



MSS PAC Meeting Minutes

April 14, 2026

Attendees

Principal Dave Andersen

School Trustee Gordon Swan

PAC Executive

- Kristina Desmond (President)
- Quinn Rooke (Treasurer)

Parents & Guests

- Diane Walker

Call to order 6:03 PM

Funding Requests

Presenter: Desiree Dunbar – Band trip to Vancouver \$2000 requested

Presenter: Lindsey deVisser – Amusement Park Physics \$684 requested

Presenter: Nick Swan – Drama trip to Kamloops play \$720 requested

Adoption of minutes

February & March – moved by Kristina second by Quinn to adopt the minutes as written – passed

Old Business

Dave – are there any updates re: athletic team/info posting/moving to parents/volunteer coaches more efficiently

Trustee Report - Gordan Swan

At the March Board mtg the Board vote to close the Colletville school site and move the French Immersion program into Merritt Central, making Merritt Central a Dual Track School.

District current has about 9.5 million in deferred maintenance across the District. Our ask this year was for over 3 million and the Ministry approved 1.3 million.



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There are two policies being brought forward for First Reading on the Role of the Superintendent and the Role of the Secretary Treasurer as these roles are prescribed in the School Act.

New Administrative Procedures have been developed for:

- a) Child Abuse and Neglect – Reporting and Response
- b) Role of the Assistant Superintendent
- c) Role of the Director of Human Resources
- d) Role of the Director of Inclusive Education, Childcare and Early Learning
- e) Role of the District Principal of Indigenous Education
- f) Role of the Assistant Secretary Treasurer

The Budget Working Group (BWG) had its second meeting on March 31, 2026 and reviewed updated budget assumptions. Since the first meeting, the Ministry of Education & Child Care have confirmed its funding rates for 2026/27. There have been no increases to the base rates from 2025/26 which was expected and any funding to cover collective agreement wage increases will be funded separately with an announcement forthcoming. The next step is meetings with rights holders and employee groups followed by public consultations (PACs encouraged to attend these sessions). We are anticipating 51 less students in 2026/27 school year.

We have what I would call a crisis in attendance within our schools which as you know affects academic Achievement when building blocks are missing.

A new Strategic Plan Working Group is being formed. Plan is to have the new plan ready by July 2026

Attended BCSTA AGM is this weekend in Vancouver.

Principal's Report – Dave Andersen

Learning Updates

Term Learning Updates are due from teachers on Friday, April 17th. Families will receive paper copies, and reports will also be posted to student and family portals in MyEducation BC on April 24th. We encourage families to review these updates and connect with teachers if they have any questions regarding student progress.



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Parent-Teacher Interviews

Parent-Teacher Interviews are scheduled for April 29th from 3:00–5:00 p.m. This session will include the use of a new booking platform, BC School Appointments, which will allow families to schedule meeting times with teachers either in person or virtually. We are hopeful this new system will make the process more convenient and accessible for families.

Student Learning Survey

The annual Student Learning Survey is currently in progress for students in Grades 10–12 and their families. We encourage families to complete the survey using the link that was shared earlier this month. This feedback provides valuable information that helps guide school and district planning.

Spring Athletics

Spring sports are now getting underway at MSS, with students participating in soccer, rugby, ultimate frisbee, golf, and badminton. We appreciate the continued support of staff, coaches, and families who help make these opportunities possible for students.

Spring Events & Student Opportunities

Spring is also one of the busiest times of year for school events, assemblies, and student activities. MSS will be hosting a wide range of opportunities over the next 10–12 weeks that help build school spirit, celebrate student success, and strengthen connections across our school community.

Treasurer's Report – Quinn Rooke

Category	Amount
Gaming	\$5,571.14
Operating	\$515.52

Moved by Kristina Desmond seconded by Diane Walker to accept the Treasurer's Report as written



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Approval of new funding requests presented

- **Band trip to Vancouver** \$2000 requested – moved by Quinn to fund \$1077, second by Kristina – passed
- **Amusement Park Physics** \$684 requested – moved by Kristina to fund full amount, second by Diane - passed
- **Drama trip to Kamloops** \$720 requested – moved by Quinn to fund \$360, second by Kristina - passed

New Business

- Kristina inquired about athletic programs/information availability to parents on website, as well as resources/help availability for volunteer coaches
ACTION: Dave will investigate further and report back

Meeting Adjourned 6:20pm

*** Dave was also asked to share the minutes from the last French Advisory Committee Meeting, as well as the Summary of Notes-Student and Parent Voice meetings:**

MINUTES

February 26, 2026

Time: 1:00-2:30

Venue: MSS Conference Room

Attendance

Present: Jory, Josée, John, Brandon, Sarah, Maria, Misty, Dave, Nicole M-S

Absent: Nicole S

Welcome and Land Acknowledgement



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-Land Acknowledgement (Misty)

Action Items from last meeting

a. Dave send Nicole information about MSS Open House November 20

b. Nicole M-S get FI Kindergarten-Graduation data

c. Nicole M-S make a FI Facebook Page

d. Nicole M-S set up FI Bulletin Board (MSS leadership has taken over)

e. Nicole M-S communicate about Student/Parent voice sessions

f. Nicole M-S communicate about FI information sessions

g. Nicole M-S create PR/Kiosk presentation for November 20

h. Nicole M-S create FI presentation for December 2

i. Nicole M-S compile documents/info for FI page/website

j. Nicole M-S ask Jory/Merrill/Caroline about pen pals – Left this for another year

k. Nicole M-S reach out to four dual dogwood graduates

l. Nicole M-S continue FI Alumni Spotlights

m. Nicole M-S send out FI promotional videos

Recap of events & Upcoming Events

-Carnaval – January 26-30

-successful event for our elementary students

-Great Plan B edition from M Kzanoski (mixed grade stations)



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- Future: Need to include/or offer event to MSS students
- PreK Events – Jan/February
- Nicole and Grade 7 students visited Central and NC Strong Start

Classrooms

- Nicole and Grade 4-7 students hosted two events (one during school hours and one in the early evening) at Collettsville
- Ready Set Learn visited Collettsville on February 17 – Great timing with K registration opening
- Currently have 17 Kindergarten registrations
- F.I. Leadership class (2nd Semester)
- New course being offered to grade 10-11 F.I. students
- Course required to achieve enough French course credits
- Working with Collettsville students and staff
- Group visits Collettsville every Wednesday as a full group
- Also offering small group and individual leadership opportunities
- Legislature Trip – March 3/4
- Offered to our grade 6/7 students
- Tour done in French
- \$11,000 grant help cover trip expenses
- Students will create a presentation to share their experience
- Québec Trip – April 20-24



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- This year's trip will take students to Montréal & Québec City
- Planning has started for the 2027 trip
- Éloïz Concert– April 23
- offered to grade 4-12 French Immersion students and grade 8-12 FSL students
- Josée/Leadership students will be working on line dancing lessons
- Sarah asked if anything could be offered to our primary students

Other Items

n. Student & Parent Voice Meetings

i. Feedback from each group is attached*

ii. Common themes/focus points are attached*

iii. Do not need to meet with these groups again in May. We will put some items into action and talk with groups in the future.

o. Supporting FI program at high school/Student Retention

i. Recap of/upcoming Information sessions

1. MSS Open House

a. Not as much traffic as we had hoped but would like to continue to be included in this event

2. December session: General French Immersion Information

a. 6 families in attendance (mostly primary aged families)

b. Well received/good feedback from families in



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attendance

3. K French Immersion info night

- a. For the first time ever, we had no families show up
- b. The 2026/2027 K cohort is made up of many younger siblings.
- c. We have 17 Kindergarten registrations, so we won't panic about the attendance for this event

4. March session: Grade 6/7 transition to MSS FI information

- a. This event has be postponed to Tuesday March 31
 - b. Dave, Josée and Nicole will host the event
 - c. Encouraging both parents and students to attend
 - d. Give families an idea of what FI looks like at MSS and clear up misconceptions and allow Q & A
- ii. Student engagement
- 1. Jory and Josée continuing to work on a yearlong collaborative project with 6/7s and MSS FI students
 - a. Great collaboration/connection opportunity for both groups
 - b. Grade 7s expressing they feel more comfortable
 - c. Jory feeling optimistic about bigger percentage of students sticking with FI as they move to MSS



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p. Dual Dogwood Graduates Celebration

i. This year

1. Dual Dogwood Ceremony & dinner
2. Invite FI community to ceremony but mainly a rite of passage for our graduates
3. Dinner for graduates, their families and FI staff
4. Dates that have been suggested are June 1, 2 or 8

ii. Subcommittee

1. Sub committee: Nicole, Maria, Jory
2. Items to address: Catering, décor/setup, pins, coordinating grads, etc.
3. John gave a bit of feedback on NVIT chef who is Métis. Will explore this option for event but also maybe some learning opportunities for next year. Needs to be September- April

q. Cultural Events

i. Carnaval

1. Event concerns
 - a. Concerns around families not understanding the cultural importance of the event (allowing children to stay home or booking vacations/trips)
2. What we would like in the future



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- a. Be intentional with the event (explain the value in our Carnaval package, include Carnaval in our report card comments, have student projects/presentations)
 - b. Create Facebook posts to explain the significance of Carnaval and its events. Make “Did you know” posts to share culture and history. Maybe high school FI students could help with this?
 - r. French Immersion Logo
 - i. What is the process for creating a logo?
 - ii. Misty enquired and we are welcome to move forward with creating a district F.I. K-12 logo. She recommended we engage stakeholders and rights holders. Final approval of the logo would be done by the district.
 - s. YMCA Youth Exchange (idea presented by John)
 - i. For youth 11-18 years of age
 - ii. Group gets paired with another group in Canada
 - iii. Each group gets to visit the other
 - iv. Host group takes care of billeting/entertainment/etc
- Important/Suggested dates

Tuesday March 31 – Grade 7 French Immersion Information Session

Tuesday May 12 – Student voice meetings CV & MSS –ALL DAY * See notes above*



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Thursday May 14 – Parent voice meetings CV & MSS –6:30-7:30pm * See notes above*

June 1 - Dual Dogwood Ceremony –5:30-6:00 & Dinner 6:00-7:30

Action Items

Nicole M-S will look into French Performing Arts options for Primary Students

Nicole M-S will email Dual Dogwood subcommittee members

Nicole M-S will get some ideas started for a French Immersion logo

Next meeting date/time

t. Thursday May 14 date @ SBO (Misty has booked the large board room)

K–3 Student Voice Summary

Pride in Bilingualism (Strongest Theme)

Students clearly value being bilingual.

Common themes:

- ☑ Pride in speaking more than one language
- ☑ Recognition that bilingualism is “special”
- ☑ Connection to family (parents who speak French)
- ☑ Identity tied to being in French Immersion

There is strong early buy-in and identity formation around bilingualism. This is a major strength to nurture and build upon as students move into intermediate grades.

Positive Emotional Experience (With Normal Challenge)

Overall emotional tone is positive.



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Students reported feeling:

- Happy
- Excited
- “Really fun”
- Proud

Some also shared:

- Tired
- Sometimes nervous
- “Fun but hard”

Students perceive challenge as part of the experience — but not overwhelmingly negative. This suggests healthy academic rigor at this level.

Clear Academic Patterns:

French Literacy = Confidence

Math in French = Challenge

Easy Subjects Identified:

- Reading (most frequent response)
- Vocabulary
- Learning stations
- Sciences

Challenging Areas Identified:

- Math (by far the most common difficulty)
- Spelling tests



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Math in French is a consistent pressure point, even in early grades.

This may warrant:

- ☐ Vocabulary scaffolding review
- ☐ Math-language supports
- ☐ Monitoring confidence as students move into Grade 4+

Strong Help-Seeking Behaviours

Students reported:

- ☐ Asking the teacher
- ☐ Re-reading before asking
- ☐ Trying again independently
- ☐ Asking a friend

Students demonstrate resilience and appropriate help-seeking strategies.

This suggests classroom environments feel safe and supportive.

Developing Oral Confidence

When asked if they feel brave speaking French:

Responses show:

- ☐ Most say yes
- ☐ Some say “a bit”
- ☐ Several mention not knowing all the words



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Students are willing to speak, but vocabulary insecurity is present.

This is developmentally appropriate but highlights the importance of:

- ☐ Oral language practice
- ☐ Normalizing mistakes
- ☐ Low-risk speaking opportunities

Engagement Drivers

Students learn best through:

- ☐ Reading
- ☐ Reading games
- ☐ Singing
- ☐ Writing stories
- ☐ Learning stations
- ☐ Teacher modeling in front of class

Interactive and literacy-rich environments are highly effective.

Students respond well to structured yet engaging instructional strategies.

Strong School Belonging & Community Identity

Unexpectedly strong theme:

Students value:

- ☐ Small school environment
- ☐ Knowing everyone



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- ☑ Growing up together
- ☑ Family connections
- ☑ Tradition (siblings, parents attended)

French Immersion identity is deeply connected to school community — not just language.

Retention strategies should consider preserving this sense of belonging through transition years.

Favourite Experiences

Repeated highlights:

- ☑ Carnaval
- ☑ Field trips
- ☑ CCFO field trip

Cultural and experiential learning moments are memorable and meaningful.

These experiences contribute significantly to positive program identity.

Strategic Considerations for the Committee

1. How do we intentionally nurture bilingual pride as students age?
2. What additional supports can we build around Math in French?
3. How do we continue strengthening oral confidence?
4. How do we preserve small-school belonging through transitions?



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Grade 4–7 Student Voice Summary

What Students Say We Do Well

- ☑ True French immersion — lots of opportunities to actually use French
- ☑ Encouraged to speak French as much as possible
- ☑ Big kids helping younger students
- ☑ Speaking French outside the classroom (sports events, trips)
- ☑ Small classes where everyone knows each other
- ☑ Strong transition to MSS

That paints a strong, confident picture right away.

Pride & Identity

Students said they are proud because:

- ☑ “I can speak another language.”
- ☑ “We speak our two official languages.”
- ☑ “It opens more doors.”
- ☑ “It’s like we have a secret language.”
- ☑ Québec trips give real-world communication practice.

Confidence & Risk-Taking

The majority reported:

- ☑ Confident or very confident speaking French
- ☑ Comfortable making mistakes (many said “it’s the only way to learn”)

That shows a healthy language-learning environment.

There is some nervousness — which is normal — but overall confidence is strong.



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Academic Balance

Themes:

- ☑ Generally a good balance
 - ☑ Can feel overwhelming when sick or away
 - ☑ Vocabulary (especially subject-specific) makes certain subjects harder
 - ☑ Math, Science, Grammar, Social Studies mentioned most
- “Students recognize the challenge of learning in two languages — but most see it as positive and manageable.”

Culture & Representation

Strong cultural experiences:

- ☑ Carnaval
- ☑ Le FloFranco concert
- ☑ Québec trips
- ☑ CCFO in Kelowna
- ☑ Learning about Canada’s history
- ☑ Knowing O Canada in both languages

Some students would like more exposure to French cultures beyond Québec.

Suggested Improvements

- ☑ More PE (multiple responses — no surprise ☑☑)
- ☑ More time for assignments



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- ☑ Calm/mental health space
- ☑ More cross-grade collaboration

Why They Love Being Here

Students said:

- ☑ Everyone is kind and respectful
- ☑ It's accepting

- ☑ My friends are here
- ☑ It's fun learning in a second language
- ☑ I know everyone here
- ☑ I like the opportunities it gives me for the future

That is a very healthy school culture.

Grade 8–9 Student Voice Summary

Academic Preparation & Rigor

Overall Strengths

- ☑ Students feel they are learning a lot.
- ☑ Social Studies and French Language Arts are strong.
- ☑ Homework load is manageable (only if work isn't completed in class).
- ☑ Significant praise for Mme Warren:
 - o Organized
 - o Clear explanations
 - o Makes learning engaging



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- o Strong French-speaking system
- o Supporting Science well

That level of teacher-specific praise is powerful and rare. It signals trust and program stability.

Emerging Concern: Math Confidence

Recurring theme:

- ☒ Grade 8/9 Math in French feels difficult.
- ☒ Worry about not covering the same material as English-track peers.
- ☒ Concern about preparedness when joining English-stream students.

This mirrors earlier grades identifying Math as harder due to vocabulary.

This is now a vertical theme K–9:

- ☒ Math feels harder in French.
- ☒ Vocabulary load contributes to difficulty.
- ☒ Older students begin worrying about academic parity.

Clarity Around Graduation & Credits

Students want:

- ☒ Clearer understanding of required credits
- ☒ Better clarity on expectations across subjects
- ☒ Confidence that scheduling will allow required courses



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Language Development (Very Strong Section)

This is a major success story.

Students report:

- ☑ Real conversational ability
- ☑ Confidence during Quebec experiences
- ☑ Ability to translate media and real-life materials
- ☑ Conversations with siblings and French speakers
- ☑ Constant growth and preparation

That is authentic bilingual development.

Retention & Why Students Stay

Why They Stay:

- ☑ 8 years invested — why stop now?
- ☑ It's useful.
- ☑ Travel opportunities.

- ☑ Parental encouragement.
- ☑ Accepting the challenge.
- ☑ Not worried about social separation.
- ☑ Want to continue improving.

Some stayed because of parental pressure — but interestingly:

“I was forced to stay but I like it.”

Why Students Leave



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Students believe peers leave because:

- ☐ Scheduling conflicts
- ☐ Elective limitations
- ☐ Feeling separated from English peers
- ☐ Wanting “full high school experience”
- ☐ Perception that French is too hard
- ☐ Concern about required credits

Important Insight:

“Grade 7 experience needs to be positive to encourage students to continue.”

This is strategic intelligence.

Grade 7 = retention hinge year.

That aligns developmentally:

- ☐ Transition year
- ☐ Identity forming
- ☐ Peer influence strong

Culture & Real-World Relevance

Students value:

- ☐ Quebec trip (Grade 7)
- ☐ Concerts (Le FloFranco previously, now Eloïz)
- ☐ CPF experiences (Malicounda drumming)

They also notice:



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☒ Missing some earlier traditions (Maple Man, Carnaval)

This matches younger grades — cultural events are identity anchors.

Cross-Grade Patterns Emerging (K–9)

Strong Pride in Bilingual Identity

☒ “Secret language”

☒ Opens doors

☒ Two official languages

☒ Real-world confidence

Math Is the Most Consistent Academic Challenge

☒ K–3: Math harder

☒ 4–7: Math harder due to vocabulary

☒ 8–9: Math difficulty + concern about parity

Culture & Trips Matter Deeply

☒ Carnaval

☒ Quebec

☒ Concerts

☒ CCFO

☒ Cultural experiences = identity reinforcement

Retention Is Structural, Not Cultural

Students leave due to:



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Scheduling

Electives

Perceived high school experience limitations

Workload perception

They are NOT leaving because:

They dislike French

They dislike teachers

They feel incapable

The program produces confident speakers

Students feel academically stretched but capable

Cultural programming matters

Retention hinges on scheduling flexibility & Grade 7 experience

Teacher stability and quality are critical

Math support is a vertical growth area

Grade 10–11 Student Voice Summary

Academic Preparation & Structural Concerns

This group shifts the conversation from “learning experience” to system navigation and credit management.

Major Themes

1. Credit & Communication Gaps

Informed late (end of Grade 10) they were short French credits

Lack of clear communication about requirements



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- ☒ Want a pamphlet or clear outline of Dual Dogwood requirements
- ☒ Families need clearer information
- ☒ Stronger understanding of FI pathways

2. Scheduling Constraints

- ☒ French courses blocking science courses
- ☒ Students taking 5–6 classes per semester
- ☒ Some taking courses online
- ☒ Leadership class created to recover missed credits
- ☒ Feeling like elective choices are limited or “leftovers”

☒☒ Consistent Strength

Overwhelming positive praise for Mme Warren again.

That consistency from Grades 8–11 tells you:

- ☒ Teacher quality is stabilizing the program.
- ☒ Students feel supported even when structure feels difficult.

Language Development

Strengths

- ☒ Feel confident in spoken French
- ☒ Leadership class improving oral skills
- ☒ Strong academic French foundation
- ☒ Prepared well by Mme Warren



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Growth Areas

1. Lifestyle vs. Academic French

Students feel:

“We’ve learned academic French, not everyday French.”

They want:

- ☑ More real-life vocabulary
- ☑ More authentic usage outside class

2. Usefulness Anxiety

Some students worry:

“Will we even use this after high school?”

Retention & Motivation

Why They Stay:

- ☑ It’s challenging.
- ☑ It looks good on university applications.
- ☑ Bilingual diploma.

Why Students Leave:

- ☑ Scheduling rigidity
- ☑ Elective limitations
- ☑ Missed cultural opportunities (cancelled trips)
- ☑ Feeling like decisions were made in Grade 7 without full understanding



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☒☒ Culture & Identity

They loved:

☒ Le FloFranco

☒ Malicounda

☒ Looking forward to Eloiz

But they miss:

☒ Carnaval

☒ Maple Man

☒ Elementary-level identity events

Parent Perspectives Summary

Parents are largely very satisfied.

They value:

☒ Enrichment

☒ Small community feel

☒ Strong supports for diverse learners

☒ Communication from staff

☒ Cultural authenticity

Areas parents would like strengthened:

☒ Clearer information about high school pathways

☒ More opportunities to volunteer and engage

☒ Continued attention to transition years

☒ Clarity around graduation outcomes



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Key Themes for Advisory Moving Forward

Based on all feedback, potential priorities include:

1. Develop a clear French Immersion pathway roadmap (Grades 6–12).
2. Advocate for scheduling flexibility at secondary.
3. Continue strengthening Math/Science support in French.
4. Maintain strong cultural programming into senior grades.
5. Strengthen Grade 7 transition communication.
6. Continue building transparent communication with families.

Overall Conclusion

The data shows:

- ☑ The French Immersion program is strong.
- ☑ Students are confident bilingual learners.
- ☑ Community identity is a major asset.
- ☑ Instructional quality is highly valued.
- ☑ Retention challenges are primarily structural and communication-based.

Cross-Grade Analysis (K–11 Big Picture)

Program Strengths (Consistent Across All Grades)

1. Strong bilingual identity in elementary
2. High confidence in spoken French by secondary
3. Cultural events deeply valued



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4. Small-school connection and kindness
5. High praise for teaching quality
6. Students recognize French opens doors

Academic Pattern

Math is consistently identified as:

- Harder in French
- Vocabulary-heavy
- Causing concern by Grade 8–11

Structural Pattern

Retention issues are NOT rooted in:

- Dislike of French
- Lack of confidence
- Poor teaching

They ARE rooted in:

- Scheduling inflexibility
- Credit confusion
- Communication gaps
- Elective limitations
- Lack of clarity about Dual Dogwood
- Reduced cultural identity experiences in senior years



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The Grade 7 Pivot Year

Confirmed by:

Grade 8–9 reflections

Grade 10–11 reflections

Students feel they make a big decision in Grade 7 without fully understanding long-term implications.

Strategic Focus Areas

1. Math/science support & vocabulary scaffolding
2. Clear Dual Dogwood roadmap communication
3. Scheduling flexibility advocacy
4. Maintain cultural identity events into senior grades
5. Explicit Grade 7 transition planning