



Conseil scolaire  
francophone de la  
Colombie-Britannique

# Framework for Enhancing Student Learning

2022-2023

Strategic Plan Year 1 of 5  
Conseil scolaire francophone de la Colombie-Britannique – SD93

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# 1. Background

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## A MESSAGE FROM THE SUPERINTENDENT

Dear students, parents, staff members and partners,



It gives me great pleasure to present to you this Framework for Enhancing Student Learning. The 2021-2022 school year was full of unexpected changes and special challenges, but also achievements in expanding access to education, enabling our students to thrive, and engaging the community. It is thanks to the involvement of the whole community, including our partners, and the dedication of staff members, that the quality of the education offered by the CSF remains high.

As British Columbia's only public Francophone school board, the CSF is at the heart of the Francophone community. In a linguistic minority context, the French-language school serves as a pillar that brings the Francophone community together and guarantees its future.

The 2021-2022 school year, the first in the 2021-2026 strategic plan, was devoted to collecting the baseline data against which future progress will be measured. The strategic plan is based on the following values: collaborate, engage, innovate. Students, families and CSF staff have successfully implemented our vision: engaged students and communities in a flourishing Francophonie.

We continue to look to the future as we pursue the goals set out in the 2021-2026 strategic plan. Caring, inclusion, and ensuring that all students reach their full potential are at the core of everything we do.

A handwritten signature in blue ink, appearing to read 'Michel St-Amant'. The signature is fluid and cursive.

**Michel St-Amant**  
Directeur général du CSF

47  
schools

19  
first nations

40  
different  
Indigenous  
communities

230  
graduates

## INTRODUCTION

The Conseil scolaire francophone de la Colombie-Britannique (CSF) has 47 schools spread throughout the province and located on the territories of 19 first nations and nearly 40 different Indigenous communities. CSF schools serve students from kindergarten through grade 12 in a Francophone educational environment that fosters academic, social, and cultural development.

The 2021-2022 school year saw many accomplishments for the CSF. These included the unveiling of a new 2021-2026 Strategic Plan that presents the CSF's vision for engaged students and communities in a flourishing Francophonie, based on the following values:

**COLLABORATE**  
**ENGAGE**  
**INNOVATE**

The CSF remains dedicated to its mission to expand access to Francophone education in the province. The opening of a new school in Kimberley, in southeastern British Columbia, in 2021-2022, is a concrete example of the continuation and results of these efforts.

The 2021-2022 cohort of CSF graduates was 230 students strong, representing a graduation rate of 100%. The achievements of these and all CSF students are supported by a team of more than 120 teaching and support staff, employees who are dedicated to providing a quality educational experience to all students attending CSF schools.



# 2. Strategic plan priorities

The CSF measures success on the basis of two major indicators:



**recruitment and retention**



**inclusion and caring**

These indicators are evaluated in each pillar to measure progress:



**Our students**



**Our staff**



**Our families and our communities**

The CSF's 2021-2026 strategic plan, developed in collaboration with the school community, is built around three major values, two strategic results, and three pillars.

## MISSION

Inspire school communities through a living Francophone culture while ensuring that students acquire the essential skills they need for life and for the future.

## VISION

Engaged students and communities, a flourishing Francophonie.

## VALEURS

**Collaborate - Engage - Innovate**



# 3. CSF Achievements



**Theme:**  
Francophone literature  
and culture

47  
participating schools

**Grades:**  
K-12

## THE CSF BOOK FAIR

From May 10 to 19, 2022, all students in CSF schools across the province participated in the second annual CSF Book Fair. It was held in a hybrid format, with virtual and in-person workshops, and brought together 3,200 students around the love of Francophone literature and culture.



Weeks beforehand, the CSF's educational teams and the teachers of the 160 participating classes started educational activities to prepare students for the event, in collaboration with 14 Francophone writers from British Columbia and further afield. Over nine days of workshops, students benefited from enriching educational experiences, and had the opportunity to talk with authors whose imaginations had produced their favourite stories.

In conclusion, this initiative provided an accessible, participative setting to whet students' interest in Francophone culture and allow them to learn as a community, in a unique way.



**Theme:**  
Indigenous education,  
inclusion and diversity

20  
participating schools

**Grades:**  
K-12

## CULTURAL PARTNERSHIP – V'NI DANSI

In 2021-2022, a multi-grade educational project tracing a part of Indigenous history was offered at around twenty CSF schools through a collaboration between the Francophone culture team, a number of schools, and the organization V'ni Dansi. Focusing on the traditions of the Métis Nation, dancers and musicians provided the whole student population at the schools with an authentic experience through workshops and unique shows.

This partnership between schools and the Indigenous community deepened the knowledge of CSF students and staff members about the Métis Nation, and provided a quality educational experience helping to anchor schools in their geographical environment.

# 4. Strategic commitments

The CSF has been offering the Immigrant Family Settlement Workers program (TÉFIÉ - Travailleuses et travailleurs en Établissement des Familles Immigrantes dans les Écoles) since 2008.

These reception and settlement services are funded by Immigration, Refugees and Citizenship Canada (IRCC), and are delivered by 10 employees.

700  
clients

TÉFIÉ workers support nearly 700 clients, providing immigrant families with services designed to meet their needs as they settle into the school and their new community. With an expanded mandate encompassing all schools throughout the province, the TÉFIÉ services team has overcome many challenges, and has adapted to continue to respond to the needs of students and their families through tailored tools and initiatives, with more than 13,000 personal follow-ups.

13 000  
personalized  
follow-ups



## INCLUSION AND DIVERSITY

Inclusion and caring at the CSF enable each individual to find their place and thrive. To that end, the CSF provides safe, supportive school environments in which students with a variety of needs and from a variety of backgrounds are welcomed as full community members. With that in mind, and to equip staff to respond to students' needs and the realities of the communities they serve, the CSF has introduced a number of initiatives:

- **Universal Learning Design (ULD)**
- **Antiracism Working Group (GTAR - Groupe de travail antiraciste)**
- **Review of equity-related administrative policy and directives: Sexual Orientation, Gender Identity and Gender Expression (SOGI)**

## THE TWOFOLD MANDATE OF THE CSF

As a Francophone school board operating in a minority context, in addition to implementing the curricula prescribed by the Ministry of Education, the CSF must support the identity development of all its students. To that end, we work to foster their sense of belonging to the Francophone community and their desire to contribute to the vitality of British Columbia's Francophonie.

# A three-pronged approach to developing our students' identity:

26  
Francophone culture  
ambassadors

972  
cultural projects

### 1. Educational orientation committee

A committee made up of students, teachers, support staff, principals and researchers, to consider the reality our students face in a minority context, and the ways in which the CSF can support them in their identity development.

### 2. Francophone culture ambassadors and language monitors

Two roles to bring culture to life in the schools:

- 26 Francophone culture ambassadors
- 16 language monitors provided with support from the Odyssey Program (Official Languages Programs)

Numerous cultural projects (lunch hour activities, improv clubs, activities around the environment, drama and art, sports groups, student newspaper, committees, etc.) and a noted improvement in the school climate.

### 3. Collaborations with the community

A directory of projects carried out in collaboration with community partners around 5 themes identified by students and staff:

- Cultural diversity, inclusion and openness to the world
- Environment and climate
- Indigenous studies
- Artistic expression
- Sports and wellness

972 cultural projects carried out this year in collaboration with our community partners.







## INDIGENOUS EDUCATION

The Conseil scolaire francophone supports the United Nations Declaration on the Rights of Indigenous Peoples. Canada has committed to establishing a renewed, nation-to-nation relationship with Indigenous peoples. This relationship will be based on the recognition of rights, respect, collaboration, and partnerships.

The CSF is also working to address the legacy of residential schools and further the reconciliation process by supporting the recommendations of the Truth and Reconciliation Commission (TRC).

Around  
**500**  
CSF students are identified by their parents as having Indigenous ancestry.

To achieve reconciliation, a new vision must be developed on the basis of mutual respect. The CSF wishes to move forward in an atmosphere of shared harmony and wisdom, toward the creation of programs that will benefit all our Indigenous students: First Nations, Métis, and Inuit.

Around 500 CSF students are identified by their parents as having Indigenous ancestry. Around 50 students come from Indigenous communities of British Columbia, while the others are from various First Peoples across Canada, including eastern Mi'kmaq, Cree, Inuit, and members of the Métis Nation.

Around  
**50**  
students come from Indigenous communities of British Columbia.

### ENHANCEMENT AGREEMENT

4 GOALS

- Self-esteem and pride
- Academic and personal success
- Leadership and involvement
- Reconciliation

### PRIORITIES OF INDIGENOUS EDUCATION

- |  |  |   |  |
|--|--|---|--|
| <p>1.</p> <p><b>Cultural awareness, antiracism and reconciliation</b></p> <p><i>(Priority of both the Ministry and the Strategic Plan)</i></p> | <p>2.</p> <p><b>Outdoor education</b></p> <p><i>(Strategic plan)</i></p> | <p>3.</p> <p><b>The cultural identity of our Indigenous students</b></p> <p><i>(Strategic plan)</i></p> | <p>4.</p> <p><b>Early childhood support</b></p> <p><i>(Special education, speech-language pathology, and classroom learning) (Ministry priority)</i></p> |
|--|--|---|--|

## YOUTH WORKERS - INDIGENOUS STUDENTS

Under the supervision of the school principal and in collaboration with the Director of Indigenous Education, the youth worker, Indigenous student support, provides social/emotional, academic and cultural support services to Indigenous students at CSF schools. The person in charge of this role is an ally who promotes cultural pride and strengthens the self-confidence of Indigenous students, to increase their chances of having a positive, successful school experience.



## COMMITTEES

The CSF and the schools are committed to consulting with Indigenous communities, including First Nations, Métis and Inuit, by establishing an Advisory Committee for the Enhancement of Indigenous Education (Comité consultatif pour le rehaussement de l'éducation autochtone – CCRÉA) at each school, as set out in the CSF's Agreement on the Enhancement of Indigenous Education.

## BUILDING RELATIONSHIPS WITH COMMUNITIES

- Monthly Zoom meetings with members of Indigenous communities
- Establishing ties with the Education Manager from First Nations and the Métis Nation
- Graduation ceremonies in longhouses or Indigenous communities
- Theme days on Zoom or in the schools
- Opening ceremonies for new schools with Indigenous communities participating
- Building relationships with Aboriginal Friendship Centres and Métis associations throughout the province
- Encouraging our students to speak their Indigenous language more, with support from Indigenous elders

# 5. Analysis and interpretation of student performance data

The Foundation Skills Assessment (FSA) is a set of interactive exercises designed by teachers and education experts that reliably indicates how students in grades 4 and 7 are doing in literacy (understanding and communicating with language).

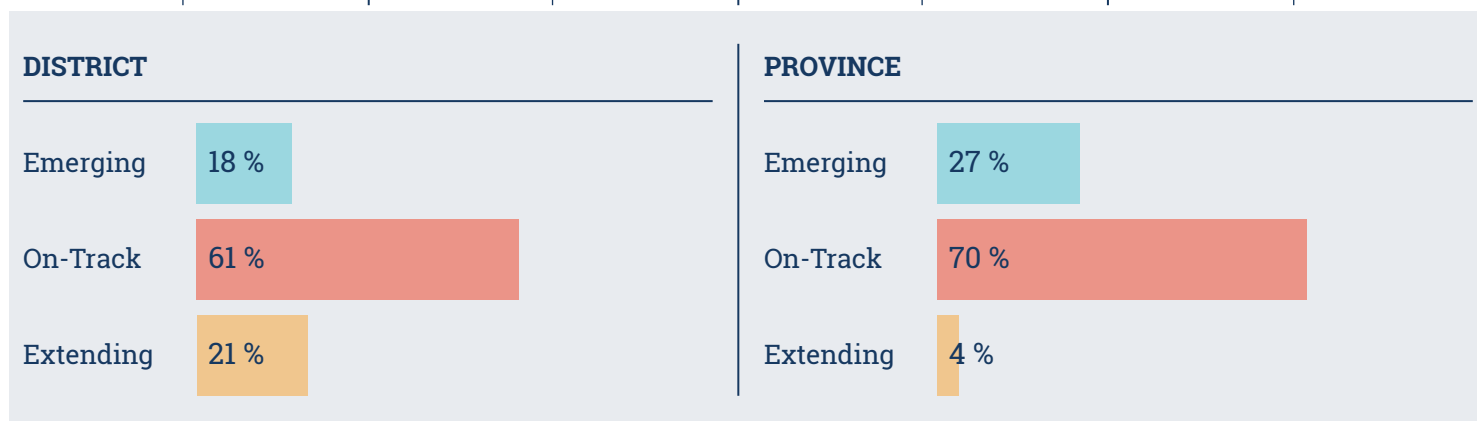
## INTELLECTUAL DEVELOPMENT

### EDUCATIONAL OUTCOME 1: LITERACY

→ Grade 4 literacy | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	359	65	18 %	220	61 %	74	21 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	29 697	7 887	27 %	20 709	70 %	1 101	4 %



18 % of CSF students were at the Emerging level compared to

27 % in the province as a whole

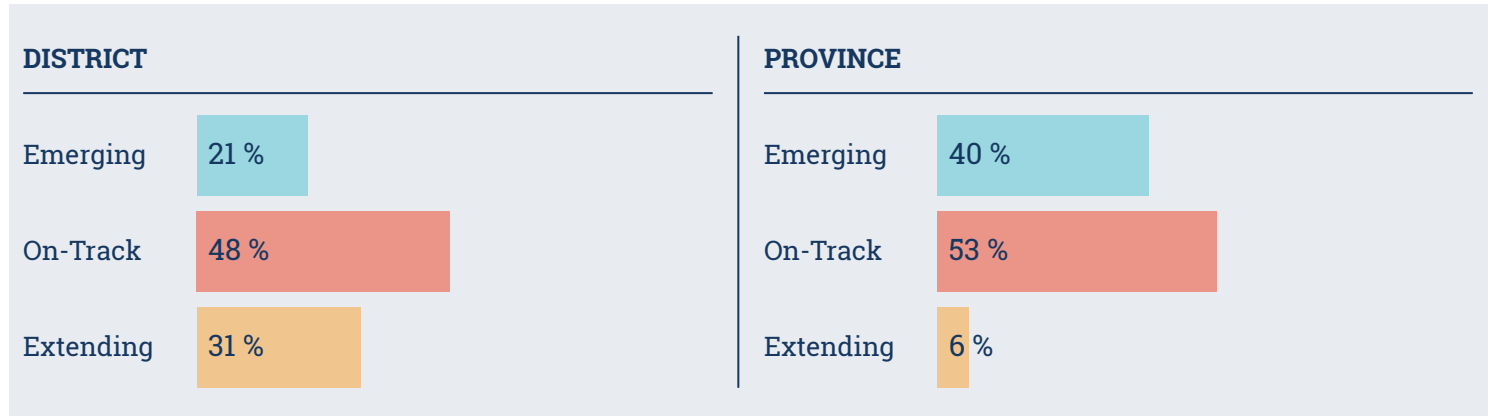
82 % of students reached the pass level, and of those

21 % exceeded it

→ Grade 4 literacy - Indigenous students | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	29	6	21 %	14	48 %	9	31 %

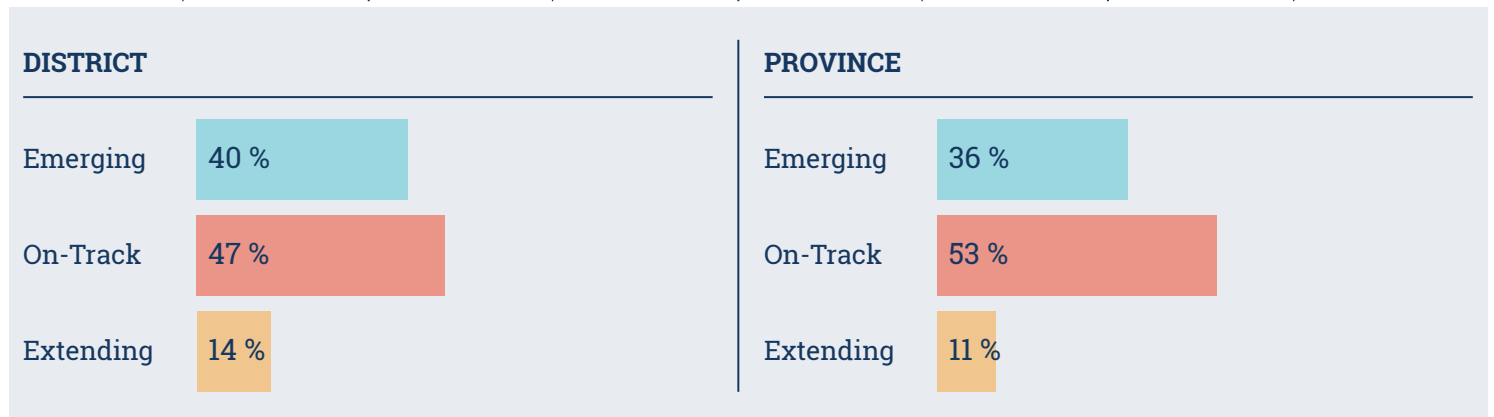
PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 359	1 358	40 %	1 796	53 %	205	6 %



→ Grade 4 literacy - Special | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	43	17	40 %	20	47 %	6	14 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	2 036	733	36 %	1 082	53 %	221	11 %

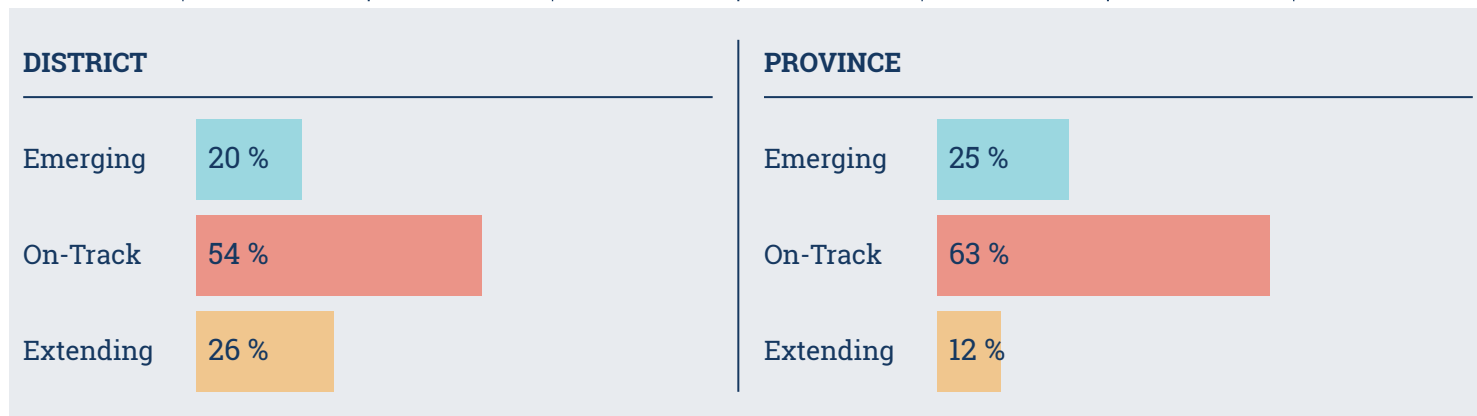


61 %

of CSF students with special needs were at the On-Track or Extending levels

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	432	85	20 %	235	54 %	112	26 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	29 238	7 369	25 %	18 347	63 %	3 522	12 %



20 % of CSF students were at the Emerging level compared to

25 % in the province as a whole

80 % of students reached the pass level, and of those

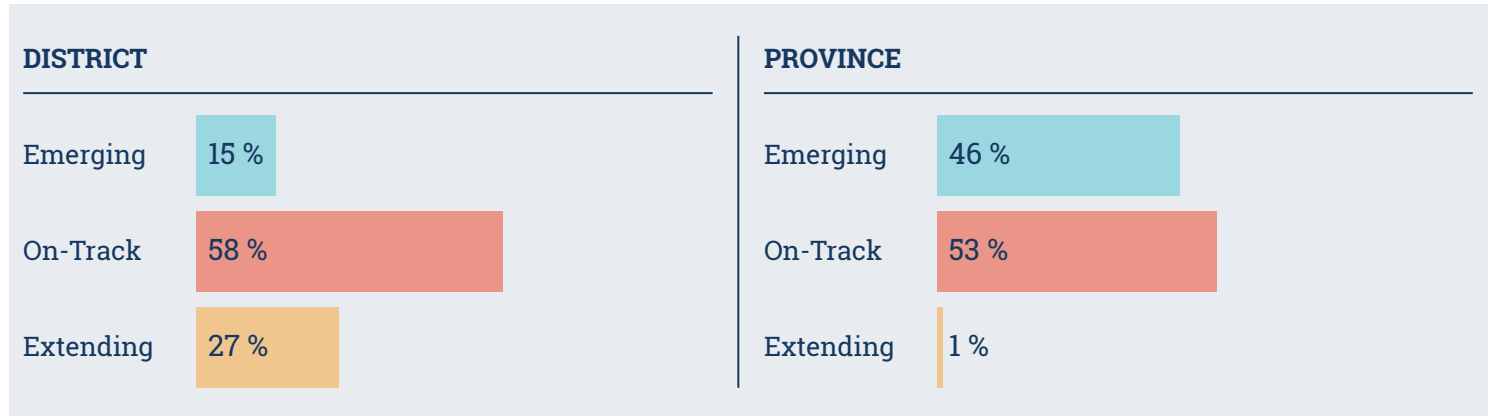
26 % exceeded it



→ Grade 7 literacy - Indigenous students | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	33	5	15 %	19	58 %	9	27 %

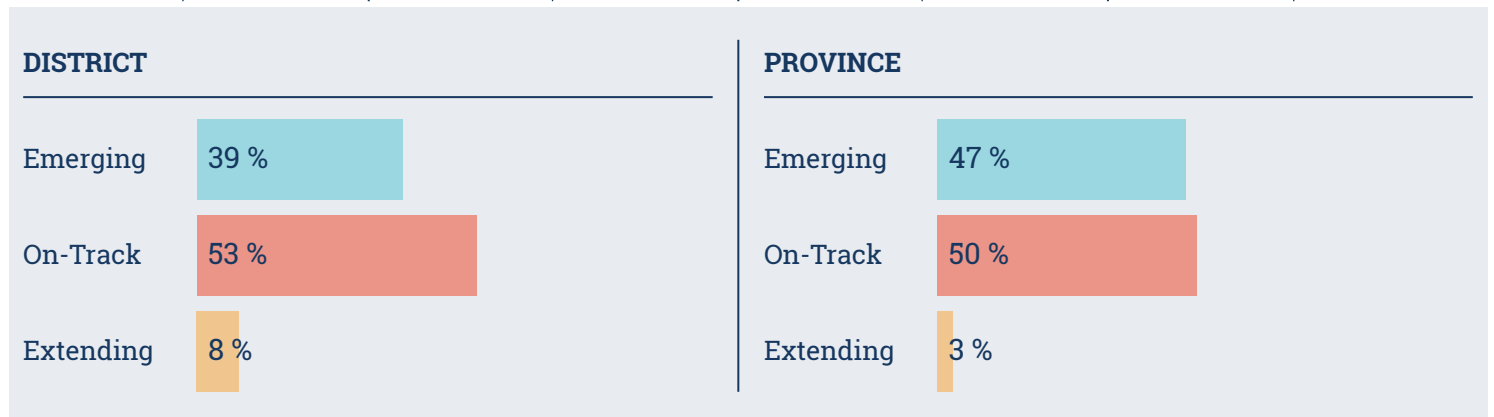
PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 892	1 776	46 %	2 071	53 %	45	1 %



→ Grade 7 literacy - Special needs | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	38	15	39 %	20	53 %	3	8 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 678	1 714	47 %	1 841	50 %	123	3 %



61 %

of CSF students with special needs were at the On-Track or Extending levels

## EDUCATIONAL OUTCOME 2: NUMERACY

→ Grade 4 numeracy | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	429	113	26 %	265	62 %	51	12 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	29 160	10 008	34 %	16 906	58 %	2 246	8 %

26 % of CSF students were at the Emerging level compared to

34 % in the province as a whole

74 % of students reached the pass level, and of those

12 % exceeded it

→ Grade 4 numeracy - Indigenous students | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	30	10	33 %	18	60 %	2	7 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 342	1 842	55 %	1 315	42 %	85	3 %

→ Grade 4 numeracy - Special needs | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	43	20	47 %	19	44 %	4	9 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	2 021	965	48 %	867	43 %	189	9 %

53 % of CSF students with special needs were at the On-Track or Extending levels

→ Grade 7 numeracy | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	356	94	26 %	211	59 %	51	14 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	29 634	11 384	38 %	15 136	51 %	3 114	11 %

26 % of CSF students were at the Emerging level compared to

38 % in the province as a whole

73 % of students reached the pass level, and of those

14 % exceeded it

→ Grade 7 numeracy - Indigenous students | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	33	14	42 %	13	39 %	6	18 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 868	2 330	60 %	1 443	37 %	95	2 %

→ Grade 7 numeracy - Special needs | 2021-2022 FSA results

DISTRICT		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	37	19	51 %	16	43 %	2	5 %

PROVINCE		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2021/2022	3 675	2 136	58 %	1 181	32 %	358	10 %

48 % of CSF students with special needs were at the On-Track or Extending levels



## HUMAN AND SOCIAL DEVELOPMENT

### EDUCATIONAL OUTCOME 3:

#### STUDENTS FEEL WELCOME, SAFE, AND CONNECTED

Students' socio-emotional success depends on multiple factors. The CSF's strategic plan aims to promote the development of the skills students need for life and for the future by allowing them to learn in safe environments in which they feel a sense of belonging, thus contributing to a Francophone community that is unified in its diversity. The objective of the Ministry's Framework for Enhancing Student Learning requires us to assess whether CSF students feel welcome and safe, and have a sense of belonging at their school.

The CSF uses a variety of data sources to assess the socio-emotional success of its students and to prioritize its interventions to better respond to their socio-emotional needs (MDI, Fusion, Equity Scan, consultations with principals, consultations with students).



#### STUDENTS' SENSE OF BELONGING

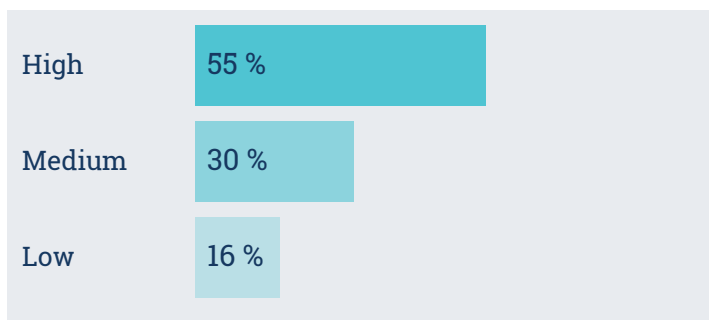
The sense of belonging to the school refers to how integrated and valued children feel at school. E.g. "I feel like I am important to this school."



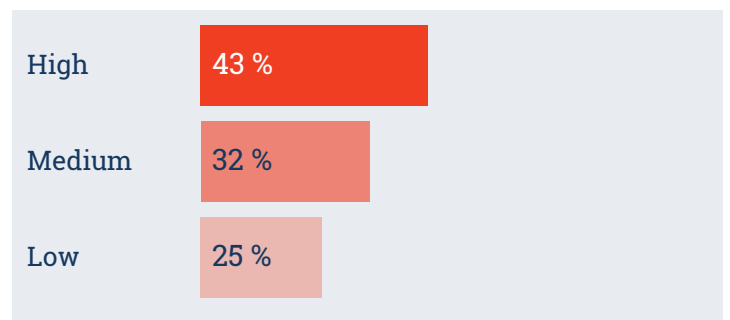
#### → MDI for the 2019-2020 school year

The Middle Years Development Instrument is a self-report questionnaire that asks children in grades 4 and 7 about their thoughts, feelings and experiences at school and in the community. It is a single, comprehensive questionnaire that helps us better understand how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) use the results to learn more about children's socio-emotional health and well-being. The MDI is also used in a variety of sectors to support collaboration and guide policies and practices.

#### → Grade 4



#### → Grade 7



55 %  
of grade 4 students  
who responded to  
the survey

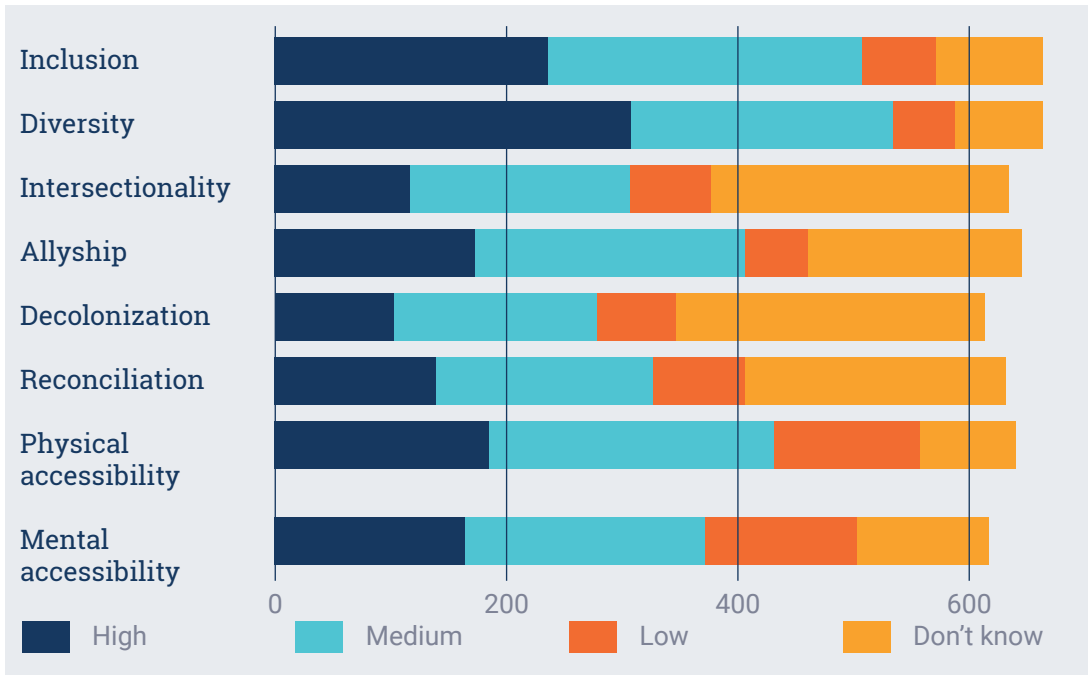
43 %  
of grade 7 students  
who responded to  
the survey

**feel integrated and valued at their school**

The results of the 2019-2020 MDI show that 55% of grade 4 students and 43% of grade 7 students who responded to the survey feel integrated and valued at their school. These results underline the importance of continuing to collect these data and promoting socio-emotional learning in our schools.



→ **Equity Scan for the 2021-2022 school year**



695  
students from  
grades 7 to 12  
responded to the  
Equity Scan survey

695 students from grades 7 to 12 responded to the Equity Scan survey. The results clearly indicate that students believe the CSF is engaged on issues of inclusion and diversity, but that further work remains to be done on decolonization, reconciliation and intersectionality.



The data show that students feel diversity and inclusion are the issues on which the CSF shows the strongest commitment.



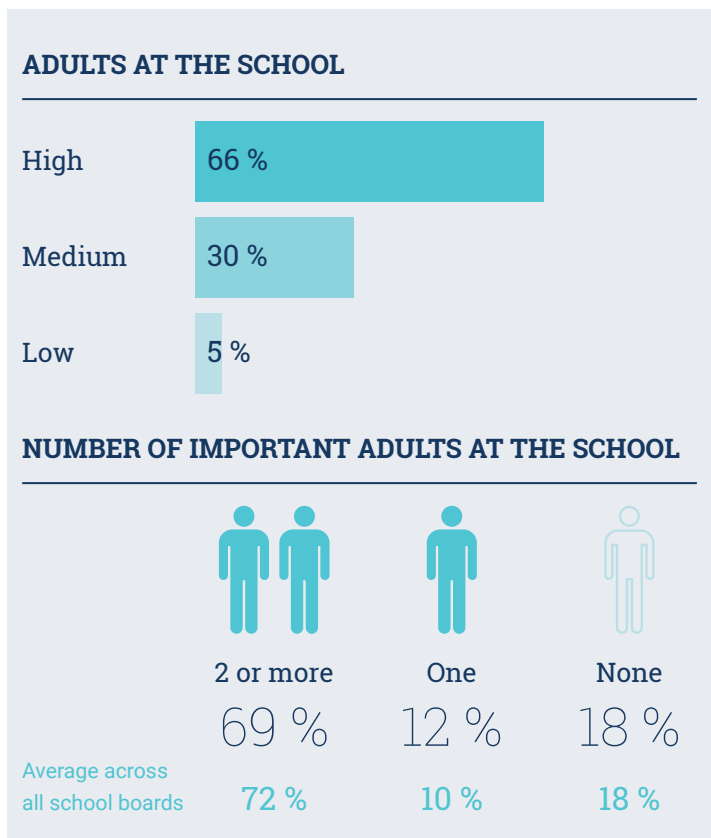
## RELATIONSHIPS WITH ADULTS

→ MDI for the 2019-2020 school year

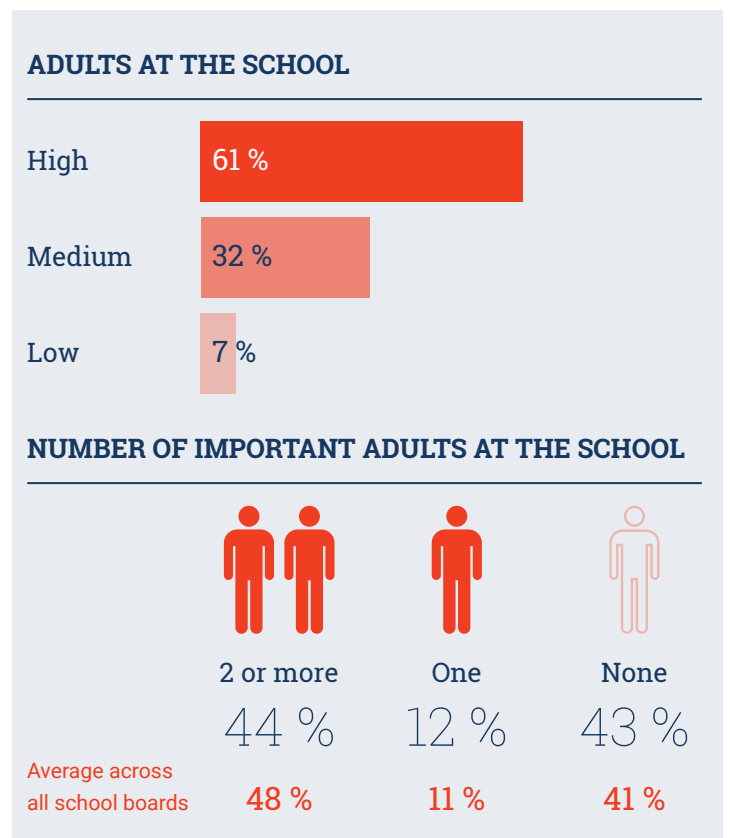
Evaluation of the quality of relationships between children and the adults they interact with at the school.

E.g. “At my school, adults believes that I will be a success.”

→ Grade 4



→ Grade 7

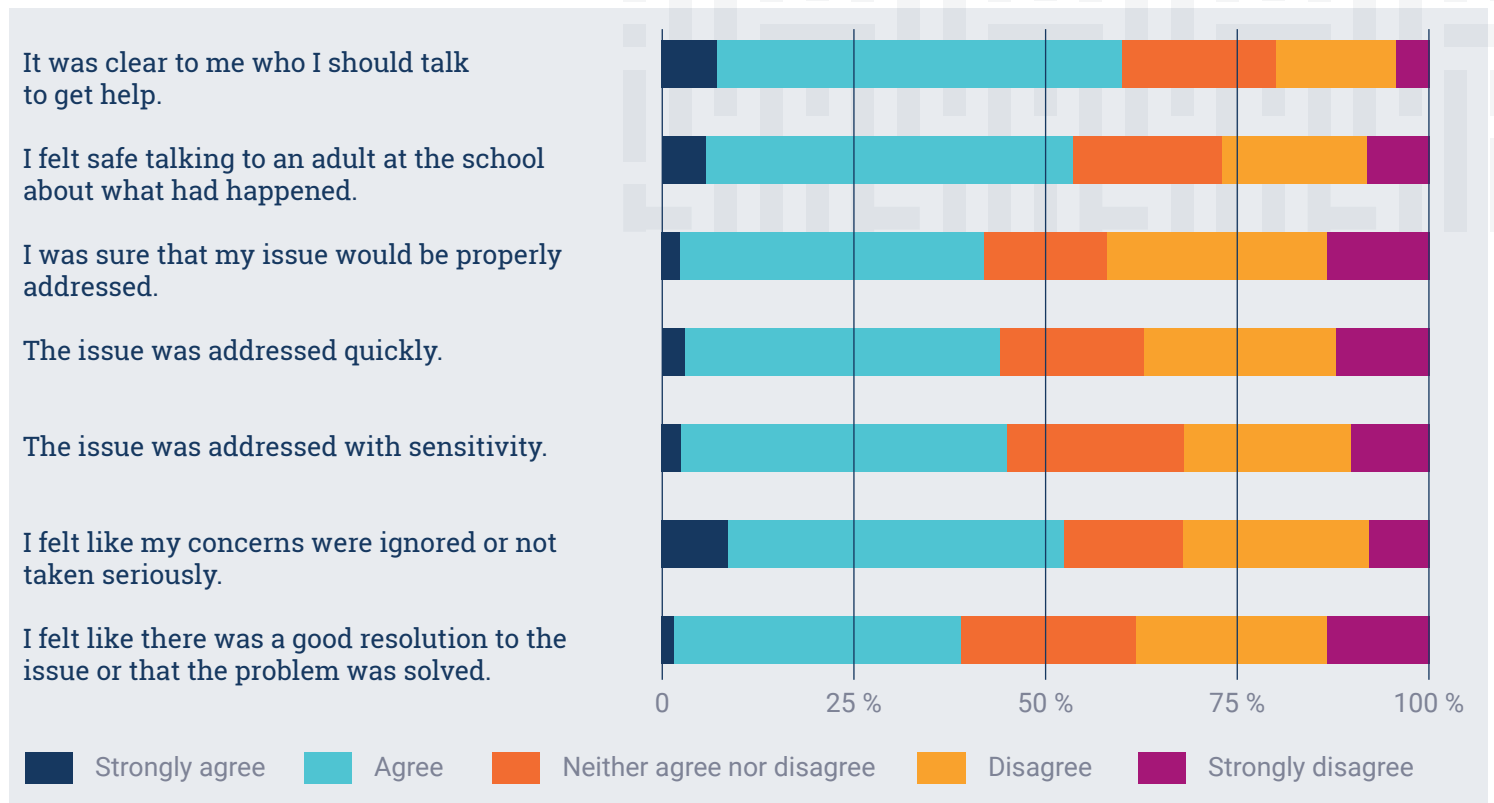


**69 %**  
of grade 4 students who responded  
to the survey have 2 or more adults  
they trust at the school

The results of the 2019-2020 MDI show that 69% of grade 4 students have 2 or more adults at their school with whom they have a sense of trust. There was an 8% decrease in this level among grade 7 students. It is important to note that the level at the CSF is 3% to 4% lower than the average at other school boards.

→ Equity Scan for the 2021-2022 school year

When reporting an incident of racism and/or discrimination, CSF students felt...



Of the 656 students who responded to the survey, more than 50% felt safe talking to a trusted adult at the school. And more than 60% knew which trusted adult to talk to. Significant work remains to be done regarding the CSF's capacity to resolve situations involving incidents of racism and/or discrimination.

50 %  
of students who  
responded

**felt safe talking to a  
trusted adult at the  
school**

+60 %  
of students who  
responded

**knew which trusted  
adult at the school to  
talk to**

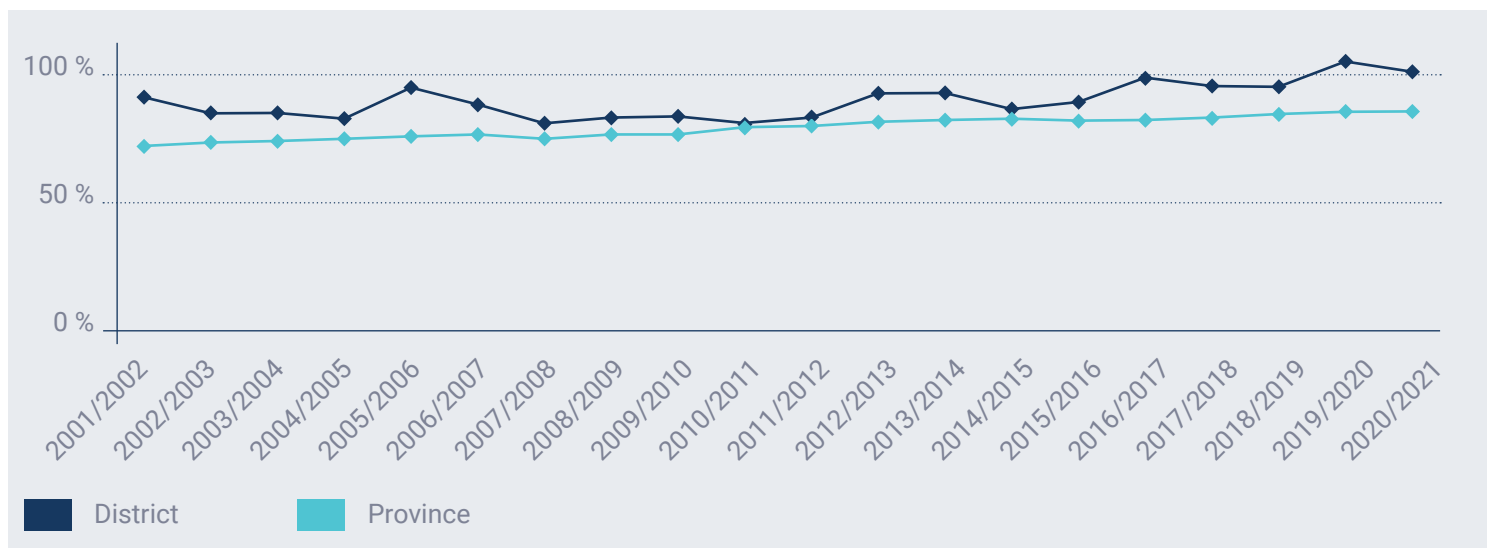




**CAREER DEVELOPMENT**

**EDUCATIONAL OUTCOME 4:**  
STUDENTS WILL GRADUATE

**ACHIEVED DOGWOOD WITHIN 5 YEARS**



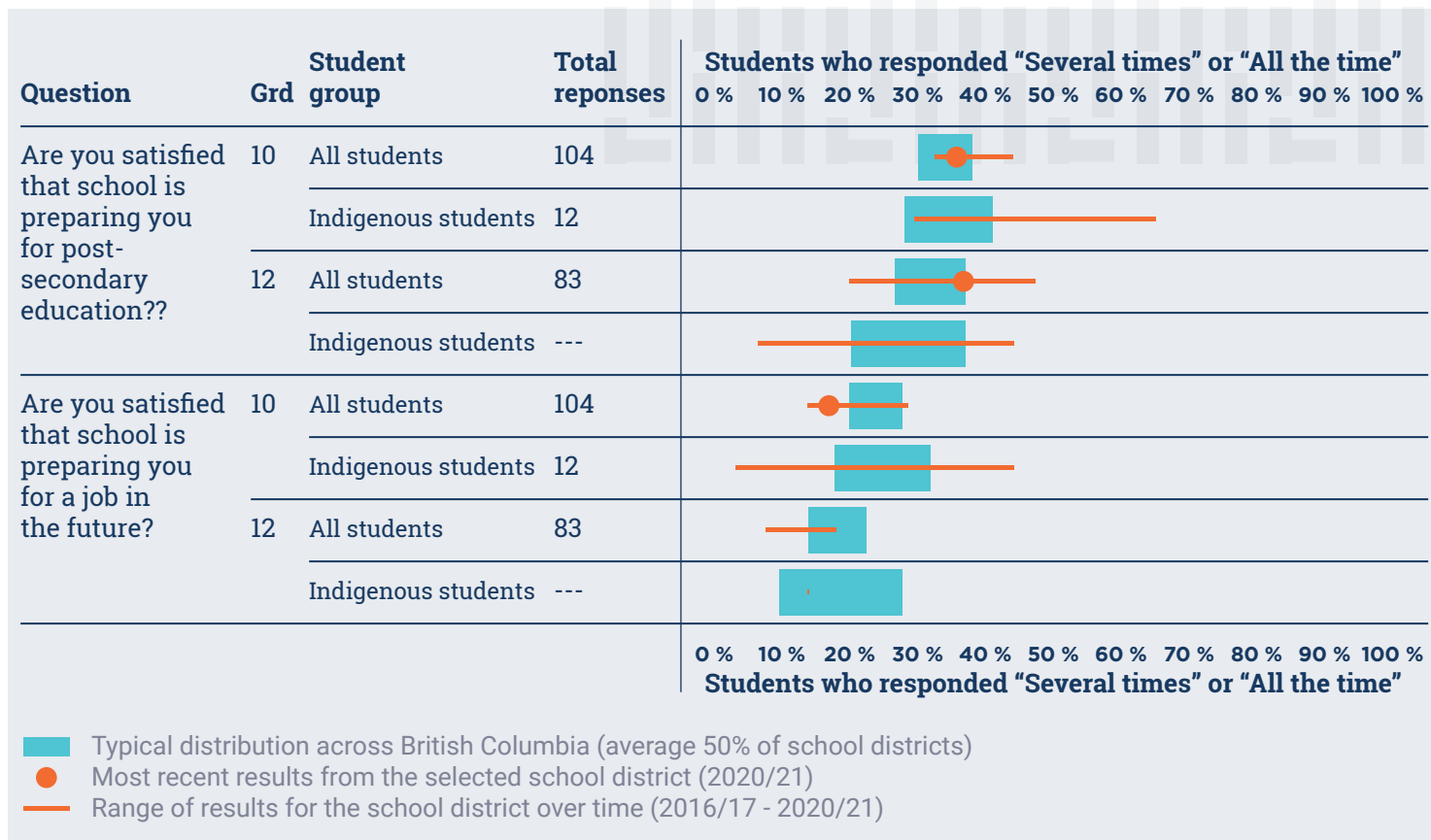
Over the past 10 years, the CSF’s graduation rate has been higher than the provincial average.

The Ministry does not seem to compile data on the Francophone diploma (Cornouiller)

## EDUCATIONAL OUTCOME 5:

### LIFE AND CAREER CORE COMPETENCIES

#### TRANSITIONING TO POST-SECONDARY



## The CSF stands out in the area of preparing students for a post-secondary education.

The CSF stands out in the area of preparing students for a post-secondary education. However, it seems to be lagging behind in evaluations of its performance on employability preparedness and/or with those who do not plan to pursue a post-secondary education.

In the 2021-2022 school year, initiatives were introduced to reach students who do not necessarily plan to pursue a post-secondary education. These took a variety of forms, including job fairs organized with the Société de développement économique (SDECB) and offering trades-related workshops and work experience through the Jeunes au travail program. These initiatives will continue in 2022-2023.

# 6. Existing and/or emerging needs

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- Classroom adaptations for students with diverse needs in the areas of literacy and numeracy
- Oral language skills development starting in early childhood



- Promoting the well-being and mental health of all (students and staff)
- Continuing with the school board's participation in the MDI
- Building our schools' capacity to use trauma-focused approaches
- Creating an identity development guide
- Language security training for students, parents and staff
- Building relationships with local Indigenous communities
- Identity development of Indigenous students

# 7. Adjustments and adaptations

- Year 1 of training all stakeholders on Universal Learning Design (ULD)
- Pilot project of action-research on oral language (by speech-language pathologists)



- CSF Antiracism Day
- Compassionate Systems Leadership for training for principals
- Collaborating on the translation of the YDI (Youth Development Instrument)
- Indigenous cultural safety
- Enhancing the job descriptions of Indigenous workers





# 8. Alignment for successful implementation

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- Maintaining screening initiatives to promote language development before kindergarten
- Maintaining the Response to Intervention (RTI) approach starting in kindergarten, based on research evidence
- Funding and human resources in place for mentoring on Universal Learning Design (ULD)
- Freeing up hours for one speech-language pathologist and funding for the oral language project
- Maintaining funding for the MDI
- Maintaining funding for CPI training

# 9. Conclusion

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This Framework for Enhancing Student Learning is focused on integrating the new 2021-2026 Strategic plan with the academic, socio-emotional and cultural success of students attending CSF schools.

The involvement and dedication of families and staff members have made it possible for students throughout the province to learn and thrive. The CSF continues to work to support schools and staff members in this mission.





COLLABORATE  
ENGAGE  
INNOVATE



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