Powers of conseil scolaire

98.

- (1) The conseil scolaire has, with respect to a French first language school, the same powers as a board under section 76 and in addition, may make recommendations under subsection 95(3), section 100, and subsections 102(2), 102(8), 102(10) and 114(3).
- (2) The conseil scolaire may, subject to the approval of the minister, establish procedures for and conduct elections to the conseil scolaire and the conseils d'école.

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;
 - (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) Not Applicable to CSFP
- (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 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.

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.

Composition of conseil scolaire

95.

- (3) The number of trustees to be elected by each conseil d'école shall be set and may be changed by order of the minister on the recommendation of the conseil scolaire.

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.

Conseil d'école - voting members

102.

- (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.
- (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.
- (10) The election of members to a conseil d'école shall be held 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 and the term of office of a member elected to a conseil d'école shall be the same as that of a trustee.

Interim conseil scolaire

114.

- (1) The interim conseil scolaire is continued.
- (2) Appointments to the interim conseil scolaire shall be made on the recommendation of the Federation des Parents Francophones de Terre-Neuve et du Labrador in accordance with the requirements of subsection 95(4).
- (3) The interim conseil scolaire shall be dissolved upon the order of the minister on the recommendation of the conseil scolaire first elected under section 95.