

EFI Committee Report

Utilizing data from both the Facilities Review Report from 2010 and current Elementary enrollments the following projections have been used for this report.

Projected Kindergarten September 2014

Carmi – 30	GHEs - 55	Kaleden – 13
Columbia – 40	Trout Creek - 21	Naramata – 10
Parkway – 59		West Bench - 15
Queen’s Park – 28		
Uplands – 40		
Wiltse - 41		

To calculate a projected EFI enrollment, a 10 year average LFI enrollment by school was calculated from existing data, survey results from current Gr 6-8 LFI parents was tabulated, and the above projections of Kindergarten numbers were used.

EFI Enrollment projections for September 2014

Summerland – 18-20 students
Penticton – 45-50 including Non SD 67 students, 50-55 including Summerland students

Facility (Classroom) requirements

The following projections (with projected attrition) have been used to determine the number of classrooms required.

2 Classes at each grade

Year 1 2014/15 – 4 classrooms required

Grade	K	Gr 1
Div 1	22	
Div 2	22	
Div 3		24
Div 4		24
Total	44	48

Year 2 – 2015/16 – 6 classrooms required

Grade	K	Gr 1	Gr 2
Div 1	22		
Div 2	22		
Div 3		22	
Div 4		21	
Div 5			23
Div 6			23
Total	44	43	46

Year 3 – 2016/17 – 8 classrooms required

Grade	K	Gr 1	Gr 2	Gr 3
Div 1	22			
Div 2	22			
Div 3		22		
Div 4		21		
Div 5			20	
Div 6			21	

Div 7				22
Div 8				23
Total	44	43	41	45

Year 4 – 2017/18 – 9 classrooms required

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4
Div 1	22				
Div 2	22				
Div 3		22			
Div 4		21			
Div 5			23		
Div 6			18	5	
Div 7				24	
Div 8				11	13
Div 9					30
Total	44	43	41	40	43

Year 5 – 2018/19 – minimum 10, likely 11 required as this maximizes every class

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Div 1	22					
Div 2	22					
Div 3		24				
Div 4		19	5			
Div 5			24			
Div 6			12	12		
Div 7				24		
Div 8				4	20	
Div 9					18	12
Div 10						30
Total	44	43	41	40	38	42

1 Class at each grade

Year 1 2014/15 – 2 classrooms required

Grade	K	Gr 1
Div 1	22	
Div 2		24
Total	22	24

Year 2 – 2015/16 – 3 classrooms required

Grade	K	Gr 1	Gr 2
Div 1	22		
Div 2		21	
Div 3			23
Total	22	21	23

Year 3 – 2016/17 – 4 classrooms required

Grade	K	Gr 1	Gr 2	Gr 3
Div 1	22			
Div 2		21		
Div 3			20	
Div 4				22
Total	22	21	20	22

Year 4 – 2017/18 – 5 classrooms required

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4
Div 1	22				

Div 2		21			
Div 3			20		
Div 4				19	
Div 5					21
Total	22	21	20	19	21

Year 5 – 2018/19 – 5 classrooms required, close to maximizing class sizes

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Div 1	22					
Div 2		21				
Div 3			20	4		
Div 4				15	8	
Div 5					10	20
Total	22	21	20	19	18	20

Summary - Space Requirements for EFI

two K's and two Gr. 1's for Sept 2014

- 2014/15: 4 classrooms (K and Gr 1)
- 2015/16: 6 classrooms (K, 1, 2)
- 2016/17: 8 classrooms (K, 1, 2, 3)
- 2017/18: 9 classrooms (K, 1, 2, 3/4)
- 2018/19: 10 or 11 classrooms (K, 1, 2, 3, 4/5)

one class of K and one class of Gr 1 for Sept 2014

- 2014/15: 2 classrooms (K and Gr 1)
- 2015/16: 3 classrooms (K, 1, 2)
- 2016/17: 4 (K, 1, 2, 3)
- 2017/18: 5 (K, 1, 2, 3, 4)
- 2018/19: 5 (K, 1, 2, 3/4, 4/5)

Available Space

Both Giant's Head and Trout Creek are projected to have one (1) available classroom for September, 2014. With the projected EFI enrollment at both Giant's Head and Trout Creek it is likely that 1 or 2 additional classroom spaces would be available as the lead class moved into intermediate in 2017/18. In addition, there is the possibility of boundary changes to create additional spaces. Without significant boundary changes, an EFI program at either GHES or TC would require the addition of 2, possibly 3, classrooms.

The Penticton area schools with the most available space are Carmi and Wiltse. Initially they would have 3 or 4 classroom spaces, increasing to 6 at Wiltse and 5 at Carmi if ELI was at either of those schools. Changing of boundaries would be more of a challenge in Penticton, however there may be some opportunity regarding Wiltse's boundaries to create more space at that school. There would definitely be a requirement for additional classroom spaces, 5 or 6 classrooms, at Carmi or Wiltse by the 2016/17 school year.

Questions from Feasibility Study?

1. What enrolment is required for implementation of an EFI kindergarten?

The committee members have differing views on this question. Some feel that it should be no different than any other Kindergarten class in the district, for example if we have 44 sign up in February and only 35 remain in September then 2 classes of 17 and 18 would not be dissimilar to current English track Kindergarten classes. Issues/concerns raised by the committee regarding this question:

- EFI is a program of choice, as is LFI, therefore there should be divisions only offered that are full at the outset.
- there may not be the same “drop out” rate between February and September that we experience in the LFI program due to the age of the students.
- There may be K parents that apply or register for ELI well after an application deadline due to the fact that they don’t become aware of the program in time for the registration deadline as they are enrolling their child in the school system for the first time – suggesting more students may join prior to September if class not full
- Penticton does have a significant transitional population in terms of young families, however it would provide opportunity for families moving into the area an FI option if they have been enrolled in other districts
- EFI has 2 entry points (K and Gr 1) resulting in the opportunity for students to join in Gr 1 as there will be atleast 2 “open seats” per class when the 22 K students transition to Grade 1.
- given parent reluctance to move students to a new school after Kindergarten this may only occur for students already attending English Kindergarten at the school where EFI is located.

2. Subject to enrolment, how many kindergarten classes will be approved?

The general consensus is that there should be a minimum of one full class in order to begin an EFI program. However, there is some concern that only one class, through attrition, would be quite small by the time the class reached middle school and might not be a viable class at some point. This may present the risk of the program ending prior to Grade 9 (when EFI and LFI would merge.)

Projected enrollment of a single EFI Class through to Middle School.

Year 8 – 2021/22

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
	22								
		21							
			20						
				19	5				
					13	17			
							16	8	
								7	17
Total	22	21	20	19	18	17	16	15	17

It is projected that if EFI was in Summerland, by the time the lead class reached Gr 6, there would be insufficient numbers to offer a LFI program. Therefore there would be no LFI program for the EFI program to merge with at Grade 9.

Projected enrollment of a single EFI Class through to Secondary School.

Year 8 – 2021/22

Grade	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
	22												
		21											
			20										
				19	5								
					13	17							
							16	6					
								9	14				
										13	12		
												11	13
Total	22	21	20	19	18	17	16	15	14	13	12	11	13

From the projections it would appear that there would be sufficient numbers to begin planning for 2 EFI classes in Penticton, however there may not sufficient numbers for a class in Summerland. Should a single class start in Summerland, and the numbers drop off significantly in the succeeding years, the students could transfer to Penticton.

3. What location(s) are approved for EFI kindergarten?

If there were 2 classes anticipated for Penticton, the projections show that by the time the lead class reaches grade 5 there would be a need for 10 or 11 classrooms for an EFI program. The committee discussed the following options:

- a. Create a single track French Immersion School at McNicoll Park Middle School. To begin with this would mean the 2 K classes, and 2 Gr 1 classes, along with the LFI program of Gr 6, 7, 8 all being housed at McNicoll Park beginning in September, 2014. In 5 years time, the school would be a K-8 single track immersion school. Projections would show that this option would create an enrollment that exceeds McNicoll capacity when the lead class of EFI was in Gr 5, Gr 6 and likely Gr 7. There is also the cost factor of retrofitting McNicoll for early primary learners, ie water fountains, washrooms etc. There is also the concern of K students being in the same school as Grade 8’s and the fact that our district made a decision 15 years ago to move to a true Middle School model.
- b. Wiltse Elementary and Carmi Elementary have the most available space to house an EFI program, however it is projected that a K-5 program in Penticton would require 10 (possibly 11) classrooms. This would require the addition of a minimum of 5 or 6 classroom spaces to either of these schools. With a boundary change to Wiltse Elementary that number may be reduced by 1 or 2 classrooms.
- c. House the primary EFI program (K-3) at either Wiltse or Carmi Elementary schools, and the intermediate EFI program (4, 5) at McNicoll Park once the lead class reaches Grade 4. At that same time, transition the Gr 6-8 LFI program from KVR to McNicoll and the English track McNicoll students to KVR. This would alleviate the issue of McNicoll being over capacity, cost of retrofitting, and the issue of K’s and Gr. 8’s being in the same school as mentioned in Option a. This option would likely still require 3 additional classroom spaces at Wiltse or Carmi, although boundary changes at Wiltse could reduce that number.

- d. Begin the EFI program at Grade 1, and house the Gr 1-3 EFI program at Wiltse or Carmi, then transitioning to McNicoll as in Option c. This option would likely require no more than 1 or 2 portables for Wiltse or Carmi and that would not be until year 3 of the program. Kindergarten EFI could be considered as an option when space permits. This option may not be as well subscribed to as parents would be faced with moving their children to a new school for Gr 1 after a year of Kindergarten. This presents issues regarding before/after school care as well as continuity of being at the same school from K onward.

There is concern raised by some members of the committee about the impact this may have on the demographic of other elementary schools, as well as public perception of the program. There are socio-economic factors that are at play as to whether or not a student can or will enroll in a school of choice model. This, as well as the widely held perception that an FI program is a “streamed” program, makes the placement of the program a sensitive topic. Research shows what we believe are two important factors; (1) performance of students who are typically lower-achieving is increased when placed in classrooms with higher-achieving students and (2) students who learn in a more heterogenous environment develop a better social appreciation of people with diverse backgrounds. This would suggest that placement of the EFI program should be in an area in which students of all socio-economic backgrounds can attend. In addition, it would be socially beneficial to have a dual-track model. English track students would receive the benefit of working with FI students who, typically, perform at a higher level and FI students would gain the social appreciation of going to school with students of a variety of backgrounds. There has been a history at KVR of the “English Muffins” versus the “French Fries” – something that has been worked on tirelessly by staff and administration to bring a better understanding between students. Should the district choose to implement a fully French school, this gap between students based on language could be increased, and not decreased, as has been the goal of staff over the last few years.

4. What are the boundaries of each EFI kindergarten?

If there was a program only in Penticton, then the District would be the catchment area, if there was a program in both Summerland and Penticton then those would be the catchment areas.

5. Would transportation arrangements be made for EFI kindergarten?

Committee members had differing views on providing transportation for EFI. Some suggested that if money is saved on resources by opening one school, then perhaps money could be spent on bussing students to Penticton (or look into sharing bussing with Summerland Montessori, or the Christian school at a cheaper price-parents in Summerland are currently sharing bussing and costs with the Christian school to transport Summerland students to KVR).

Others suggested that the district should not incur additional costs as budgets are too tight already. Additional funding would be at the expense of another program we currently are running. A school of choice model implies the parents would arrange for transportation of their student(s) to school. It is not up to the district to find the funding to support a program that is “optional” not a given curriculum program.

6. What other elementary school boundaries will be adjusted as part of the EFI decision?

There is no doubt an EFI program would have a significant impact on the enrollment of our smallest elementary schools – Kaleden, West Bench and especially Naramata. The projections show that Kaleden, West Bench and Naramata would lose 2 to 4 students per year to an EFI program. Over 6 years, this would result in a reduction of 12 students at Kaleden, reducing the school population by 16%, and a reduction of 24 students at both West Bench and Naramata. For West Bench this is a reduction of 25% and a 33% reduction for Naramata. It would not be practical, nor cost neutral, to change boundaries in order to have more students attend these three schools.

The decrease in enrollment at the other schools is not as significant.

If an EFI program was placed at Wiltse there could be a boundary change to have students living in the neighbourhoods west of Dartmouth Street and South of Dawson Avenue could be part of Parkway's catchment area. Another option would be that students currently being bussed from Lakeside Rd and south could be bussed to Parkway or Carmi instead.

From a wider district perspective, should there not be an EFI program in Summerland, the projections and survey indicates that there could be a number of students from Summerland enrolling in a Penticton EFI program. This may not have an impact on the program offering at Giant's Head and Trout Creek, but it would have an impact on the enrollment of Summerland Middle and Secondary Schools. Furthermore, this could impact the viability of an LFI program in Summerland as there likely would be a reduction in the number of LFI applicants once the EFI program included grade 6.

7. Where will the middle and secondary years of EFI be offered?

The options presented in question 3 present different considerations to this question. But regardless of the option considered, for many reasons it is desirable to have the EFI and LFI programs merge at Grade 9. Therefore, unless the District considered moving the Penticton LFI program to Princess Margaret, the secondary program would be offered at the current secondary schools that house Late French Immersion.

Summerland Middle School would be able to accommodate both EFI and LFI programs as there would not be a significant increase in the student population of SMS. Although as noted previously, an EFI program in Summerland may jeopardize the viability of an LFI program. The Middle Years program for a Penticton EFI could be housed in the current organization of McNicoll Park Middle School, however there are many reasons to house the EFI and LFI Middle Year Programs at the same facility. Although this decision could be delayed until after the EFI program was established, it would be wise to consider the options for Middle School EFI at the same time as implementing the Primary EFI program.

The Canadian Parents for French report submitted to the board offered comparison to another district of a similar size to SD67. That report was valuable, however, upon follow-up, the principal of the elementary school in Fort St. John revealed that there has not been enough interested in an LFI program for several years in their district. While

their EFI program is very strong, this is an important point for us to consider as to the impact on the LFI program. Of course, this is only a comparison and does not account for all the different variables between districts.

8. Will ancillary services be provided in French of EFI students? Does this decision also affect LFI services?

The majority of ancillary services are provided to schools based on enrollment. Learning Assistance, Library, and Special Education support are all provided based on school enrollment. The challenge will be finding support staff that are bilingual. Ideally that would include clerical and custodial staff as well. There is an alternate viewpoint that as a “program of choice” only targeted dollars for French programs should be used to provide Learning Assistance and other related supports.

9. What staffing standards must be met for implementation to proceed?

It is recommended that teachers hired to work in the EFI program, not only have the required certification but they must have “native like” fluency in French or at least be trained in French Immersion. Upon discussion with the principal of Ecole Central in Fort St. John, the administration emphasized that the qualifications and language skills of the Kindergarten and Grade 1 teachers – those teachers that students have in their first year – are critical to the implementation and success of an EFI program.

Recruitment of qualified French Immersion teachers is an ongoing concern in the province. While we would consider ourselves to be a desirable district and location for potential applicants the reality is that most districts are always looking for French Immersion teachers for advertised vacancies or for the on call list. During the month of February, 2013, there were 15 BC School Districts advertising for French Immersion teachers. Recruitment efforts would need to be expanded and focus more on specific regions of Canada and or internationally – this will be an additional cost to the district.

10. What additional financial resources will be allocated to support the kindergarten implementation?

While it is acknowledged that the Board has been facing budget challenges and will likely continue to face those challenges for the future, it is hoped that the current freeze in Federal grants for French Language growth and start up programs will be lifted by 2014. At a minimum there will be start up costs for each grade in terms of resources and materials. Some could be funded through the current targeted dollars, however that would take away from those LFI and FSL programs currently being supported by those dollars.

With every option proposed in #3 above, it appears that there will be facility costs as we do not have a school with sufficient space to house an EFI program. Although there may be some opportunity for boundary changes to lessen the facility costs required, boundary changes alone won't be sufficient.

In our current fiscal situation, the committee is well aware that the addition of any new programs in the district must work towards no, or minimal, additional costs to the district's budget, otherwise it will mean cuts to existing programs and services. Should an EFI program attract students not normally enrolled in our district that would have a positive result on our funding (when funding protection is gone) however those additional students bring additional costs.

11. Will additional staffing resources be designated to limit the impact of EFI on English track school organizations?

As mentioned previously, our 3 smallest elementary schools will be significantly affected in terms of enrollment with the introduction of an ELI program in Penticton. It is a given that as schools get smaller in size they are more costly to run due to base staffing needs and maintaining buildings that are under-utilized. This would likely result in multi-grade blended classrooms of 3 or more grades in a class.

From the teachers and CPF perspective the district should not simply reject a program that is deemed academically sound for fear of the impact it may have on other programs. Schools offer different programs to attract students and to give them more choice (AP courses at Pen High and Soccer Academy at Maggie are but two examples.) An early Immersion program is offering another choice to parents and students at an earlier age. If parents are willing to send their children to an Early Immersion program it is because they feel it is important.

Another concern raised is that an EFI program could require the lay off of English track teachers. This is a legitimate concern, however it is hoped that through retirements/transfers they would be accommodated in other schools. We have been able to deal with that as our LFI program has grown in the last few years. It is also a concern that there may be displacement of support staff personnel, and possibly layoffs, should the district require support staff to be bilingual.

The administrators on the committee bring the concern - is EFI worth the investment at the expense of significantly affecting the enrollment of our smaller schools, or is it important enough that an outlying school may have to close? In addition, it is felt that there will be an impact on the school in which the program is placed. At least one, and possibly more, teachers will be displaced from the EFI school – something that may impact staff morale and climate.

Parents have also raised the concern of whether a reduction in numbers at our smaller schools may result in a consideration for school closure.

Other concerns

The administrators on the committee bring forward the concern about students dropping out of EFI in the primary years, going back to the English track program and needing add'l support to bring them up to grade level in their abilities to read and write in English. This has been the experience when students from the Entre Lac program withdraw and enroll in an SD 67 school. Our schools report significant challenges for the students and schools when this occurs. In addition, studies indicate that there is likely a 30% attrition rate from K through to Gr. 7 in an EFI program. That means that a K enrollment of 44

would be approximately 30-32 by the time it moves into Grade 8, and a single class of 22 would be 15 or 16.

Research looked at, and/or, conducted by committee members clearly indicate that for students who do stay in the FI program through their K-12 years they actually do better in their English reading/writing than their English counterparts.

Given the projections and the results of our parent survey we would anticipate students choosing our EFI program who may have otherwise enrolled at one of the local non-SD 67 schools, so we likely see a positive increase in enrollment with the implementation of an EFI program.

Canadian Parents for French raise two issues not addressed above: a possible partnership with Entre Lac and/or other schools such as Montessori, and the offset of attracting more students to the district will create additional funding (note that this would not be the case under current funding protection.)