

March 7, 2022

French Immersion Advisory Committee Report No. 1-2022

FRENCH IMMERSION ADVISORY COMMITTEE REPORT NO. 1-2022

To the Chair and Members
Winnipeg Public School Board:

February 22, 2022

The French Immersion Advisory Committee reports as follows:

1. Acknowledgement of Indigenous Peoples of Canada

The Committee was informed that the meeting of the French Immersion Advisory Committee is taking place on Treaty One Land and the traditional homeland of the Red River Métis.

2. WSD 2022/2023 Draft Budget

The Secretary-Treasurer/CFO was in attendance to provide an overview on the draft Budget for the 2022/2023 school year and the school tax calculation. The Committee was informed that last year, the Board of Trustees approved the 2021/2022 Budget in the amount of \$421,039,400. Due to a drop in Provincial funding by 1.6 percent or \$2,926,520 and the direction from the provincial government to freeze property tax levies at 2020 levels the Division was forced to make reductions of \$4,457,395 for programs and services.

The Committee was informed the Board of Trustees is proposing a stand pat budget of \$437,118,200. The baseline funding has decreased by 1.3 percent, or \$2,325,538, while one-time funding of \$13,217,517 has been provided for next year and property tax levies for education will remain frozen at 2020 levels. The Committee was informed that one-time funding for 2022/2023 is intended to cover collective agreement settlements and additional costs related to pandemic staffing.

The Committee was informed that a large portion of the budget is determined by student enrolment numbers each year. The Province acknowledged that the lower student enrolment was related to the pandemic and implemented a hybrid enrolment calculation that was higher than the actual student enrolment numbers. The Committee was informed that even with the hybrid calculation funding for the Division resulted in a 3.14 percent or approximately \$13,700,000 deficit. However, the one-time funding of approximately \$13,000,000 provided by the province, and the elimination of the Full-Day Kindergarten program, provided sufficient funding to offset deficit.

The Committee was informed that although the hybrid enrolment calculation and the one-time funding from the province has assisted in balancing the budget for this year, future budgets are still at risk without additional funding for education.

The Committee was informed that WSD will continue discussions with the Provincial Government regarding additional funding of French Immersion and Special Needs programs.

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3. IMPLEMENTATION OF THE FRENCH IMMERSION PLAN

The Superintendent, Education Services was in attendance and provided an overview of the French Immersion Plan.

The Committee was informed that the French Immersion plan was created by the Principals and Vice-Principals for the yearly school planning. The French Immersion plan is the result of a 5-year study by the Provincial Government and WSD.

The Committee was informed that the French Immersion Plan is divided into four major sections; Creating A French Immersion Setting, Validation of Students' Linguistic and Educational Experience, Educational Staff and Professional Learning and Student Enrolment Trends.

The Committee was informed that the four major sections are divided into subsections that have strategies and actions. Under the Creating a French Immersion Setting section, it is divided in four subsections: Intensive exposure to the French language, Qualified Educational Staff and Personnel, A linguistically Rich Environment and Inclusion and Appropriate Support for all Students.

The Committee was informed that some of the strategies under Creating French Immersion Setting are: conduct early recruitment in the Fall year-round, hire French speaking Clinicians and bilingual staff including Educational Assistants, Clerks, Custodians, collaborate with Association Canadienne des Professionels de l'immersion (ACPI), Université des Saint-Boniface(USB) for effective early recruitment of qualified bilingual personnel, and continue to offer support and activities to promote language for all students.

The Committee was informed that some of the actions/planning forward for Creating French Immersion setting are: continue Professional Development to familiarize teachers with new curriculum, hire sufficient French Immersion pool of teachers to fill substitute requests, ensure Specialists are bilingual, collaborate with Red River College and Université de Saint-Boniface in developing an Educational Assistant program and training course en francais, provide funding so French pre-hires can attend English Classes, provide funding to support educators who need to improve their French language skills.

4. FRENCH IMMERSION PROGRAM UPDATE

The Principal of École Sir William Osler was in attendance and provided an overview of the French Immersion Program update.

The Committee was informed that the goal of the French Immersion program is to create an environment that provides a linguistically rich experience where students are proud, engaged, confident, French learners.

The Committee was informed that École Sir William Osler focused on the two sections of the plan; Creating a French Immersion Setting and Validation of students' linguistic and educational experience.

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The Committee was informed that École Sir William Osler's Mission Statement is to work in partnership with students and families to nurture an enriching French learning community, in a caring and safe environment, to ensure the success of all students. By creating a positive atmosphere and working collaboratively, they guide and challenge all children to develop to their full academic, artistic, physical, social and emotional potential and inspire a passion for learning French.

The Committee was informed that the French Immersion Program's priorities are making sure students develop a solid base in French oral language, develop an understanding related to the strategies and processes in reading and writing engaging independent and innovative learning and develop understanding related to the strategies and processes in numeracy and mental math to engage in independent and innovative learning.

Respectfully Submitted,

JAMIE DUMONT
Trustee Representative

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In Attendance:**Voting Representatives:**

École Secondaire Kelvin
École Lansdowne
École Laura Secord
École Laverendrye
École River Heights
École Robert H. Smith
École Sir William Osler
École Waterford Springs

Regrets:

College Churchill High School
École Garden Grove
École George V
École J.B. Mitchell
École Luxton
École Sacre-Coeur
École Stanley Knowles
École Victoria Albert
École Sisler High School
École Riverview

Administration:

Fatima Mota, Superintendent
Paul Kochan, Secretary-Treasurer/CFO
Brenda Lapointe, Board and Community Liaison Officer
Ryan Hughes, Principal, College Churchill High School
Nathan Tocher, Vice-Principal, College Churchill High School
Nancy Karpinsky, Principal, École Garden Grove
Nicole Kurtz, Vice-Principal, École J.B. Mitchell
Timothy Cox, Principal, École Secondaire Kelvin
Maria Silva, Principal École Laverendrye
Dominic Zagari, Principal École River Heights
Laurenne Parnell, Vice-Principal École River Heights
Amanda Capina, Vice-Principal, Sisler High School
Dominique Ostermann, Principal, École, Sir William Osler
Elisa Solomon, Recording Secretary

Non-Voting/Resource Members

Employee Group Representative, W.A.N.T.E.

Trustees:

Jamie Dumont
Yijie (Jennifer) Chen (Regrets)