

Strategic Plan

2008 - 2011

Conseil scolaire francophone provincial de
Terre-Neuve-et-Labrador
(CSFP)

Juin 2008

Table of Contents

	<u>Page</u>
Message from the Chair	3
Overview	4
Profile of the Conseil scolaire francophone provincial	6
Lines of Business	7
Mandate	8
Values	8
Primary clients	9
Vision	9
Mission	9
Goals	10
Conclusion	15
Appendix A – <i>Schools Act, 1997</i>	16
Appendix B – Department of Education Strategic Directions	21

Message from the Chair

Honourable Joan Burke
Minister of Education

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, 2008 to June 30, 2011.

As a category one entity, the CSFP has prepared this strategic plan in accordance with the strategic directions of the Department of Education as found in Appendix B.

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.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dr. Derradji-Aouat', with a horizontal line underneath the name.

DR. AHMED DERRADJI-AOUAT
President

Overview

Vision

The vision of the Conseil scolaire francophone provincial is that of a French-language education system designed to help every student succeed, achieve his or her potential and develop an open mind.

Mission

By June 30, 2011, the Conseil scolaire francophone provincial will have offered a French-language education system focused on the quality of outcomes and the development of language and culture.

Goals

Issue One: Constitution, By-laws and Governance Policies

Goal One: By June 30, 2011, the Conseil scolaire francophone provincial will have governed more efficiently and effectively with its adopted constitution, by-laws and governance policies.

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have drafted a revised constitution, by-laws and governance policies.
2. By June 30, 2010, the Conseil scolaire francophone provincial will have approved a draft revised constitution, by-laws and governance policies and submitted them to the Minister of Education for approval.
3. By June 30, 2011, the Conseil scolaire francophone provincial will have adopted its revised constitution, by-laws and governance policies.

Issue Two: Improvement in Quality of, and Access to, Educational Services in French

Goal Two: By June 30, 2011, the Conseil scolaire francophone provincial will have improved the quality and quantity of educational services.

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have increased access to senior high school courses, key services and improved teacher professional development.

2. By June 30, 2010, the Conseil scolaire francophone provincial will have further increased access to senior high school courses, key services and improved teacher professional development.
3. By June 30, 2011, the Conseil scolaire francophone provincial will have improved the quality and quantity of educational services by increasing access to a larger number of senior high school courses, improving access to key services and providing access to improved professional development.

Issue Three: Communication

Goal Three: By June 30, 2011, the Conseil scolaire francophone provincial will have improved communication with its primary clients.

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have developed and begun to implement a communications plan.
2. By June 30, 2010, the Conseil scolaire francophone provincial will have implemented the communications plan and made any necessary adjustments/improvements.
3. By June 30, 2011, the Conseil scolaire francophone provincial will have finalized and evaluated its communications plan.

Profile of the Conseil scolaire francophone provincial

The Conseil scolaire francophone provincial's district office is located at the Centre scolaire et communautaire des Grands-Vents, 65 Ridge Road, St. John's, NL.

As of September 2007, the Conseil scolaire francophone provincial has an enrolment of 251 students (115 male and 136 female). In addition, it has negotiated an agreement with a school board in Quebec to enable seven francophone students from the L'Anse-au-Clair region to attend school in French in the Province of Quebec.

The Board governs five schools, all of which are categorized as small by the Department of Education, with a student population ranging from a low of 22 (Goose Bay) to a high of 82 (Mainland). The schools are located in St. John's, Mainland, Cape St. George, Goose Bay and Labrador City. The distance, then, between the district office and its schools, with the exception of St. John's, is considerable.

The Conseil scolaire francophone provincial has three urban schools with a total student enrolment of 115 students (45.8 per cent) in school year 2007-08, and two rural schools with an enrolment of 136 students (54.2 per cent). [Readers should note that 2008-09 enrolment numbers have not been finalized at the time of printing.]

The Board has a budget of \$5.9 million in fiscal year 2007-08 and has 77 employees distributed as follows:

Distribution of Conseil scolaire francophone provincial Employees			
Category	Female	Male	Total
District Office	6	4	10
Teachers	27	3	30
Principals	3	2	5
Other	23	9	32
Total	59	18	77

The Conseil scolaire francophone provincial currently has nine (9) trustees, five (5) male and four (4) female.

Lines of Business

The Conseil scolaire francophone provincial has two lines of business:

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

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

In addition, in communities where Section 23 right-holders speak English in the home, French First Language schools provide children an opportunity to do a French pre-school program. The program's goal is to prepare the children for French Kindergarten.

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 regulations.

Mandate

The mandate of the Conseil scolaire francophone provincial is to provide prescribed or approved programs for Kindergarten to Grade Twelve students in the French First Language school system. Appendix A provides a complete list of the duties and powers of the Conseil scolaire francophone provincial as cited in the *Schools Act, 1997*.

Values

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

Equity	Each person contributes to the development of the full potential of each individual.
Excellence	Each person, in the performance of his or her duties, engages in and fosters quality student learning and support services.
Openness	Each person is free to voice his or her opinion in an appropriate context.
Honesty	Each person's actions match his or her words.
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.
Developing the French Language	Each person uses the French language in daily life.
Appreciation of French Culture	Each person participates in French cultural activities in the school and community, to the extent possible.

Primary clients

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

Vision

The vision of the Conseil scolaire francophone provincial is that of a French-language education system designed to help every student succeed, achieve his or her potential and develop an open mind.

Mission

The Conseil scolaire francophone provincial consulted with teachers (including principals), parents and community groups, senior high school students and district office personnel in order to analyze the external and internal environments. It was clear that respondents wanted to ensure quality of education. The analysis also revealed that language and culture should be incorporated into students' day-to-day activities. The following mission reflects these concerns, and was developed in consideration of the strategic directions of government as communicated by the Minister of Education. Readers should note that the indicators have been slightly edited for clarity.

By June 30, 2011, the Conseil scolaire francophone provincial will have offered a French-language education system focused on the quality of outcomes and the development of language and culture.

Measure 1: Educational program focused on learning outcomes

Indicator: Improved results on provincial tests and examinations compared to 2005-06 results

Measure 2: Integration of language and culture into day-to-day school activities

Indicator: Increased promotion of activities by the Cultural Activities Specialist

Goals

The strategic issues and goals described below grew out of the strategic planning process approved by the Board, which included consultations and document analysis. Between November 2007 and January 2008, consultation sessions were held in each community with a French school, namely Goose Bay, Labrador City, Mainland/Cape St. George, and St. John's. In each community, sessions were held with teaching personnel, senior high school students (except Goose Bay which has no students in Grades 10-12) and parents and community groups. In St. John's, two additional sessions were held - with district office staff and the Director of Education. Furthermore, a session was held with the trustees who distributed the draft plan to school councils for additional input.

In cases where individuals were unable to attend one of the scheduled sessions, they were provided with the questions being discussed at the sessions and invited to provide written responses. A small number of responses were provided through this process.

Besides the consultation process, additional information was provided as a result of document analysis, e.g., financial information, public examination results, and constitution, by-laws and policies.

Through this process, three governance level strategic issues were identified for this 2008-2011 strategic plan.

Issue One: Constitution, By-laws and Governance Policies

The Conseil scolaire francophone provincial (CSFP) provides French First Language education throughout Newfoundland and Labrador. Consequently, it is important that governance in this district, which covers a vast geography, be consistent. In order to ensure efficient and effective governance, school boards must have a constitution, by-laws and governance policies.

Analysis of the Board's existing constitution, by-laws and policies indicates a need for modifications and a re-write of its policies as governance policies. To ensure the Board meets its legal requirements – in accordance with the *Schools Act, 1997* and the *Transparency and Accountability Act* – and that it governs efficiently and effectively, it needs to develop and implement governance policies. Furthermore, in order to ensure productive Board meetings based on quality policies, it is essential that trustees receive adequate training.

The Board's governance policies will ensure that students in French First Language schools throughout the province will receive quality programs and services consistent with the Board's mandate and resources, and in accordance with the strategic directions provided by the Minister of Education on March 19, 2008.

Goal One: By June 30, 2011, the Conseil scolaire francophone provincial will have governed more efficiently and effectively with its adopted constitution, by-laws and governance policies.

Measures: Governed more effectively and efficiently
Revised constitution, by-laws and governance policies

Indicators:

- Board approved constitution
- Board approved by-laws
- Board approved governance policies
- Increased trustee training

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have drafted a revised constitution, by-laws and governance policies.

Measure: Draft revised constitution, by-laws and governance policies

Indicators:

- Completed draft constitution
- Completed draft by-laws

- Completed draft governance policies
 - Increased trustee training
2. By June 30, 2010, the Conseil scolaire francophone provincial will have approved a draft revised constitution, by-laws and governance policies and submitted them to the Minister of Education for approval.
 3. By June 30, 2011, the Conseil scolaire francophone provincial will have adopted its revised constitution, by-laws and governance policies.

Issue Two: Improvement in Quality of, and Access to, Educational Services in French

In every consultation session, participants discussed the lack of key educational services and programs. In particular, they expressed concern over (i) the lack of critical services in French (special education, speech therapy, and guidance), (ii) the limited choice of senior high school courses thereby limiting access to courses which would enable students to enrol in postsecondary programs of their choosing, and (iii) the importance of having appropriate spaces in which to deliver programs and services effectively. These factors were cited as major reasons why Section 23 right-holders hesitate to enrol their children in a French First Language school and why students often leave the French First Language school at the end of the Intermediate level. This has a major impact on enrolment in French First Language schools, particularly at the senior high school level.

Low enrolment in French First Language schools and the lack of specialist personnel limits considerably access to key educational services and senior high school courses.

An analysis of senior high school registrations and courses taken by students in French schools confirms that many students leave French First Language schools at the end of the Intermediate level.

The intent of the strategic directions provided by the Minister of Education is to improve education programs and environments which respond to evolving demographics. In September 2007, a total of 251 students were enrolled in the five French First Language schools across the province. Consequently, multi-age teaching is the norm in all schools. Since few teachers receive university training in multi-age teaching, teachers express concerns about their ability to teach effectively in such situations. While the Department of Education provides in-service training sessions to support the implementation of new programs, teachers need teaching strategies to help them be more effective in their teaching situation. In this regard, the Board's goal is to offer a broader curriculum and more learning supports to facilitate higher student achievement.

The Board also considered the strategic directions of government as communicated by the Minister of Education. Under the strategic direction "Improved educational programs and environments respond to constantly evolving demographics," the Board identified

curriculum, learning supports and achievement as its focus areas for the 2008-11 planning period.

Goal Two: By June 30, 2011, the Conseil scolaire francophone provincial will have improved the quality and quantity of educational services.

Measure: Quality and quantity of educational services in French

Indicators:

- Improved access to senior high school courses
- Improved access to key services in French
- Improved scores on achievement tests and examinations
- Improved teacher professional development

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have increased access to senior high school courses, key services and improved teacher professional development.

Measures: Access to senior high school courses
Access to key services
Teacher professional development

Indicators:

- Improved access to senior high school courses
- Improved access to key services in French
- Improved teacher professional development

2. By June 30, 2010, the Conseil scolaire francophone provincial will have further increased access to senior high school courses, key services and improved teacher professional development.

3. By June 30, 2011, the Conseil scolaire francophone provincial will have improved the quality and quantity of educational services as demonstrated by improved scores on provincial tests and examinations as compared to 2007-08.

Issue Three: Communication

Participants in every consultation session indicated that many children of Section 23 right-holders do not attend schools under the jurisdiction of the Conseil scolaire francophone provincial. In addition, participants reported that, when families move from another province to Newfoundland and Labrador, they often have difficulty finding information on the availability of French First Language education in this province. Consequently, parents enrol their children in an English school when they would have preferred to send them to a French First Language school. These factors, which influence

significantly enrolment in French schools, have an impact on the amount of multi-grade teaching and limit the programs and services the schools can offer.

Similarly, during the consultation sessions participants indicated a lack of communication between the Board and community partners such as parents and community groups. Timely and frequent communication on matters of interest for parents and community groups encourage these partners to assist the Board in fulfilling its mandate and garner support for key policies such as the policy on Safe and Caring schools.

During the consultations, participants also expressed a need for improved communication between the district office and its schools and students.

The development and implementation of a communications plan is essential to ensure the effective and efficient distribution of information of interest to its primary clients and increase enrolment in French First Language schools. This, in turn, will enhance the programs and services the Conseil scolaire francophone provincial can offer French First Language students. Significant increases in enrolment, through effective communication (e.g., of improvements in programs and services), will likely require the Board to consider its facility needs.

Goal Three: By June 30, 2011, the Conseil scolaire francophone provincial will have improved communication with its primary clients.

Measure: Communication with the primary clients

Indicators:

- Compared the frequency with which district personnel participate in school council meetings
- Compared the frequency of district office participation in community activities
- Compared district office initiatives intended to create closer ties with the community
- Compared the number of communications with the general public

Objectives:

1. By June 30, 2009, the Conseil scolaire francophone provincial will have developed and begun to implement a communications plan.

Measure: Communications plan

Indicator: Approved communications plan

2. By June 30, 2010, the Conseil scolaire francophone provincial will have implemented the communications plan and made any necessary adjustments/improvements.
3. By June 30, 2011, the Conseil scolaire francophone provincial will have finalized and evaluated its communications plan.

Conclusion

The 2008-2011 strategic plan builds on the 2006-2008 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 the Minister of Education's strategic directions (Appendix B).

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. It will provide the Minister of Education an annual report which indicates its success with respect to the identified goals and objectives.

Appendix A

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'ecole on the operation of a school for which the conseil d'ecole 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'ecole.

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'ecole 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'ecole - voting members

102.

- (2) The number of elected members comprising a conseil d'ecole, not exceeding 9, and each school for which the conseil d'ecole 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'ecole 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'ecole 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'ecole 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.

Appendix B

Department of Education Strategic Directions

The strategic direction presented below does not represent all of the directions pertinent to the Minister of Education. For a complete list of all applicable strategic directions, please refer to the Department of Education 2008-11 strategic plan.

3. Title: Primary, Elementary and Secondary Education

Strategic Direction: Improved educational programs and environments respond to constantly evolving demographics.

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

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the Board's strategic plan	in the Board's operational plan	in the branch/divisional work plans of the Board
1. Safety and tolerance				X
2. Curriculum		X		
3. Technology				X
4. Learning supports		X		
5. Infrastructure			X	
6. Achievement		X		
7. Library resources	X			