

French Advisory Committee
Thursday October 12, 2023
Time: 12:30-2:30
Venue: Collettsville Elementary Library

In Attendance: Josée Warren, Adriane Moulard, Heather Yastremsky, Lara Sigurdsson, Ayla Wall, Bonnie Simpson, Kim Parker, Nicole Mackay-Smith

1. Welcome and Land Acknowledgement

- a. Adriane - Land Acknowledgement
- b. Round table for member introductions

2. Meeting Norms/Terms of Reference

- a. Nicole reviewed this with everyone

3. New French Immersion Staff

- a. Collettsville: Ginette Bourke Gr 2, Caroline Odegard Gr 3, Janis Tancowny Gr 6/7, Kim Parker Principal
- b. MSS: Stéphanie Bellion Math & Science
- c. Mathilde (New French Teaching-Assistant)

4. Events & News

- a. SILC Conference
 - i. Nicole attended the first of two in person Southern Interior Language Coordinator (SILC) conferences in September. Also monthly meetings via zoom. Second in person meeting will be in April.
- b. Sending 5 staff (CV & MSS) to APPIPC conference October 19-21
- c. L'Action Française! Newsletter
 - i. Has been posted on the CV website and will be posted on MSS site
 - ii. We want this in parents/students/staff hands/easily accessible
 - iii. Nicole will ask Heather Ouiment & Brandi Streimer to send the link to the newsletter to French Immersion Families via email)
- d. Drama Club
 - i. Group of grade 6/7 students being supported by Mme Parker & Mathilde
- e. Carnaval
 - i. Planning for end of January
- f. Québec Trip
 - i. Proposed offering to 7 & 10 FI students
 - ii. Kim will submit planning package to SBO with plans for a trip in early February
 - iii. Grade 9/10 students/families are possibly planning an international trip for spring break 2025 or 2026?
- g. Gregg LeRock – Private Concert
 - i. All CV students practicing songs throughout the year
 - ii. June online/private concert

5. Current Enrolment

- a. K = 14
- b. Grade 1 = 14

- c. Grade 2 = 20
- d. Grade 3 = 12
- e. Grade 4/5 = 23 (15 x Gr 4 + 8 x Gr 5)
- f. Grade 5/6 = 22 (16 x Gr 5 + 6 x Gr 6)
- g. Grade 6/7 = 21 (12 x Gr 6 + 9 x Gr 9)
- h. Grade 8 = 5
- i. Grade 9 = 13
- j. Grade 10 = 4
- k. Grade 11/12 = 9
- l. Total =156 (126 CV + 30 MSS)

Nicole will get previous years enrollment information
Would like to track enrollment over the years

6. OLEP Funding and French Immersion Growth Grant

a. **OLEP Fund**

- Flexibility with OLEP fund to move \$ between seven categories.
- Funds allocated to teachers/classrooms based on number of students in the class
- Teacher/classroom budgets allow teacher autonomy to select resources, materials, field trips, learning opportunities based on their student needs
- Older students are allocated more \$ as their resources cost more
- This budget cannot be carried over to the next school year – needs to be spent by the end of June

i. **\$72,364.00 (Divided between 7 categories)**

1. Learning assistance :

The purpose of this grant is to provide additional support for students who demonstrate delayed language, delayed perceptual-motor functioning and delayed social skills in conjunction with below average academic achievement.

2. E-learning

The purpose of this grant is to assist with the provision of technology to French Immersion students. The integration of technology into French Immersion programming is meant to facilitate and augment students' language learning. Hardware examples: computers, tablets, microphones, headsets, cameras, etc... Software examples: Subscriptions to applications and online resources (Learning A-Z, Sound Cloud, Edublogs, Le Curieux, Brain Pop, Planet French, Aquilla ebooks, AIM, Raz Kids, Epic ebooks, Lesplan, Un jour un actu, Idello, Infojeunes, Netmath, Mathologie, Mon Reseau, Je lis! Je Lis! Litteratie, Curio, Pixton, Mon Oryx, ONF Campus, TFO, KidsBlog, Antidote etc...) S

3. Learning resources

The purpose of this grant is to assist school districts with the incremental cost differences incurred when purchasing a French resource (when compared to the cost of a comparable English resource). Monies in this grant category can be applied to both classroom and library resources. .

4. Core French

The purpose of this grant is to provide supplemental funding needed to deliver Core French programmings in participating school districts where the minimum instructional time of 4% is met.

5. French Immersion

The purpose of this grant is to provide supplemental funding needed to deliver French Immersion programs in participating school districts.

6. Teacher ProD

The purpose of this grant is to support teachers' participation in activities such as in-service/program implementation for Core French and French Immersion programs. Such initiatives may be offered to individuals or groups of teachers, and may include workshops, online learning, conference attendance and postsecondary courses.

7. Cultural

The purpose of this grant is to assist districts in providing opportunities for Core French and French Immersion students to be exposed to Francophone culture through sponsoring French cultural events and activities. These could include musical presentations, children's theatre groups, field trips, etc.

b. French Immersion Growth Grant

i. \$307,000.00 (10 prescribed initiatives below)

- 1. Hire videographer to create promotional video for FI program**
 - a. Jane Kempston working with Joanne Brunel to find a qualified videographer
 - b. Maria wondered if this was a promotional video to recruit French Immersion staff or students to attend FI program. Group felt the video could be used for both.
- 2. Hire French speaking qualified Education Assistant**
 - a. Jane K advised a posting will be made
- 3. Plan & Form a French Advisory Committee**
 - a. Here we are 😊
- 4. Complete a FI program review**
 - a. Jane K/Joanne Brunel looking into options
 - b. Jane K has suggested an appreciative inquiry format
- 5. Cultural Field Trips in and around BC & Canada**
 - a. Kim working on Québec Trip – Need board approval first
 - b. Some of this money will be allotted to the 2024 Québec Trip
 - c. Nicole looking into options in BC
- 6. Purchase FI resources**
 - a. Nicole taking care of this along with OLEP \$
- 7. Offer pedagogy and engagement specific training for FI teachers**
 - a. Pro-D like APPIPC
 - b. Sending Teachers to other districts
 - c. Line Vachon & Guy Dugas
- 8. Sourcing & purchasing French online courses**
 - a. Currently no need but Nicole is looking into options
- 9. Facilitate « French for a Day Pre-K symposiums at daycares to promote the intake of FI students**
 - a. Nicole will contact Daniella Bennie

- b. Early years table
- c. Participate in Early Learning Fairs
- d. Lara look into previous symposiums hosted at Colletville

10. Co-teaching support for French Immersion teachers (CV & MSS)

- a. Line Vachon & Guy Dugas being contracted for this position

c. French Language Assistant Program managed by the Canadian Embassy in Canada

- i. \$20,000 to cover Mathilde's salary

7. Round Table – Thoughts on improving/wishes for FI program/Questions/Most Important take aways

a. Québec Trip

- i. Kim moving forward with proposal to School Board and selecting a tour company
- ii. Grade 7 & 10s will be offered the opportunity
 - 1. Small group of grade 10s to top up group numbers (some tour companies require a minimum group #)
 - 2. Brings down the cost for families
 - 3. Would like staff only as chaperones – So group cannot be too big
 - 4. Nice opportunity for grade 7s to connect with a « big buddy » before going to MSS
- iii. Bonnie asked about fundraising opportunities
 - 1. PAC/Families of students will be coming up with some ideas like previous years (Pizza, Bottle Drive, Steak Dinner, etc)
 - 2. Suggested that Kim/PAC talk to Angela Russell about Grants and Travel companies (she did lots of research about companies and was leader in the fundraising last year.)
 - 3. Discussed incremental payments so that parents can slowly pay the cost of the trip
- iv. Parent meeting
 - 1. There will be a parent meeting once trip is approved by the board
 - 2. Figure out numbers attending
 - 3. Establish dates/expenses/fundraising/etc

b. Future of French Immersion Program

i. Nicole Schulte shared question about the School District's Vision for FI program

- 1. Jane Kempston shared that French Immersion Falls under the strategic plan and its 3 Goals :
 - a. Meaning & Purpose
 - b. Appreciation & Respect
 - c. Meaningful Connections
- 2. Nicole added that we want our students to complete the program with a bilingual diploma but also as confident, capable, proud French speakers who have a connection & a sense of belonging in the larger French community. We want students to continue to learn and use their French in a post-secondary setting, in travel and in their careers.

- c. Supporting FI program/students at the high school
 - i. Lack of support for transition from grade 7 to grade 8
 - ii. Josée is open to having grade 7s come to MSS once a month to participate in activities with older FI students (scavenger hunts, whole group/small group games, etc). Connect with a big buddy, actually experience the MSS classroom, get familiar with school & staff, etc
 - iii. Josée Warren should attend MSS visit to CV when counsellors come to talk to grade 7 students.
 - iv. MSS Open House for French Immersion families to attend/ask questions about FI at the high school level
 - 1. Josée in attendance to share classroom teacher perspective, Nicole in attendance to support understanding of completing FI program to grade 12, Adriane in attendance to explain scheduling and adaptations for FI students, etc
 - 2. Communicate benefits of continuing program, graduating with bilingual diploma, etc.
 - 3. Requirements for bilingual diploma are completed in grade 11 year. This opens up more flexibility for grade 12 year
 - 4. Can take trades program in grade 12 year. Adriane said there would be priority of grade 12 FI students to be accepted in the trades program. Students can take a selection of trades courses gr 8-11 until being accepted into the program.
 - 5. Also discussed big buddy opportunities for our younger students to connect with MSS FI students (bake and read, literacy stations, read alouds, etc)
- d. Exit meetings for staff & students leaving the program
 - i. Would like better understanding of why families decide to leave
 - ii. An opportunity to catch misinformation, to understand the back story, and to improve
 - iii. PAC President, Heather Y, was approached after many families left during the 2022-2023 school year. Families expressed lack of communication, lack of consistency with French speaking teachers, not being heard by school admin or district admin, some left because friends were leaving
 - iv. Maria added : Reputation, Environment, comfortability of sending your child to school are key factors in choosing the school your child attends
 - v. MSS-students leaving the program due to other choice courses/programs like Band/Trades program, students struggling with the extra challenge of French, inconsistency of second FI teacher
- e. LA Support for FI student at high school
 - i. Josée talked about the lack of LA support for the FI students at the high school.
 - ii. Students are well supported until grade 7 and then nothing at the high school/this falls on the classroom teacher. As a result, students with diagnoses or learning disabilities tend to drop out of FI program.
 - iii. What about one of the FI teachers being scheduled for a support block instead of (or as well as) teaching FSL.
 - iv. What does LA support for high school FI students look like in other districts?

- f. Late Immersion
 - i. Talked about students in grade 8 who wished they had tried FI
 - ii. In kindergarten decision to try FI is driven by parents, grade 8 the decision is more driven by the student
 - iii. Nicole and Lara question whether Merritt is able to support both an early and a late immersion program. Will late immersion deter parents from putting their children in the FI program in kindergarten?
 - iv. Would like to investigate other districts offering both early and late immersion. Nicole will talk to SILC or Joanne for more input.
 - v. Would like to poll the community about interest in late immersion (parent version and student version)
 - vi. Late Immersion students would transfer into French Immersion program in grade 10
- g. Recruiting
 - i. Attend Education Job Fairs at Campus St Jean, UBCO, SFU
 - 1. Nicole has looked into attending Campus St Jean on January 22

8. Take away from meeting

- a. We want students/families to stick with the French Immersion program from K-12.
- b. Colletville and MSS work together to bridges opportunities and support students through to a bilingual diploma
- c. Support students/families/staff to create strong/stable/positive program that we are all proud to be a part of 😊

9. Action items

- a. Nicole MS will ask Heather Ouiment & Brandi Streimer to send the link to the newsletter to French Immersion Families via email
- b. Kim will submit planning package to SBO with plans for a trip in early February (parent meeting to follow)
- c. Nicole MS/Heather O get previous years enrollment information
- d. Nicole MS/Heather O create document to track enrollment over the years
- e. Lara look into previous symposiums hosted at Colletville
- f. Nicole MS facilitate/connect Josée Warren & Janis Tancowny for monthly grade 7 visits to MSS FI classrooms
- g. Kim/PAC talk to Angela Russell about Grants and Travel companies for Québec trip
- h. Adriane/Josée/Nicole MS get an FI MSS Open House for grade 7 families on the Calendar
- i. Nicole MS look into what LA support for high school FI students look like in other districts?
- j. Arrange for Josée Warren to attend MSS visit to CV when counsellors come to talk to grade 7 students.
- k. Nicole MS will talk to SILC or Joanne for more input on districts providing an early and a late FI program.
- l. Nicole MS Create a survey to poll the community about interest in late immersion (parent version and student version)
- m. Nicole MS will register for Education Job Fairs

10. Establish meeting dates/times for February & June

- a. Thursday February 15 @ 1:00
- b. Thursday May 30 @ 1 :00

11. Closing @ 2 :30