

2006-2008 Strategic Plan



March 2008

Table of Contents

	<u>Page</u>
Message from the Chair	3
Overview	4
Profile of the CSFP	6
Mandate	6
Areas of Activity	6
Values	7
Main Clients	8
Vision	8
Mission	8
Strategic Challenges	9
Conclusion	12
Appendix One	13
Appendix Two	17



Message from the Chair

March 27, 2008

Honourable Joan Burke
Minister of Education

Dear Minister :

Pursuant to Section 5 of the *Transparency and Accountability Act*, I am pleased to present a Strategic Plan for the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) covering the two-year period from July 1, 2006 to June 30, 2008.

As a Category One agency, the CSFP has prepared this Strategic Plan in accordance with the strategic directions of the Minister of Education found in Appendix Two.

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

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

Sincerely,

DR. AHMED DERRADJI-AOUAT
Chairperson

Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador

65, chemin Ridge ♦ Saint Jean (NL) ♦ A1B 4P5 ♦ Téléphone (709) 722-6324 ♦ Télécopieur (709) 722-6325 ♦ www.csfp.nl.ca ♦
conseil@csfp.nl.ca

Overview

Vision

The Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) provides 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 CSFP will have offered a French-language education program focused on the quality of outcomes and the development of language and culture.

Goals

Challenge #1: Student Learning Opportunities

Goal One:

By June 30, 2008, the CSFP will have enhanced student learning opportunities through increased teacher professional development and increased student enrolment from the rightholder community.

Objective One:

By June 30, 2007, the CSFP will have increased teacher professional development in select areas and increased student enrolment by 10 per cent over base year 2005.

Objective Two:

By June 30, 2008, the CSFP will have increased teacher professional development in select areas and increased student enrolment by 20 per cent over base year 2005.

Challenge #2: Information Technology

Goal Two:

By June 30, 2008, the CSFP will have improved its Information Technology Network to facilitate access to additional curriculum, enhance its image throughout the province and provide necessary information to all stakeholders.

Objective One:

By June 30, 2007, the CSFP will have improved its Information Technology Network.

Objective Two:

By June 30, 2008, the CSFP will have further improved its Information Technology Network.

Challenge #3: French language and culture

Goal Three:

By June 30, 2008, the CSFP will enhance its students' attachment to the Francophone community.

Objective One:

By June 30, 2007, the CSFP will have supported student and community participation in school placed events to increase attachment.

Objective Two:

By June 30, 2008, the CSFP will have further supported student and community participation in school placed events to increase attachment.

Profile of the CSFP

The CSFP's head office is located at the Centre scolaire et communautaire des Grands-Vents, 65 Ridge Road, St John's, NL. The CSFP governs five schools: École des Grands-Vents in St. John's, the Notre-Dame-du-Cap and Sainte-Anne schools in the Port au Port Peninsula, the Centre éducatif l'ENVOL in Labrador City and École Boréale in Happy Valley–Goose Bay. On September 30, 2006, the CSFP served 223 students and had 60 employees, including 31 teachers.

District budget

Revenue: **\$4,927,205**

Expenditures: **\$4,922,349**

Mandate

The Mandate of the CSFP is established as per sections 97 and 98 of the *Schools Act, 1997* which which bestow upon the CSFP the duties and powers contained in sections 75 and 76 of the Act with certain exceptions and additions. In summary, the CSFP is responsible for all aspects of K-12 education for French first language rightholders throughout Newfoundland and Labrador.

Please refer to Appendix One for a complete description of the CSFP's mandate.

Areas of Activity

The CSFP concentrates on two areas of activity.

1. **Programs and services (from kindergarten to Grade 12)**

French-language schools provide children with the opportunity to take part in the KinderStart orientation program the year before they enter kindergarten.

In communities where rightholders speak English at home, French-language schools provide children with the opportunity to take part in a French-language junior kindergarten program. The program is intended to prepare children for the French-language kindergarten program.

French-language schools offer the programs and courses prescribed or approved by the Department of Education. In French-language schools, many students have individual learning paths.

Extracurricular activities are offered according to schools' abilities.

2. **Transportation**

The CSFP is responsible for providing transportation for students to and from school, in compliance with Department of Education regulations.

Values

The CSFP has the following values.

- 1. Respect for regional diversity**
Each person at the CSFP recognizes the importance of Newfoundland and Labrador's French-language education system respecting each region's specificities within a set of common parameters.
- 2. Equality of outcomes**
Each person at the CSFP recognizes that a French-language education system has to have similar requirements as the system of the majority and has to have a significant impact on students.
- 3. The success of every student**
Each person at the CSFP ensures that every student can develop his or her full potential and that a student's learning focuses on all the elements that are necessary for his or her overall development as a person.
- 4. Transparency and open communication within the educational system**
Each person at the CSFP will manage democratically, by providing the maximum amount of information possible to every school it governs to ensure Newfoundland and Labrador's French-language school system operates like an "open book."
- 5. Promotion of the French language and development of Francophone culture**
Each person at the CSFP is committed to maintaining the distinctiveness of French-language schools. This is essential if our schools are to make a significant contribution to the cultural and linguistic development of the province's Francophones.

Main Clients

The CSFP's main clients are students, parents and employees. The CSFP also has relations with external clients, including provincial organizations, such as the Department of Education and other departments. It also deals with unions and the Newfoundland and Labrador Teachers' Association. It is important to maintain positive relations with external clients. However, the CSFP's primary concern, through its head office, is the needs of its internal clients.

Vision

The CSFP consulted with teaching staff (including school principals), parents, high school students and staff at the CSFP's head office to analyse the internal and external environments. It became clear that the CSFP's vision, as follows, is still relevant:

The Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) provides a French-language education system designed to help every student succeed, achieve his or her potential and develop an open mind.

Mission

The CSFP consulted with teaching staff (including school principals), parents, high school students and staff at the CSFP's head office to analyse the internal and external environments. It became clear that respondents were very concerned about the quality of education. The analysis also revealed that language and culture should be incorporated into students' day-to-day activities. The CSFP's mission, as follows, had to reflect these requirements.

By June 30, 2011, the CSFP will have offered a French-language education program focused on the quality of outcomes and the development of language and culture.

Measure 1: Educational program focused on learning outcomes

Indicator: Results of performance tests

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

Indicator: Observations made by the cultural activities specialist

Strategic Challenges

Challenge #1: Student Learning Opportunities

Student outcomes for CSFP students have been mixed in the recent past with improvements in some areas, status quo in other areas, and in a few exceptional cases achievement has decreased. However, due to the number of CSFP students accurately tracking statistics may not present a true picture as some average course marks can represent as little as two students. Furthermore, in any two given years the programs offered may not be the same.

In any event, the CSFP recognizes the importance of offering its students the best learning opportunities possible as this will contribute directly to their academic success in accordance with the Minister of Education's Strategic Direction. Key elements of student learning opportunities are the quality of their teachers, which can be constantly enhanced through continued professional development, and a larger student population which can positively affect the number and types of course which are offered to the entire student population.

Goal One:

By June 30, 2008, the CSFP will have enhanced student learning opportunities through increased teacher professional development and increased student enrolment from the rightholder community.

Measures: Increased Teacher Professional Development
Increased Student Enrolment

Indicators: Provided additional professional development in select areas
Increased Student Enrolment by 20 per cent

Objective One:

By June 30, 2007, the CSFP will have increased teacher professional development in select areas and increased student enrolment by 10 per cent over base year 2005.

Measures: Increased Teacher Professional Development in select areas
Increased Student Enrolment

Indicators: Provided additional professional development in select areas
Increased Student Enrolment by 10 per cent over base year 2005

Objective Two:

By June 30, 2008, the CSFP will have increased teacher professional development in select areas and increased student enrolment by 20 per cent over base year 2005.

Challenge #2: Information Technology

Effective communications are an essential component to the success of any organization in the 21st Century. In the case of a school board such as the CSFP it is critical that modern infrastructure and equipment be in place supplemented by qualified individuals to both instruct students and ensure that vital information is relayed throughout the system in a timely manner.

A proper Information Technology network will allow all CSFP students to avail of instructional opportunities regardless of their location in Newfoundland and Labrador through the Department of Education's Center for Distance Learning and Innovation. Furthermore, an advanced IT infrastructure will enable the CSFP to enhance its image throughout the province in support of its goal to attract and retain more students, especially as they progress to high school.

Goal Two:

By June 30, 2008, the CSFP will have improved its Information Technology Network to facilitate access to additional curriculum, enhance its image throughout the province and provide necessary information to all stakeholders.

Measures: Improved Information Technology Network

Indicators: Improved Equipment
Facilitated Access to Additional Curriculum
Enhanced Provincial Image
Provided Necessary Information to Stakeholders

Objective One:

By June 30, 2007, the CSFP will have improved its Information Technology Network.

Measures: Improved Internal and External Communications

Indicators: Improved Equipment
Facilitated Access to Additional Curriculum
Enhanced Provincial Image
Provided Necessary Information to Stakeholders

Objective Two:

By June 30, 2008, the CSFP will have further improved its Information Technology Network.

Challenge #3: French language and culture

The CSFP is a French first language school board established under Part V of the *Schools Act, 1997* in accordance with the provisions of the Canadian Constitution which provides for French first language instruction where numbers warrant.

French Culture is an essential ingredient of any French first language instruction in this country. The CSFP emphatically supports the children of rightholders as they grow and develop both academically and culturally. It is through this commitment that the CSFP has developed its educational facilities as not only K-12 schools but also as local community centers. Co-curricular activities involving entire families enhance educational experiences, provide maximum benefit to our students and bring the school closer to the community.

Goal Three:

By June 30, 2008, the CSFP will enhance its students' attachment to the Francophone community.

Measure: Attachment to the Francophone Community

Indicators: Increased participation in activities to promote the Francophonie
Increased participation in co-curricular activities
Increased community participation in school activities

Objective One:

By June 30, 2007, the CSFP will have supported student and community participation in school placed events to increase attachment.

Measure: Community participation in school placed events

Indicators: Increased number of student participants
Increased number of community participants

Objective Two:

By June 30, 2008, the CSFP will have further supported student and community participation in school placed events to increase attachment.

Conclusion

The CSFP is confident that carrying out the strategic plan will support students in their studies, improve services to students and increase enrolment in French-language schools.

The CSFP will measure its objectives based on the indicators set out in the strategic plan and will provide the Minister of Education with an annual report of the results it has achieved with regard to its objectives and goals.

Appendix One

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 Two

Title: Quality and Accessibility of Educational Programs

Strategic Direction: Quality educational programs and opportunities are available to citizens throughout the province so they may participate in lifelong learning.

This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Continue to implement new curriculum, as required, focusing on language arts, math, science and social studies;					X
Implement a technology plan that addresses technological literacy and promotes implementation of technology-based curriculum;					X
Promote implementation of programs and strategies which address healthy living and physical education;					X
Implement applied programs, wherever feasible, to enhance opportunities for students choosing to pursue applied options at the post-secondary level;	X				
Implement the fine arts strategy;					X
Implement mandatory career education which includes a community contribution component;					X
Facilitate enhanced e-learning opportunities through video conferencing capacity and other multi-media resources; and					X
Ensure individual school-based enhancements to the prescribed curriculum, paid for through school fees, are affordable and available to all within the school.					X

Title: Innovative and high-performing educational delivery systems

Strategic Direction: The K-12 system has acceptable levels of educational performance, student achievement and attainment, student safety and well being.

This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Implement measures which focus on improved student achievement;			X		
Implement the school development model;					X
Develop a plan to enable more students to meet provincial standards in language arts and math by age 12;					X
Ensure comprehensive programs across all departments and agencies are accessed to meet the learning needs of all children;	X				
Ensure all schools are safe and caring learning environments which promote respect for diversity, a sense of belonging and student well being;					X
Ensure the school bus fleet is safe;					X
Support the recruitment and retention of qualified teaching professionals; and			X		
Provide strategic professional development for teachers.			X		

Title: Financial Support for Learning

Strategic Direction: Funding levels and budgeting priorities are consistent with Government’s fiscal policy.

This requires that the Department and its boards and agencies will:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Prepare a long-term facilities plan;	X				
Ensure teaching resources are utilized to facilitate optimal class size in prescribed areas; and					X
Enhance collection processes related to Newfoundland and Labrador Student Loans.	X				

Title: Women's Equity

Strategic Direction: Women sharing equitably in social and economic benefits.

It requires systemic intervention in the following areas:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Public policy;	X				
Leadership;					X
Gender-based analysis by government entities;	X				
Quality of life of Aboriginal women; and	X				
Employment opportunities.	X				

Title: Violence

Strategic Direction: Reduction of violence.

It requires systemic intervention in the following areas:

Focus Areas of the Strategic Direction	This Direction is/was				
	Being implemented by other entities reporting to the Minister	Addressed only in specific sub-areas (rationale included in the plan)	Addressed in the:		
			strategic plan	operational plan	branch/divisional work-plans
Early prevention and education;					X
Aboriginal women and children;	X				
Public awareness and attitudes; and					X
Legislation, policy and services.					X