

# SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: All Trustees

FROM: Anne Cooper, Superintendent of Schools


DATE: April 22<sup>nd</sup>, 2008

ACTION: Early French Immersion – September 2008



As Trustees are aware, a work plan was established more than a year ago for the review of the potential implementation of French Immersion. It is shown below.

### School District 19 (Revelstoke) French Immersion Work Plan



**School District 19**  
(Revelstoke)

Major Tasks

1. Program Viability/Sustainability
  - 1.1 Determine initial intake cohort
  - 1.2 Assess program sustainability K – 12 with attrition factored in
2. Survey of other Districts
3. Implications for Other Elementary Schools
  - 3.1 Enrolment
  - 3.2 Organization implementation

*...potential program implementation assessed at this point.*
4. Staffing Implications
  - 4.1 Qualified teachers over time
  - 4.2 Principal (Supervision/Evaluation)
  - 4.3 Support Staff (Educational Assistants)
  - 4.4 TOC's
5. Program/Services Considerations
  - 5.1 Learning Assistance
  - 5.2 Music/Band
  - 5.3 Psychoeducational assessments
  - 5.4 Resource Teacher
  - 5.5 Library
  - 5.6 Class size and composition implications
  - 5.7 Transportation implications
6. Budget Implications
  - 6.1 New revenue
  - 6.2 Expenditure projections
7. Alternatives
  - 7.1 Entry in Grade 1 for 2002 birth children

As of January 15<sup>th</sup>, 2007

Over the past sixteen months we have endeavoured to compile relevant information regarding potential French Immersion implementation related to the tasks in the work plan. Trustees have received French Immersion Steering Committee minutes in each circumstance of a meeting. Meetings were held:

Meeting #1	December 4 <sup>th</sup> , 2006
Meeting #2	January 29 <sup>th</sup> , 2007
Meeting #3	March 7 <sup>th</sup> , 2007
Meeting #4	April 5 <sup>th</sup> , 2007
Meeting #5	May 22 <sup>nd</sup> , 2007
Meeting #6	June 20 <sup>th</sup> , 2007
Meeting #7	October 3 <sup>rd</sup> , 2007
Meeting #8	December 17 <sup>th</sup> , 2007

### **Work Plan Task 1 – Program Viability/Sustainability**

A report was provided to Trustees at their March 11, 2008 Board meeting. It is duplicated here. It addressed Work Plan Tasks 1.1 and 1.2.

### **Work Plan Task 2 – Survey of Other Districts**

I have summarized information provided through the French Immersion Steering Committee minutes as follows:

#### Districts under 2,000 student population not offering French Immersion

Of the twelve districts under 2,000 student population, only one district, Gulf Islands #64 (student population 1638), is offering French Immersion.

School District	Enrolment (headcount)
Arrow Lakes	SD #10 625
Revelstoke	SD #19 1090
Central Coast	SD #49 276
Haida Gwaii/Q. Charlotte	SD #50 763
Boundary	SD #51 1529
Gold Trail	SD #74 1723
Fort Nelson	SD #81 933
Vancouver Island West	SD #84 486
Vancouver Island North	SD #85 1674
Stikine	SD #87 286
Nisga'a	SD #92 528

The 2006 census indicated that our Francophone population is 130 individuals who speak either French only or both English and French. This is of a total population in our community of 7160 residents.

#### French Immersion offerings in other small communities:

See chart on following page

### French Immersion Offerings

SD #	SD Name	Community	School	Grade Configuration	Total School Enrolment	Total French Immersion Enrolment	K - FI Enrolment	Gr 7 - FI Enrolment
05	Southeast Kootenay	Fernie	Isabella Dicken Elem.	K – 7	299	54	--	13
		Cranbrook	T M Roberts Elem.	K – 6	358	181	29	18 (Gr 6)
06	Rocky Mountain	Golden	Lady Grey Elem.	4 – 7	250	65	--	21
		Golden	Alexander Park Elem.	K – 3	226	88	22	--
08	Kootenay Lake	Nelson	Hume Elem.	K – 6	211	60	--	60 (Gr 6)
20	Kootenay-Columbia	Castlegar	Twin Rivers Elem.	3 – 7	337	59	--	29
23	Central Okanagan	Winfield	Peter Greer Elementary	K – 7	378	107	21	11 (Gr 6)
27	Cariboo-Chilcotin	Williams Lake	Marie Sharpe Elem.	K – 7	325	116	14	5
		100 Mile House	100 Mile House Elementary	K – 7	374	141	22	16
28	Quesnel	Quesnel	Ecole Baker	K – 7	316	175	22	16
48	Howe Sound	Whistler	Spring Creek Comm. School	K – 7	249	51	--	7
52	Prince Rupert	Prince Rupert	Westview Elementary	K – 7	218	112	22	12
54	Bulkley Valley	Smithers	Muheim Memorial Elem.	K – 7	285	133	19	5
58	Nicola-Similkameen	Merritt	Collettsville Elem.	K – 6	110	110	15	20
59	Peace River South	Chetwynd	Don Titus Elementary	K – 7	117	45	9	12
		Dawson Creek	Ecole Frank Ross Elem.	K – 7	470	275	49	32
60	Peace River North	Fort St. John	Ecole Central Elem. School of the Arts	K – 7	403	268	42	37
62	Sooke	Sooke	Ecole Poirier Elementary	K – 5	349	185	26	25 (Gr 5)
68	Nanaimo - Ladysmith	Ladysmith	Ecole Davis Road Elementary	K – 7	161	79	16	9
70	Alberni	Port Alberni	Alberni Elem.	K – 5	344	191	36	20 (Gr 5)
82	Coast Mountains	Kitimat	Kildala Elem.	K – 7	229	72	13	8
		Terrace	Cassie Hall Elem.	4 – 7	202	47	--	7
		Hazelton	John Field Elem.	K – 7	158	52	6	7
		Terrace	Kiti K'shan Elem.	K – 3	217	83	21	--
83	North Okanagan-Shuswap	Salmon Arm	Bastion Elem.	K – 5	344	190	44	35 (Gr 5)
91	Nechako Lakes	Burns Lake	Muriel Mould Primary School	K – 3	139	45	--**	--
		Burns Lake	William Konkin Elem.	4 – 7	184	41	--	6
		Vanderhoof	W L Mcleod Elem.	K – 7	223	134	17	10

\* Schools with no K enrolment offer Late French Immersion and are shaded

\*\* Muriel Mould did not intake any K students this year (only 8 students in 2007 and 3 projected for 2008)

Apr 08

Early French Immersion – Specific Community Information

Community	Status of Early French Immersion
Golden (Population 3,811)	<ul style="list-style-type: none"> <li>• Well established program, was implemented in a period of growth with all new hires (no layoffs)</li> <li>• All students K - 3 at one school</li> <li>• All students 4 - 7 at one school</li> <li>• Combined classes at Golden Secondary School, some challenges scheduling as a result of the singletons on the timetable</li> </ul>
Invermere (Population 3,002)	<ul style="list-style-type: none"> <li>• Will not be offered. District advised that they believe Early French Immersion is not sustainable when there are less than 1000 students in a community</li> <li>• Investigating Intensive French</li> </ul>
Powell River (Population 19,599)	<ul style="list-style-type: none"> <li>• Board did not proceed, required two classes, had 23 K students</li> </ul>
Terrace (Population 18,581)	<ul style="list-style-type: none"> <li>• Dual track schools currently, but due to significant enrolment reductions over time the district is consolidating all of their French Immersion programming into one single track school in an effort to preserve the program</li> <li>• Learning assistance is a significant challenge</li> <li>• Secondary class sizes of 8, 9 and 10 has had the implication of canceling other classes at the school that are less than 20</li> <li>• Small numbers of French Immersion teachers difficult to support</li> <li>• No TOC's available in French Immersion</li> </ul>
Chetwynd (Population 2,633)	<ul style="list-style-type: none"> <li>• K/1 of 19, 1/2/3 of 20 including 12 in Gr 3.</li> <li>• May not offer a K intake and concerned about upcoming school organization to deliver Gr 4 French Immersion</li> </ul>
Salmon Arm (Population 16,012)	<ul style="list-style-type: none"> <li>• Offered – two full cohorts were required</li> </ul>
Pemberton (Population 2,192)	<ul style="list-style-type: none"> <li>• Did not offer, insufficient numbers</li> </ul>
Merritt (Population 6,998)	<ul style="list-style-type: none"> <li>• A single track school with a French speaking principal</li> <li>• Has had difficulties with TOCs particularly in terms of a long-term absence, re-timetabled the school, used uncertified staff</li> <li>• When they lose students due to enrolment decline that they gain very few students in the intermediate grades</li> </ul>

\*Revelstoke's Population 7,230  
All data based on the 2006 Census

### **Work Plan Task 3 – Implications for Other Elementary Schools**

#### Work Plan Task 3.1 – Enrolment

The implications are embedded in the attached enrolment report. The greatest effect on enrolment occurs at Arrow Heights Elementary School with a projected three students each year leaving Arrow Heights Elementary School in favour of another school offering French Immersion. This has the effect of reducing the Arrow Heights Elementary School enrolment by approximately 22.5 FTE throughout K – 7, with a reduction of one full time enrolling teacher and the related enrolment driven reductions in non-enrolling teachers and support staff.

#### Work Plan Task 3.2 – Organization Implementation

The organization implications for the system are also imbedded in the enrolment report. Clearly, the most significant impact district-wide will be the potential effects of sustaining French Immersion in the intermediate grades and at Revelstoke Secondary School. Further, we must give consideration to the fact that until we consolidate the two elementary schools that any students wishing a program in English at Mountain View Elementary School will have to attend another school. Similarly, any students leaving French Immersion at Mountain View Elementary School in the short term will need to change schools at that point.

The district will still be responsible to deliver the Core French program in Grades 5 – 8 within the system. In terms of Core French offering particularly at Revelstoke Secondary School. I provide Trustees with the following enrolment numbers by course and by semester for this year:

French 8	semester one: 2 classes, 20 & 20 students semester two: 2 classes, 20 & 21 students total: 81 students
French 9	semester one: 1 class, 23 students semester two: 1 class, 23 students total: 46 students
French 10	semester one: (no classes) semester two: 2 classes, 11 & 12 students total: 23 students
French 11	semester one: 1 class, 17 students semester two: 1 class, 13 students total: 30 students
French 12	semester one: 1 class, 11 students semester two: (no classes) total: 11 students

### **Work Plan Task 4 Staffing – Implications**

#### Work Plan Task 4.1 – Qualified Teachers Over Time

The spring Teacher Connect magazine from the College of Teachers quoted a research report recently published by the Canadian Parents for French which indicated that British Columbia would need an additional 300 bilingual teachers by 2010. In a recent Labour Market Assessment study published by the British Columbia Public Employers' Association (BCPSEA), school districts across the province stated that when trying to fill positions for French language teachers, qualified candidates were in short supply and applicants had minimal qualifications or districts had concerns regarding the quality of the candidates.

The BC College of Teachers has confirmed that currently within the province 17 Letters of Permission have been issued for French Immersion teachers. A Letter of Permission is issued when a school district demonstrates that they cannot recruit a teacher who has the qualifications to be awarded BC certification.

The district is projected to engage 29 teachers in enrolling positions for the upcoming school year. Having reviewed the qualifications of all of our continuing staff in the system, I believe we have one teacher who holds a continuing contract that would be fully qualified to teach at French Immersion. I cannot confirm for Trustees that this teacher would readily accept such an assignment. It may well be in year one that we need to recruit a teacher for the upcoming school year which could very well result in a layoff. Without significant retirements in the school district and with a more stable elementary population continual recruiting in French Immersion to achieve the full cohort of teachers (anticipated to be 4 or 5) would need to be a district priority. I believe that we have one teacher who is currently employed as a Teacher On Call in the system who would be qualified and is also very interested. The concern with recruiting is as the program grows past offering at the Grade 1 level.

#### Work Plan Tasks 4.4 – Teachers On Call

There certainly would need to be significant consideration given to the availability of Teacher-On-Call staff to serve in a French Immersion teacher’s absence. In every case in my research doing the survey of other districts, they indicated that the shortage of TOCs had an impact on the program. Some districts indicated that for extended leaves (e.g. maternity leave, lengthy illness) that no TOC was available and in some cases the absence of the regular teacher contributed to the program attrition.

#### Work Plan Task 5 – Program/Services Considerations

The majority of the calls that I have made to school districts, most notably all of the small schools I have spoken with, indicate they are struggling to support students with learning needs. Many of the schools have taken the approach that core student services are just not offered in French Immersion and in essence the information is consistent with other reports we have read that French Immersion does then to create a type of streaming.

#### Work Plan Task 6 – Budget Implications

Barbara Ross, Secretary-Treasurer has reviewed the Federal funds that would be available to the district to support the implementation of French Immersion. These funds are in addition to what the district is currently receiving in either Ministry of Education Operating Grants or current French Funding that is supporting our Core French programs.

		One Time Grant	Annual Grant
Learning Assistance Grant			\$10,500.00
Library Grant			\$2,247.00
Revitalization Grant			\$14,000.00
Learning Resources Grant	\$11.85/FTE x 9.5		\$112.58
Supply Grant	48.30/FTE x 9.5		\$458.85
Growth Grant – Initial Year	\$394.80/FTE x 9.5	\$3,750.60	
Dispersion Grant for Rural	\$40.00/FTE x 9.5		<u>\$380.00</u>
Total		<u>\$3,750.60</u>	<u>\$27,698.43</u>

While the initial work plan included a review of other French program language options, we did not pursue those in any depth because it was clear that the current group of parents wished us to specifically address Early French Immersion.

There are two options to expand/enhance language offerings in our district.

- Option 1      To approve the implementation of Early French Immersion beginning with the Kindergarten cohort in September 2008.
  
- Option 2      To pursue other French language options, Late French Immersion and/ or Intensive French, for implementation in the system in 2009, or at a suitable time.

# SCHOOL DISTRICT NO. 19 (REVELSTOKE)

TO: Board of School Trustees  
FROM: Anne Cooper, Superintendent of Schools  
DATE: March 11<sup>th</sup>, 2008  
INFORMATION: French Immersion Enrolment



There is interest in having Early French Immersion in our community so that our students are afforded the opportunities to them upon graduation that require bilingualism. In September of 2006, subsequent to parent requests, the District began a review of the potential implementation of Early French Immersion.

In terms of French program offerings in Canada, there are four key types of programming. I will review them here for those who are not familiar with French program options. The current parent group is interested in the last listed program option (French Immersion/Early Immersion).

**Core (or basic) French:** French is the object of instruction. It is taught as a subject for about 20 to 40 minutes each day. This is the most common French Second Language program in the country.

Currently the provincial curriculum prescribes French in Grades 5 – 8 and French is provided at each of our elementary schools, Grades 5 – 7. In addition, French is provided to students K – 4 at Mountain View Elementary School.

**Extended French:** A type of core French program in which additional exposure to French is provided. For example, French will be the language of instruction for an additional subject such as social studies.

**Intensive French:** A relatively new core French program where half of one school year is dedicated to intensive French instruction (up to 75% of the day spent learning French), and the other half is spent on the regular English (compacted) curriculum.

**French Immersion:** French is the language of instruction for a large portion of the subjects taught in class, as opposed to being the object of instruction.

There are generally three types of French Immersion programs in Canada.

Age of first French instruction

Immersion type	Age of first French instruction
Early	5- 6 years
Delayed or middle	9-10 years
Late	11-14 years

Early immersion begins in kindergarten or grade 1, while delayed immersion does not begin until the middle years of elementary school, and late immersion after that.

An important difference between early and delayed or late-immersion programs is that training in second-language literacy precedes training in first-language literacy in early immersion.

In French immersion, all classes are taught in French, usually for the first three years of the program. English-language arts classes are introduced in the fourth year, followed by a gradual increase in English instruction for other subjects.

### **Enrolment Implications/Attrition**

Attrition in French Immersion programs exist at all grade levels at elementary and are particularly high after grade 8. We understand that attrition rates tend to be lower in self-contained French-immersion schools and are high among students with learning disabilities.

Subsequent to a year-long canvas of parents who were interested in enrolling their child in French Immersion, we have now established, to the best of our ability, a cohort group for 2008 of 19 students and a cohort for 2009 of 17 students.

### **2008/2009**

The chart below summarizes the impact of beginning French Immersion in Kindergarten in Mountain View Elementary School in year 1 with a total Kindergarten population of 72 projected students. In the first year, attrition is not a factor and all 19 Kindergarten students would be registered at Mountain View Elementary School. This would include two students from the Arrow Heights Elementary School catchment area, three students from the Columbia Park Elementary School catchment area and two students from the Mount Begbie Elementary School catchment area. This would also include three students who do not wish French Immersion to be placed at Mount Begbie Elementary School (or another elementary school based on parent wishes).

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									98	103	80	94	106	3	484
AHE	13	10	16	22	20	22	26	21						0	150
CPE	24	24	28	28	25	29	36	34							228
MBE	16	20	15	10	14	18	6	19							118
MVE - English	-	20	20	13	14	13	12	23							115
MVE - French	19	-	-	-	-	-	-	-							19
Total for Year	72	74	79	73	73	82	80	97	98	103	80	94	106	3	

### **2009/2010**

For 2009/2010, the cohort of 17 will enter Kindergarten. An attrition rate of 5% in grades 1 to 6 is used for the movement of Kindergarten students into Grade 1 this year. Of interest, any French Immersion student(s) who we would anticipate leaving French Immersion at this point would be required to move to another elementary school prior to a school consolidation.

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									97	98	103	80	94	3	475
AHE	13	13	10	16	22	20	22	26							142
CPE	24	24	24	28	28	25	29	36							218
MBE	16	16	20	15	10	14	18	6							115
MVE - English	-	1	20	20	13	14	13	12							93
MVE - French	17	18	-	-	-	-	-	-							35
Total for Year	70	72	74	79	73	73	82	80	97	98	103	80	94	3	

## 2010/2011

In 2010/2011, perhaps the last year prior to consolidating the two downtown schools, we have again forecasted attrition for Grade 2 and anticipated a Kindergarten enrolment of 15 students. The school Kindergarten enrolments represent the proportionate enrolment for the upcoming 2008/2009 Kindergarten intake. The same impact exists for any student leaving French Immersion prior to a school consolidation – they would be relocated to another elementary school.

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									80	97	98	103	80	3	461
AHE	13	13	13	10	16	22	20	22							129
CPE	24	24	24	24	28	28	25	29							206
MBE	16	16	16	20	15	10	14	18							125
MVE - English	-	1	2	20	20	13	14	13							83
MVE - French	15	16	17	-	-	-	-	-							48
Total for Year	68	70	72	74	79	73	73	82	80	97	98	103	80	3	

## 2011/2012

Anticipating that we would have now combined the school populations at Mount Begbie Elementary School and Mountain View Elementary School, the chart below describes the French Immersion and English grade cohorts. Students who withdraw from French Immersion now remain within the school. It is at this year that combined classes would be likely organized for grades 1/2 and 2/3.

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									82	80	97	98	103	3	463
AHE	13	13	13	13	10	16	22	20							120
CPE	24	24	24	24	24	28	28	25							201
NEW - English	16	17	18	19	40	35	23	28							73
NEW - French	15	14	15	16	-	-	-	-							60
Total for Year	68	68	70	72	74	79	73	73	82	80	97	98	103	3	

## 2012/2013, 2013/2014, 2014/2015, 2015/2016

For the balance of the elementary program, we have forecasted attrition taking effect at each of the grade levels at the rate of 5%, generating grade cohorts in Grades 5 – 7 of between 10 and 14 students in French Immersion. Class organizations in 2015/2016 would consist of primary combined classes for all French Immersion programming. Should attrition be higher, three way combined classes could be a consideration. In terms of other schools, the school most affected by French Immersion terms of overall enrolment would be Arrow Heights Elementary School, who will see their school population be less than 100 FTE in this period of time.

## 2012/2013

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									73	82	80	97	98	3	433
AHE	13	13	13	13	13	10	16	22							113
CPE	24	24	24	24	24	24	28	28							200
New - English	16	17	18	19	20	40	35	23							188
New - French	15	14	13	14	15	-	-	-							71
Total for Year	68	68	68	70	72	74	79	73	73	82	80	97	98	3	1,005

**2013/2014**

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									73	73	82	80	97	3	408
AHE	13	13	13	13	13	13	10	16							104
CPE	24	24	24	24	24	24	24	28							196
New - English	16	17	18	19	20	21	40	35							186
New - French	15	14	13	12	13	14	-	-							81
Total for Year	68	68	68	68	70	72	74	79	73	73	82	80	97	3	975

**2014/2015**

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									79	73	73	82	80	3	390
AHE	13	13	13	13	13	13	13	10							101
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	22	40							173
New - French	15	14	13	12	11	12	13	-							90
Total for Year	68	68	68	68	68	70	72	74	79	73	73	82	80	3	946

**2015/2016**

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS									74	79	73	73	82	3	384
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	22	23							156
New - French	15	14	13	12	11	10	11	12							98
Total for Year	68	68	68	68	68	68	70	72	74	79	73	73	82	3	934

**2016/2017, 2017/2018, 2018/2019, 2019/2020, 2020/2021**

In 2016/2017, the initial cohort of students will enter Revelstoke Secondary School. The school would need to accommodate a projected 11 students being provided instruction in French in the 4 subject areas of French, Science, Math and Social Studies. In the subsequent year, a Grade 8 and 9 enrollment of 19 students would need instruction for each of the four subject areas. In this first year, an enrolment of 72 would normally generate three classes in the core divisions of approximately 24 students each but a possible organization would require one extra division because of the proportionate numbers in English and French.

**2016/2017**

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	Sec Ungr	Head Count
RSS - English									61	74	79	73	73	3	363
RSS - French									11	-	-	-	-		11
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	21	23							155
New - French	15	14	13	12	11	10	10	10							95
Total for Year	68	68	68	68	68	68	68	70	72	74	79	73	73	3	920

**2017/2018**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Sec Ungr	Head Count
RSS - English									61	62	74	79	73	3	352
RSS - French									9	10	-	-	-		19
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	21	22							154
New - French	15	14	13	12	11	10	10	9							94
Total for Year	68	68	68	68	68	68	68	68	70	72	74	79	73	3	915

We could reasonably predict that the year the first French Immersion students would be graduating the cohort would be 7 students. I believe that this is a generous projection based on the initial cohort of 19. Other districts' attrition rates are higher than we have projected. While a conservative approach leaves room for anticipated new enrolments in French Immersion over the grades, it does not address our general enrollment decline of 3-6 percent annually throughout the district. The biggest question of course is the number of students who will be leaving our community because of family relocations.

The French Immersion population would likely be a maximum of 34 students when Revelstoke Secondary School offers its full complement of French Immersion programming. The French Immersion students could be receiving the majority of their immersion programming in three way combined classes.

**2018/2019**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Sec Ungr	Head Count
RSS - English									60	62	63	74	79	3	341
RSS - French									8	8	9	-	-		25
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	21	22							154
New - French	15	14	13	12	11	10	10	9							94
Total for Year	68	68	68	68	68	68	68	68	68	70	72	74	79	3	910


**2019/2020**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Sec Ungr	Head Count
RSS - English									60	61	63	64	74	3	325
RSS - French									8	7	7	8	-		30
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	21	22							154
New - French	15	14	13	12	11	10	10	9							94
Total for Year	68	68	68	68	68	68	68	68	68	68	70	72	74	3	899

**2020/2021**

	<b><u>K</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>	<b><u>6</u></b>	<b><u>7</u></b>	<b><u>8</u></b>	<b><u>9</u></b>	<b><u>10</u></b>	<b><u>11</u></b>	<b><u>12</u></b>	Sec Ungr	Head Count
RSS - English									60	61	62	64	65	3	315
RSS - French									8	7	6	6	7		34
AHE	13	13	13	13	13	13	13	13							104
CPE	24	24	24	24	24	24	24	24							192
New - English	16	17	18	19	20	21	21	22							154
New - French	15	14	13	12	11	10	10	9							94
<b>Total for Year</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>70</b>	<b>72</b>	<b>3</b>	<b>893</b>

The work plan for this project is listed below.



**School District 19 (Revelstoke)  
French Immersion  
Work Plan**

*School District 19  
(Revelstoke)*

Major Tasks

1. Program Viability/Sustainability
  - 1.1 Determine initial intake cohort
  - 1.2 Assess program sustainability K – 12 with attrition factored in
2. Survey of other Districts
3. Implications for Other Elementary Schools
  - 3.1 Enrolment
  - 3.2 Organization implementation

*...potential program implementation assessed at this point.*
4. Staffing Implications
  - 4.1 Qualified teachers over time
  - 4.2 Principal (Supervision/Evaluation)
  - 4.3 Support Staff (Educational Assistants)
  - 4.4 T.O.C's
5. Program/Services Considerations
  - 5.1 Learning Assistance
  - 5.2 Music/Band
  - 5.3 Psychoeducational assessments
  - 5.4 Resource Teacher
  - 5.5 Library
  - 5.6 Class size and composition implications
  - 5.7 Transportation implications
6. Budget Implications
  - 6.1 New revenue
  - 6.2 Expenditure projections
7. Alternatives
  - 7.1 Entry in Grade 1 for 2002 birth children

As of January 15<sup>th</sup>, 2007

Reprint

Our deliberations regarding French Immersion were designed to consist of two stages. Some work has been done on a number of the areas in the second stage of the work plan but at this point I feel that we need to give serious deliberation to the size of our cohort group and the sustainability of an Early French Immersion program.

Attached are the Ministry of Education French Immersion Program Guidelines. The Ministry highlights that the major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. The policy certainly refers to students continuing to receive instruction so, that by the end of Grade 12, proficiency is achieved in both languages. I believe that the approach that we need to take is one that considers the sustainability of the program for a minimum of 13 years for our students to achieve the goals of the program. The Ministry Policy states that it is important that, once having established a program, school districts should be committed to the program in every respect.

Reprinted for April 22nd, 2008 Meeting

# French Immersion Program

PROVINCE OF BRITISH COLUMBIA • MINISTRY OF EDUCATION, SKILLS AND TRAINING

The purposes of this policy circular are to:

1. provide information on the Ministry's goals and objectives for the consistent application of French Immersion programming in the education community;
2. emphasize the two official entry points for French Immersion; and
3. ensure that students in French Immersion programs are aware of the requirements that must be met to graduate with both a French and English Dogwood Certificate.

This circular replaces number 38, issued in July, 1987, called French Immersion Programs.

## Relevant Legislation

- *School Act S. 5 (3)*
- *Graduation Requirements Order*
- *Educational Program Guide Order*
- *Required Areas of Study in an Educational Program Order*

## Introduction

The Ministry recognizes that French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

## Policy and Program Objectives

It is the policy of the Ministry to support the establishment of French Immersion programs within the public school system. French Immersion programs parallel the regular English program in structure and content (see *Required Areas of Study Order*). The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in

English and French. For the purpose of this policy, bilingualism is defined as oral fluency and literacy in both languages.

Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that by the end of Grade 12 proficiency is achieved in both languages.

School districts are encouraged to offer French Immersion programs. Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program.

In order to ensure the delivery of effective French Immersion programs, school districts should develop policies and regulations that are consistent with Ministry policy. French Immersion is a separate program where instruction is offered in the French language for second language learners. It is not intended to be combined with Programme cadre de français which is a program for first language learners.

Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is

no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

## **Guidelines**

### *Languages of Instruction*

French Immersion programs shall consist of instruction in English and French.

### *Pupil Eligibility*

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Curriculum and resources are provided by the Ministry for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

These programs are differentiated according to point of entry and are as follows:

<u>Program</u>	<u>Entry Points</u>	<u>Grades</u>
Early FI	K (and 1)	K-12
Late FI	6	6-12

Therefore, if a school district offers Early Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.

### *Content*

The content of French Immersion programs shall parallel that of the regular curriculum as set out in the applicable *Required Areas of Study Order* using the guide listed in the *Educational Program Guide Order*.

### *Transportation*

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by it levying fees to parents of French Immersion students.

### *Learning Resources and Pupil Services*

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

### *Financial Support*

French Immersion programs receive the same provincial funding as regular programs and are also eligible for federal funding. Federal funds are to be used for resources, socio-cultural activities, teacher in-service training and, in the case of small programs, for libraries and learning assistance.

For information on finance, please refer to the current edition of the *French Funding Guide: Federally and Provincially Funded Programs*.

## Teaching Personnel

### *Language Requirements*

In addition to regular certification requirements, teachers in immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

### *Secondary Teaching Requirements*

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

## Administrators

The administrators of immersion schools should be functionally bilingual; this should be a consideration when districts are seeking new administrators. Whether or not they are bilingual, at the very least, administrators should be knowledgeable about, and supportive of, the immersion program.

## Early French Immersion

### *Description*

The Early Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1) and, upon graduation from the program in Grade 12, should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the workplace.

### *Proportion of French to English Instruction*

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English: the following chart shows the recommended time allocations:

<u>Grade</u>	<u>% of French Instruction</u>	<u>% of English Instruction</u>
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

Primarily for funding purposes, as of September, 1996, the federal standard of 25 per cent minimum instruction in French will be required provincially. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.

Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

### *French Immersion – Secondary*

To achieve the goals of this program, students should continue in French Immersion through Grade 12.

Where possible, districts should provide some choice of subjects offered in French at the secondary level.

In order to graduate from the French Immersion program, students must satisfy the Language Arts graduation requirements in both English and French. The courses which meet the Language Arts requirements for French Immersion are listed in the *Graduation Requirements Policy Circular*.

Students fulfilling the requirements of the French Immersion program will be awarded a British Columbia Certificate of Graduation, in French and in English.

## Late French Immersion

### *Description*

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. Students normally enter Late Immersion in Grade 6 and, upon graduation from the program in Grade 12, should be able to participate easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

### *Proportion of French to English Instruction*

In Late French Immersion programs, it is recommended that the first year be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

### *Late French Immersion in the Secondary School*

For grades 8-12, see the French Immersion Secondary section of this policy circular.

### **For further information, please contact:**

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