

FRAMEWORK

FOR ENHANCING STUDENT LEARNING

OCTOBER 2021

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1

Message from the School Board Office

DEAR STUDENTS, PARENTS, PERSONNEL AND PARTNERS:



I am pleased to present the report of our accomplishments for the year 2020-2021. These successes were made possible through the participation of our entire community – students and parents along with our many partners and, of course, the members of our personnel.

The path travelled this year reflects the ongoing dedication of this committed community to offer our young people exceptional learning environments, and opportunities to discover themselves, excel and develop.

This year was the fifth and final year of the strategic plan adopted in 2016, a clearly stated vision that again guided our organization toward achieving its objectives. We have carefully analyzed the results found in this report to steer us toward the future and continue our reflection surrounding the implementation of our new strategic plan. The well-being, inclusion and vitality of our students are central to these reflections.

A handwritten signature in white ink, appearing to read 'Michel St-Amant'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Michel St-Amant
Superintendent

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Presentation

AS OF SEPTEMBER 2021, THE CONSEIL SCOLAIRE FRANCOPHONE DE LA COLOMBIE-BRITANNIQUE (CSF) HAD 47 SCHOOLS LOCATED IN THE TERRITORIES OF 19 GREAT NATIONS AND NEARLY 40 DIFFERENT FIRST-PEOPLES COMMUNITIES.

The year 2020-2021 was one of celebration for the CSF, marking our 25th anniversary. It also saw the opening of a new school to serve the community of Duncan, located in the Cowichan Valley.

In 2020-2021, more than 6,400 students from kindergarten to Grade 12 attended one of our schools across the province. The CSF had 530 First Peoples students. Of this number, 48 belonged to one British Columbia Nation. Furthermore, the majority of First Peoples students belong to 12 great Nations of Canada

In June, we celebrated the success of 239 graduates, the largest cohort since the CSF was founded. We also relied on a solid team, made up of more than 1,200 teaching and support staff devoted to delivering a quality educational experience to our children and youth.



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CSF Strategic Plan

THE 2016-2021 CSF STRATEGIC PLAN, DEVELOPED IN COLLABORATION WITH THE COMMUNITY, IS BUILT AROUND THREE KEY VALUES, THREE PILLARS AND SIX ORIENTATIONS.

VISION OF THE CSF

To promote the success of all learners through collaboration, innovation and engagement, in a Francophone environment.

MISSION OF THE CSF

To develop a community of learners inspired by innovative education, a shared, living Francophone culture, and the acquisition of essential life skills for the future.

VALUES

COLLABORATION - INNOVATION - ENGAGEMENT

ORIENTATIONS

INNOVATIVE LEARNING

ORIENTATION A
Personalized and flexible learning for the academic success of every student.

ORIENTATION B
Ongoing professional learning to engage and support staff in the latest teaching practices, technology and research.

A VIBRANT AND SHARED CULTURE

ORIENTATION A
Identity building that promotes diversity and personal growth.

ORIENTATION B
A culture of collaboration based on the shared values of school, family and community.

ESSENTIAL LIFE SKILLS

ORIENTATION A
Social and emotional learning founded on self-awareness, social awareness and responsible decision-making.

ORIENTATION B
Post-secondary preparation through a flexible and experiential approach.





STUDENT INVOLVEMENT

Developed by the CSF in collaboration with the Conseil jeunesse francophone de la Colombie-Britannique (CJFCB), the aim of the Forum Fusion is to bring together secondary students across the province in order to hear their voices regarding the priorities and orientations set out in the Strategic Plan.

At this meeting, participants have the opportunity to get together, discuss their educational reality, discover the inner workings of the CSF, make their voices heard regarding the mandates and decisions made throughout the year, and receive training to help them be active in the student community.

▶ [VIEW THE REPORT OF THE 2020 EVENT](#)

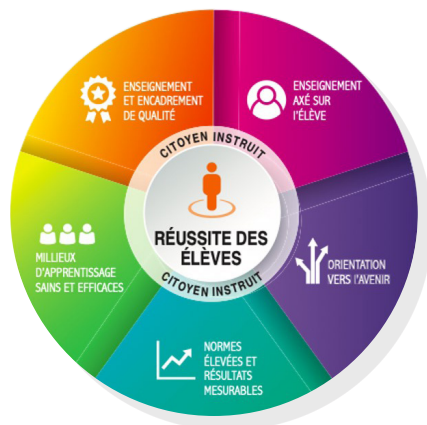
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Education Action Plan

THE PRIORITIES OF THE CSF AIM TO IMPROVE ACCESS TO LEARNING FOR EACH STUDENT, EMPHASIZING STUDENTS OF FIRST PEOPLES ORIGIN, THOSE OF DIVERSE ABILITIES AND YOUNG PEOPLE IN CARE.

The CSF Education Action Plan is guided by the following key elements of the Framework:

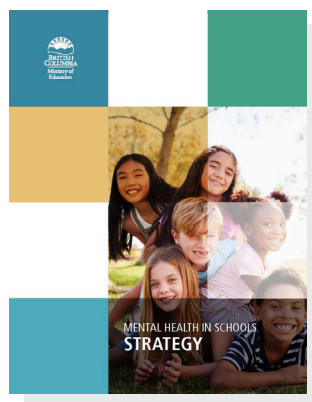
STUDENT SUCCESS



INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT



MENTAL HEALTH



STRATEGIC PLAN



THE EDUCATION PLAN IS GUIDED BY FIVE VALUES, THREE COMPONENTS AND THREE APPROACHES THAT CONTRIBUTE TO OUR STUDENTS' SUCCESS:

VALUES

1. Student-centred
2. Collaboration
3. Inclusion
4. Kindness
5. Equity

COMPONENTS FOR AN INCLUSIVE EDUCATION

1. First Peoples principles of learning
2. Well-being and healthy relationships
3. Engaging research-based educational approaches accessible to all

IMPLEMENTATION APPROACHES

UNIVERSAL DESIGN FOR LEARNING (UDL)	A VIBRANT AND SHARED CULTURE	ESSENTIAL LIFE SKILLS
<ul style="list-style-type: none">▪ Provide teachers with strategies to enable them to offer students learning opportunities that make them feel valued, confident and safe, so they can reach their full potential.▪ Integrate and model UDL in the classroom through school principals and teachers. (Jennifer Katz)	<ul style="list-style-type: none">▪ Ensure the professional development of school teams (Jennifer Katz, Kevin Lamoureux, in collaboration with other school boards).▪ Provide RTI training to principals to support schools.▪ Support the implementation of RTI in schools through training.▪ Ensure school improvement plans align with the strategic and education plans.	<ul style="list-style-type: none">▪ Provide vision, support and continuing professional development to school implementation teams.▪ Provide assessment training to principals to support schools.▪ Ensure student assessment practises aligned with the vision of the Ministry of Education.

5

Framework for Enhancing Student Learning

THE SERVICE DE L'ÉDUCATION HAS CREATED AN ACTION PLAN TO ENSURE THE SUCCESS OF EACH STUDENT. THIS PLAN IS BASED ON THE "EDUCATED CITIZEN" PRINCIPLES DEVELOPED BY THE BRITISH COLUMBIA MINISTRY OF EDUCATION ALONG WITH THE STRATEGIC PLAN OF THE CONSEIL SCOLAIRE FRANCOPHONE. THE ACTION PLAN ALSO TAKES INTO ACCOUNT THE "INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT", CONSULTATIONS WITH FIRST PEOPLES FAMILIES (STUDENTS AND PARENTS) THROUGH PERSONALIZED INDIGENOUS EDUCATION ENHANCEMENT PLANS, COMITÉS ÉCOLES DE REHAUSSEMENT DE L'ÉDUCATION AUTOCHTONE [SCHOOL FIRST PEOPLES EDUCATIONAL ENHANCEMENT COMMITTEES], AND THE COMITÉ CONSEIL CSF DE REHAUSSEMENT DE L'ÉDUCATION AUTOCHTONE [CSF FIRST PEOPLES EDUCATIONAL ENHANCEMENT ADVISORY COMMITTEE]. THE ACTION PLAN IS ALSO BASED ON TIES DEVELOPED WITH LOCAL NATIONS, ESPECIALLY THROUGH LOCAL EDUCATION AGREEMENTS (LEA).

5.1 Academic Success

Students' academic success depends on many factors. The CSF Strategic Plan focuses on personalized and flexible learning for the academic success of every student through engaged teaching and support staff who benefit from ongoing professional development in the latest teaching practices, technology and research. The objective of the ministerial Framework for Enhancing Student Learning requires that we assess the literacy and numeracy levels achieved by our students.

The Conseil scolaire francophone is committed to constructive and ongoing dialogue regarding student success, based on qualitative and quantitative data.

OBJECTIVE

At the end of every school year, each student should reach a competency level of proficient or extending.

Quantitative data are collected by means of:

- The results of the foundation skills assessment
- [The Aboriginal "How are we doing?" report](#)
- Competency levels - report cards
- Review of school improvement plans
- Data emerging from the CSF Equity in Action program

A LITERACY

According to the Ministry of Education, literacy is the ability to:

- Grasp the meaning of a text, critically analyze it
- Express oneself in a variety of modes and for a variety of purposes

Foundation skills assessment (FSA) consists of a variety of interactive activities designed by teachers and educational experts to reliably evaluate the level of literacy (understanding and communication by means of language) of students in grades 4 and 7.

The results of the foundation skills assessment are conveyed by means of three competency levels.

EMERGING	ON TRACK	EXTENDING
Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.	Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

GRADE 4 – FOUNDATION SKILLS ASSESSMENT

The results presented below are based on students who participated in the foundation skills assessment.

General population

The CSF Grade 4 general population (including First Peoples and those with diverse needs) consisted of 652 students.

Participation rate: in 2020–2021, participation decreased slightly by 0.6% compared with 2019–2020.

Of these 652 Grade 4 students:

- 342 students did the reading component, and
- 317 students did the writing component.

The success rates in reading and in writing are very close.

- In reading, 93.3% of our students are at a competency level of proficient or extending. We note significant progress compared with 2019–2020, when only 85.9% of these students were at a competency level of proficient or extending (+7.4%).
- In writing, 91.2% of our students are at a competency level of proficient or extending. We note that the 2020–2021 success rate and that for 2019–2021 (91.9%) are essentially the same (-0.7%).

Results for students of First Peoples origin

70 of our students identified themselves as being of First Peoples origin.

Of these 70 students:

- 25 students did the reading component, and
- 21 students did the writing component

We note that students are more successful in writing than in reading.

- In reading, 92% of our First Peoples students are at a competency level of proficient or extending. We note very significant progress compared with 2019-2020, when only 64.7% of these students were at a competency level of proficient or extending (+27.3%).
- In writing, 85.8% of our First Peoples students are at a competency level of proficient or extending. We note a slight decrease in the success rate compared with 2019-2021, when only 87.5% of these students were at a competency level of proficient or extending (-1.7%).

Results for students with diverse needs – including the 12 categories

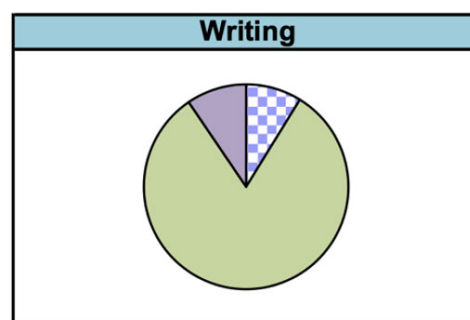
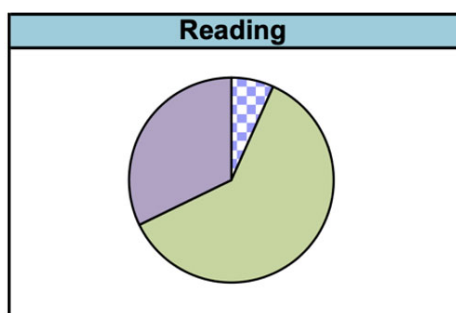
In Grade 4, there were 67 students with diverse needs.

Of these:

- 24 students with diverse needs did the reading component, and
- 21 students with diverse needs did the writing component.

The success rates in reading and in writing are very close.

- In reading, 95.8% of our students with diverse needs are at a competency level of proficient or extending. We note very significant progress compared with 2019-2020, when only 63.7% of these students were at a competency level of proficient or extending (+32.1%).
- In writing, 95.3% of our students with diverse needs are at a competency level of proficient or extending. We note very significant progress compared with 2019-2020, when only 80% of these students were at a competency level of proficient or extending (+15.3%).



 *Not Yet Meeting*

 *Meeting*

 *Exceeding*

GRADE 7 - FOUNDATION SKILLS ASSESSMENT

The results presented below are based on students who participated in the foundation skills assessment.

General population

The CSF Grade 7 general population (including First Peoples and those with diverse needs) consisted of 524 students.

Participation rate: in 2020–2021, participation increased slightly (0.4%) compared with 2019–2020.

Of these 524 students:

- 242 students did the reading component, and
- 227 students did the writing component.

We note that Grade 7 students have very strong writing skills.

- In reading, 84.7% of our students are at a competency level of proficient or extending. We note a slight decrease compared with 2019–2020, when 87.4% of these students were at a competency level of proficient or extending (-2.7%).
- In writing, 97.8% of our students are at a competency level of proficient or extending. We note a significant increase in the success rate compared with 2020–2021, when only 85.6% of these students were at a competency level of proficient or extending (+12.2%).

Results for students of First Peoples origin

45 of our students identified themselves as being of First Peoples origin.

Of these 45 students:

- 15 students did the reading component, and
- 14 students did the writing component.

We note that 100% of student participants were at a competency level of proficient or extending. Students are succeeding very well in both writing and in reading.

- In reading, 86.7% of our First Peoples students are at a competency level of proficient or extending. We note a slight decrease in the success rate compared with 2019–2021, when 88.9% of these students were at a competency level of proficient or extending (-2.2%).
- In writing, 100% of our First Peoples students are at a competency level of proficient or extending. We note very significant progress in the success rate compared with 2019–2021, when 66.7% of these students were at a competency level of proficient or extending (+33.3%).

Results for students with diverse needs – including the 12 categories

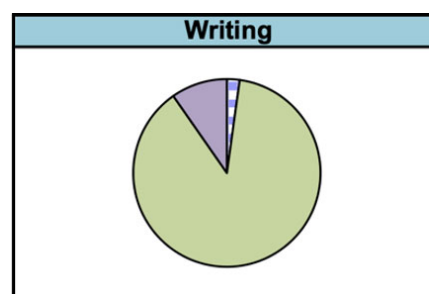
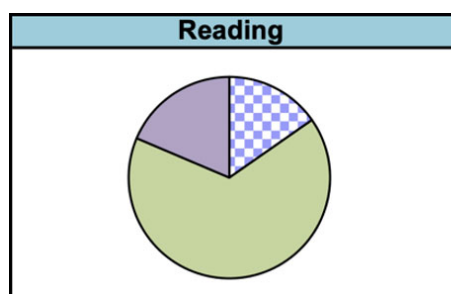
In Grade 7, there were 72 students with diverse needs.

Of these 72 students:

- 11 students did the reading component, and
- 10 students did the writing component.

The success rate in writing is significantly higher than that for reading.

- In reading, just 54.5% of our students with diverse needs are at a competency level of proficient or extending. We note a significant decrease compared with 2019–2020, when 73.7% of these students were at a competency level of proficient or extending (-19.2%).
- In writing, 80% of our students with diverse needs are at a competency level of proficient or extending. We note very significant progress compared with 2019–2020, when only 66.7% of these students were at a competency level of proficient or extending (+13.3%).



Not Yet Meeting



Meeting



Exceeding



B NUMERACY

According to the Ministry of Education, numeracy is the student's ability to:

- Interpret information about a situation
- Apply mathematical knowledge to solve a problem
- Analyze and communicate a solution

Foundation skills assessment (FSA) consists of a variety of interactive activities designed by teachers and educational experts to reliably evaluate the level of numeracy (understanding and application of mathematics) of students in grades 4 and 7.

The results of the foundation skills assessment are conveyed by means of three competency levels.

EMERGING COMPETENCY	PROFICIENT COMPETENCY	EXTENDING COMPETENCY
Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.	Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

GRADE 4 – FOUNDATION SKILLS ASSESSMENT

The results presented below are based on students who participated in the foundation skills assessment.

General population

The CSF Grade 4 general population (including First Peoples and those with diverse needs) consisted of 652 students.

Of these 652 Grade 4 students, 337 did the numeracy component of the foundation skills assessment, 51.7% of the general population.

Participation rate: in 2020–2021, participation decreased slightly (0.9%) compared with 2019–2020.

In numeracy, 80.4% of our students are at a competency level of proficient or extending. We note an increase in the success rate compared with 2019–2020, when 75.3% of these students were at a competency level of proficient or extending (+5.1%).

Results for students of First Peoples origin

70 of our students identified themselves as being of First Peoples origin.

Of these 70 students, 25 did the numeracy component, or 35.7%.

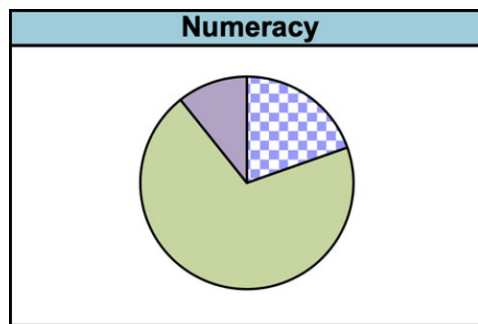
In numeracy, 64% of our students are at a competency level of proficient or extending. We note an increase in the success rate compared with 2019-2020, when 58.8% of these students were at a competency level of proficient or extending (+5.2%).

Results for students with diverse needs - including the 12 categories

In Grade 4, there were 67 students with diverse needs.

Of these 67 students, 24 did the numeracy component, or 35.8%.

In numeracy, 83.3% of our students are at a competency level of proficient or extending. We note a significant increase in the success rate compared with 2019-2020, when 50% of these students were at a competency level of proficient or extending (+23.3%).



 Not Yet Meeting

 Meeting

 Exceeding



GRADE 7 - FOUNDATION SKILLS ASSESSMENT

The results presented below are based on students who participated in the foundation skills assessment.

General population

The CSF Grade 7 general population (including First Peoples and those with diverse needs) consisted of 524 students.

Of these 524 students, 241 did the Grade 7 numeracy component of the foundation skills assessment, 46% of the general population.

Participation rate: in 2020–2021, participation decreased slightly (9%) compared with 2019–2020.

In numeracy, 78.8% of our students are at a competency level of proficient or extending. We note an increase compared with 2019–2020, when 74.8% of these students were at a competency level of proficient or extending (+4%).

Results for students of First Peoples origin

45 of our Grade 7 students identified themselves as being of First Peoples origin.

Of these 45 students, 15 did the numeracy component, or 33.3%.

In numeracy, 66.7% of our students are at a competency level of proficient or extending. We note a significant increase compared with 2019–2020, when 59.2% of these students were at a competency level of proficient or extending (+7.5%).

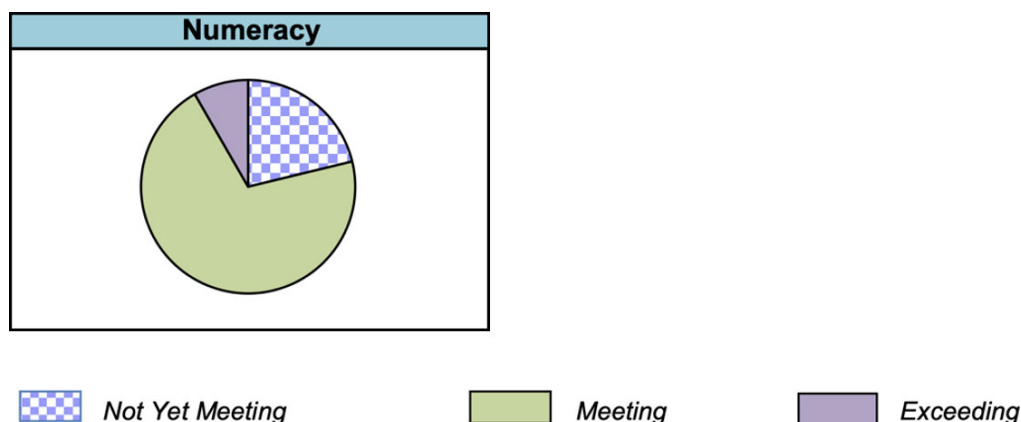


Results for students with diverse needs – including the 12 categories

In Grade 7, there were 72 students with diverse needs.

Of these 72 students, only 11 did the numeracy component, or 15.3%.

In numeracy, 45.5% of our students are at a competency level of proficient or extending. We note an increase compared with 2019–2020, when 47.4% of these students were at a competency level of proficient or extending (-1.9%).



5.2

Social and emotional success

Students' social and emotional success also depends on many factors. The CSF Strategic Plan aims to develop life skills, among other things, through the development of self-awareness, social awareness and responsible decision-making. The objective of the ministerial Framework for Enhancing Student Learning requires that we assess whether CSF students feel welcome, safe and a sense of belonging toward their school.

5.2.1 QUANTITATIVE DATA

The CSF uses various sources of data to assess the social and emotional success of students and to prioritize its interventions to better respond to their social and emotional needs (MDI, Fusion, student learning survey, consultation with school principals, consultation with students).

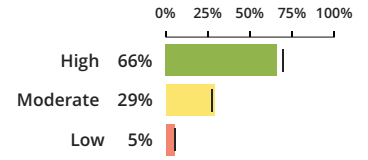
What we observed from the MDI, SLS, the Forum Fusion and the consultation with school principals.

Grade 4

RELATIONSHIPS WITH ADULTS

ADULTS AT THE SCHOOL

Evaluation of the quality of the relationships between the children and the adults they interact with at the school. For example: "At my school, adults believe I am going to succeed."

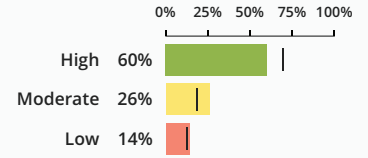


NUMBER OF SIGNIFICANT ADULTS AT THE SCHOOL



SENSE OF BELONGING AT SCHOOL

The sense of belonging at school refers to the extent to which feel integrated and valued at school. For example: "I feel that I'm important at this school."

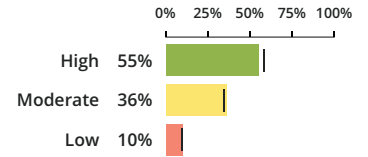


Grade 7

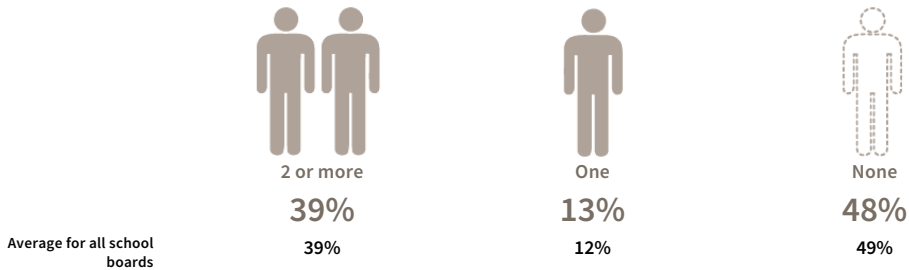
RELATIONSHIPS WITH ADULTS

ADULTS AT THE SCHOOL

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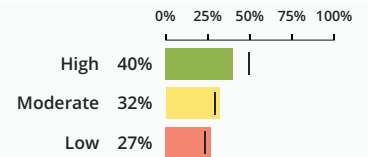


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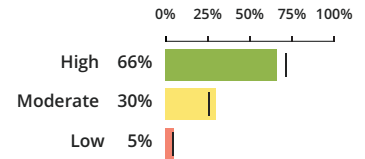


Grade 4

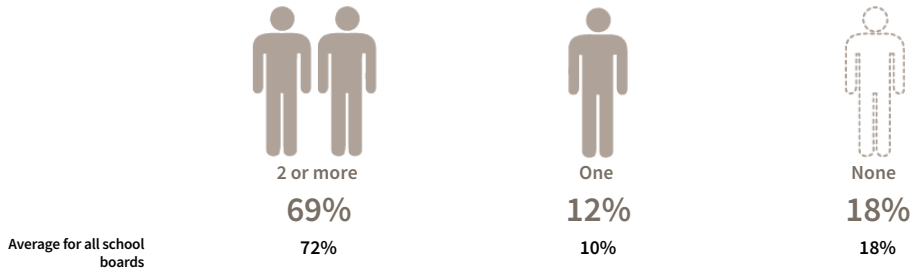
RELATIONSHIPS WITH ADULTS

ADULTS AT THE SCHOOL

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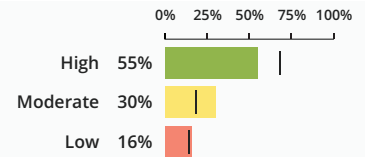


NUMBER OF SIGNIFICANT ADULTS AT THE SCHOOL



SENSE OF BELONGING AT SCHOOL

The sense of belonging at school refers to the extent to which feel integrated and valued at school. For example: "I feel that I'm important at this school."

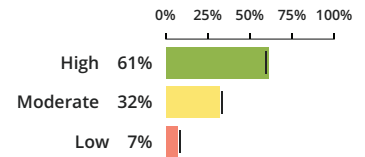


Grade 7

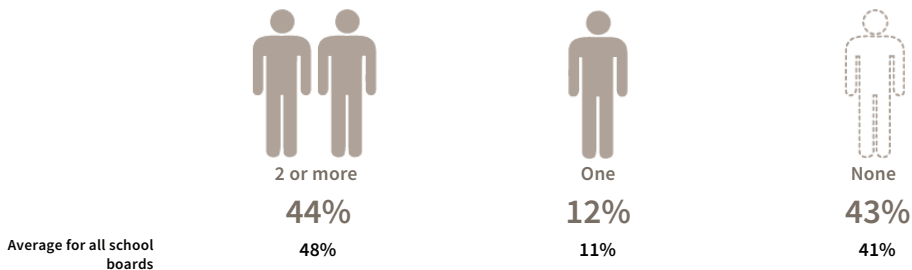
RELATIONSHIPS WITH ADULTS

ADULTS AT THE SCHOOL

Evaluation of the quality of the relationships between the children and the adults they interact with at the school. For example: "At my school, adults believe I am going to succeed."

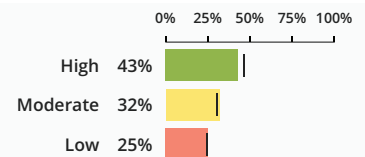


NUMBER OF SIGNIFICANT ADULTS AT THE SCHOOL



SENSE OF BELONGING AT SCHOOL

The sense of belonging at school refers to the extent to which feel integrated and valued at school. For example: "I feel that I'm important at this school."



As illustrated in the preceding graphs, over the two years of participation in the MDI survey, we have seen an improvement in the number of significant adults at school in the life of CSF students.

In 2019-2020, 25% (1/4) of our Grade 7 students said they felt a low sense of belonging toward their school, while 16% (nearly 1/6) of our Grade 4 students reported a similar sentiment. These data are relatively stable compared with the 2018-2019 school year, for which rates were 27% and 14% for grades 7 and 4, respectively. Although these numbers remained stable, they are still too high.

► [FOR MORE INFORMATION, SEE THE FULL MDI REPORTS](#)

5.2.2 QUALITATIVE DATA

Summary of Student Learning Survey (SLS) province-wide results

- No notable change in terms of feeling welcome at school
- Little change in the feeling of safety at school

Small declines in:

- Sense of belonging at school
- Number of adults who care about them
- Learning how to care for their mental health

Marked decline in:

- Students who describe their mental health as excellent or very good

Summary of 2020-2021 Forum Fusion data

The Forum Fusion student consultation reveals the following facts.

Young people like seeing their school engaged in:

- Inclusion, particularly by means of implementation of committees on issues such as 2SLGBTQIA+ (through the comités Empreintes and SOGI) or reconciliation through the content taught in the new curricula
- Implementation of various activities that value diversity and inclusion

Young people would like to:

- Have more resources and tools available to become informed, but also to be able to heighten the awareness of others who would have difficulty with social and emotional competencies, especially students in rural areas.

Résumé des données de la consultation des directions d'école

The consultation with school principals revealed similar trends in CSF schools. During the consultation with principals in the winter of 2021, they reported:

- An increase in social and emotional needs, and mental distress in students
- Repercussions of the pandemic will be felt in the years to come
- The urgency of prevention rather than constantly being reactive (levels 1 and 2 intervention)
- The increase in high-risk situations (e.g., criminality, street gangs)
- A need to support teachers (level 1) at each school; the importance of Hiring qualified counsellors
- The difficulty of recruiting qualified counsellors

5.2.3 ACTIONS FOR SOCIAL AND EMOTIONAL SUCCESS

1 Creation of the Service de l'éducation inclusive et bienveillante (ÉIB)

The Service de l'ÉIB [inclusive and kind education department] aims to create healthier learning environments where all school community members (students, family and personnel) feel loved, safe, welcome, visible, heard, acknowledged and respected for their unique contribution and their individuality.

2 The ÉIB approach

In accordance with the principles of British Columbia First Peoples, the ÉIB works, in collaboration with schools, to create:

- Inclusive learning environments where positive relationships are central, where students feel safe, and that they belong both physically and emotionally
- Healthy environments that advocate practices focused on personal strengths, where the values of well-being, inclusion and respect are lived daily
- Environments where adults model positive relationship behaviours and kindness with each other and with students, and
- Environments where punitive approaches are replaced with restorative ones that aim to teach missing skills and to repair relationships to build stronger communities

3 Three levels of intervention

We use a three-level systemic intervention approach, in keeping with the ministerial school mental health framework. (Appendix)

4 Creation of a resource platform

The Service de l'ÉIB has created an online platform to share resources and make them more accessible to students, parents and personnel.

<https://bienveillance.csf.bc.ca/>

5.3 Cultural success

In association with community organizations, we aim to express Francophone culture in CSF schools through educational projects and to offer students the opportunity to contribute to the future of Francophone cultural identity in the province.

Three areas of intervention:

5.3.1 COMITÉ D'ORIENTATION PÉDAGOGIQUE ET RECHERCHE

A committee made up of students, teachers, support staff, school principals and researchers to reflect on the reality of our students in a minority context and the means the CSF could employ to support them in building their identity.

The “Vision culture” research, led by Dr. Suzanne Robillard and Clémentine Creach, Director of Educational Services for the Conseil jeunesse francophone de la C.-B., was conducted with our students on their cultural identity and their needs associated with building their identity.

Key recommendations:

- Offer personnel linguistic security training
- Create more social/informal communication opportunities for students
- Better equip students for social communications

 [VIEW THE FULL REPORT](#)

Next steps:

- Pursue research and create a reflection guide/tool for schools as well as resources for a cultural approach.

5.3.2 LANGUAGE ASSISTANTS AND FRANCOPHONE CULTURE AMBASSADORS

Two roles to give expression to culture in the schools: language assistants and Francophone culture ambassadors. The ambassadors can be members of the teaching or support staff, while the language assistants come from the Odyssey Program (one of the Official-Languages Programs)

- Three ambassadors this year – the pilot year of the new role of ambassador, whose mission is to stimulate and encourage the development of identity and a sense of belonging to the Francophone community
- Feedback from participating schools: completion of numerous projects, improvement of the school atmosphere, higher rate of participation in cultural activities
- 20 language assistants (leadership of lunchtime cultural activities; improvisation, environmental, drama and art clubs; sports groups)

Next steps:

- 20 language assistants and 27 Francophone cultural ambassadors, one person in each of our 47 schools to give expression to culture in the schools.

5.3.3 CULTURAL EDUCATION PROJECTS

- The partnership and student life advisors created the first inventory of CSF cultural projects under five themes targeted by students and all personnel.

Themes targeted:

- » Diversity, inclusion, openness to the world
- » First Peoples studies
- » Environment and climate
- » Sports and well-being
- » Artistic expression

- Completion of **775** cultural education projects across our schools, with 58 community partners, 86% from British Columbia.
- **6,446 students** of the CSF were able to benefit from cultural projects undertaken with our community partners.
- Collaborations with the Conseil jeunesse francophone de la Colombie-Britannique:
 - » Forum Fusion (student consultation)
 - » Réseau Jeunesse (provincial student council)
 - » Leadership internships (for all Grade 8 students)
 - » Comité Empreintes (student committee committed to inclusion)
 - » Comité Colibri (student committee committed to the environment)
 - » LIFC (improvisation league)
 - » Crescendo (performing arts: music, singing, dance, theatre)
 - » **1,184 contributions** by CSF students in Conseil jeunesse activities
- The first CSF Salon du Livre book fair: 14 Francophone authors, over **3,200 participants**.
- Connexions francophones projects: 12 CSF classes partnered with classes in France and French Polynesia to collaborate on projects of shared interest, such as First Peoples studies projects, environmental projects and cooking clubs.

Next steps:

- Increase our collaboration with the CJFCB, involve our former students more in cultural projects, and develop other provincial, national and international partnerships for the Connexions francophones project.

775
PROJECTS

6 446
STUDENTS

1 184
CONTRIBUTIONS

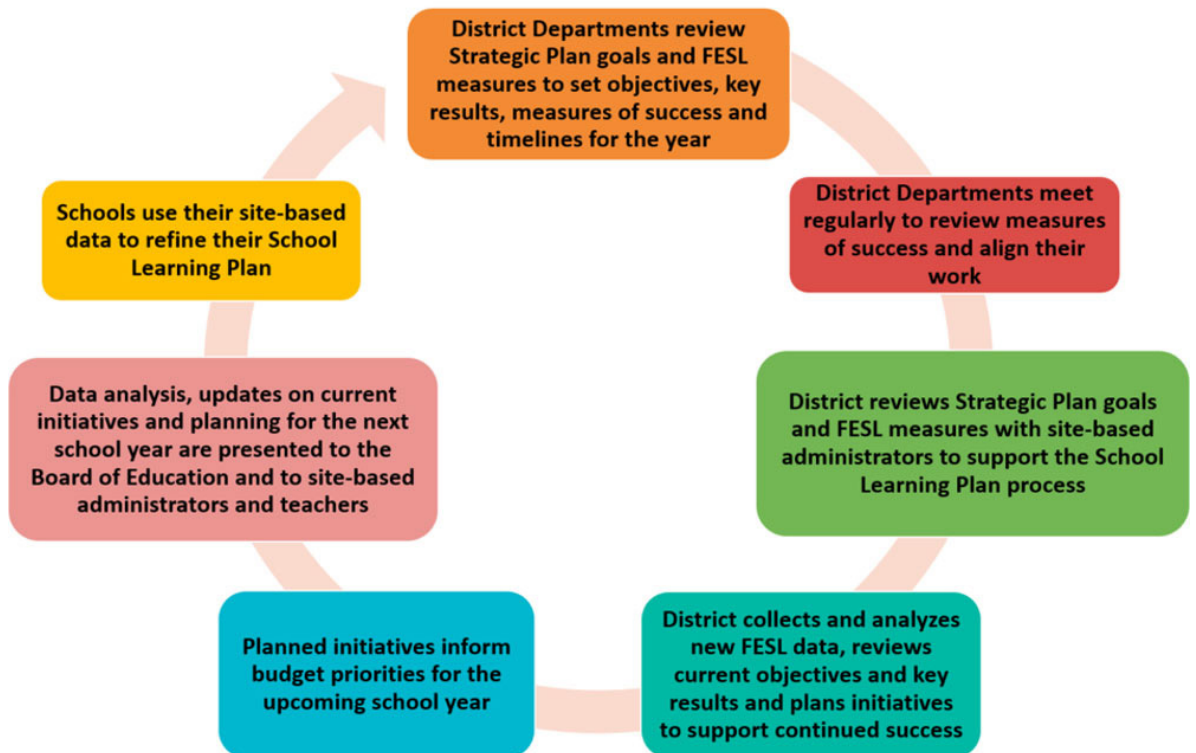
3 200
PARTICIPANTS

6

Framework for Enhancing Student Learning

THIS REPORT PROVIDES EXAMPLES OF NUMEROUS INITIATIVES UNDERTAKEN TO SUPPORT THE SUCCESS OF STUDENTS, AND THE CSF IS ALIGNING ITS RESOURCES ACCORDINGLY TO SUPPORT THE IMPLEMENTATION OF OBJECTIVES AND STRATEGIES.

Continuous Cycle of Improvement



The annual report on the enrichment of student learning is a living document. It will be updated yearly as the CSF collects data on performance, considers it, and continues to align efforts, support promising practices and monitor and adjust strategies as needed.

Appendix

Level 1: Prevention promotion

- Create a webpage on kindness
<https://bienveillance.csf.bc.ca/>
- Establish inclusive and welcoming practices (e.g., inclusive language – SOGI, racism, sexism)
<https://bienveillance.csf.bc.ca/category/jeunes/jeunes-identite-et-relations/>
<https://bienveillance.csf.bc.ca/aborder-la-diversite-culturelle-et-leducation-autochtone-sous-lapproche-antiraciste/>
- Teach essential social skills (self-awareness, awareness of others, self-regulation/coregulation, responsible decision-making, interpersonal and communication skills, problem solving) through universal programs (kindness in daily life, enfants avertis [kids in the know] Moozoom platform, AISE: relieve anxiety: intervention and strategies for educators) and promotion of personal well-being
<https://bienveillance.csf.bc.ca/limportance-du-bien-etre-du-personnel-scolaire/>
- Implement proven practices to build schools sensitive to trauma (reception routine, speaking circles, joy, play, mental health literacy) and winning inclusive teaching practices (Universal Design for Learning)
<https://bienveillance.csf.bc.ca/les-pratiques-sensibles-aux-traumatismes-pour-veiller-au-bien-etre/>
- Promote day-to-day mental health in order to nurture resilience (e.g., mental health literacy)
<https://bienveillance.csf.bc.ca/enseigner-la-litteratie-en-sante-mentale-2/>
- Create two new educational advisor positions, one focused on equity, the other on well-being and kindness.
 - » Equip and support schools in implementing proven and winning practices in inclusion and student well-being

Level 2: Prevention, detection and early intervention

- Implement more target strategies that respond to specific student needs.
- Conduct school climate surveys.
- Conduct violence-threat risk assessments (VTRA)
- Establish behaviour as a form of communication and lead personnel to understand the continuum of behaviour, the origin of difficulties and missing skills (Dr. Jody Carrington, Dr. Ross Greene, Trauma-Informed Practices) through multiple training sessions for principals, teachers and SEAS.
- Support the implementation of early intervention plans and winning practices at schools through modelling and coaching.

Level 3: Intensive intervention

- Support outside follow-up; more targeted intervention plans involving other outside interveners and collaborations with community services.



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