



Conseil scolaire
francophone de la
Colombie-Britannique

Framework for Enhancing Student Learning

2023-2024

Strategic Plan Year 2 of 5
Conseil scolaire francophone de la Colombie-Britannique – SD93



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1. Introduction

The Conseil scolaire francophone de la Colombie Britannique (French Language Education Authority of British Columbia – CSF) is the province’s only Francophone school board. It is founded on section 23 of the *Charter of Rights and Freedoms*, which allows every recognized parent to have their children educated in one of Canada’s official languages.

The CSF stands out as the only school board in the province that awards two diplomas in both of Canada’s official languages to each of its 250 graduates every year.

The CSF is also the only school board whose jurisdiction extends across the entire province. It is located on the ancestral territories of 19 Nations living in approximately 40 Indigenous communities, and in 2022-2023 more than 437 Indigenous students were enrolled at CSF schools, including 8 Inuit students. The majority of the CSF’s Indigenous students do not live on a reserve. Many come from Indigenous communities in Quebec or New Brunswick, while others belong to the Red River Métis Nation.

Established in 1997, the Conseil scolaire francophone has seen a steady increase in enrolment, with the highest rate of growth of all the province’s school boards over the past twenty years. It currently has more than 6,265 students, including 656 designated students. Their results in the Foundation Skills Assessment (FSA: a standardized test set by the Ministry of Education) are higher than the provincial average. The same is true for the Program for International Student Assessment (PISA) tests, in which our students rank among the best in Canada and in all 85 participating countries.

The CSF proudly welcomes students and staff members from a diverse international Francophonie, enriching our classrooms and workplaces.

COLLABORATE ENGAGE INNOVATE



ECOLE PASSELLI

Robot Zone

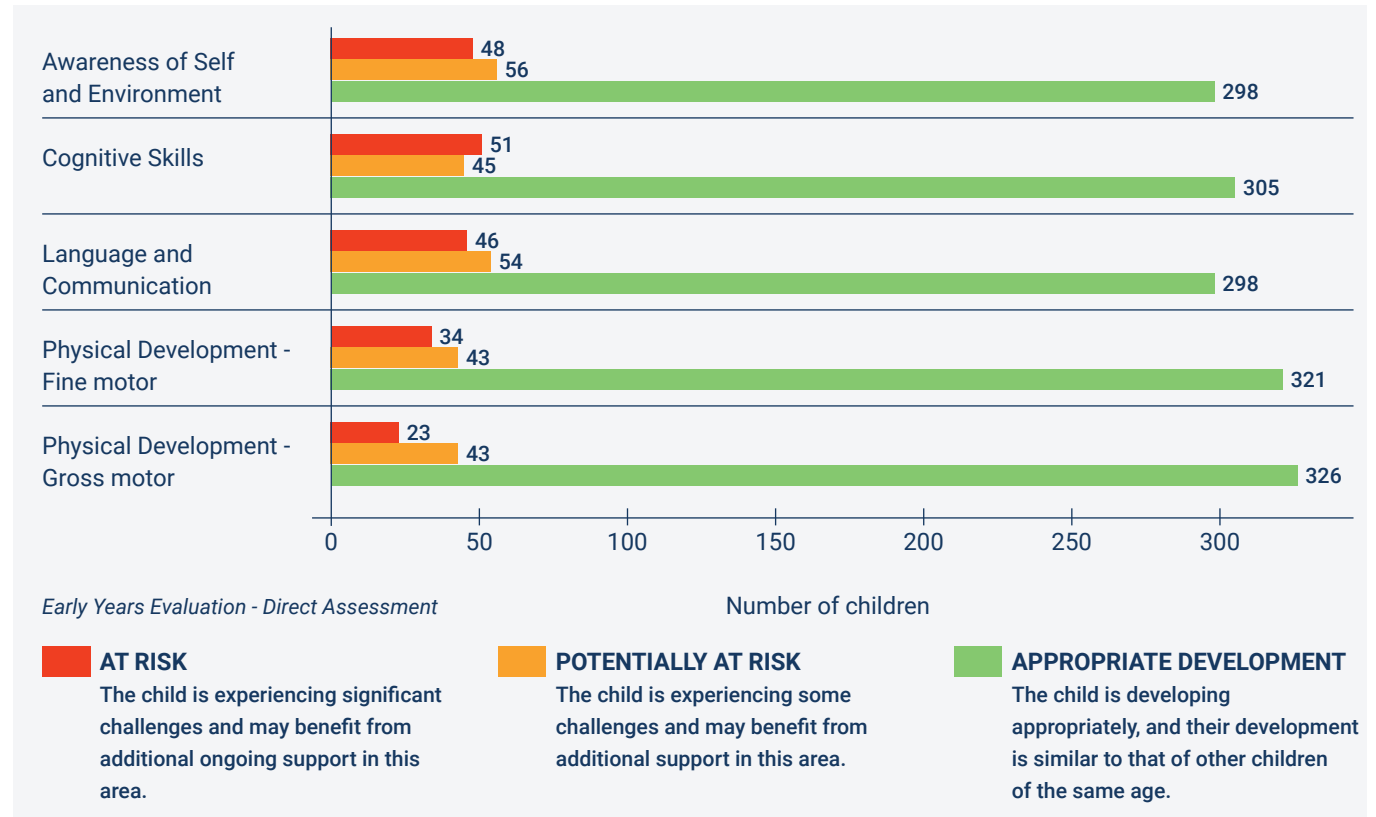
2. Section A


This section provides a compilation of the results of various assessments carried out by the province and the CSF measuring students' progress and levels of satisfaction over the past year (2022-2023).

2.1. LITERACY

Tiens-moi la main, j'embarque | Early screening program for 4-year-olds

Overview of EYE_DA results of June 20, 2023 | Total number of children: 406





To identify children who are at risk (red) or potentially at risk (yellow), we only looked at the areas of Cognitive Skills and Language and Communication.

- **86% of students participating in the program are at the expected level in Cognitive Skills (literacy and numeracy) and are therefore ready to start kindergarten.**
- **13% of the children are still experiencing significant difficulty with Cognitive Skills (e.g. phonological awareness).**
- **12% of the children are experiencing significant difficulty with Language and Communication (e.g. paraphrasing).**

Please note: In this document, 'screening' means preventative identification, and 'evaluation' means measuring students' level of learning.

Students participating in the program

86%

are at the expected level in Cognitive Skills (literacy and numeracy).

13%

of the children are still experiencing significant difficulty in Cognitive Skills.

12%

of the children are experiencing difficulty in Language and Communication.

71.6%

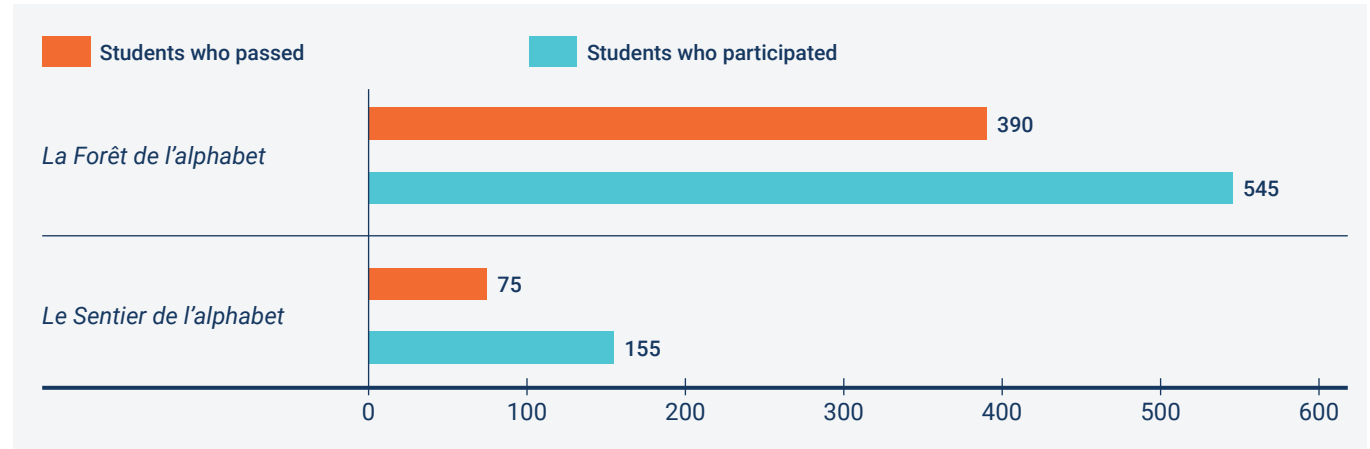
of our students are at the expected skill level in literacy.

48%

of CSF students who have participated in the program *Le Sentier de l'alphabet* ('The Alphabet Trail') are at the expected skill level in literacy after the first two years.

Le Sentier de l'alphabet and La Forêt de l'alphabet
Prevention program for children in kindergarten and Grade 1

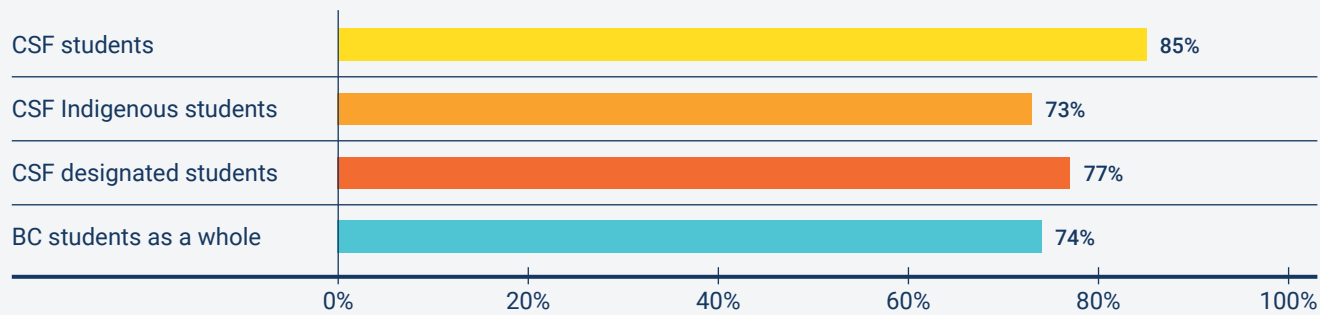
Le Sentier de l'alphabet and La Forêt de l'alphabet



- 71.6% of our students reach the expected skill level in literacy after the interventions in the program *La Forêt de l'alphabet*, which is intervention level 1 in the Response to Intervention (RTI) model.
- And 48% of CSF students who have participated in the program *Le Sentier de l'alphabet*, intervention level 2 in the Response to Intervention (RTI) model, reach the expected skill level in literacy after the first two years.

Foundation Skills Assessment - Grade 4 Literacy

Students who passed = those who received **On-Track** or **Extending**



- **85% of our students achieved a passing grade, putting CSF students above the provincial average (+11%). This has been the trend over the past four years, with the pass rate ranging between 80% and 93%.**
- **However, results among Indigenous students are lower (-12%) than those of CSF students as a whole. It should be noted that their pass rate is similar to that of BC students as a whole.**
- **The pass rate among designated students is higher than that of CSF Indigenous students and BC students as a whole.**

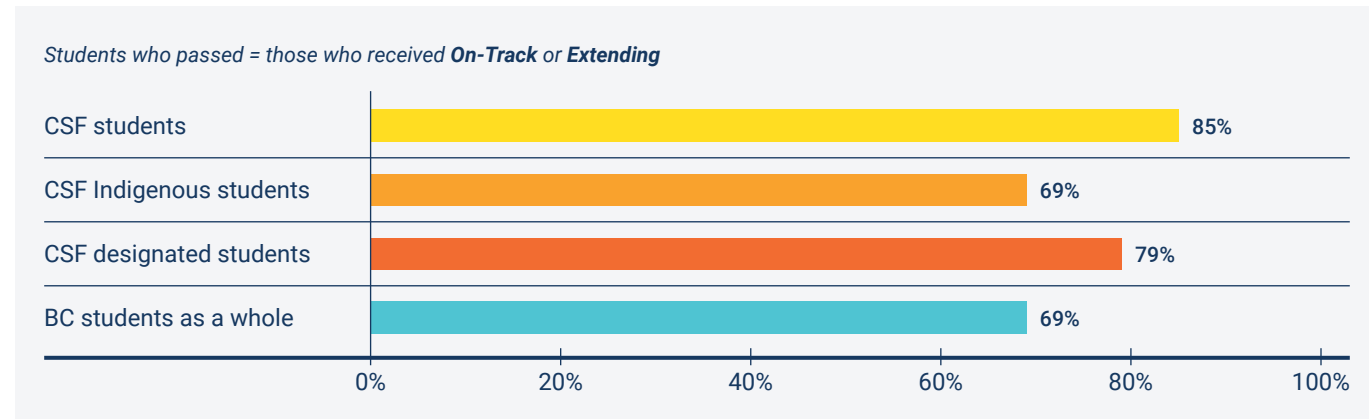
Our students' pass rate is

85%

Our student's pass rate is

85%

Foundation Skills Assessment - Grade 7 Literacy

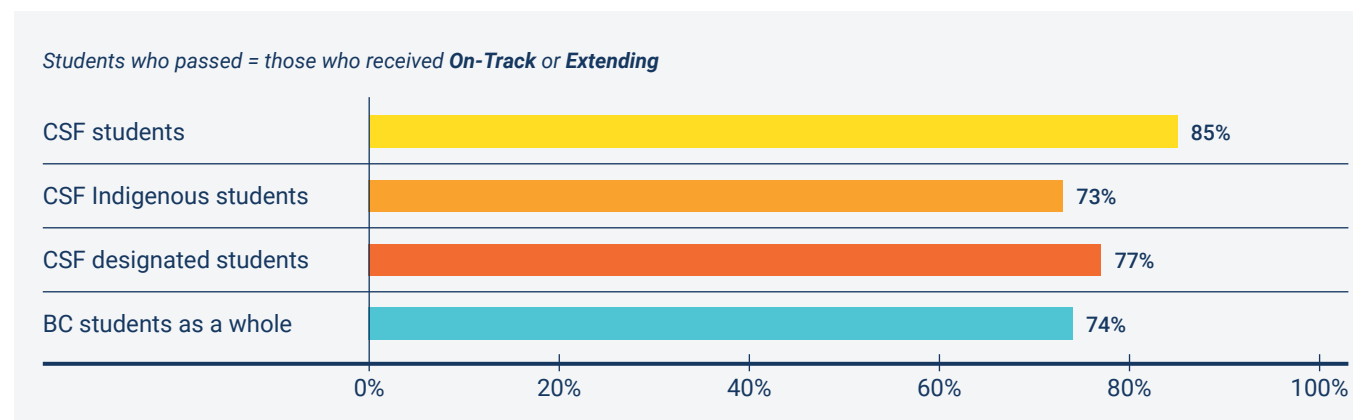


- Our students' pass rate is 85%, once again putting CSF students above the provincial average (+16). This has also been the trend over the past four years, with the pass rate ranging between 69% and 87%.
- However, here too, the pass rate among Indigenous students is lower (-16%) than that of other CSF students, but similar to that of BC students as a whole.
- The pass rate among designated students is higher than that of CSF Indigenous students (+10%) and BC students as a whole (+10%).

Grade 10 Literacy Assessment - French as a First Language

Since we are the only school board in the province to administer the Grade 10 Literacy Assessment - French as a First Language, it is not possible to make an exact comparison between our students' results and those of students in other BC school boards.

The *Grade 10 Literacy Assessment - French as a First Language* is neither of translation of an English test (Grade 10 Literacy Assessment) nor an adaptation of the *Grade 10 Literacy Assessment - French as a Second Language - Immersion*.



- Since CSF students are the only ones in BC to take the Grade 10 Literacy Assessment - French as a First Language, it is not possible to compare their results with those of other BC students.
- However, the pass rate among Indigenous students is lower (-23.8%) than that of other CSF students.
- The pass rate among designated students is similar to that of Indigenous students, but lower (-22.1%) than that of other CSF students.

Compilation of year-end pass rates in French as a First Language for students from all CSF schools.

Over the past four years, only between

56% and 61%

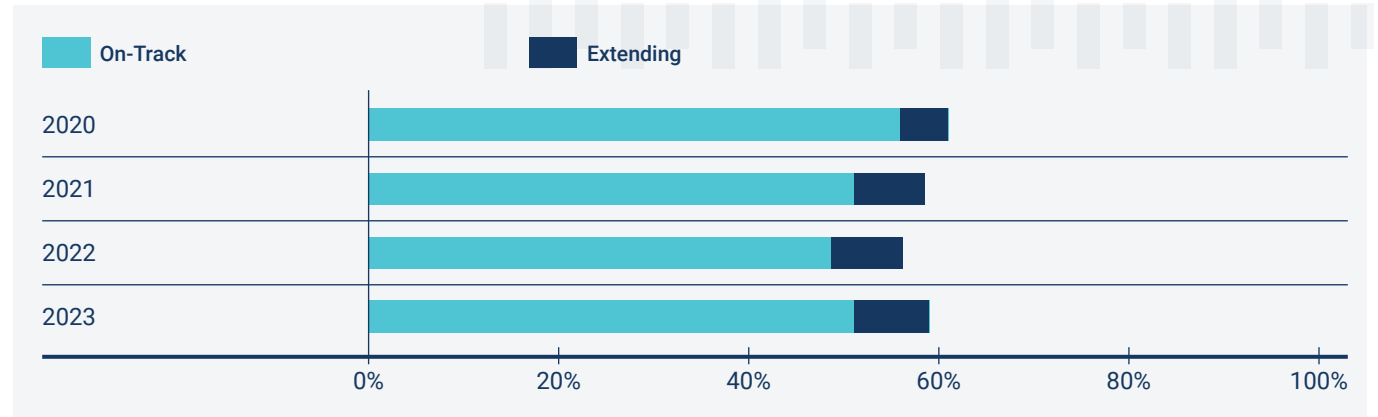
of Grade 4 students in the CSF have achieved the skill level in *French as a First Language* expected by their teachers.

Over the past four years, only between

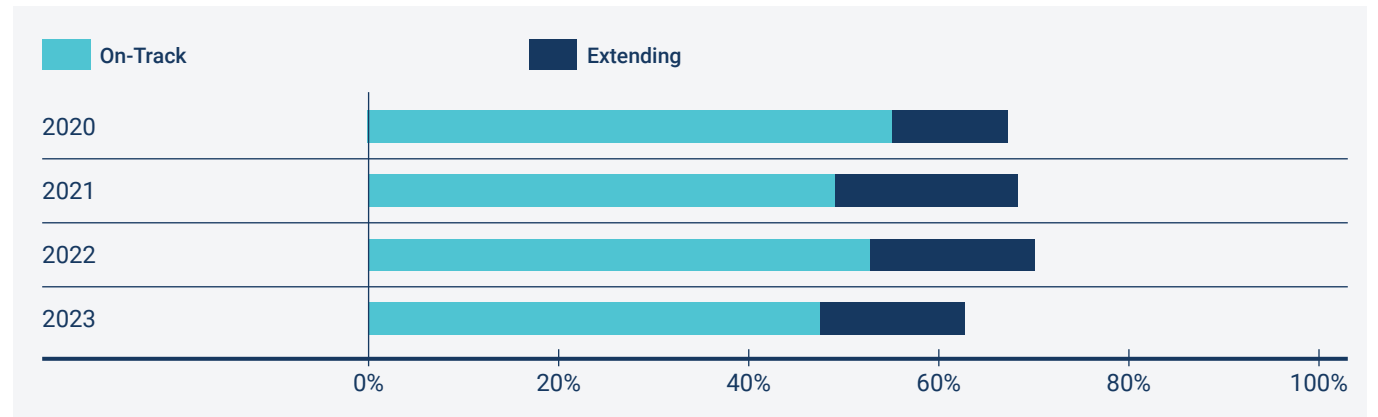
63% and 70%

of Grade 7 students have achieved the skill level in *French as a First Language* expected by their teachers.

Grade 4 students



Grade 7 students

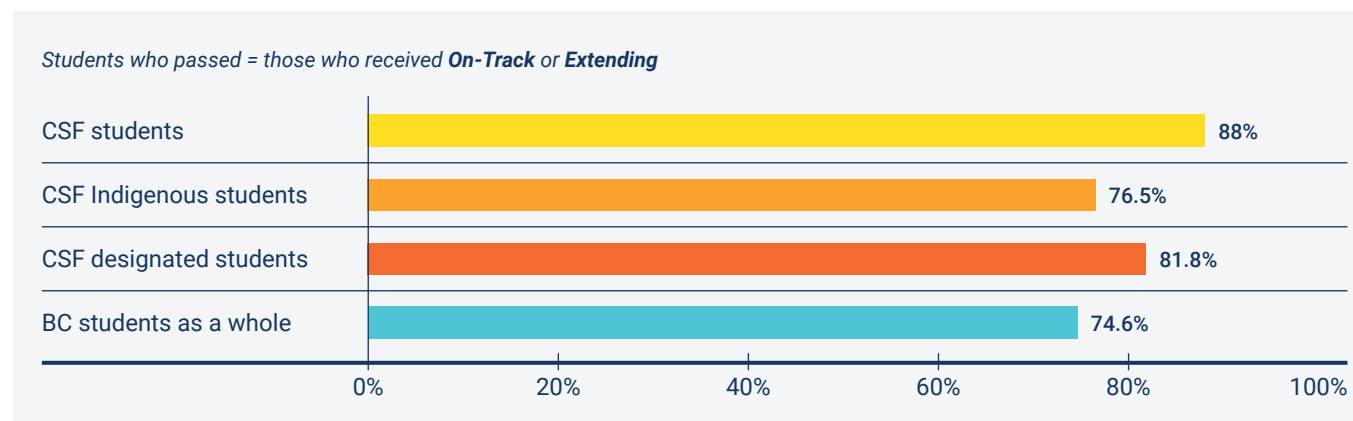


The results of these two compilations represent final grades in the continuous assessment administered by teachers in their classrooms. The final grade is the product of the results obtained by each student over the entire school year. As part of their professional autonomy, each teacher is responsible for choosing the form of assessment they use to support the learning process of each student in their care.

Please note: the data above shows the results of all CSF students including Indigenous and designated students.

Grade 10 Literacy Assessment (English First Language)

CSF students also receive a Grade 10 Literacy Assessment in English as a First Language. They are the only students in the province who receive these assessments in both Canada's official languages. The trend has continued over the past four years, with a pass rate ranging between 83% and 88%.



- **Our students' pass rate is 88%. This puts CSF students well above the provincial average (+13.4).**
- **The pass rate among Indigenous students is slightly higher than the provincial average although it is lower than that of other CSF students.**
- **The pass rate among designated students is higher than that of other BC students (+ 7%), but well below that of other CSF students.**

Surprisingly, while the vast majority of our students seem to pass the Grades 4 and 7 Literacy Foundation Skills Assessments, by comparison, the pass rate in the year-end assessment is relatively low. There may be several reasons for this. It should be remembered that not all students in the same grade take part in the Foundation Skills Assessments.

Our students' pass rate is

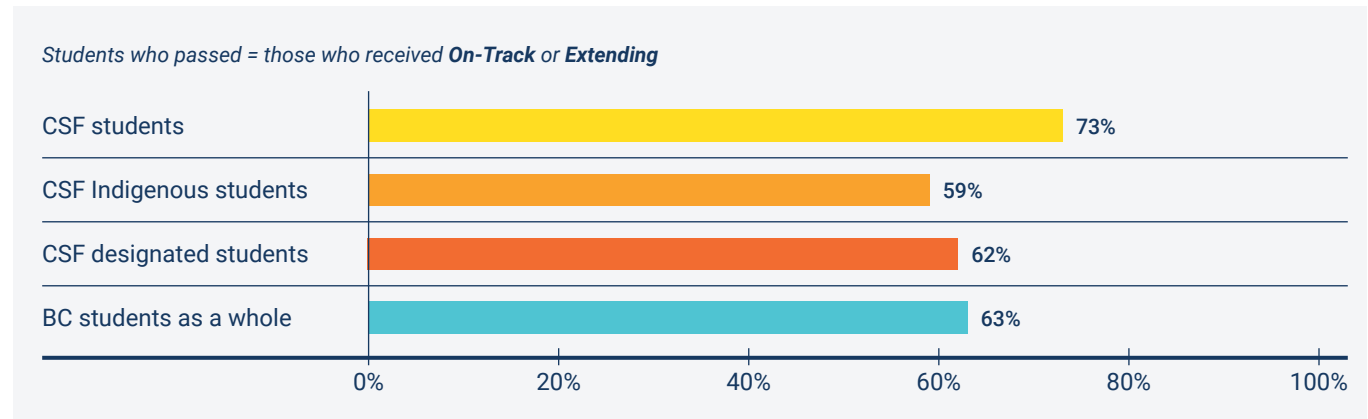
88%

2.2. NUMERACY

Foundation Skills Assessment - Grade 4 Numeracy

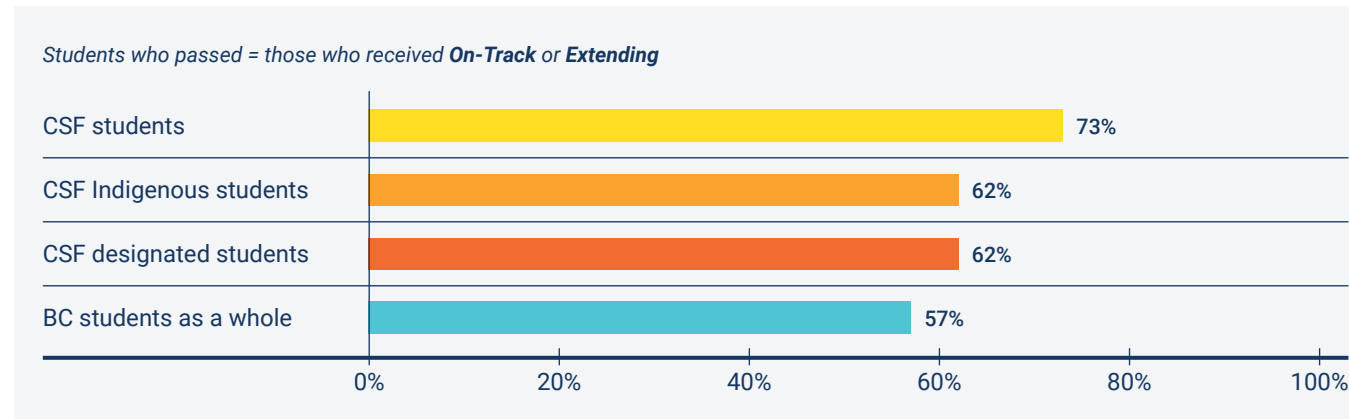
Our students' pass rate is

73%



- 73% of our students achieved a passing grade, putting CSF students above the provincial average (+10%). Over the past four years, CSF students have been achieving higher results, ranging between 73% and 80%.
- However, results among Indigenous students are lower (-14%) than those of CSF students as a whole. They achieved a pass rate that is similar to that of BC students as a whole.
- The pass rate achieved by designated students was almost identical to those of Indigenous students and of the BC students as a whole, while it fell short of that of other CSF students.

Foundation Skills Assessment - Grade 7 Numeracy



- **73% of our students achieved a passing grade, putting CSF students above the provincial average. Over the past four years, CSF students have been achieving higher results, ranging between 72% and 79%.**
- **However, the pass rate among Indigenous and designated students was lower than that of other CSF students (-11%), although it was higher than that of BC students as a whole.**

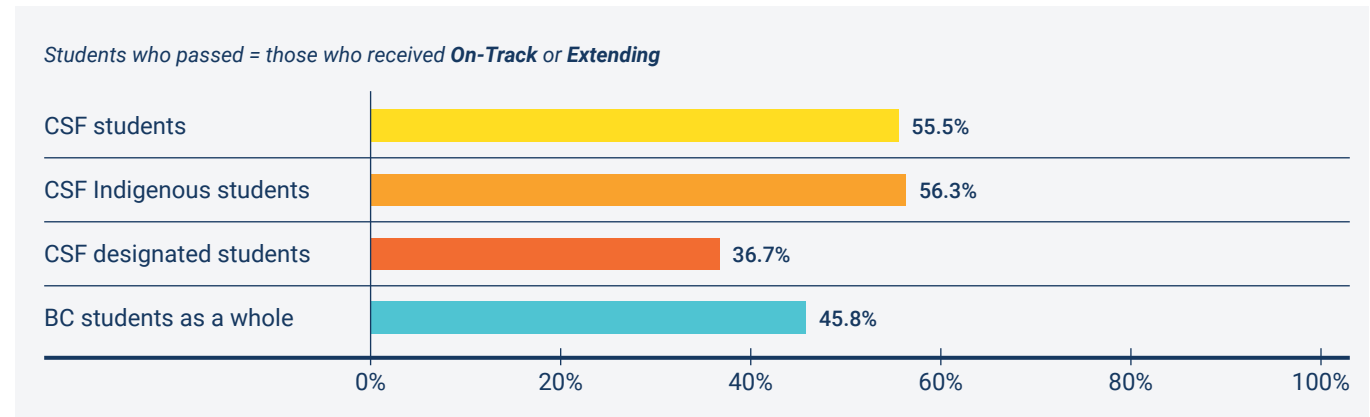
Our students' pass rate is

73%

Our students' pass rate is

55.5%

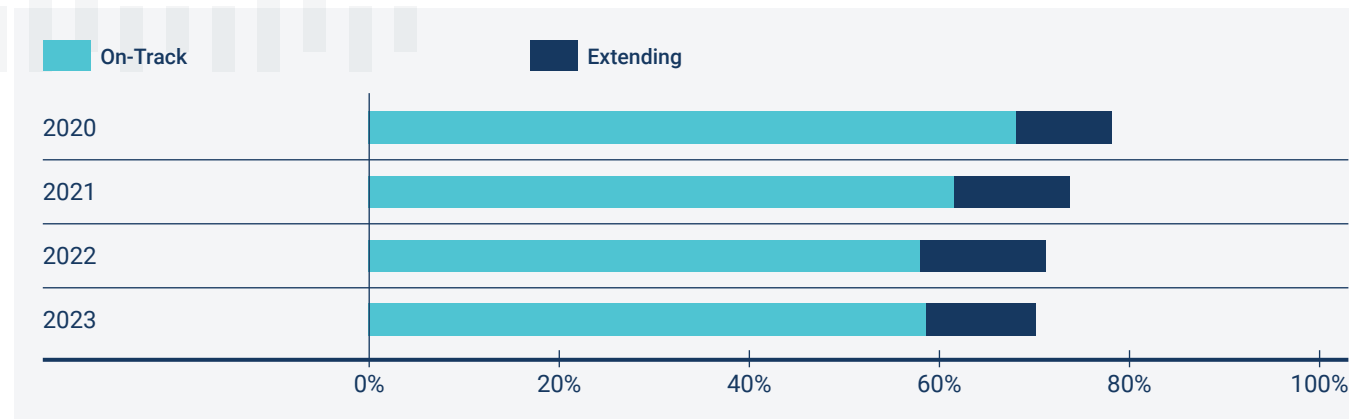
Grade 10 Numeracy Assessment - 2021-2022



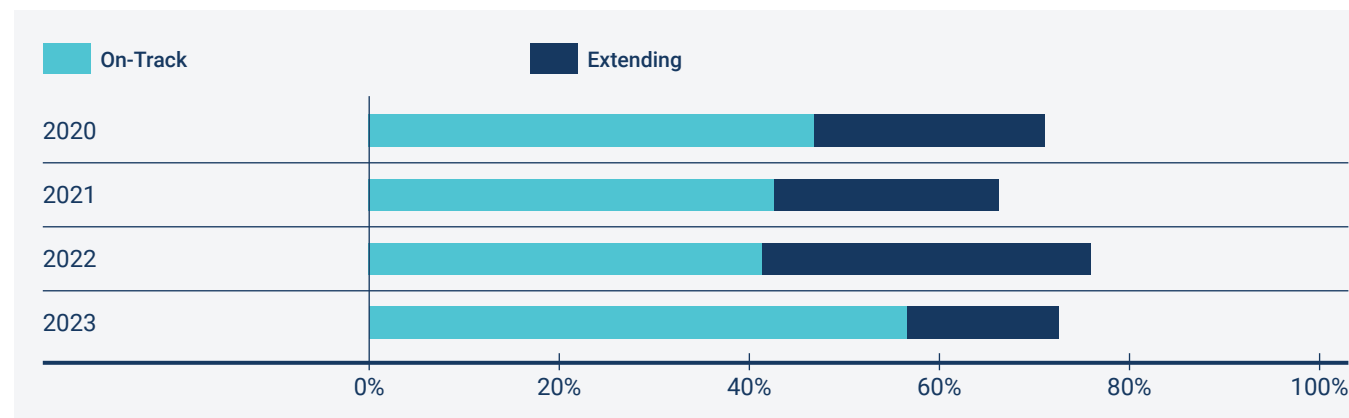
- 55.5% of our students received a passing grade. Although this is a low pass rate, it still puts CSF students above (+10%) the provincial average. Over the past three years, CSF students have achieved higher results, ranging between 47% and 55%.
- The pass rate among Indigenous students is slightly higher than that of other CSF students. However, this result still puts CSF Indigenous students above the provincial average (+10,5%).
- However, the pass rate achieved by designated students was lower (-10%) than those of other CSF students and of BC students as a whole.

Compilation of year-end pass rates for mathematics from all CSF schools.

Grade 4 students



Grade 7 students



Unlike results in literacy results, year-end mathematics results are almost identical to those achieved in the Foundation Skills Assessment.

Over the past 4 years, between

70% and 78%

of our Grade 4 students have achieved the skill level in mathematics expected by their teachers.

Over the past 4 years, between

67% and 76%

of our Grade 7 students have achieved the skill level in mathematics expected by their teachers.

2.3. HUMAN AND SOCIAL DEVELOPMENT

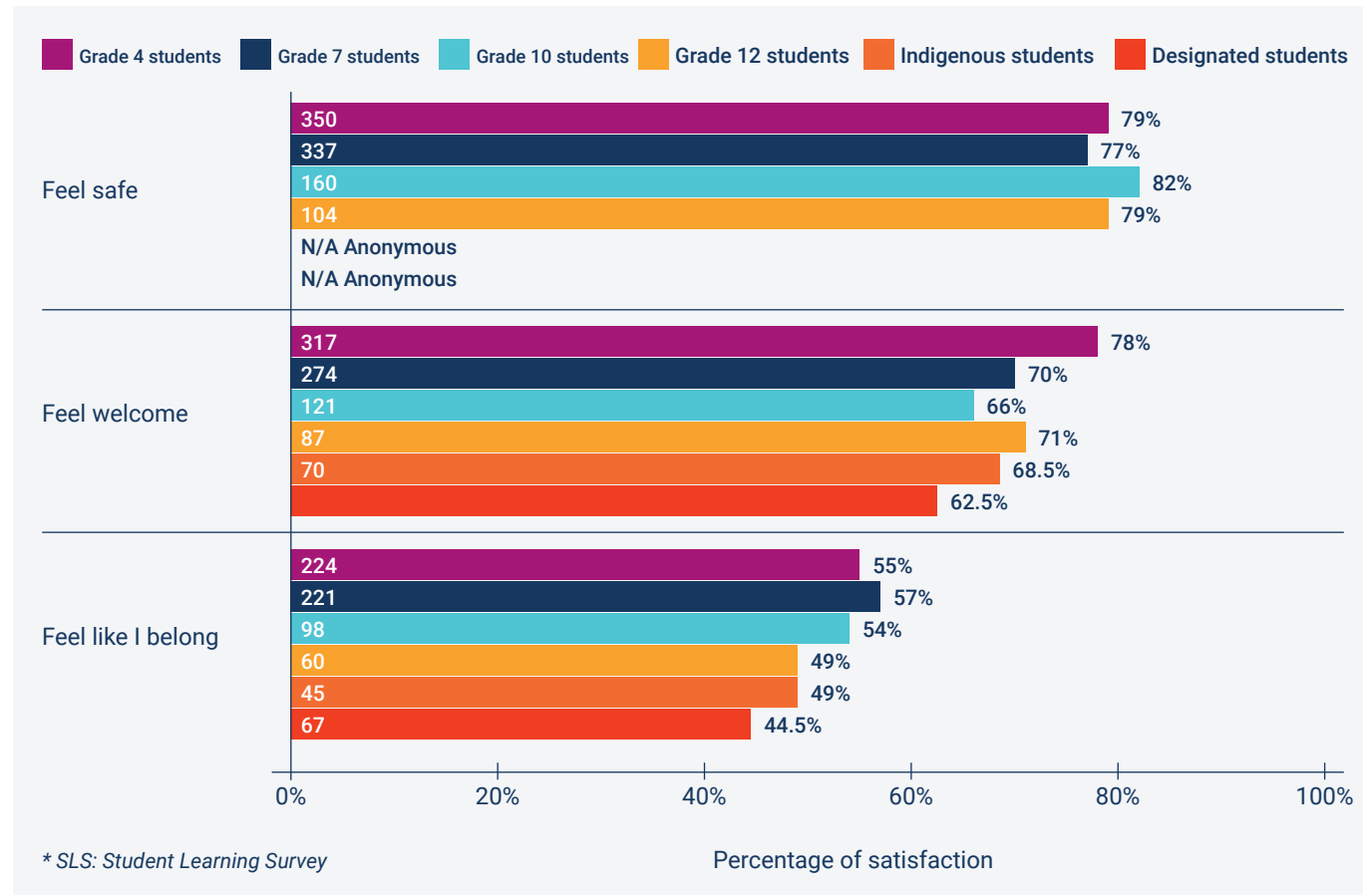
Student Learning Survey (SLS)

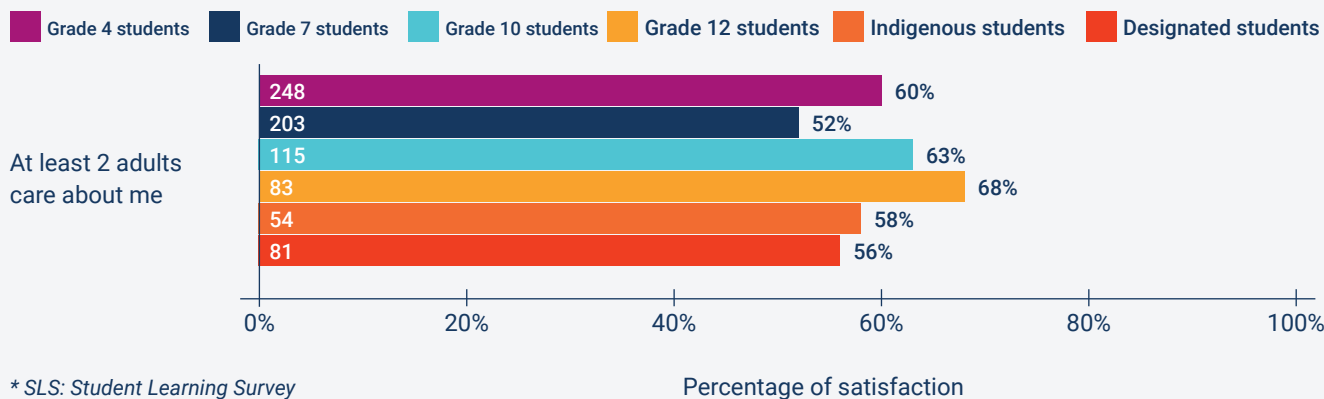
2021-2022

In Grade 4,

38%

of Indigenous students say their school is a place where they feel like they belong.





- The 2021-2022 SLS results show a wide gap in the sense of belonging between designated and Indigenous students and other students. This difference is much greater among students in Grades 4, 7 and 10.
- In Grade 4, 38% of Indigenous students and 42% of designated students say their school is a place where they feel like they belong, compared to 55% of other students.
- In Grade 7, 43% of Indigenous students and 48% of designated students say their school is a place where they feel like they belong, compared to 57% of other students.
- In Grade 10, 47% of Indigenous students and 31% of designated students say their school is a place where they feel like they belong, compared to 54% of other students.

In Grade 7,

43%

of Indigenous students say their school is a place where they feel like they belong.

In Grade 10,

47%

of Indigenous students say their school is a place where they feel like they belong.

In Grade 5,

56%

of students say they feel like they are important to their school

In Grade 8,

32%

of students say they feel like they are important to their school

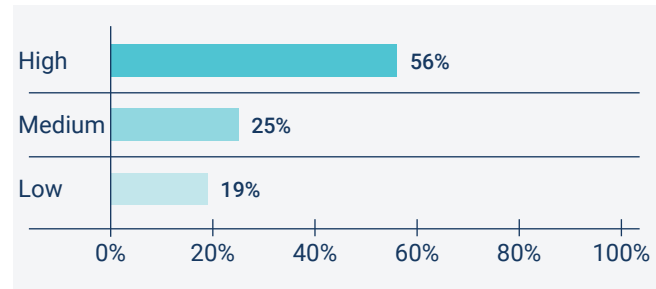
Provincial data: Human and Social Development

MDI results for the 2022-2023 school year show a wide gap between Grade 5 and Grade 8 students in terms of their feelings of belonging, safety, and connection with at least two adults at their school.

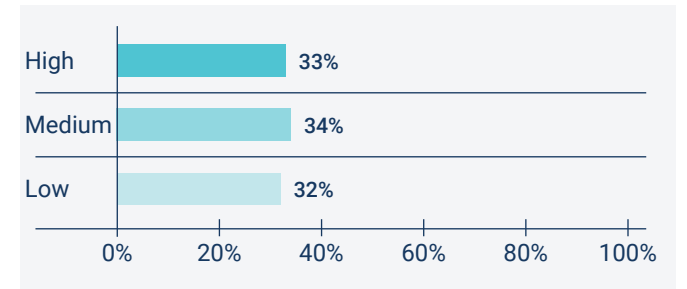
Middle Years Development Instrument (MDI) - Sense of belonging to the school

The sense of belonging to the school means the degree to which children feel integrated and valued at school. E.g. "I feel like I am important to the school."

Grade 5



Grade 8



- 56% of Grade 5 students say they feel like they are important to their school, while only 32% of Grade 8 students say they feel that way.

Full MDI results
Grade 5



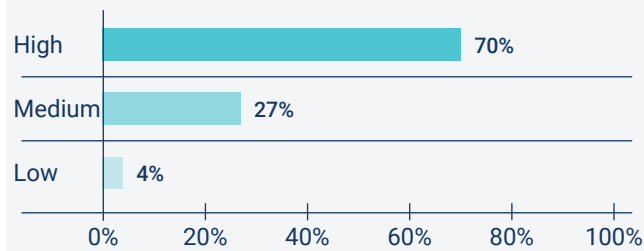
Full MDI results
Grade 8



MDI survey: Relationships with adults at school

Assessment of the quality of relationships between children and the adults they interact with at school.
E.g. "At my school, there are adults who believe I will succeed."

Grade 5



Number of important adults at school



2 or more

66%



One

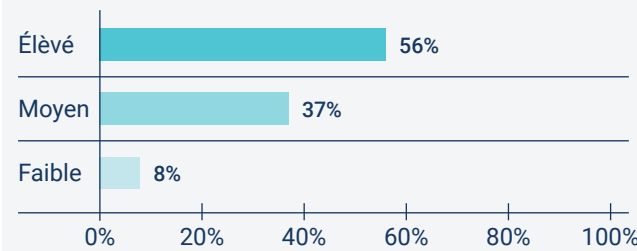
13%



None

21%

Grade 8



Number of important adults at school



2 or more

42%



One

7%



None

51%

In Grade 5,

66%

say that at least two adults believe in them and have positive relationships with them.

In Grade 8,

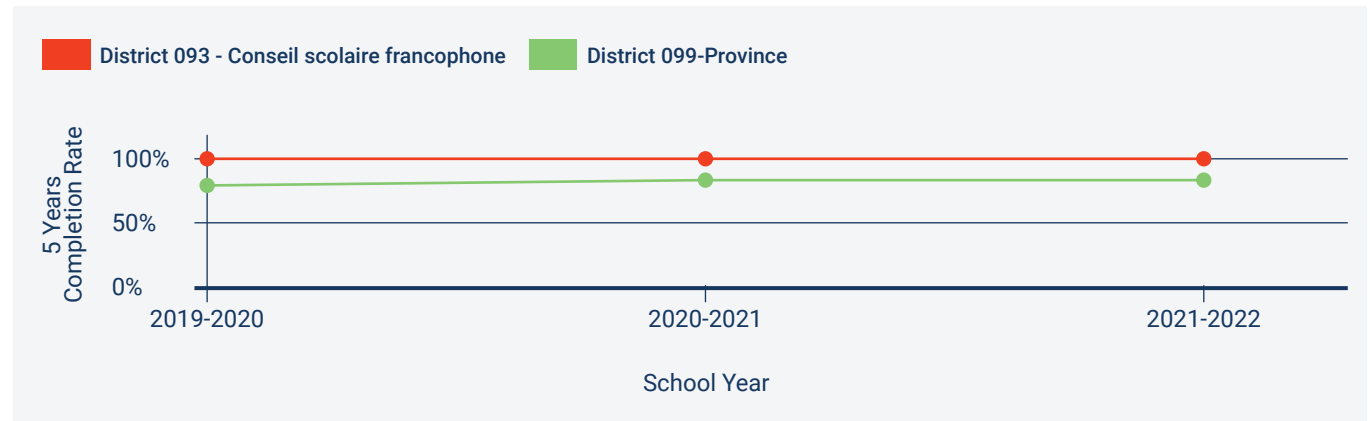
42%

say that at least two adults believe in them and have positive relationships with them.

- 66% of Grade 5 students say that at least two adults believe in them and have positive relationships with them, whereas only 42% of Grade 8 students say this is the case.

Graduation rate among CSF students

All Resident Students



CSF students can obtain two first-language diplomas: the Cornouiller (Francophone) and the Dogwood (Anglophone), giving them access to both Francophone and Anglophone post-secondary institutions.

As we have noted above, CSF students' results are often higher than the provincial average. These results are promising and gratifying, and they demonstrate the excellent teaching CSF students enjoy throughout their school career. We are very proud to say that 100% of our students obtain a Dogwood or Cornouiller diploma, and consequently, no CSF students have received a School Completion Certificate since 2019-2020. In fact, the CSF does not offer this option to students who request it.



3. Section B

This section outlines a number of CSF initiatives aimed at improving the learning outcomes of Francophone students.

3.1. ADJUSTMENTS AND ADAPTATIONS

When preparing its preliminary 2023-2024 budget, in line with its policy P1006 the Board of Trustees consulted the communities under its jurisdiction for suggestions on its key budget priorities.

Community priorities	Priorities of local First Nations
<ul style="list-style-type: none">■ Class size and composition■ Extracurricular activities■ Counseling■ Course options■ School life■ Maintenance and upgrading of school premises	<ul style="list-style-type: none">■ Class size and composition■ Counseling■ School life■ Extracurricular activities■ Course options■ Maintenance and upgrading of school premises

In light of these results, and taking into account our students' progress, the Board of Trustees opted to develop additional resources in the schools. Upon the superintendent's recommendation, two focus areas were chosen:

- **Literacy / assistance for vulnerable students**
- **Students' sense of belonging and linguistic security**

Responsibility for financing was given to the Finance Advisory Committee (Comité-conseil des finances –CCF). The preliminary budget was approved on June 22 and 24.

The CSF has faced budgetary challenges over the past three years. To achieve the objectives set for it, the CCF had to carefully manage its budget and restructure its central office. Positions were eliminated. Employees who retired were not replaced.

1,240
participants

720
parents

117
students

378
employees

Number of staff at the central office

Before restructuring	After restructuring
53.3 full-time employees	42.0 full-time employees

Additional budget measures were also introduced, all with the goal of helping our students achieve success. However, it is important to note that the CSF is under-budgeted in many areas, such as transportation, and this puts a strain on its operating budget.

Transportation

School year	Provincial funding (\$)	Actual costs (\$)	Balance (\$)
2021-22	5,720,137	9,299,659	- 3,579,522
2022-23	5,708,259	9,392,248	- 3,683,989

Achieve a level of

85 %

of CSF schools providing this early screening

Maintain a

100 %

take-up rate for these two programs at CSF schools.

3.2. ACTIONS IN LITERACY

For the 2023-24 school year, the CSF will pursue a number of initiatives that have been in place for several years and have proven their effectiveness.

3.2.1. EARLY SCREENING IN LITERACY

Research shows that the foundational skills for learning to read develop well before children start school. The CSF offers 4-year-olds and their parents a free early screening and support program.

The results are transferred to the kindergarten and the school's team of specialists (resource teacher, counselor) as required. This helps better prepare children for school.

Targets for the year

1. Achieve a level of 85% of CSF schools providing this early screening.
2. Increase the screening rate for 4-year-olds by 5%.
3. Offer 100% personalized support to children found to be at risk.

3.2.2. PREVENTION IN LITERACY

La Forêt de l'alphabet ("The Alphabet Forest") is a prevention program designed to ensure the success of early learning in literacy. It is aimed at kindergarten students and is level 1 of the Response to Intervention (RTI).

After completing this first step, students considered to be vulnerable take the program *Sentier de l'alphabet* ("The Alphabet Trail"), which is level 2 of the RTI.

For students who do not reach expected skill levels after taking these two programs, specialist teams at the schools work together to develop an action plan.

Targets for the year

1. Maintain a 100% take-up rate for these two programs at CSF schools.
2. Maintain a rate of 100% of teachers trained in these two programs.

3.2.3. LITERACY SKILLS ASSESSMENT SCALE (EECL)

The EECLs are assessment tools aimed primarily at students in Grades 1 to 3. Designed in partnership with CSF staff and researchers, their purpose is to identify the challenges some students encounter when learning how to read and write. The EECLs also show if a student is performing well below a designation threshold set specifically for CSF students, learning in a minority setting. Where this is the case, an action plan is developed and implemented by the team of specialists at the school.

Targets for the year

1. Maintain a rate of 100% of new Francization teachers trained in using EECLs.
2. Pursue the partnership with the team of researchers to maintain the quality of EECLs and keep them up to date.
3. Assess the need to establish an EECL process for students in Grades 4 to 6.
4. Maintain the 100% EECL screening rate for kindergarten students.
5. Increase the EECL screening rate for Grade 1 and 2 students to 100%.

For the 2023-24 school year, the CSF will be introducing new initiatives to support students in their literacy learning process.

3.2.4. INTERACTIVE INCLUSIVE READING

In 2022-2023, the CSF introduced a pilot project called “interactive inclusive reading,” involving six pilot schools that had agreed to participate and more than 132 students. It was implemented over a period of 16 weeks.

All participating classes showed a marked improvement in the three target skills: vocabulary, inferences, and text-related concepts. Students who had been identified as being at risk for language difficulties had one extra session a week corresponding to RTI intervention level 2, and as a result, they were able to catch up.

Emerging level = 17 points
On-track level = 51 points



Significant improvement among students, $p < 0.001$

Targets for the year

1. Gradually train all CSF school staff in interactive inclusive reading, by grade group.
2. Extend the interactive inclusive reading program to all kindergarten classes at CSF schools.
3. Start a pilot project for Grade 2 and 3 classes at six volunteer schools.
4. Use materials and books that reflect diversity and include the themes of reconciliation, gender identity and reparative justice.

Maintain a rate of
100 %
of new Francization
teachers trained in
using EECLs.

132
students
16
weeks

The grand total
incorporates assessment
results in the three
targeted skills.

3.2.5. EDUCATIONAL PROJECT

The *School Act* (8.3) requires every school in every school board to produce its own annual school plan, to be made available to the parents of every child enrolled at the school.

In 2015, the Board of Trustees identified the school plan as the institution's *annual educational project*, making a committee representing all partners responsible for developing it.

For 2023-2024, in addition to the educational project, schools are required to produce a "contract for success." This is to include references to local actions aimed at improving literacy (and numeracy) results in each student's final assessment through MyEducation BC, as well as actions to improve students' social and human development (well-being) and to assist students in at-risk populations.

Targets for the year

1. Each school commits at least 50% of its learning resources budget from federal funding (OLEP) to purchase materials designed to improve literacy outcomes for every student.
2. Develop a quarterly analysis of students' literacy results (MyEducation BC) and implement at least one initiative in response to those results at the December and March staff meetings.
3. Reduce the gap between literacy results in the Foundation Skills Assessment (FSA) and year-end report cards for grades 4, 7 and 10, by establishing a teacher training strategy.

Examples :

- a) *Work with principals to provide teacher training during staff meetings. Our goal is to reach 90% of teachers;*
- b) *Offer assessment training during professional development days.*

3.3. ASSISTANCE FOR VULNERABLE STUDENTS

The various assessments have shown that outcomes in certain groups of students (Indigenous and designated students) are generally lower than those of other CSF students.

To support vulnerable students in their learning process and help them achieve outcomes that are on a par with those of other students, the CSF is seeking to increase the numbers of specialist staff beyond the numbers required by the collective agreements and beyond those funded by the province. It has also set up a training system to support staff in their work with vulnerable students.

Revenue		Total	Balance
Operational funds			
Cat. 1	\$44,850		
Cat. 2	\$3,743,280		
Cat. 3	\$1,333,000		
Feb. adjustment	\$138,320		
Restoration	\$257,896		
LIF	\$349,790		
		\$5,869,136	
Expenditures			
Resource teachers and classroom resources	\$1,739,227		
Special education assistants	\$8,308,904		
Central office (educational advisor, resource teacher, speech and language pathologist, psychologist, training)	\$1,982,035		
		\$12,030,166	- \$6,161,030

In 2023-24, the CSF is investing more than two dollars for every dollar provided by the Ministry of Education to support vulnerable students, with the difference made up out of its operational funds. This makes the CSF the most engaged school board in the province in this area.

The CSF also invests in other supports that indirectly help vulnerable students.

- **485 hours for library clerks, adding to the 8.42 FTE teacher librarians required by the Collective Agreement. Here, vulnerable students have access to their school library every day, giving them additional opportunities to practise their reading with books, newspapers and various other kinds of documents.**
- **290 hours for cultural ambassadors, adding to the 14 language monitors provided by the federal Odyssey program. These cultural ambassadors provide vulnerable students with opportunities to express themselves in French, enrich their spoken language and, at various times, practise writing or reading as part of a cultural project at the school.**

3.4. ACTION PLAN FOR THE SUCCESS OF INDIGENOUS STUDENTS IN GRADES 3 AND 6

This plan consists of a 25-hour increase in Indigenous practitioner staffing taken from CSF operational funds to help Indigenous students Grades 3 and 6 with literacy in the year prior to Foundation Skills Assessments (FSAs).

Targets for the year

1. Reduce the gap between the outcomes of Indigenous and designated students and those of other students by five percentage points.
2. Re-establish an Indigenous Education Enhancement School Advisory Committee at each school to support the CSF's Indigenous Education Enhancement Agreement, with the following objectives:
 - **Objective 1: self-esteem and pride**
 - **Objective 2: academic success and transition to life after high school**
 - **Objective 3: leadership**
3. Ensure that all students have access to the library at least two days a week.

3.5. HIGH SCHOOL STUDENT WITH INTELLECTUAL DISABILITIES INTEGRATION PROJECT (HSSIDIP)

This employment-training program is aimed at students with intellectual disabilities or autism spectrum disorders. Its goal is to change the image we have of people with disabilities and the place they occupy in society by helping them find employment within the federal government.

Targets for the year

1. Increase the number of schools taking advantage of this program from 1 to 2.
2. Increase the number of students with access to this program from 3 to 5.

3.6. SENSE OF BELONGING AND LINGUISTIC SECURITY

A sense of belonging and linguistic security are essential to the development of a successful learning process. The COVID years have further weakened the sense of belonging and linguistic security felt by many CSF students. The minority context is also a factor that must not be overlooked when it comes to learners' sense of linguistic security.

To improve the sense of belonging and linguistic security among students in Grades 4, 7 and 10 (SLS) and students in Grades 5 and 8 (MDI), as well as Indigenous students and designated students, the CSF would like to pursue a number of initiatives that have been in place for several years and have proven effective.

Partnership with the Conseil jeunesse francophone de la Colombie-Britannique (CJFCB):

This partnership has existed for over fifteen years. Its primary activity is to offer cultural activities that strengthen students' linguistic security and sense of belonging to the province's Francophone community, as well as to their school. Due to the specifics of the CJFCB's mandate, these activities are only offered to students in Grades 8 to 12. Other partners have been added, including Réseau Femme.

Targets for the year

1. Increase student participation by 5 percentage points.

3.7. ANTI-RACISM DAY

In 2022-23, the Anti-Racism Working Group organized the first Anti-Racism Day, a day of training for all CSF staff.

The CSF has many students whose parents come from a variety of countries with a Francophone culture. New immigrants can take advantage of the services of immigrant family settlement workers in the schools (TÉFIÉ). Staff members can also receive information so as to avoid unintentional stereotype-based microaggressions.

Targets for the year

1. Increase staff participation in the CSF's Anti-Racism-themed educational day from 80% to 95%.
2. Move forward on the How to Become Anti-Racist in Canada graph, out of the Fear zone and into the Learning zone.
Source: Becoming anti-racist in Canada: a journey, https://www.csf.bc.ca/wp-content/uploads/2023/10/csf_becoming_anti-racist_in_canada_04.pdf, Adapted from Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education by Jo Chrona (2022) Published by Portage & Main Press, Winnipeg, MB

During the 2023-24 school year, the CSF will be introducing additional initiatives for its students.

3.7.1. EQUITY AND ANTI-RACISM DIRECTOR POSITION

On August 15, 2023, the CSF Board of Trustees approved the creation of an Equity and Anti-Racism Director position at the central office. This was in line with the CSF's desire to be an inclusive organization, free from all forms of colonial and discriminatory concepts and structures. This position comes in addition to that of Truth and Reconciliation Director, and both directors will take part in public meetings of the Board of Trustees and the Executive Committee.

Targets for the year

1. Create an action plan at all schools to ensure an anti-racist environment.
2. Plan equity and anti-racism training for all CSF staff members.
3. Amplify the voices of young people to improve their sense of belonging.

3.7.2. STUDENT LIFE

To enhance student life at each of its high schools, the CSF has planned funding for five-year sports coordinator positions. These teaching positions will enable schools to offer all students opportunities to participate in sports at their school, and thus to feel more included and involved.

Targets for the year

1. Increase the number of students participating in high school sports activities by 10%.

Please note: due to budget constraints, the CSF has only been able to maintain one cultural education advisor for the 2023-24 school year.

3.7.3. COUNSELING

One of the CSF’s major initiatives for 2023-24 was to increase the number of counselor/counseling positions at its schools. These numbers of governed by the restoration of the Francophone teachers’ collective agreement. To better serve students, the CSF has enhanced its service by providing additional on-site emotional support. A significant portion of the operating budget was committed to achieving this.

	Restoration	CSF 23-24
Full-time teaching position	9,299,659	15.4 ETP

However, for budgetary reasons, the CSF was unable to carry over to 2023-24 the youth worker positions held by support staff.

Targets for the year

1. Increase the sense of belonging among students in Grades 4, 7 and 10 (SLS) and in Grades 6 and 9 (MDI) by 5 %.
2. Reduce the gap in the sense of belonging between Indigenous students and other CSF students by 5%.
3. Set up at least one social-emotional prevention program in all CSF classes and schools.

4. Conclusion

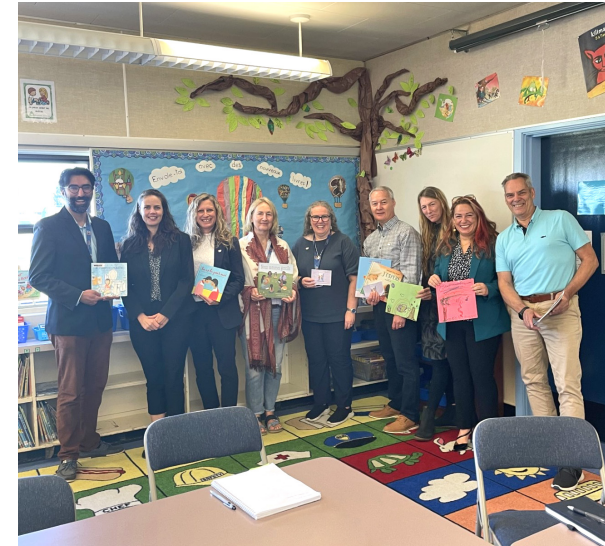
The CSF's Framework for Enhancing Student Learning is guided by a mission and vision, and by the values of collaboration, engagement and innovation. It is also supported by a strategic plan that sets out key outcomes (recruitment, retention and inclusion) based on three pillars (our students, our staff, our families and communities).

Truth and Reconciliation and respect for human rights are at the heart of every initiative and every action undertaken throughout the CSF. This deep commitment has an impact on every aspect of our organization's decision-making. With this in mind, the Board of Trustees has created two unique positions reporting directly to it: the Equity and Anti-Racism Director and the Reconciliation and Indigenous Education Director.

In 2023-2024, a new administrative organization chart was introduced. Its circular shape takes inspiration from Indigenous models. It also symbolizes continuity – the absence of beginnings and endings. It puts collaboration between the Board of Trustees and the Executive Committee at the centre, with the different departments at equal distances.

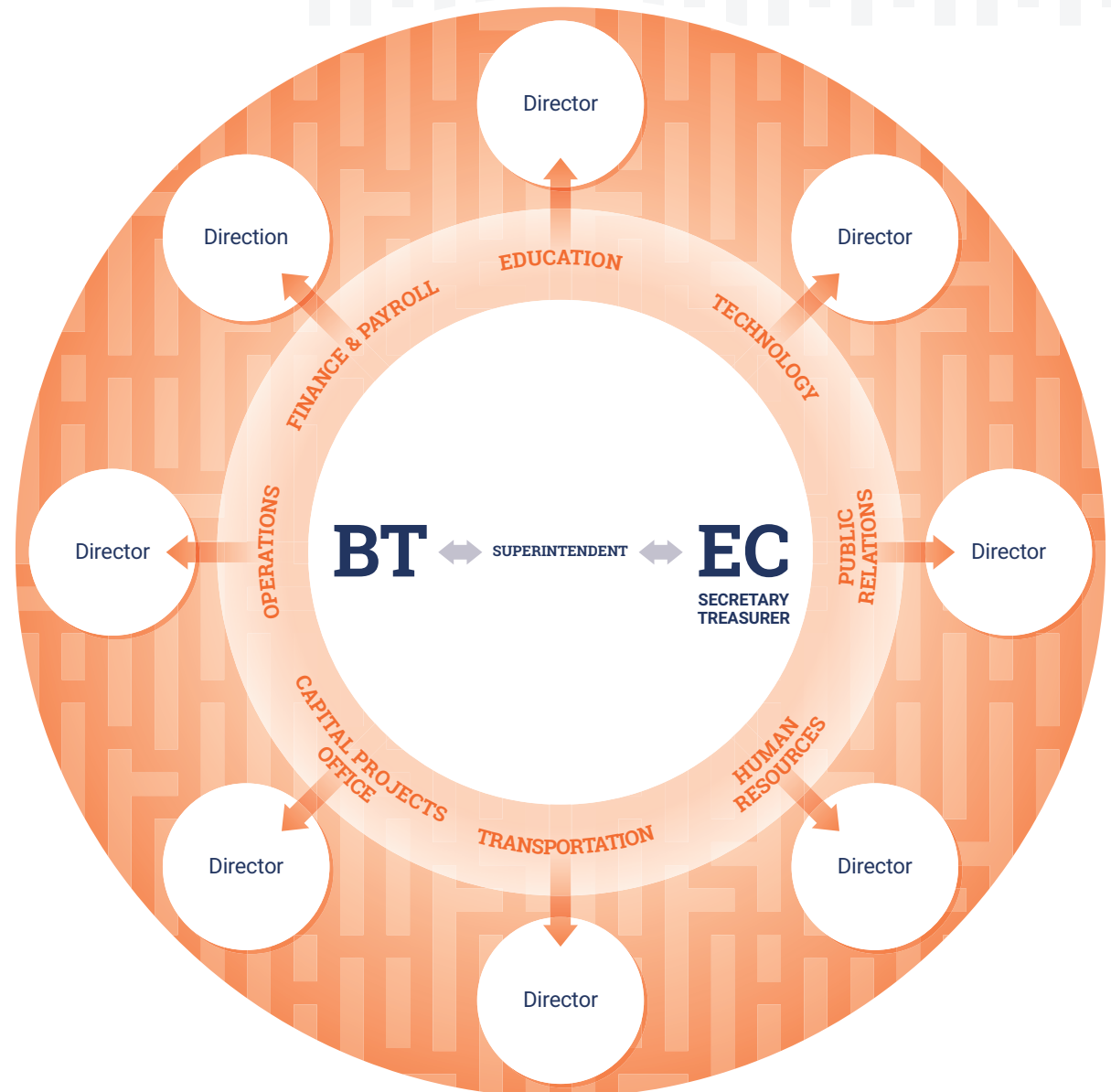
The area of the organization chart is occupied by the two concepts adopted by the Board of Trustees: collaboration and transparency. These two concepts will ensure the accountability and consistency that every structure in a public organization owes to the community it serves.

Conscious of all that is at stake when it comes to literacy outcomes, assistance for vulnerable students, and the need to take action to promote the well-being of young people, the members of the CSF's Board of Trustees will be offering two reading sessions to students at École Anne-Hébert in Vancouver and École des Navigateurs in Richmond on September 13 and 14, 2023, before their annual retreat.



2023-2024 ORGANIZATION CHART

- Transparency
- Collaboration



EXECUTIVE COMMITTEE

- Superintendent
- Assistant Superintendent
- Secretary Treasurer
- Equity and Anti-Racism Director
- Reconciliation and Indigenous Education Director
- Administrative Assistant to the Superintendent





Conseil scolaire
francophone de la
Colombie-Britannique

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