

# STRATEGIC PLAN 2011-2014



CONSEIL SCOLAIRE PROVINCIAL DE  
TERRE-NEUVE-ET-LABRADOR  
[www.csfp.nl.ca](http://www.csfp.nl.ca)



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## Message from the Chair

**October 31, 2011**

Honourable Clyde Jackman  
Minister of Education  
Department of Education  
P.O. Box 8700  
St. John's, NL A1B4J6

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, 2011 to June 30, 2014.

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.

Sincerely,

**ALI CHAISSON**  
Chair

## Overview

### **Vision**

The vision of the Conseil scolaire francophone provincial 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.

### **Goals**

#### **Issue One: Improving the Quality of Education in French**

**Goal One:** By June 30, 2014, the Conseil scolaire francophone provincial will have improved the quality and quantity of its educational services.

#### **Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have initiated a review of the quality and quantity of educational services.
2. By June 30, 2013, the Conseil scolaire francophone provincial will have implemented new or revised educational services.
3. By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated the quality of its educational services.

#### **Issue Two: Communication**

**Goal Two:** By June 30 2014, the Conseil scolaire francophone provincial will have improved communication with new comers, parents and the public.

#### **Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have developed and approved communication tools for the targeted groups.

2. By June 30, 2013, the Conseil scolaire francophone provincial will have initiated the use of its communication tools.
3. By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated and modified its communication tools.

### **Issue Three: Improved Organizational Effectiveness**

**Goal Three:** By June 30, 2014, the Conseil scolaire francophone provincial will have improved its organizational effectiveness.

#### **Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have initiated activities to improve organizational effectiveness.
2. By June 30, 2013, the Conseil scolaire francophone provincial will have continued activities to improve organizational effectiveness.
3. By June 30, 2014, the Conseil scolaire francophone provincial will have further implemented activities to improve organizational effectiveness.

## **Profile of the Conseil scolaire francophone provincial**

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

As of September 30, 2010, the CSFP has an enrolment of 266 students (123 male and 143 female). In addition, it has negotiated an agreement with a Quebec school board to enable eleven (11) 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 15 (in Happy Valley-Goose Bay) to a high of 95 (in St. John's). The schools are located in St. John's, Mainland, Cape St. George, Happy Valley-Goose Bay and Labrador City. The distance, then, between the district office and its schools, with the exception of St. John's, is considerable.

In 2011 – 2012, the Board's budget is \$7.5 million and, as of July 1, 2011, it has 83 employees – 60 female and 23 male – of which 32 reside in rural areas and 51 in more urban centres. Of the 83 employees, 23 are located in Labrador and 60 on the island portion of the province.

The CSFP currently has ten (10) trustees, six (6) female and four (4) male.

Brenda LeFrançois	St. John's
Ali Chaisson	St. John's
Edna Hall	West Coast
June Rouzes	West Coast
Marc Cormier	West Coast
Sylvia Oliver	West Coast
Dinah Pitre-Payne	Labrador East
Andy Turnbull	Labrador East
Yves Bastien	Labrador West
Chantal Lecavalier	Labrador West

## **Lines of Business**

The CSFP 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 students 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 CSFP 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 CSFP is to provide prescribed or approved programs for pre-Kindergarten and Kindergarten to Grade Twelve students in the French First Language school system. Appendix B provides a complete list of the duties and powers of the CSFP as cited in the *Schools Act, 1997*.

## **Values**

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

<b>Excellence</b>	Each person, in the performance of his or her duties, engages in and fosters quality student learning and support services.
<b>Innovation</b>	Each person uses appropriate tools and resources to implement modern, state-of-the-art methods to facilitate quality learning for all students.
<b>Respect</b>	Each person acknowledges and considers the opinions of others. Each person demonstrates esteem for himself/herself, others, and the cultural and regional specificities of the population served by the Board.
<b>Actualization the French Language And Culture</b>	Each person promotes and supports development of the specific features of the French language, culture and community.
<b>Integrity</b>	Each person supports development of high moral values throughout the organization thereby contributing to consistently ethical behaviours.
<b>Perseverance</b>	Each person diligently pursues his or her personal development and supports that of others.
<b>Rigor</b>	Each person strives for accuracy and establishes high standards in accomplishing his or her work.
<b>Solidarity</b>	Each person cooperates with team members.

## **Primary clients**

The CSFP'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 CSFP is, through its district office, the needs of its primary clients.

## **Vision**

The vision of the Conseil scolaire francophone provincial 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 CSFP consulted with teachers (including principals), parents, junior and 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 perspectives and is aligned with the strategic direction provided by the Government: *“Educational foundations are enhanced for each student throughout the primary, elementary and secondary system”* through improved student supports and 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. Between December 2010 and March 2011, 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 school councils, with senior high school students included in Mainland and junior high school students in St. John's. In St. John's, a session was held with district office staff. In addition, parents were provided an opportunity to provide input electronically.

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 strategic issues were identified for this 2011- 2014 strategic plan.

### **Issue One: Improving the Quality of Education in French**

The most important priority of a school board is to ensure that students receive a quality education. The results of provincial tests and examinations demonstrate the need to continue improving students' learning in French schools, particularly in French and mathematics.

In the consultation sessions, participants discussed the need to improve educational services and programs. In particular, they discussed (i) multi-age classes, (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 lack of student support services in French (special education, speech therapy, and guidance). These factors were cited as major reasons why parents 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. While the CSFP has increased access to senior high courses primarily through an expansion of distance education course offerings and improved access to other education services through agreements with Anglophone school districts, additional partnerships could potentially improve senior high course offerings and student services.

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.

During the consultation sessions, it became clear that many students in French schools have not developed an adequate sense of belonging to the francophone culture or a sense of francophone identity. “Sense of belonging” has an impact on students’ decisions to remain in, or leave, French schools. Consequently, the CSFP needs to emphasize its students’ cultural identity development.

In September 2010, some 266 students were enrolled in the province’s five francophone schools. Consequently, multi-age teaching is the norm in all schools. Since few teachers receive university training in multi-age teaching, they 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 additional teaching strategies to help them be more effective in their teaching situation. During the consultations, several teachers indicated their desire to share their challenges and solutions with colleagues through the use of modern technology. Professional learning communities can be set up virtually with the use of technology.

Improving the quality of education in French will benefit the clients of CSFP as per Government’s strategic direction: *Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.* The educational and social situation of the province’s French schools provides us with the opportunity to take steps for systemic intervention in the areas of academic achievement, student support services, technology and identity building to improve the education of francophone students, in conformity with Government’s strategic direction.

**Goal One:** By June 30, 2014, the Conseil scolaire francophone provincial will have improved the quality and quantity of its educational services.

**Measure:** Improved quality and quantity of educational services

**Indicators:**

- Improved access to educational services
- Improved cultural identity development services
- Improved use of modern technologies

**Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have initiated a review of the quality and quantity of educational services

**Measure:** Initiated review

**Indicators:**

- Conducted consultations with other Francophone school districts and Francophone learning institutions
- Drafted report

- Conducted professional development sessions with principals on cultural identity development
  - Increased the use of modern technologies in teacher professional development
2. By June 30, 2013, the Conseil scolaire francophone provincial will have implemented new or revised educational services.
  3. By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated the quality of its educational services.

## **Issue Two: Communication**

The CSFP has developed and implemented an effective communications plan. However, it is necessary to continue to improve its communications for several reasons, such as, increasing enrolment in francophone schools to enable the Board to improve its educational services.

Participants in every consultation session indicated that many children of right-holders do not attend schools under the jurisdiction of the CSFP (a right-holder is the parent of a child that fits the criteria for attending a French First Language school). In addition, participants reported that, when francophone families move from another province or country to Newfoundland and Labrador, they often enrol their children in English schools.

To improve the registration rate of right-holders in Newfoundland and Labrador, the CSFP needs to develop and implement a plan and communications tools whose targets are right-holders, parents of young children. In addition, the Board needs to ensure that new comers from French-speaking countries receive information on French First Language schools.

As indicated during the consultations, students tend to leave French schools at the Intermediate level. The Board needs to communicate clearly to parents the importance of continuing French education for the entire thirteen years of schooling.

School principals have indicated that many francophone parents who move to Newfoundland and Labrador use technology to obtain information on the availability of schooling in French. The CSFP must ensure that its web site, and those of its schools, are up-to-date and have the necessary information. In addition, the CSFP will explore, with towns and cities that have a French school, the possibility of indicating on the municipality's web site that it has a French school.

As well, participants in the consultation sessions spoke to the need to promote French schools in the different media.

By improving communication with right-holders, new comers, parents and the public, the school board hopes, among other things, to increase enrolments in French schools. With increased enrolments, the Board will receive additional teaching resources, which will facilitate improvement of educational services.

**Goal Two:** By June 30 2014, the Conseil scolaire francophone provincial will have improved communication with new comers, parents and the public.

**Measure:** Improved communication

**Indicators:**

- Enhanced communication tools for right- holders
- Improved websites for the Conseil scolaire francophone provincial and French schools
- Increased publicity for French schools in the different media

**Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have developed and approved communication tools for the targeted groups.

**Measure:** Developed and approved communication tools

**Indicators:**

- Developed and approved communication tools targeted to right-holders with young children and immigrants
  - Improved websites
  - Promoted French schools
2. By June 30, 2013, the Conseil scolaire francophone provincial will have initiated the use of its communication tools.
  3. By June 30, 2014, the Conseil scolaire francophone provincial will have evaluated and modified its communication tools.

### **Issue Three: Improved Organizational Effectiveness**

The CSFP requires effective internal processes to facilitate the work of the school board, its district office and school personnel.

Participants in several consultation sessions indicated the need to improve the effectiveness of the CSFP and its district office in order to facilitate improvement in the

quality of students' education in French schools. This includes the professional development of trustees and district office personnel.

The CSFP has developed and approved its governance policies. Several participants have indicated a need to update, communicate and implement administrative policies and procedures to facilitate the effective functioning of the French education system and schools.

Participants identified personnel recruitment and retention, in particular for teachers and district office personnel, as an important issue for the CSFP. The frequent changes in district office staff has a negative effect on the Board's ability to provide leadership with respect to programs and services, and the constant changing of teachers has a negative impact on the quality of education provided to students.

With respect to the district office, participants spoke about the need to clearly define the role of each position and to organize the personnel so as to better serve the needs of schools.

To improve the effectiveness of the organization, the CSFP needs to continue the professional development of its trustees and district office staff.

**Goal Three:** By June 30, 2014, the Conseil scolaire francophone provincial will have improved its organizational effectiveness.

**Measure:** Improved organizational effectiveness

**Indicators:**

- Improved administrative policies and procedures
- Improved the organization of district office personnel
- Enhanced position descriptions for district office personnel
- Improved professional development for district personnel and trustees
- Developed a personnel recruitment and retention strategy

**Objectives:**

1. By June 30, 2012, the Conseil scolaire francophone provincial will have initiated activities to improve organizational effectiveness.

**Measure:** Initiated activities

**Indicators:**

- Updated the policies and procedures manual
- Developed a model to optimize the services of district office personnel
- Identified key elements affecting personnel recruitment and retention

- Conducted professional development with district office personnel on different aspects of their roles
  - Conducted professional development with trustees on governance of the French education system
2. By June 30, 2013, the Conseil scolaire francophone provincial will have continued activities to improve organizational effectiveness.
  3. By June 30, 2014, the Conseil scolaire francophone provincial will have further implemented activities to improve organizational effectiveness.

## **Conclusion**

The 2011-2014 strategic plan builds on the 2008-2011 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 academic/learning foundation (Appendix A).

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

### Strategic Direction

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 2011-14 Strategic Plan.

**Title:** Academic/Learning Foundation

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

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
Student Support, particularly learners in difficulty		X		
Curriculum	X			
Academic achievement		X		
Character education programming				X
Library services				X



## **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'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.