

# **STRATEGIC PLAN 2023-2026**



CONSEIL SCOLAIRE  
FRANCOPHONE  
PROVINCIAL



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

Dear Minister Howell:

On behalf of the Board of Trustees for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), I am pleased to submit our Strategic Plan from July 1, 2023, to June 30, 2026.

This plan is prepared in accordance with the responsibilities for a category one entity under the **Transparency and Accountability Act** and in consideration of the strategic directions provided by the government at the time of its implementation. The plan addresses the priorities in the areas of:

- Success of francophone minority students
- Well-being of students and staff
- Growth, Outreach and Community Engagement
- Board Governance

In preparing our subsequent three annual reports, the CSFP will take account of the results achieved in relation the goals identified in the Strategic Plan. Following the submission of this report, there will be continued efforts with schools and the community to ensure goals are best implemented and monitored according to the school profile and distinct community needs.

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

Sincerely,

*Michael Clair*  
Michael Clair, Chair

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## INTRODUCTION

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### CSFP Profile

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

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

## OVERVIEW OF THE PROVINCIAL FRANCOPHONE SCHOOL DISTRICT

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The main goals of the *Provincial Francophone School District* or Conseil scolaire francophone provincial (CSFP) are to ensure programs and learning opportunities for francophone student well-being and success, to maintain stewardship of public funds, and ensure provincial and community advocacy. The Conseil scolaire francophone provincial (CSFP) is the voice of the francophone school district, francophone parents and the community on matters relating to K-12 education.

The CSFP reports emerging trends and concerns to the Department of Education and other ministries, politicians, and organizations to obtain the necessary changes. It can also speak out on provincial policies, defend, or express its point of view, request changes to funding formulas and act as the voice of the communities it represents on regional issues, such as the location of a new school.

The Conseil scolaire francophone provincial (CSFP) further maintains an affiliation and partnership with other regional, provincial, and national francophone organizations to assist in connecting students and families to resources and programs which benefit educational, linguistic, cultural, athletic, and artistic opportunities and learning. The CSFP collaborates with educational entities in the Atlantic provinces and from francophone minority school boards across Canada to assist in improving francophone minority rights and in identifying needs for improvement.

As such, the CSFP provides provincial oversight on francophone education from K-12. The CSFP is the entity responsible in the province of Newfoundland and Labrador for exercising the authority, on behalf of rights holders under section 23 of the Charter, to manage and monitor the Francophone and Acadian minority regarding aspects of education related to the French language and culture.

### Location

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

## Governance

The francophone Board of Trustees or *Conseil administrative* (CA) is a legal entity separate from the Ministry. The francophone Board of Trustees govern their school district through governance policies and regular meetings and receipt of data from reports. The francophone Board of Trustees must submit its Annual Performance Report and Financial Statements to the Department of Education by October of each year, as well as submitting a Strategic Plan in August every three years.

The CSFP Board of Trustees govern provincially through policy-based governance. The Board of Trustee members work together to:

- Provide governance and oversight of the provincial francophone school district by establishing and reviewing policies that ensure francophone community priorities, values and standards are applied in local education.
- Provide vision, goals, and guiding priorities through purposeful policies.
- Establish boundaries and expectations for the CSFP executive staff & senior management team at the head office by setting policies that describe the standards and values that the francophone community expects the school district to uphold.
- Ensure accountability for schools' performance by monitoring progress and compliance with governing policies by receiving and reviewing reports which provide evidence and results of initiatives.
- Stay informed of francophone minority issues and legislation outside of the province.

## Board of Trustees Structure

The CSFP Board of Trustees are francophones elected from around the province who oversee the school district which is managed by the Director of Education (DGÉ). The Board exercises overall control over the Conseil scolaire francophone provincial (CSFP) but does not make specific operational decisions. Rather, it exercises this control for the good of all students, using a policy-based governance model that delegates or limits the powers of the Board and which delegates or limits the responsibilities of the Director of Education (DGÉ).

It is normal for Board members to express and engage in other areas of francophone minority initiatives outside of the board's mandate but must ensure disclosure of any potential conflicts of interest.

According to the **School Act, 1997**, the CSFP Board of Directors has the potential to fill nine elected trustee positions who are elected by the francophone community of Newfoundland and Labrador. The CSFP currently has six members on the Board of Trustees: four men, two women and three vacancies. The Board of Trustees represent three geographical regions which include Labrador as a whole, Newfoundland centre/west which is west of Chance Cove (excluded), east Newfoundland from and including Chance Cove, including the Isthmus and Avalon Peninsula.

CSFP requested new elections in 2022 and awaits government approval to advance next round of Trustee elections and assist with filling existing vacancies. The members can be reached at: [conseillers-scolaires@csfp.nl.ca](mailto:conseillers-scolaires@csfp.nl.ca)

**CSFP Trustees** (as of July 1, 2023)



Michael Clair



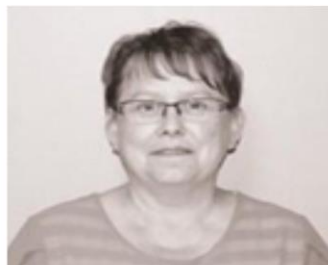
Denis Michaud



Carole Maillet Gillingham



Charly Mini



Edna Hall



Brian Lee

Name	Position	Region
Michael Clair	Chairperson, Executive Committee	Avalon
Denis Michaud	1 <sup>st</sup> Vice-Chair, Executive Committee	Labrador
Carole (Maillet) Gillingham	2nd Vice-Chair, Executive Committee	Member at large
Brian Lee	Trustee	Labrador
Charly Mini	Trustee	Avalon
Edna Hall	Trustee	Member at large
<i>Vacant</i>	Trustee	Member at large
<i>Vacant</i>	Trustee	Central West
<i>Vacant</i>	Trustee	Central West

## MANDATE

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The mandate for the Board of Trustees of the Conseil scolaire francophone provincial (CSFP) is established under the **Schools Act, 1997** – soon to be amended by the government (as per provincial Education Strategic Plan 2023-2026, House of Assembly, August 2023). The CSFP’s mandate is to provide prescribed and approved programs for primary, elementary, intermediate, and secondary students in the French-first-language school system. This includes implementing curriculum and educational programs, human resources, finances and operations, facilities maintenance, and pupil transportation. For more detailed information, see **Appendix A**.

## **The Director of Education (DGÉ)**

The Director of Education or *Direction générale de l'éducation* (DGÉ) is hired by the Board, who grants him or her a 5-year contract. The Director of Education (DGÉ) is responsible for the administration and day-to-day operations of the school district.

The Director of Education (DGÉ) is accountable to the Board of Trustees for the performance of the school district, all staff, programs, and resources. The Director of Education (DGÉ) oversees and direct the interpretation, development, implementation, evaluation and review of all Board administrative policies and procedures, ensuring their relevance and compliance with the division's values, obligations provided for by law and the mandates of the division. The duties, authority and responsibilities extend to educational philosophy, vision and values of the Board, governance and policies, professional practices, and operations. The Board issues guidelines and sets limits on the scope of the Director of Education (DGÉ) responsibilities and authority through governance policies, for which it receives regular reports that demonstrate whether these guidelines have been respected. The Director of Education (DGÉ) is guided by the Department of Education (EDU) legislation, mandates, and policies and through the **Schools Act, 1997**.

In their oversight of the Conseil scolaire francophone provincial (CSFP), the Director of Education (DGÉ) requires involvement in issues dealing with finance and administration; educational programs and human resources processes; legal issues; communications, and marketing. The role requires collaboration with francophone organisations within and outside of the province, with other francophone school boards, and francophone advocacy groups throughout Canada.

The Director of Education (DGÉ) represents the CSFP at varied government meetings; will be a liaison with provincial departments; meets with the Board, its committees, and its executive; is directly involved in recruitment and retention efforts; and travels to meetings to francophone schools in Newfoundland and Labrador as an expectation of the role. The Director of Education (DGÉ) leads the Executive Leadership Team.

## **The Assistant Director of Finance and Administration Services (DGA)**

One staff person oversees the Finance and Administrative Services for the CSFP. The position is held by the Assistant Director of Finance and Administration or *Direction générale adjointe aux finances et à l'administration* (DGA).

The Assistant Director of Finance and Administration (DGA) oversees the areas of finances; budgets, internal control, financial and operation audits, and banking services; payroll services; procurement, logistics and business services; infrastructure needs; building and maintenance; pupil transportation; ATIPP data request and reports; grant applications; adherence to collective agreements; labour negotiations; information technology; and custodial management.

The Assistant Director of Finance and Administration (DGA) is responsible, with a team of three, for financial resources and compliance with provincial and federal financial legislation and regulations, acquisition of materials, equipment and services, property management, facilities repairs, maintenance and capital priorities, information technology, school financial support, student transportation. The role also requires attendance to EDU, TI and affiliated local and provincial and/or national francophone organisation meetings. Visit or travel to schools within the province may also be required each year. The Assistant Director of Finance and Administration (DGA) is a member of the Executive Leadership Team and is a certified Professional Accountant.

## **The Director of Educational Services (DSÉ)**

One staff person oversees education programs and services while further assisting with elements of human resources for the CSFP. The position is held by the Director of Educational Services or *Direction des services éducatifs* (DSÉ).

The Director of Educational Services (DSÉ) oversees francophone educational programs, support services and school leadership in the province. Oversight on educational planning, programs, French cultural and linguistic opportunities, multiculturalism, indigenous education, and student services.

The Director of Educational Services (DSÉ) ensures compliance with provincial mandates and is responsible for the implementation of all curriculum and K-12 programming and services for students; the recruitment efforts and hiring of teaching, support and school leadership staff; the implementation of provincial professional learning; adherence to collective agreements; support and training for school councils; performance appraisal programs and assistance with the development and implementation of policies relating to school process and personnel; creation, and implementation and evaluation of school development plans. Student and programs support, training opportunities, planning and data monitoring for the provincial K-12 provincial programs are led by a team of four program specialists, a guidance counselor and speech and language pathologist, under the direction of the Director of Student Educational Services (DSÉ). Funding for one of the program specialist positions is provided through a yearly federal grant application by CSFP.

The Director of Educational Services (DSÉ) coordinates cultural projects in the schools and vets the activities offered by the *Agent.e en construction identitaire* or francophone identity building coordinator (a grant funded position), as well as consults on the implementation of technology projects and resources. The role also requires efforts within Human Resources personnel and processes, collaboration with immigration consultants, attendance to EDU meetings and frequent liaison with provincial departments, as well as travel to and meetings with francophone schools in Newfoundland and Labrador. The Director of Educational Services (DSÉ) is a member of the Senior Leadership Team.

## **SCHOOLS**

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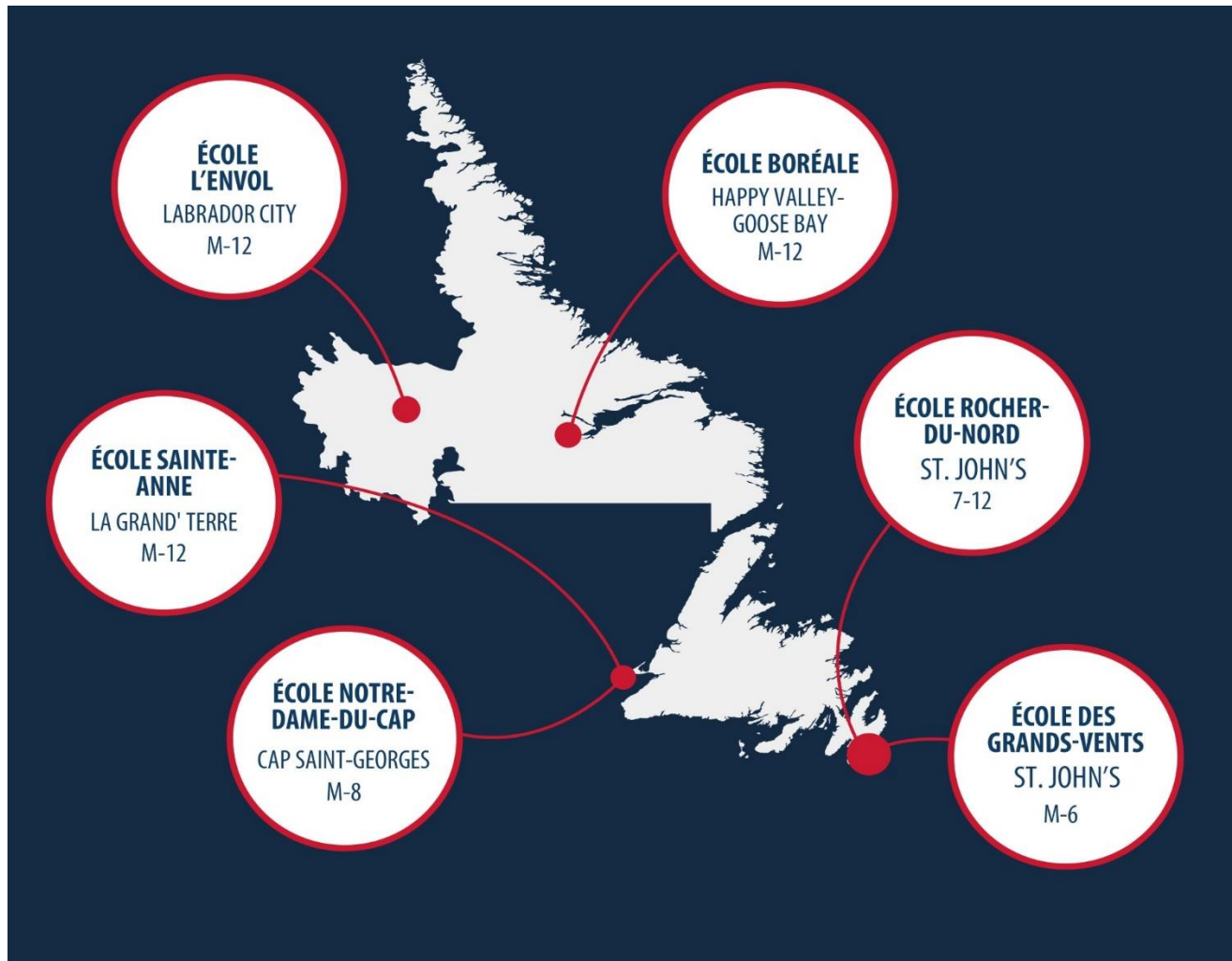
### **Enrolment**

As of September 30, 2022, the CSFP had an enrolment of 356 students from kindergarten to Grade 12. In addition, the agreement with Quebec’s Commission scolaire du Littoral remained in effect so that Francophone students from the L’Anse-au-Clair NL area could continue their education in French.

The CSFP has six schools across the province: École Boréale (Happy Valley–Goose Bay), École l’ENVOL (Labrador City), École Notre-Dame-du-Cap (Cape St. George), École Sainte-Anne (Mainland), École des Grands-Vents (St. John’s) and École Rocher-du-Nord (St. John’s).



## CSFP Schools



## EMPLOYEES

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### Budget and Employees

The CSFP's budget for the 2022-2023 school year was \$11.7 million. As of July 1, 2023, the CSFP employed 125 people (including substitute and casual staff). Within the staff 62.4% are permanent employees, while 37.6% are casual workers or non-permanent employees who are funded through yearly grant submissions.

Funding for CSFP employee salaries come from the province and through yearly grant submissions (see Official Languages Action Plan - OLAP; Official Languages in Education Program – OLEP; Heritage Canada).

## Staff Distribution

Employee Group	Numbers of Employees 2022/2023
Teaching and Administration	48
Student Assistants	4
Support Staff (secretarial and custodial)	15
Program Specialists/ Itinerants ( <i>provincial</i> )	5
Headquarter/ Main Office – Executive staffing ( <i>provincial</i> )	2
Headquarter/ Main Office ( <i>provincial</i> )	4
<b>Total Number of Permanent Staff - (62.4%)</b>	<b>78</b>
Funded positions (received through <b>grant applications</b> – separated from other employee counts)	14
<b>Total Number of Staff Funded by grants - (11.2%)</b>	<b>14</b>
Substitute Teachers	22
Substitute Teacher Assistants	0
Casual Employees	11
<b>Total Number of Casual Staff - (26.4%)</b>	<b>33</b>
<b>Total number of CSFP employees</b>	<b>125</b>

## Staff Vacancies

Recruitment and retention of qualified francophone staff can be a challenging issue for the CSFP. Within the last school year (2022/2023) the CSFP had vacancies, throughout the year, for the following positions:

- 2.25 Teachers – Schools
- 1.0 Human Resources Manager – Headquarter (provincial level)
- 1.0 Communication and Marketing Manager – Headquarter (provincial level)
- 1.0 Human resources, payroll, and administration Clerk – Headquarter (provincial level)
- 1.0 Francophone Identity Building Manager (Cultural) – Headquarter (provincial level)
- 1.0 Program Specialist (Academic) – Headquarter (provincial level)
- 1.0 Program Specialist (Technology) – Headquarter (provincial level)

## VISION

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The CSFP Vision is to ensure *The success, self-fulfilment and expanded horizons for every student, within the framework of a French-language education.* This further aligns with its Mission and Values.

Mission: The CSFP is committed to providing a French-language education program focused on the quality of teaching and the development of the French language and Francophone cultures, in a safe and inclusive environment.

Values: Excellence and innovation, transparency and accountability, integrity, and respect.

## LINES OF BUSINESS

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The CSFP has two lines of business:

1. **Programs and Services** – Pre-school (i.e., Bon Départ) and Kindergarten to Grade 12  
The year before children begin kindergarten, French first-language schools offer the Bon Départ program, which prepares them for kindergarten. French first-language schools offer programs and courses prescribed or approved by the Department of Education (EDU).
2. **Transportation**  
The CSFP is responsible for providing transportation for students to and from school, in compliance with Department of Education (EDU) policies.

## PLAN DEVELOPMENT

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The process for developing this multi-year strategic plan focused on reviewing the issues indicated in meetings, reports, examining success of our programs, and other data analysis.

As a Board representing the varied needs of francophone minority students in the province, the Strategic Plan 2023-2026 must recognize unique regional needs and differences in each francophone community. The Board utilized available documentation, reports, surveys, and meetings in determining goal areas. Operational and Action Plans required by the Ministry of Education from the Board further defined the Boards strategic direction.

Ongoing meetings, liaison and planning with francophone community groups, who represent the voice of local francophone community and support desired initiatives, as well as partnerships with anglophone entities assist CSFP in achieving its goals for K-12 schools. Partnerships, guidance, assistance, collaboration, and/or training have included the following organizations:

Department of Education (EDU/MÉTNL)	Canadian Heritage / Patrimoine canadien	School Councils Centre for Distance Learning and Innovation (CDLI)
Newfoundland and Labrador Teacher's Association (NLTA)	Newfoundland and Labrador English School District (NLESD)	Fédération des francophones de Terre-Neuve-et-Labrador (FFTNL)
Fédération Nationale des Conseils Scolaires Francophones (FNCSF)	Regroupement National des Directions Générales de l'Éducation (RNDGÉ)	Horizon TNL (formerly Réseau de développement économique et d'employabilité de Terre-Neuve-et-Labrador, RDÉE)
Les P'tits Cerfs-Volants (CPEF)	The Fédération des parents de Terre-Neuve-et-Labrador (FPFTNL)	L'Association francophone du Labrador (AFL)
L'Association régionale de la côte ouest (ARCO)	Association Communautaire Francophone de St-Jean (ACFSJ)	Newfoundland and Labrador Association of School System Administrators (NLASSA)

The CSFP has prepared this Strategic Plan in consideration and review of the government’s strategic directions from Education Strategic Plan 2023-2026 (House of Assembly, August 2023), as well as other documents: Education Action Plan (2021 updated); Learning in a Time of Change: Report of Teacher Allocation Review Committee (2022); Education Action Plan (2018); Now is the Time: The Premier’s Task Force on Improving Educational Outcomes (2017); Truth and Reconciliation Commission Reports of Canada (2015); Safe and Caring Schools (2013); and Indigenous Education Framework Government of Newfoundland and Labrador (n.d.).

Internal data such as the recommendations from the organizational climate survey for staff health and wellness (March 2021); internal communication survey (2022); topic-specific consultative surveys (2022); and consultations or informal meetings with students, staff, school trustees and the community through ongoing site visits and/or reports regarding school sites (by the DGÉ, DGA, DSÉ); yearly school plans; parent group meetings and/or reports; and individual staff interviews by the DGÉ (from Nov 2022 to June 2023) were also used as a base to determine priorities.

While the strategic plan identifies areas of focus, the strategic implementation will begin at each school by ensuring additional consultation and site-based collaboration with stakeholders. Determining site specific goals and creating a roadmap for achievement (roles, responsibilities, timelines, monitoring progress, etc.) will be key elements in moving this plan forward.

## **STRATEGIC PRIORITIES**

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The Strategic Plan 2023-2026 of the Conseil scolaire francophone provincial (CSFP) continues to support the prior themes from the Strategic Plan 2017-2020. They are structured around four core issues:

- Success of francophone minority students
- Well-being of Students and Staff
- Growth, Outreach and Community Engagement
- Board Governance

## **RATIONALE**

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The Conseil scolaire francophone provincial (CSFP) works to ensure students can achieve academic success at all levels of the K-12 education system within an immersive cultural and linguistic French first language environment. The Board of Trustees felt that it was essential to continue to focus on the previous four broad-reaching goals and to expand the development of these areas.

Francophone minority student success encompasses areas of focus on core learning in literacy and numeracy achievement, access to enriching francophone cultural and heritage experiences, and development of digital fluency and technology. It is equally important to reflect not only the diverse cultures of Indigenous peoples, but also the values, worldviews, and ways of knowing and being that are integral to Indigenous societies, and to broaden knowledge of understanding of other minorities and multicultural groups. Therefore, the CSFP supports culturally relevant and responsive educational opportunities for students in all K-12 schools.

The well-being of students and staff is an important focus to help create a positive learning and work environment and assist with retention issues. Increased focus on onboarding and mentorship can support staff in their transitional roles and decrease potential isolation. Professional learning communities, opportunities to share best practices and attendance at varied professional development sessions are ways to engage personnel. The ability to engage in a teacher-centred school-based model of professional learning also acknowledges the local needs and diversity of each school environment. Maintaining a focus on Trauma Informed Practice, Positive behaviour supports (PBS), Bullying intervention, and enhanced development of socio-emotional learning (SEL) skills will assist students in achieving personal and academic success. Continued development and support for Responsive Teaching and Learning and a focus on Universal Design for Learning (UDL) are further elements to help ensure inclusive environments focused on student success.

The growth of programs at the CSFP requires outreach and engagement with the francophone and the greater community. It requires efforts to engage and involve families within the schools, at various events and through community initiatives. It also requires an active effort to understand Indigenous peoples' historical context within the region and throughout the province. The CSFP further needs to ensure that our schools continue to develop welcoming and supportive processes for our newly arrived (immigrants) from francophone countries within our staffing and schools. Another essential element is promoting and communicating success, events, and achievements to create pride and enhance school and program visibility. Aspects of marketing and communication can assist in this area.

As the CSFP will soon to be the only School Board in the province of Newfoundland and Labrador, it is crucial to seek out supports to assist with the learning and growth of each Board Trustee. Improving communication, visibility and governance structures is another important element in the strategic plan.

## **STRATEGIC ISSUE 1:**

### **Success of francophone minority students**

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The Conseil scolaire francophone provincial (CSFP) complies with a triple mandate in a linguistic minority environment, which is to educate young people in the francophone community to increase their understanding and knowledge of francophone cultures while promoting community involvement. The CSFP also wants students to better understand French culture, experience it, and engage with it to develop pride and a sense of belonging. Language development is a significant issue from this perspective because it is fundamental to all student learning. Equally, student's personal and social development, help them build their identity, define themselves and recognize themselves as francophones.

Beyond the focus on language learning and proficiency, cultural engagement, and understanding of the historical context of francophones in the province, the CSFP wants to also ensure that student experience success in their learning programs which meet the academic needs of the individual students. To accomplish this, all schools need to provide engaging educational programs, regularly monitor academic progress in core and other subject matters, provide the necessary learning supports, and offer diverse learning opportunities to ensure inclusive environments that support individual student needs.

The CSFP further recognizes that learning also happens outside the classroom, in alternate learning environments, and that technology can be accessed to assist in teaching and learning in all programs and subjects.

The CSFP must address all these aspects to improve the education of students in francophone minority settings. This issue aligns with the Provincial Government's former strategic direction, "A Brighter Future" and "Education Action Plan."

**Goal:** By June 30, 2026, the CSFP will have enhanced opportunities and supports for development and progress for all students so that they can all experience individual success.

#### Success Indicators:

- Enhanced access to francophone cultural, linguistic, or artistic activities.
- Increased supports and assessment measures for K-12 literacy and numeracy achievement.
- Expanded supports of Responsive Teaching and Learning and Universal Design for Learning (UDL).
- Increased proficiency in using digital tools, software applications, and online resources, as well as the ability to critically evaluate digital information.

**Objective 1:** By June 30, 2024, the CSFP will have developed, implemented, and published programming efforts and practices to increase student success in the francophone minority context.

#### Objective Indicators:

- Increased opportunities to francophone cultural, linguistic, or artistic activities from K-12.
- Implemented supports and assessment monitoring efforts in K-12 literacy and numeracy.

- Continued the implementation of Professional Learning Communities in schools.
- Continued implementation and monitoring of the Responsive Teaching and Learning initiative and Practice Universal Design for Learning (UDL).
- Enhanced focus of teaching about strengths and challenges of AI technology to assist in understanding its limitations as it pertains to plagiarism, ethics, biases, and misinformation.

**Objective 2:** By June 30, 2025, the CSFP will continue to develop, implement, and publish programming efforts and practices to increase student success.

**Objective 3:** By June 30, 2026, the CSFP will further develop, implement, and publish programming efforts and practices to increase student success.

## **STRATEGIC ISSUE 2: Well-being of Students and Staff**

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The CSFP will continue to implement the EDU's Safe and Caring Schools Policy, the Education Action Plan and other focus areas and initiatives that enhance learning, recognize diversity, reduce barriers to success, provide equitable opportunities, and promote the health and well-being of students and staff.

The CSFP also believes that it is vitally important to recognize, celebrate and value the work of its students and staff. Initiatives will continue to be developed so staff and students feel supported and appreciated.

**Goal:** By June 30, 2026, the CSFP will have supported the development of programs which enhance the well-being of student and staff.

### Success Indicators:

- Implemented wellness initiatives as determined from the Staff Wellness Committee.
- Implemented Safe and Caring Schools initiatives in support of healthy, safe, and respectful learning and work environments.
- Enhanced development of Social-Emotional Learning skills and competencies to achieve personal and academic success.
- Increased opportunities for professional learning and sharing of best practice for staff.

**Objective 1:** By June 30, 2024, the CSFP will have implemented practices promoting student and staff well-being.

### Objective Indicators:

- Implementation of onboarding and mentorship initiative for new staff.
- Implemented effective positive behavioral support (PBS) and monitoring methods in all schools.
- Increased communication to highlighting student, staff, and school achievements.
- Continued implementation of supports to enhance development of Social-Emotional Learning skills and competencies to achieve personal and academic success, with ongoing supports provided to staff.
- Increased access to staff development and training, and opportunities to highlight professional skills.

**Objective 2:** By June 30, 2025, the CSFP will have continued to implement practices promoting student and staff well-being.

**Objective 3:** By June 30, 2026, the CSFP will have further implemented practices promoting student and staff well-being.



## **STRATEGIC ISSUE 3: Growth, Outreach and Community engagement**

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The CSFP believes that promoting its schools assists in creating greater visibility which is essential for increasing enrolment numbers and attracting potential francophone employees to the province. In addition to marketing strategies, the CSFP will highlight the positive efforts of the people who work and study in its schools, reaching out on varied social media platforms and through communication initiatives.

The CSFP also believes that harmonious relations between school, family and community are paramount to student success. Strong school and family relationships play a crucial role in a child's overall development and well-being as these relationships contribute significantly to their academic success, social skills, emotional health, and future prospects. Students who have positive relationships with both their families and schools tend to have more positive perceptions of education. They are more likely to be motivated, engaged, and enthusiastic about learning, leading to a more fulfilling school experience. When schools and families work together, children are more likely to thrive academically, socially, and emotionally. The CSFP believes in engaging in opportunities for shared learning and celebration within the community.

The CSFP wants to ensure its students understand Indigenous peoples' historical context in Newfoundland and Labrador and enhance understanding of Indigenous knowledge, history, experiences, culture, and practices. It encourages active participation in student learning about the reality of Indigenous Peoples' treatment. As well as reflecting on the histories and cultures of Indigenous peoples as outlined in the Calls to Action from *The Truth & Reconciliation Commission of Canada*. This focus aligns to needs addressed in the provincial *Indigenous Education Framework*, and recommendations from the Premier's Task Force on Improving Educational Outcome *Now is the Time: The Next Chapter in Education in Newfoundland and Labrador*.

It's also important to recognize the contribution of Francophone newcomers from around the world who have settled in the province, and to raise awareness of the global contribution of *La Francophonie*.

**Goal:** By June 30, 2026, the CSFP will have enhanced outreach and community engagement to recruit and retain more students and staff within the Francophone community.

### Success Indicators:

- Increased promotion of CSFP at the regional, provincial, and national level.
- Increased school-family-community projects to promote participation of local community.
- Increased recruitment initiatives to increase student enrollment and attract potential staffing.
- Increase partnerships to expand learning of and cultural opportunities with Indigenous peoples in the province.

**Objective 1:** By June 30, 2024, the CSFP will have implemented activities to promote growth and engagement of the Francophone community.

**Objective Indicators:**

- Implemented communications and marketing strategies to increase visibility of CSFP.
- Increased focus and partnership on the expansion of francophone school and community initiatives.
- Development of recruitment initiatives to increase student enrollment and attract potential staffing.
- Increase liaison and partnerships with the Inuit, the Innu, the Mi'kmaq, and the Southern Inuit of NunatuKavut Community groups, according to school regions.

**Objective 2:** By June 30, 2025, the CSFP will have continued to implement activities to promote growth and engagement of the Francophone community.

**Objective 3:** By June 30, 2026, the CSFP will have further implemented activities to promote growth and engagement of the Francophone community.

## **STRATEGIC ISSUE 4:**

### **Board Governance**

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The CSFP is overseen by a Board of Trustees representing diverse regions in Labrador, the central/west region, and the east region. As the only school board in the province, it is essential to provide trustees with the opportunity, on an annual basis, to receive governance training and information related to their roles, expectations, and responsibilities as trustees. It is also essential for the broader school community, including parents, to be aware of the role of the Board of Trustees as it pertains to the **Schools Act, 1997**.

Therefore, the CSFP Board will continue the work begun internally, including developing, revising, and drafting administrative policies and guidelines and its procedures guide. The CSFP will also work to increase its understanding of the community needs it serves by developing communications protocols with parents and/or increase visibility of trustees for each region. This issue aligns with the Provincial Government's prior strategic direction, "A More Efficient Public Sector."

**Goal:** By June 30, 2026, the CSFP will have enhanced its board governance and increased the visibility of its trustees within the Francophone community.

#### Success Indicators:

- Continued update and review of CSFP's policies and guidelines.
- Implement measures for increased engagement with various stakeholders.
- Implement yearly professional training for trustees.
- Updating of Board, Executive and Committee meeting procedures.

**Objective 1:** By June 30, 2024, CSFP trustees will have implemented initiatives to improve board governance.

#### Objective Indicators:

- Implemented new policies and reviewed past policies for potential updates.
- Established efficient communication process between trustees and the school communities.
- Implemented annual professional training for trustees on board governance and/or leadership.
- Updated Board, Executive and Committee meeting procedures and reporting.

**Objective 2:** By June 30, 2025, the CSFP will have continued to implement initiatives to improve board governance.

**Objective 3:** By June 30, 2026, the CSFP will have further implemented initiatives to improve board governance.

## CONCLUSION

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The 2023-2026 Strategic Plan builds on the last Strategic Plan, in that the main objective is to provide guidance on how best to support students and improve learning in French first language schools.

Over the next three years, the CSFP will measure results using the indicators identified in this Strategic Plan and in its subsequent operational plan. The Council will provide an annual report that will indicate its success with respect to the identified goals and objectives.

## Annex A: Strategic Directions – Provincial Government

As required by the **Transparency and Accountability Act**, the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) developed its Strategic Plan 2023-2026 to align with the Provincial Government's strategic directions. At the time of completion of this report, the release of the EDU Strategic Plan 2023-2026 was not yet made available (mid-August).

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

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

The Government of Newfoundland and Labrador had identified the following strategic directions for the 2020-2023 planning cycle which CSFP will continue to use in the current strategic plans.

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

Once the new report from the Government of Newfoundland and Labrador was finalized and made available online (mid-August), the CSFP reviewed the government areas of the 2023-2026 planning cycle and the CSFP considered these areas within the developed plan. These included:

- Enhanced educational programs.
- Enhanced assessment measurements for K-12.
- Updated the Schools Act, 1997.
- Continued support of Responsive Teaching and Learning

## Annex B – Schools Act, 1997

### Duties of boards

75. (1) A board shall:

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

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

### **Powers of boards**

76. (1) A board may:

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

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

### **Composition of the conseil scolaire**

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

(2) Notwithstanding paragraph (1),

(a) employees of the conseil scolaire;

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

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

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

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

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

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

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

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

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

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

### **Building funds**

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

1997, c S-12.2, s 100

### **Conseil d'école – voting members**

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

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

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

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

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

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

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

(4) A parent of

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

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

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

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

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

(a) at least 18 years of age;

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

(c) a resident of the province; and



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

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