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North Vancouver School District

Extended French Immersion Advisory Committee
Report

November 1 2010

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COMMITTEE COMPOSITION

The Extended French Immersion Advisory Committee was composed of the following representatives:

Joanne Robertson, Director of Instruction, Program Services (*Committee Chair*)

Lyse Guay, North Vancouver School District French Immersion Facilitator

Mary Aiello, North Vancouver Teachers' Association

Angela Anzovino, North Vancouver Teachers' Association

Patti Stewart, North Vancouver Teachers' Association

Vickie Vinaric, North Vancouver Teachers' Association

Tracy Bosch, North Vancouver Parent Advisory Council

Sandra Bridgman, North Vancouver Parent Advisory Council

Lisa Cartwright, Canadian Parents for French

Kelsey Hine, Canadian Parents for French

Susan Saliba, Canadian Parents for French

Mark James, Principal: Handsworth Secondary

Lisa Upton, Vice Principal: Boundary Elementary

Ian Abercrombie, Director, Facilities and Planning

Greg Milner, District Administrator (Administrative Services)

Franci Stratton, Trustee, Board of Education Chair

COMMITTEE GOALS

The Extended French Immersion Advisory Committee identified the following goals:

1. Review the preliminary research conducted by the French Immersion Working Group through the Restructuring 2010 public consultation.
2. Consider the priorities identified by the French Immersion Working Group for the future configuration and delivery of the Early French Immersion program.
3. Review the French Immersion program strategies identified in the ***Superintendent Report to the Board of Education (April 16, 2010)***, including:
 - French Immersion program strategies previously established, through consultation processes and feasibility studies, which have been implemented as a means of strengthening the delivery of the program.
 - Additional strategies, suggested by the recent French Immersion Working Group, to improve the balance of French and English populations within dual track schools, and to address the implementation of Full Day French Immersion Kindergarten beginning in 2011.
4. Make recommendations as to the preferred elementary site for the potential expansion of the Early French Immersion program beginning in September 2011. These recommendations would take into account: current and forecasted enrolment, site capacities, geographical accessibility, staffing needs, access to available French resources, and costs associated with the implementation of a new program.
5. Make recommendations related to the expansion of the current 'twinning' of French Immersion schools. These recommendations would address the need to moderate the intake of French Immersion Kindergarten students across the district, and improve the balance between the French Immersion and English programs at dual track elementary schools. These recommendations would also consider and provide input to the School District's broader review of catchment areas for the regular English program.
6. Make recommendations that the committee sees as pertinent to strengthening and enhancing the Early French Immersion program (e.g. transition planning, staffing, school and district support, appropriate French resources, communication to parents regarding registration processes).
7. Develop a report with recommended actions for consideration, to be provided to the Superintendent of Schools no later than November 1, 2010.

GUIDING PRINCIPLES

The Extended French Immersion Advisory Committee used the following Guiding Principles to establish criteria in the decision making process and in making the recommendations outlined in this document:

1. Educational Aspects:

- Recognition of the French Immersion program as a valuable school district program option that provides an opportunity for students to acquire a second (or additional) language.
- Acknowledgement of the importance of a critical mass of French Immersion students at each elementary and secondary site.
- Consideration of the importance of adequate French resources and library collections in the implementation of a new French Immersion program.

2. Program Configuration:

- Consideration of an additional Early French Immersion elementary site to support the implementation of French Immersion Full Day Kindergarten beginning in September 2011.
- Consideration of an additional Early French Immersion elementary site to help balance enrolment of French Immersion Kindergarten students across the district, and improve the balance between the French Immersion and English programs at dual track elementary schools.

3. Program Stability:

- Acknowledgement of the important role the elementary French Immersion programs (Early and Late) play in maintaining the viability of the secondary French Immersion program at three sites across the district.
- Consideration for minimal disruption to current French Immersion programs.

4. Geographical Accessibility:

- Ability to provide a new Early French Immersion program that is easily accessible, geographically to students in North Vancouver.
- Acknowledgement of 'east', 'central' and 'west' zones in terms of accessibility of the French Immersion program at the elementary and secondary levels.

5. Efficient Utilization of Space:

- Demonstrated site capacity at the elementary level to accommodate an early French Immersion program (Kindergarten - Grade 7)
- Ability of current secondary French Immersion sites to accommodate projected future growth of the program.
- Acknowledgement of the impacts of increased enrolment, resources, staffing and traffic on chosen schools.

INTRODUCTION

The North Vancouver School District's Early French Immersion program began in 1978. Since that time, the program has been the subject of several district reviews and public consultation processes aimed at carefully monitoring enrolment, ensuring equitable access across the school district, and strengthening the configuration and educational aspects of the program. As a broad-based district program with no assigned catchment areas, French Immersion has implications, not only for the schools where the program is located, but also for the use of facilities throughout the entire school district.

French Immersion Enrolment: Historical and Current Trends

After a period of rapid growth in enrolment and expansion during the 1980's, the North Vancouver French Immersion program faced a number of challenges in the 1990's. Enrolment in the program reached a plateau and then began a three-year decline between 1995 and 1998. As a result, the school district consolidated the elementary program from seven to six school sites. In the early part of the 2000's, while registration in French Immersion remained fairly stable, overall enrolment in the program continued to decline due to attrition rates, particularly at key transition points. While these attrition rates are normal for French Immersion (see Cummins, 2000), they do pose certain challenges in terms of balancing enrolment across the district and in dual track elementary schools.

The establishment of the Late French Immersion program in 2002, and the consolidation of the secondary program in 2004, were undertaken to boost enrolment numbers, reduce attrition rates, and ensure a "critical mass"¹ of students at each of the two secondary French Immersion sites. Since 2004, registration in the Early French Immersion program has been strong, despite an overall decline in student enrolment in the school district. The current popularity of the French Immersion program in North Vancouver is consistent with provincial increases in French Immersion enrolment from 1990 to 2008. (See Official Languages: Annual Report 2007-2008.)

In 2008, after lengthy consultations with parents from Sherwood Park and Dorothy Lynas Schools, the school district established a third secondary French Immersion site at Windsor Secondary. The new program at Windsor helped improve geographical access to the secondary program for students living east of the Seymour and relieved overall enrolment pressures at Argyle Secondary.

With the implementation of Full Day Kindergarten in the English program in 2010, enrolment in French Immersion Kindergarten dropped slightly from previous years. This may be due in part to the preference among parents for the Full Day Kindergarten option. As the Full Day Kindergarten program is introduced in French Immersion classes next year, the District will continue to closely monitor enrolment.

¹ 'Critical Mass' at the secondary level is generally considered to be enrolment of 250-300 students. This number is based on a minimum of two classes (25-30 students) at each grade level (8-12).

FRENCH IMMERSION WORKING GROUP (2010) RECOMMENDATIONS

As part of the North Vancouver School District Restructuring 2010 process last spring, the French Immersion Working Group was established to examine options for the future configuration and delivery of the elementary French Immersion program and the implications resulting from the implementation of Full Day French Immersion Kindergarten in September 2011.

The French Immersion Working Group conducted preliminary research relating to several reconfiguration alternatives, including the potential feasibility of consolidating French Immersion into a single-track elementary school or schools. Stakeholder representatives on the French Immersion Working Group (NVTA, CPF, PAC representatives, and school and district-based administrators) provided direct feedback to proposed options. Input was also provided through surveys developed by parent groups and through input to the Restructuring 2010 e-mail address. Input was received from parents, staff and community members with an interest in both the French Immersion and the English programs.

In their Summary Report, the Working Group identified several additional priorities for consideration, including a proposal for a district-wide 'twinning' system that would moderate the intake of French Immersion Kindergarten students among the elementary sites. The twinning system would have the potential to address imbalances between the French Immersion and English programs at dual track schools and help balance the French Immersion population between the three secondary sites.

SUPERINTENDENT REPORT TO THE BOARD OF EDUCATION (APRIL 2010)

In his April 2010 Report to the Board of Education, Superintendent John Lewis provided a summary of key findings of the four Working Groups involved in the Restructuring 2010 process, including the French Immersion Working Group. The following previously established strategies implemented by the School District to strengthen and enhance the French Immersion program were noted in the report:

1. The establishment of three secondary centres (Handsworth, Argyle and Windsor) to improve geographical access to the secondary program
2. The continued support of a 'critical mass' (250 to 300 students) within each of the three secondary centres, enhanced by the Early and Late French Immersion programs within each region of the school district
3. The on-going promotion of a third Late French Immersion program as a 'feeder' to Windsor, in addition to the two district centres at Braemar and Boundary.

The Superintendent's Report highlighted the support, particularly expressed by parents during the Restructuring 2010 consultation process, for the continued operation of the dual-track French Immersion school model, as a preferred model to a single track French Immersion option. The report also reinforced the need to achieve a better balance between the French Immersion and English program populations within each of the dual-track schools. References to the 'twinning' recommendation to moderate the intake of French Immersion Kindergarten students across the district, and the identification of an appropriate additional Early French Immersion site in the central area, were included as possible long-term solutions. The Superintendent's Report also

included additional strategies that were suggested by the FI Working Group as a means to improve the balance of the French Immersion population across the district and at the three secondary sites. The report concluded with the following recommendation:

The recommendation of the Superintendent of Schools to the Board of Education is to proceed with the elementary French Immersion program strategies identified within this report as priority considerations for further examination by the French Advisory Planning Committee, and that a report with recommended actions for consideration be provided to the Superintendent of Schools no later than November 1, 2010.

The Extended French Advisory Committee was convened in May 2010 and met four times between May and October. Through in-depth discussions and examination of pertinent data and relevant feedback from stakeholder groups, the committee reorganized the program strategies identified in the Superintendent's April 2010 Report into the following three areas:

1. Consideration for the implementation of Full Day Kindergarten in French Immersion beginning in 2011 and the potential need to expand the program to an additional site in the central area
2. Consideration for the need to balance French Immersion enrolment across the district and, of immediate concern, the need to address the current imbalance in enrolment at the three French Immersion secondary sites
3. Consideration for restoring the balance between French Immersion and English program enrolment at elementary dual track schools

IMPLEMENTATION OF FULL DAY KINDERGARTEN AND THE POTENTIAL EXPANSION OF THE DISTRICT FRENCH IMMERSION PROGRAM

As a first priority, the Committee identified the immediate need for additional classroom space to accommodate Full Day French Immersion Kindergarten classes at dual-track schools beginning in September 2011. While preliminary reports indicated that available classroom space would potentially be an issue for several French Immersion schools enrolling two French Immersion Kindergarten classes yearly, further investigation revealed that only Ross Road would be unable to accommodate all three of its FDK classes (2 French Immersion, 1 English) based on current site capacity.

In order to address the issue at Ross Road, and in response to the Superintendent's recommendations, the Advisory Committee began by re-examining the twinning proposal created by the French Immersion Working Group. The proposal aims at balancing the overall district French Immersion population by controlling Kindergarten intake at elementary schools, and helping to restore the balance of feeder schools to the three French Immersion sites (see Appendix A). A twinning system has already been established in our district between Larson and Braemar and Sherwood Park and Dorothy Lynas. In each twinning arrangement the schools alternate (either every year or every two years) with one school enrolling two Kindergarten classes and the other enrolling a single class. Twinning between Larson and Braemar was discontinued in 2002 when Late French Immersion was introduced at Braemar. The only two French Immersion schools currently twinning are Sherwood Park and Dorothy Lynas.

The committee acknowledged the benefits of the twinning system, noting in particular the potential to not only help balance the enrolment of French Immersion across the district, but also to help restore the balance of English and French Immersion populations at dual track schools. However, the twinning proposal, as outlined by the French Immersion Working Group, also has certain limitations that were noted by the Extended French Advisory Committee. While alternating Kindergarten intakes works reasonably well for Sherwood Park and Dorothy Lynas, it can create shifts in student populations at grade 1 when parents transfer back to their original school of choice, typically the school closest to their neighbourhood. The two-year alternating Kindergarten pattern and the shifts in grade 1 enrolment inevitably impact the overall enrolment and school staffing for French Immersion.

The other issue of concern was the potential negative impact of introducing a twinning system in schools that have historically enrolled two French Immersion Kindergarten classes (Ross Road and Cleveland). Feedback from parents at Cleveland for example indicated that the community was strongly opposed to the twinning proposal. It was also noted that both Ross Road and Cleveland are well-established French Immersion schools with consistently strong enrolment at the Kindergarten level. Given the Advisory Committee's guiding principle of 'minimal disruption to current French Immersion programs' the group questioned whether a twinning system would negatively impact the strong elementary French Immersion programs at these sites, and possibly reduce the overall French Immersion enrolment across the district.

With the twinning option still unresolved, the committee began to examine the potential expansion of the Early French Immersion program beginning in September 2011, as per the recommendations of the Superintendent. Potential school sites in the central/Lynn Valley area that could either accommodate one of Ross Road's French Immersion Kindergarten classes, or be added to a future twinning configuration for French Immersion across the district, were

considered. The need to address classroom space pressures at Ross Road was the priority, coupled with the need to maintain (and preferably increase) numbers of students feeding into Argyle's secondary FI program, where enrolment in the program has declined as a result of the new French Immersion program at Windsor Secondary (that now accommodates students from Sherwood Park and Dorothy Lynas).

Implementing a new Early French Immersion program in a school requires up to 8 available classrooms for K-7 students. After reviewing available site capacity and enrolment data for the elementary schools in the central area, the committee agreed that the only schools with the potential site capacity to accommodate an Early French Immersion program were Eastview and Boundary. Supporting and detracting arguments for both sites were discussed and recorded. While Eastview has the site capacity to house an Early French Immersion program, the committee agreed that factors such as geographical accessibility, traffic and parking did not make Eastview a favourable option for a French Immersion program.

Boundary School had been identified in the Late French Immersion Review Report (2006) as a preferred site for the potential expansion of the Early French Immersion program. With the establishment of the Late Immersion program, Boundary already benefits from a French presence in the school and established library resources. Boundary was also considered a better option in terms of centrality and geographical accessibility. However, information pertaining to enrolment and site capacity confirmed that in order to accommodate an Early French Immersion program at Boundary, the school district would have to relocate three district programs (StrongStart, Social Responsibility and the Late French Immersion program). The committee agreed that StrongStart would likely be relocated back to Lynn Valley in the next couple of years, and the Social Responsibility program could be relocated to Eastview School. However, finding another location for the Late French Immersion program would be challenging; the original recommendations from the 2006 Late French Immersion Review envisioned a new French Immersion elementary site in the central area with the capacity to house both the early and late programs.

Another important consideration for the committee was the impact, on children, teachers, school staff, and the parent community, of implementing Full Day Kindergarten in French Immersion in September 2011. Feedback from the 22 schools in North Vancouver that have introduced Full Day Kindergarten this year suggests that successful implementation requires careful planning at the school level, particularly as it relates to programming, resources, gradual entry and recess/lunch supervision. This type of planning for a new French Immersion Full Day Kindergarten would be significantly more challenging for a school community, and particularly for an isolated classroom teacher, in a site where there is no pre-existing French Immersion program.

The implementation of French Immersion Full Day Kindergarten, and the site capacity challenges for Ross Road, required further investigation. The committee decided to revisit one of the four original proposals from the French Working Group: the relocation of a portable onto the Ross Road site to provide the extra classroom space required to accommodate all three FDK classes. Projected costs for the relocation of portables, provided to the French Immersion Working Group in spring 2010, were estimated at over \$100 000 (based on Ministry estimates). However, updated information and revised projected costs (based on current industry costs and site specific information), provided to the Extended French Advisory Committee by Director of Facilities Ian Abercrombie, revealed that the *actual* costs of moving a portable onto the Ross Road site (including permits, engineering fees, civil and site preparation, etc.) is closer to \$50 000.

After examining supporting and detracting arguments for both the expansion of the Early French Immersion to a new site at Boundary and the relocation of an existing portable to the Ross Road site (see Appendix B), the committee agreed that adding a portable to Ross Road to accommodate all three Kindergarten classes (2 French Immersion; 1 English) would provide the simplest and best possible solution to the current situation. The strong Early French Immersion program would be maintained at Ross Road, with minimal disruption to the other schools and programs during the implementation of Full Day Kindergarten in French Immersion in 2011-2012.

BALANCING FRENCH IMMERSION ENROLMENT ACROSS THE DISTRICT

The twinning proposal, while not the preferred solution for reasons noted above, was considered important to the committee because it highlighted very clearly the reasons for the current imbalance in secondary French Immersion enrolment at Handsworth and Argyle. With only Ross Road and a single Late Immersion program at Boundary feeding into Argyle, the result has been a significant decline in grade 8 French Immersion enrolment at the school. Declining enrolment at one school (Argyle) and higher numbers at another school (Handsworth) has created a situation where optimal class sizes (25-30/section) cannot be achieved. This has an impact on scheduling, staffing and ultimately the viability of the French Immersion program at the secondary level where class sizes are often much smaller than in the English program. The Kindergarten twinning reconfiguration option, beginning in 2011 would have provided a long-term solution to the problem; however the change would not have affected the numbers at Argyle for another 9 years. The committee strongly believed that a more immediate solution was necessary and began considering the reconfiguration of elementary French Immersion feeder schools to secondary sites.

While it made sense to maintain Cleveland as a feeder school to Handsworth's program, the committee began to explore the possibility of redirecting either Braemar or Larson French Immersion students to Argyle as a way to help increase its secondary French Immersion enrolment. Both Braemar and Larson are situated fairly close to Argyle (Braemar may be geographically slightly closer). However, other important factors, based on some of the committee's guiding principles, were noted.

Geographical Accessibility:

First and foremost, data relating to transportation routes illustrated that, while the actual distances between either Larson or Braemar to Argyle are negligible, bus routes and traffic patterns are clearly more accessible and efficient between Larson and Argyle. Catchment area attendance across all schools (see Appendix C) revealed that a high number of out-of-catchment students attend Larson; however, the available bus routes and driving options to Argyle would be easily accessible to most out-of-catchment students at Larson. The committee agreed therefore, that from the perspective of geographical accessibility, Larson was the preferred option.

Program Stability:

Projected enrolment data for grade 7 -8 French Immersion students (see Appendix D) illustrated the potential impact on French Immersion enrolment at both Handsworth and Argyle from redirecting either Braemar or Larson, as well as the status quo impact if the configuration remains the same over the next five years. Overall numbers of grade 7 French Immersion students are higher from Braemar than Larson, due in part to the two French Immersion programs (early and late) offered at Braemar. After careful review of the data, the committee agreed that redirecting Braemar as a feeder school to Argyle would have too great a negative impact on enrolment at

Handsworth, depleting its overall French Immersion population resulting in the reverse problem between the two secondary sites. Having Larson feed into Argyle, however, would assist the district in achieving a greater balance in enrolment between the two sites.

While the committee agreed that any recommendation involving the reconfiguration of feeder schools into the French Immersion secondary program would require at least one year of consultation with the community, the low projected grade 8 enrolment at Argyle in 2011-2012 was considered urgent and an interim (phase 1) proposal was developed to encourage current grade 7 students from Larson to consider (on a voluntary basis only for next year) attending Argyle as their secondary French Immersion school.

RESTORING THE BALANCE BETWEEN FRENCH IMMERSION AND ENGLISH PROGRAM POPULATIONS AT ELEMENTARY DUAL TRACK SCHOOLS

The Extended French Advisory Committee acknowledged the concerns of parents, teachers, administrators and trustees concerning the imbalance that currently exists between French Immersion and English program populations at dual track schools. In some schools the English stream is almost eclipsed by the French Immersion program. This imbalance creates issues relating to class sizes, staffing, and support programs. Students who transfer out of the French Immersion program often remain at the same school, regardless of their catchment area school. These transfers can result in higher numbers of students with learning difficulties or disabilities in the English stream, particularly at the intermediate level.

While expansion of the 'twining' system in French Immersion has the potential to reduce the French Immersion population at dual track schools, changes to the district catchment areas would provide longer-term solutions to schools with low English enrolment, particularly Cleveland, Larson and Ross Road.

RECOMMENDATIONS OF THE EXTENDED FRENCH ADVISORY COMMITTEE

The Extended French Immersion Advisory Committee recognizes the dedication and commitment of students, staff, parents, and the Board of Education to the French Immersion program. The recommendations contained herein are intended to enhance the future of French Immersion within the North Vancouver School District.

Implementation of Full Day Kindergarten and the potential expansion of the District French Immersion program

- 1. As an interim solution to accommodate the required 2 FI FDK classes (and 1 FDK English) at Ross Road, the Extended French Advisory Committee proposes that a portable be moved onto the RR site at an approximate cost of \$50 000.*
- 2. The committee acknowledges the merits of expanding the number of French Immersion sites in the Lynn Valley area to help balance the program and recommends that the school district continue to monitor the French Immersion enrolment at Ross Road to determine whether additional French Immersion site (e.g. Boundary) should be considered.*
- 3. If an additional site were selected for the French Immersion program in the future, further review would be necessary to determine whether a more extensive 'twinning' system across the district (at the K entry point) should be considered in order to balance enrolment in the program and address the imbalance of English and French Immersion populations at dual track elementary sites.*

Balancing French Immersion Enrolment Across the District

- 4. In order to address the imbalance in French Immersion enrolment at the three secondary sites, this committee recommends that the French Immersion program at Larson Elementary feed into Argyle Secondary beginning in 2012-2013. This change to the configuration of the District French Immersion program would require communication with the Larson community of parents, students and teachers in late fall 2010 or early 2011. Parents of students registering in French Immersion programs in September 2011 (Kindergarten and Late French Immersion) would also be informed of this change in early 2011 during the Welcome to Kindergarten and Late French Immersion Information sessions.*
- 5. This committee recognizes the urgency in finding a solution to the current imbalance in French Immersion populations at the three secondary sites; in particular, we acknowledge the concerns regarding the low projected enrolment of FI grade 8s at Argyle for the 2011-2012 school year. We therefore recommend, as phase 1 in the re-configuration of the District French Immersion program, that meetings with current Larson grade 7 French Immersion students and parents be organized in the spring of 2011 to offer them the opportunity for a priority transfer to Argyle in September 2011.*
- 6. The committee recommends that the School District continue to monitor future enrolments of students at the three secondary French Immersion sites and consider exploring some of the ideas/solutions proposed by our French Advisory Committee and outlined in this report.*

Restoring the balance between French Immersion and English program populations at elementary dual track schools

7. *In order to address the imbalance in French Immersion and English program populations at dual track elementary schools, this committee recommends that the Policy 605 Committee review the current English program catchment areas for Cleveland, Larson and Ross Road, as part of a larger review of all district catchment areas.*

CONCLUSIONS

True expansion of the Late French Immersion program to an additional school site in the central area would require sensitivity and careful, long-term planning. Given the fact that our school district is still focused on the successful implementation of Full Day Kindergarten, the timing for a new Early French Immersion site is not ideal. A portable on the Ross Road site is therefore the best temporary solution until further studies, consultation and review can be completed.

Balancing the French Immersion population across the district is an-going goal of the school district. The complex nature of fluctuating enrolment trends, attrition rates, changes to the configuration of the program (e.g. consolidation, expansion, etc.), the implementation of new Ministry or district programs (e.g. Full Day Kindergarten, I.B., etc.), and other district-wide changes (e.g. school closures) render the task of achieving a perfect and permanent balance of French Immersion enrolment extremely challenging. The recommendations included in this report regarding the reconfiguration of French Immersion feeder schools to the three secondary sites will require consultation with the communities affected. Some students and parents may readily accept the change as part and parcel of a district program with no fixed catchment areas, while others will need time to adjust to the change. However, the committee believes immediate change is necessary in order to address the current imbalance in secondary French Immersion populations, and in particular to address the declining population at Argyle Secondary, which will drop well below the 'critical mass' if a change is not implemented in the next year or two.

Restoring the balance between French Immersion and English program populations at dual track schools should also remain a priority for the school district. Single-track schools are not a popular option, as evidenced by community feedback during the Restructuring 2010 process. However, the district should consider, under the direction of the Policy 605 Committee, a review of elementary catchment areas, particularly those that impact dual track schools, as a means of increasing the English population at those schools.

It is worth noting the many other suggestions surfaced during the Extended French Advisory meetings, including ideas that could be explored as part of a long-term planning process in the future. These suggestions included:

1. A possible 'expansion' of the French Immersion program, beyond the current cap of 220 Kindergarten spaces
2. The creation of catchment areas for the district's French Immersion program as means of balancing the population across the district
3. The introduction of a second registration process for grade 8 to ensure greater balance between the three secondary sites, and ultimately achieve the 'critical mass' necessary for three viable programs at the secondary level

The recommendations included in this report represent what the French Advisory Committee considers the best possible solutions to the current challenges faced by the French Immersion program, given the short timeline for meetings and consultation. It is the hope of the committee that the district will continue to monitor these challenges and consider future reviews to explore suggestions noted in this report, and other long-term solutions, aimed at strengthening and enhancing the French Immersion program.

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APPENDIX A: TWINNING PROPOSAL FOR FRENCH IMMERSION RECONFIGURATION

Current District French Immersion Configuration

Handsworth	Argyle	Windsor
2 Ks from Cleveland	2 Ks from Ross Road	3 Ks from Dorothy Lynas and Sherwood Park (twinning system)
2 Ks from Larson	1 LFI class at Boundary	
1 K from Braemar		
1 LFI from Braemar		
Total: 6 classes	Total: 3 classes	Total: 3 classes

Proposed Changes to District French Immersion Configuration

Handsworth	Argyle	Windsor
3 Ks from Cleveland and Larson (twinning system)	3 Ks from Ross Road and new Early FI school (twinning system)	3 Ks from Dorothy Lynas and Sherwood Park (twinning system)
1 K from Braemar	1 LFI class at Boundary	Recommendation for future LFI from Windsor FOS
1 LFI from Braemar		
Total: 5 classes	Total: 4 classes	Total: 3-4 classes

APPENDIX B: EXPANSION OF THE EARLY FRENCH IMMERSION TO A NEW SITE AT BOUNDARY VS. THE RELOCATION OF AN EXISTING PORTABLE TO THE ROSS ROAD SITE

Possible Solutions	Supporting Arguments	Detracting Arguments
<p>Reduce intake of FI Ks to one class at Ross Road and start a new Early FI program with 1 K class at Boundary</p>	<p>Provides a solution to the FDK issue at Ross Road Increases geographical accessibility of FI across the District; French Immersion is already established at Boundary</p>	<p>Would require the relocation of 3 district programs (Social Responsibility, SS and LFI) to accommodate a K-7 FI program – challenges for the community, some costs Negative impact on a well established FI program at RR Starting FDK in a new school in a new program with a new curriculum would be really challenging for the teacher and the parents; a single K intake at RR and Boundary would result in small FI populations at both schools - difficult to sustain, many combined classes</p>
<p>Relocate an existing portable onto the Ross Road site</p>	<p>Simple solution w/ least impact on school and FI program No impact on already strong FI program at RR Might only be a temporary solution as population is decreasing at Ross Road Revised cost of moving a portable: \$51 000</p>	<p>Costs involved in relocating a portable</p>

**Appendix C:
Catchment Area Attendance Across All Schools**

Attendance Patterns - Elementary Catchments																																	
Program/Identifier: All Programs/Identifiers Grades: K, ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN																																	
School of Attendance																																	
Catchment of Residence	Blueridge Elementary	Boundary Community	Braemar Elementary	Brooksbank Elementary	Canyon Heights Elementary	Capilano I.B. Elementary	Carisbrooke Elementary	Cleveland Elementary	Cove Cliff Elementary	Dorothy Lynas Elementary	Eastview Elementary	Fromme Elementary	Highlands Elementary	Larson Elementary	Lynn Valley Elementary	Lynnmour Elementary	Montroyal Elementary	Norgate Elementary	Plymouth Elementary	Queen Mary Community	Queensbury Elementary	Ridgeway Elementary	Ross Road Elementary	Seymour Heights Elementary	Sherwood Park Elementary	Upper Lynn Elementary	Westview Elementary	Ridgeway Annex Elementary	Catchment Total	Attend In-Catchment(#)	Attend In-Catchment(%)	Attend Elsewhere(#)	Attend Elsewhere(%)
Blueridge Elem.	179	1	2			1			1	18	2					1			2					12	18			239	179	74.90%	60	25.10%	
Boundary Community Elem.		161	12	3	1	1	36	2			3	5	1	14	6	1	3			1	4		17			2	2	276	161	58.33%	115	41.67%	
Braemar Elem.	1		238	1	16	8	33	11				1	14	8	2	5			2							1		343	238	69.39%	105	30.61%	
Brooksbank Elem.		2	13	215		11		5	1		10			10	1	2				1	18	31	25		1		2	353	215	60.91%	138	39.09%	
Canyon Heights Elem.					258	3	3	29						29	7											2	2	377	258	68.44%	119	31.56%	
Capilano Elem.			3	4	4	252	2	23					11	10	1	1	6	6		3	1		2		1		3	333	252	75.68%	81	24.32%	
Carisbrooke Elem.		3	35	1		3	220	5			2			1	12	2		1		1	2		4	1		2	1	296	220	74.32%	76	25.68%	
Cleveland Elem.			6		21	3		192						13	1													247	192	77.73%	55	22.27%	
Cove Cliff Elem.	1								245	32										2								320	245	76.56%	75	23.44%	
Dorothy Lynas Elem.	1		2						11	339					1	3			5				1	2	19		1	385	339	88.05%	46	11.95%	
Eastview Elem.	2	16	10	3		2	2				250	3	2	2	5				1	2	9	4	82		2	5	4	410	250	60.98%	160	39.02%	
Fromme Elem.		9	1	1		1	11	1			4	165	1	1	20						1	1	34			49	1	301	165	54.82%	136	45.18%	
Highlands Elem.			9		15	4	2	74					318	11			10	1										450	318	70.67%	132	29.33%	
Larson Elem.		2	29	4	2	4	16	10			1		10	155	2		3	2		5	1	2		1			3	252	155	61.51%	97	38.49%	
Lynn Valley Elem.	1	15	5	3	1	1	3	3			15	34		2	133						2	1	97		1	39		360	133	36.94%	227	63.06%	
Lynnmour Community Elem.	9	3	1	2	2			5	1	20	8		2		130				3	5		5	10	12	15	1	4	240	130	54.17%	110	45.83%	
Montroyal Elem.			7		23			31					3	6			205			1								276	205	74.28%	71	25.72%	
Norgate Elem.	1		2	1		16	2	16						1			2	118		4							8	173	118	68.21%	55	31.79%	
Plymouth Elem.	19	2	1				2		13	79	3			4	1	16			1	98	2			29	71		1	343	98	28.57%	245	71.43%	
Queen Mary Elem.	3	11	35	8	3	14	10	12	1	3	4		13	59	1	9	10	1	270	46	32	3			1	2	62	626	270	43.13%	356	56.87%	
Queensbury Elem.		4	19	11		6	5	5			3	2	7	14	2				21	153	28	4		1	1	3	293	153	52.22%	140	47.78%		
Ridgeway Elem.	4	6	27	19	5	10	10	8	2	2	4		3	19	5	4	1	5		58	11	209	22	3	4	2	7	69	519	209	40.27%	310	59.73%
Ross Road Elem.		1									3	2		2	8									198	1			227	198	87.22%	29	12.78%	
Seymour Heights Elem.	79	1	1	1					4	28		2	1	3	2	5			14	1				138	22			302	138	45.70%	164	54.30%	
Sherwood Park Elem.	2	2	2						45	27	1		1									1						250	169	67.60%	81	32.40%	
Upper Lynn Elem.	1	3	5		3	3	4	3			1	2	2	1	3	7	1				1		33				428	353	82.48%	75	17.52%		
Westview Elem.		1	23	2	4	26	12	21			2		1	79					6		13	10	5	1		1	108	316	108	34.18%	208	65.82%	
Total Enrolment	304	250	499	279	358	376	375	472	329	553	316	217	430	431	198	167	296	157	128	396	259	327	533	199	367	472	221	89	9062				
Attend from Catchment(#)	179	161	238	215	258	252	220	192	245	339	250	165	318	155	133	130	205	118	98	270	153	209	198	138	169	353	108	0	5469				
Attend from Catchment(%)	58.88%	64.40%	47.70%	77.06%	72.07%	67.02%	58.67%	40.68%	74.47%	61.30%	79.11%	76.04%	73.95%	35.96%	67.17%	77.84%	69.26%	75.16%	76.56%	68.18%	59.07%	63.91%	37.15%	69.35%	46.05%	74.79%	48.87%	0.00%		60.35%			
Attend Cross Boundary(#)	125	89	261	64	100	124	155	280	84	214	66	52	112	276	65	37	91	39	30	126	106	118	335	61	198	119	113	89			3593		
Attend Cross Boundary(%)	41.12%	35.60%	52.30%	22.94%	27.93%	32.98%	41.33%	59.32%	25.53%	38.70%	20.89%	23.96%	26.05%	64.04%	32.83%	22.16%	30.74%	24.84%	23.44%	31.82%	40.93%	36.09%	62.85%	30.65%	53.95%	25.21%	51.13%	#####				39.65%	

**Appendix D:
Projected enrolment data for Grade 7 - 8 French Immersion students**

Grade 7 Projections	2010-1011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Boundary Elem Nvan(LFI)	0	27	25	25	25	25
Braemar Elem NVan	20	21	24	21	22	23
LFI	26	26	25	25	25	25
Cleveland Elem NVan	28	33	39	34	37	44
Dorothy Lynas Elem NVan	22	28	21	32	43	32
Larson Elem NVan	22	18	19	28	31	32
Ross Road Elem NVan	37	34	43	41	45	48
Sherwood Park Elem NVan	18	31	34	18	23	33
Total	173	218	230	224	251	262

Grade 8 Projections	2010-1011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Impact on Argyle						
If Braemar Grade 7's go to Argyle						
Boundary(LFI)		0	27	25	25	25
Braemar		46	47	49	46	47
Ross Road		37	34	43	41	45
Total	52	83	108	117	112	117
If Larson Grade 7's go to Argyle						
Boundary(LFI)		0	25	25	25	25
Larson		22	18	19	28	31
Ross Road		37	34	43	41	45
Total	52	59	77	87	94	101

Grade 8 Projections	2010-1011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Impact on Handsworth						
If Braemar Grade 7's go to Argyle						
Cleveland		28	33	39	34	37
Larson		22	18	19	28	31
Total	77	50	51	58	62	68
If Larson Grade 7's go to Argyle						
Braemar		46	80	49	46	47
Cleveland		28	33	39	34	37
Total	77	74	77	88	80	84

Grade 8 Projections	2010-1011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Status quo						
Argyle(RR, B lfi)	52	37	61	68	66	70
Handsworth(Br efi,lfi, Cl, La)	77	96	98	107	108	115
Windsor (DL,SP)	42	40	59	55	50	66