



Early French Immersion (EFI) & Late French Immersion (LFI) Board Learning Session

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District Principal, Curriculum & Careers

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Summary of Program Goals

- Bilingual Proficiency: Enable students to understand and communicate effectively in French and English for future education, careers, and cultural opportunities.
- Cultural Awareness & Respect: Foster appreciation and understanding of Francophone culture, customs, and values, especially within French Canada.
- Holistic Development: Support students' physical, social, intellectual, emotional, and creative growth.



Historical Context

- Late 1980's – French Immersion program started in SD33 – Strathcona, Sardis El, CMS, VMS, CSS, & SSS
 - Cohort size fluctuated between 1 class and 3 classes on both the North and South
 - Little Mountain had a Gr. 6 cohort 1 year and Watson had a Gr. 6 cohort 1 year
- 1999/2000 – French Immersion removed from CSS and only ran out of SSS for Secondary
- Sept. 2014 – Early French Immersion started at Cheam El.
 - 2 Kindergarten Classes and 1 Gr. 1 class
 - The K students are now the graduating class
- Cheam slowly expanded a cohort every year until reconfiguration (2018)
- Reconfiguration saw the elimination of Late French Immersion from Elementary



Definitions

EFI - In BC schools, Early French Immersion (EFI) is a K-12 program for non-French speakers, starting with full French instruction in Kindergarten (K) and Grade 1, gradually introducing English as students progress to develop high proficiency in both official languages by Grade 12,

LFI - In BC schools, Late French Immersion (LFI) is an intensive program starting in Grade 6 for students who haven't taken French before, teaching the full curriculum primarily in French (100% in Grade 6) to build high French proficiency, eventually merging with Early Immersion students in high school (Grade 8) for bilingual skills by graduation, often earning a Dual Dogwood Diploma.

Dual Track - a school offers two complete educational programs in the same building: an EFI or LFI program and the regular English program. Students can choose between the two options, and both programs operate within the same facility.

Triple Track – a school offers three complete educational programs in the same building: EFI, LFI, and the regular English program. Students can choose between the three options, and all programs operate within the same facility.

French Immersion Pathways - Current



Cheam Elementary

Dual Track School

Early French Immersion

Grades K - 5



Chilliwack Middle

Triple Track School

Early French Immersion Grades 6 & 7

Late French Immersion Grades 6 & 7

*** End of Grade 7's Merge together ***

French Immersion Grade 8

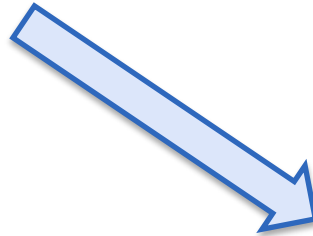


Vedder Middle School

Dual Track School

Late French Immersion

Grades 6–8



Sardis Secondary

Dual Track School

Grades 9–12



Program Specifications – Proportion of French to English Instruction

Grade		% of French Instruction	% of English Instruction
EFI/FI	K – 3	100	0
	4 & 5	80	20
	6 & 7	80	20
	8	50 – 75	25 – 50
	9 & 10	50 – 75	25 - 50
	11 & 12	No less than 25	No more than 25
LFI	6	100	0
	7	80	20

K – 8 – All Subjects can be taught in French Language

- ELA taught in English

Gr. 9

- French Language (FRAL) 9
- Sciences Humaines 9
- Education Physique et Sante 9

Gr. 10

- French Language (FRAL) 10
- Sciences Humaines 10

Gr. 11

- French Language (FRAL) 11
- Explorations en Sciences Humaines et Sociales 11

Gr. 12

- French Language (FRAL) 12
- Civilizations Comparees 12

OLEP Grant & Ministry Reporting

Official Languages in Education Programs (OLEP) Grant

- Additional funding provided by the federal government
- This funding supports programs aimed at increasing access to French second (additional) language instruction including Core French and French Immersion Programs
- 5 Categories for Funding & Ministry Reporting
 - Staffing & Recruitment
 - Cultural Activities
 - Teacher Retention & Professional Learning
 - Student Learning & Academic Achievement
 - Program Growth & Student Retention



French Funding Guide for BC School Districts



OLEP Grant – General Examples

- 5 Categories
 - Staffing & Recruitment
 - 1.5 FTE for French Immersion EA Time
 - Cultural Activities
 - Quebec Trip, Cultural Dinner & Presenters (Assemblies)
 - Teacher Retention & Professional Learning
 - ACPI (Association Canadienne des Professionnels de l'immersion) Conference & Lucile Denys (Orthopedagogie)
 - Student Learning & Academic Achievement
 - Literacy & Numeracy Resources, Technology Resources, Science Resources, & Games
 - Program Growth & Student Retention
 - TTOC's and Materials for Classroom Presentations (Grade 5's)



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OLEP Grant – Specifics from June 2026 OLEP Grant Submission

- 196,203
 - Staffing & Recruitment - \$97,678.39
 - Cultural Activities - \$12,287.95
 - Teacher Retention and Professional Learning - \$5,748.02
 - Student Learning and Academic Achievement - \$40,494.03
 - Program Growth and Student Retention - \$39,994.61
- Funding will remain the same for this year – how we allocate it will change based on a variety of factors
 - Staffing Costs
 - School Requests



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OLEP Grant – Specifics from June 2026 OLEP Grant Submission

- Cultural Activities
 - Teachers and students participated in many cultural activities this year including: the annual Children's Festival field trip, Le Carnaval guest speakers and presenters (maple man, jig performers) and Le ManieMusical (musical performance) for both middle schools and the EFI elementary school. Funding was also given towards the cultural experience in Québec for families that require additional funding support.
- Teacher Retention and Professional Learning
 - Teachers attended the annual ACPI conference in Banff, Alberta. Teachers attended the BCATML in Chilliwack, the middle school MYPITA in Whistler and the CIREBOOT in July 2025. Professional reading was also accessed from authors such as Liam Printer, Adriana Ramirez, Terri-Anne Gawthroupe and Stephen Krashen.



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OLEP Grant – Specifics from June 2026 OLEP Grant Submission

- Student Learning and Academic Achievement
 - Teachers used funding to boost overall engagement in their classes with speaking games, board games, incentive prizes and hands-on activities through science and stem learning.
 - Teachers used funding for subscriptions for apps including graphogames, blooket, quizlet, confident pigeon, aquila, decodables and savoir for students to access text online and play games to reinforce vocabulary, fluency & comprehension skills.
 - 24 French decodable reading kits were purchased for 12 K-2 classrooms in two elementary school - each classroom received two kits



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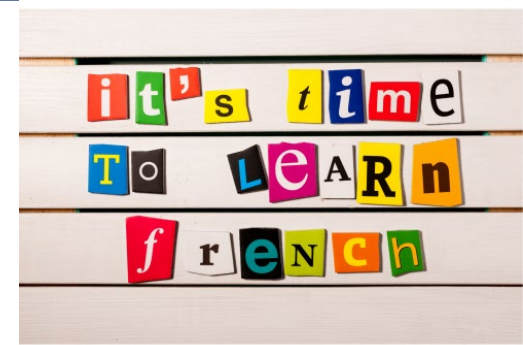


Strengths

- Recruitment & Retention of Teachers (+ and -)
- Additional Funding
- Community of additional language speakers

Challenges & Considerations

- Transportation
- Perceptions of Teachers and Families around the program and what it can/does provide
- Supporting struggling learners
- Branding – School Names
 - École Élémentaire Cheam Elementary School
- Additional Supports
 - .40 FTE Cheam – LA Support Teacher Time
 - .50 FTE SSS – LFI
 - 1.0 French Coordinator – more info to follow



- Provides district-wide leadership for French Immersion and Core French programs, helping ensure students receive a high-quality and consistent French education across all schools.
- Supports teachers through coaching, mentoring, classroom collaboration, and professional learning to strengthen instruction and improve student success.
- Helps schools meet the diverse needs of learners by supporting effective teaching, assessment, and classroom practices.



CORE FRENCH SUPPORT

Are you new to teaching French and unsure where to start? Or do you need some new activities & projects to add to your French toolkit? Contact me for support ☺

What I offer:

- starter kits (posters, calendars, supply labels, speaking games)
- classroom libraries (simple readers & activities)
- engaging games & project ideas
- Halq'eméylem & French alphabet posters by Bonnie Graham

How I can support teachers:

- classroom visits when works for you

STARTER KIT EXAMPLE



Contact:
Carly Beamin - French Coordinator
Carly.Beamin@sd33.bc.ca

FRENCH BOOK CLUB

ATTENTION CORE FRENCH & FRENCH IMMERSION TEACHERS

Are you interested in adding books to your French classroom library? Do you need engaging books for your students to read throughout the year? Then this book club is for you! The purpose of the French Book Club is to promote reading in an additional language in the classroom. A variety of titles, genres and levels are available to explore. A great way to build your classroom libraries for Free Voluntary Reading time.

"Reading is power" (~Printer - World Languages Author & Presenter)



Email to join!

Carly Beamin - French Coordinator
Carly.Beamin@sd33.bc.ca

- Secures and manages provincial French-language funding and resources, maximizing opportunities and supports for students while ensuring responsible use of funds.
- Develops and coordinates French-language learning resources, technology supports, and instructional materials for teachers and students across the district.
- Advances district priorities by embedding Indigenous perspectives, fostering collaboration among schools, and strengthening connections with families and community partners.

ATTENTION FRENCH TEACHERS!



BCATML CONFERENCE COMING SOON!
SAVE THE DATE - OCTOBER 23rd

The BCATML fall conference is at North Surrey Secondary School
ONLINE & IN PERSON OPTIONS

DYNAMIC SESSIONS INCLUDE:

- Comprehensible input & literacy
- Assessment for proficiency
- Storytelling, games & engagement
- Technology & AI in language learning
- Cultural and intercultural learning
- Research-to-practice presentations
- Innovative strategies

*Sessions in a wide range of languages



AWARD WINNING SCHOLAR BILL VAN PATEN PRESENTING!



Sardis Secondary's very own
Shawna Sache is presenting 2 amazing workshops!

REGISTRATION IS NOW OPEN!
EARLY BIRD PRICING ENDS SEPT 30TH!
Click [here](#) to register.

Contact Carly Beamin for funding for conference fee ☺

FRENCH GLOBAL READ ALOUD

ONE BOOK TO CONNECT FRENCH TEACHERS & STUDENTS

The French as a Second Language Global Read Aloud (FSL GRA) project was inspired by Pernille Ripp's Global Read Aloud in English. This project allows French teachers to have the opportunity to offer an engaging literary experience for additional language learners. During the *FSL GRA*, teachers will include the selected book in their classroom atmosphere as well as, be given the opportunity to connect with classrooms around the world over the love of a good book.

CYCLE PRIMAIRE

BOL D'EAU
Illustration: Sophie Giguère

EST-CE QUE VOUS ÊTES PRÊTS?
Illustration: Sophie Giguère

VOUS JOUEZ À QUOI?
Illustration: Sophie Giguère

INTERMÉDIAIRE

Alec et l'Amour du hockey
Illustration: Sophie Giguère

CYCLE MOYEN

Comme toi
Illustration: Sophie Giguère

SECONDAIRE

Les Colibris
Illustration: Sophie Giguère

If you are interested in participating, or for more information contact:
Carly_Beamin@sd33.bc.ca

French Immersion – Current Numbers

Pre-September 1701 Final Count

Cheam – 178 EFI Students

CMS – 162 EFI & LFI Students

VMS – 173 LFI Students

SSS – 307 FI Students

Total = 820 – French Immersion % for district = Approx. 5.4%

*** Priority Populations*** (French Immersion – Any)

% Ministry Category = 13% (drops to 11% without Cat. P)

% Self-Identify as Indigenous = 8.6%



French Funding Guide for BC School Districts



Staffing & Recruitment

- While recruiting qualified French Immersion teachers remains a challenge across British Columbia, Chilliwack continues to attract strong interest from certified French educators seeking opportunities in our district.
- We have received inquiries from multiple qualified French Immersion teachers from other districts who are interested in relocating to and working in Chilliwack.
- Despite ongoing provincial staffing pressures, the district successfully staffed all French Immersion classrooms for the current school year, ensuring students have uninterrupted access to quality French programming.

Student and Family Voice: French Immersion parents and students have a history of effective communication with school staff and district personnel. Examples of this communication include:

- School-based Parent Advisory Councils (PACs), the District Parent Advisory Council (DPAC), and regular engagement processes at schools and across the district provide avenues for French Immersion students and families to offer feedback.
- To discuss questions, concerns, or suggestions, families contact district leaders directly, including the District Principal and the French Coordinator.

For consideration:

- Targeted surveys, focus groups, information sessions, and periodic engagement meetings could give the District further opportunities to hear from French Immersion students and families about French programming and student success.



Questions

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