

Reset Form



Ministry of Education



Canadian Heritage  
Patrimoine Canadien

### FINANCIAL REPORT / EVALUATION FORM (FP01-SD)

School Year	<input type="text" value="2015"/>	/	<input type="text" value="2016"/>	School District #	<input type="text" value="39"/>	School District's Name	<input type="text" value="Vancouver School Board"/>
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#### A. FINANCIAL REPORT - DISTRICT GRANTS BASED ON STUDENT LEVEL DATA COLLECTION

Categories	Funding Balance carried over from Previous Years (A)	Current Year Federal Funding by Category (B)	Available Funding in Current Year (F) = (A)+(B)	School District's Current Year Expenditure (E)	Funding to Spending Variance (V) = (F)-(E)
Learning Assistance Grant	\$	\$	\$ 0	\$	\$ 0
E-Learning Technology Grant	\$	\$ 38,743	\$ 38,743	\$ 26,565	\$ 12,178
Learning Resources Grant	\$	\$ 84,725	\$ 84,725	\$ 53,130	\$ 31,595
Core French Grant	\$	\$ 143,600	\$ 143,600	\$ 103,594	\$ 40,006
French Immersion Grant	\$ 66,979	\$ 337,215	\$ 404,194	\$ 290,407	\$ 113,787
Teacher Pro-D Grant	\$	\$ 33,525	\$ 33,525	\$ 33,525	\$ 0
Cultural Activities Grant	\$	\$ 2,700	\$ 2,700	\$ 2,700	\$ 0
<b>TOTAL</b>	\$ 66,979	\$ 640,508	\$ 707,487	\$ 509,921	

**TOTAL CUMULATIVE FEDERAL FUNDING UNSPENT:** \$ 197,566

**FRENCH PROGRAMS FINANCIAL REPORT / EVALUATION FORM**

**B. EVALUATION FORM - FRENCH FEDERAL GRANTS' FUNDED ACTIVITIES**

1. Please fill out all appropriate boxes.

**LEARNING ASSISTANCE: \$**

Learning Assistance Staff	Spending	Number of Staff
<input type="checkbox"/> Educator(s)	\$	
<input type="checkbox"/> Assistant(s)	\$	

Other Learning Assistance \$ \_\_\_\_\_ (Number of staff is optional for this line)

Please provide comments or clarification on other Learning assistance staffing or activities:

Several resource teachers across the district attended training for EFAR. This is a two day training session for teachers to learn how to administer this Level B assessment that measures academic achievement in reading, writing, and math for students in grades 1-10.

**E-LEARNING: \$26,565** This section must be completed

E-Learning technology	Spending	Item listing
<input type="checkbox"/> Hardware for FSL classrooms	\$	
<input type="checkbox"/> French Software	\$	

Other E-Learning **\$26,565**

Please provide listing, comments or clarification on other E-Learning expenditures or activities:

An amount of \$5 per student was transferred to each school to better support e-learning in F.I. programs. Many schools felt a need to increase e-learning resources as more become available online particularly as the new curriculum was introduced. This year, purchases included iPads, laptops, document cameras, apps, licensing fees as well as subscriptions. Also for the district office, a projector and peripheral devices were purchased. In addition, Brainpop subscriptions were purchased for 17 schools across the district.

**LEARNING RESOURCES: \$53,130** This section must be completed

E-Learning technology	Spending	Item listing
<input type="checkbox"/> Printed resources	\$	
<input type="checkbox"/> Electronic resources and E-books	\$	

Other Learning Resources **\$53,130**

Please provide listing, comments or clarification on other Learning Resources expenditures:

An amount of \$10 per student was transferred to each school to support libraries to build their resources for students. Some of the items that were purchased include aboriginal texts, world atlases, picture books, novels, non-fiction books, videos, French newspapers and magazines, and music DVD's. Aboriginal texts were also purchased and distributed to 16 F.I. schools.

**CORE FRENCH: \$103,594** This section must be completed

	Spending	Funded positions
<input checked="" type="checkbox"/> Salary (under funding guidelines)	<b>\$11,752</b>	<b>0.4FTE position</b>
<input checked="" type="checkbox"/> Other Core-French expenditures	<b>\$91,842</b>	

Please provide listing, comments or clarification on Core-French expenditures:

An amount of \$10 per student was transferred to secondary schools to support Core French. This was used to support field trips and performances, purchase videos, books, and in-class activities. Some schools chose to purchase iPads and other electronic devices. A VSB conference was provided on Feb. 9th, 2016. A full day pro-d for elementary Core French teachers (35 attended). Classroom materials have been purchased for elementary teachers including Echos Pro, Club Mystère, AIM, and readers or picture books. In addition, 10 elementary Core French teachers attended SFU Boot camps this year (\$375 each).

**FRENCH PROGRAMS FINANCIAL REPORT / EVALUATION FORM**

**FRENCH IMMERSION: \$290,407** This section must be completed

	Spending	Funded positions
<input checked="" type="checkbox"/> Salary (under funding guidelines)	\$27,421	0.4 FTE position

Other French Immersion expenditures **\$262,986**

Please provide listing, comments or clarification on French Immersion expenditures:

An amount of \$30 per student was transferred to each school to support F.I. programs and \$100 per student that went on a Quebec trip was transferred to each school (384 students). Some of the purchases include various learning resources including books for the classroom, release time for teachers to meet, classroom, magazine subscriptions. In addition, the district purchased one class set of Passeport 9 and 10 books for F.I. secondary schools. Pro-D was provided for teachers as well. 25 schools ordered resources to support Kindergarten classes (\$1000 per class)

**Program expansion**

1. Please describe any significant program expansion that took place in your district during the current school year.

In our district, an additional grade was added to an existing F.I. program. Strathcona Elementary school is now offering K-7

2. Please describe any significant program expansion that is planned in your district in the next school year.

There are two schools in which a new classroom has to be created: Tennyson and Selkirk. \$2000 for each new class was transferred to the schools.

**TEACHERS PRO-D: \$33,525** This section must be completed

- Conferences
- Workshops
- Postsecondary Training
- Mentorship programs
- Orientation Sessions
- In-Service Training

Others as specified below:

Collaborative meetings to share ideas and look at ways to develop programs.

**CULTURAL ACTIVITIES: \$2,700** This section must be completed

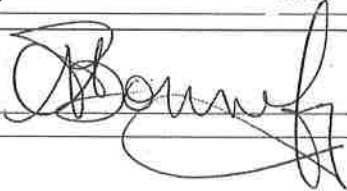
- Concerts
- Theatre
- Concours Oratoire
- Festivals
- Exchanges
- Films
- French Authors
- Entertainers
- Field Trips

Others as specified below:

\$150 per school is a very limited amount of money for these events, so many schools found ways to partially pay for these and find other resources to pay for the other portion.  
Some of the field trips include Children's Festival, the Vancouver Museum, and visiting a local French restaurant.  
Some of the performances include Theatre de la Seixième, bringing in the Maple Man, and hosting a Carnaval.

2. Please give a brief description of new initiatives implemented by school districts for French second language programs.

- \*At the beginning of the year funds were transferred to schools (these were significantly increased from the previous year and are itemized above) to increase local decision making and to be more efficient
- \*We had several inquiries (collaborative learning during which teachers work through a question related to their practice) that took place throughout the year. Topics included transitioning students from French Immersion elementary to Secondary, retention of students in Senior Core French and a third inquiry to support teachers in combined 3/4 F.I. classrooms.
- \*An elementary Core French Day was held this year to bring teachers together to view resources, to meet colleagues across the district, to collaborate and to share ideas and to mobilize new ideas and collaboration across the district. From this there have been teachers who have visited their feeder secondary school, there are teachers offering to pilot resources, some teachers are planning on hosting workshops or sharing of resources in after school meetings.
- \*With the redesigned curriculum, there is a focus on purchasing new resources that meet the needs of subject areas and grade levels. One area of need is to increase the materials with aboriginal content.
- \*Many workshops and series were offered throughout the year. With the assistance of BAFF at SFU, were able to offer workshops series in TPRS, Critical use of Technology, the New Curriculum, and technology, and Oral Language in the French classroom. (Most of these were after school).
- \*The libraries as well are working to increase their resources including websites, so the district is working on listing websites that are beneficial to teachers and students on their webcat.
- \*There has been a continued effort to enhance the literacy instruction in early immersion primary classes. This is done through the expansion of the Early Intervention Initiative. A workshop series called MOP (Maternelle/Orthopédagogue/Première Année) was offered for resource, kindergarten and Grade 1 teachers. Resources were also purchased to enhance this program.
- \*Early in the year a day was held for all new F.I. teachers across the district to come together to share ideas and to get district support that continued during the year.
- \*A French Immersion Support Framework was created to assist with the identification of students experiencing difficulties in French Immersion, thereby facilitating planning early and effective interventions to support their continued participation in the program.

<p><b>SIGNING OFFICER CERTIFICATION</b></p> <p>I agree with the information outlined above and have the authority to certify that all expenditures have been made in accordance with applicable statutes and standards.</p>	<p>Name</p> <p>Guy Bonnefoy</p>	<p>Title</p> <p>Interim Secretary Treasurer</p>
	<p>E-Signature</p> 	<p>Validation Code</p> <p>42766 SD39 - 164</p>