



FINANCIAL REPORT / EVALUATION FORM (FP01-SD)

School Year 2016 / 2017 School District # 39 School District's Name Vancouver School Board

A. FINANCIAL REPORT - DISTRICT GRANTS BASED ON STUDENT LEVEL DATA COLLECTION

Table with 6 columns: 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). Rows include Learning Assistance Grant, E-Learning Technology Grant, Learning Resources Grant, Core French Grant, French Immersion Grant, Teacher Pro-D Grant, Cultural Activities Grant, and TOTAL.

TOTAL CUMULATIVE FEDERAL FUNDING UNSPENT: \$ 92,274

As per our previous communication, funding must be fully spent in the year in which it was allocated. Please note that any unspent funds might result in reduced OLEP funding for your district.

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

1. Please fill out all applicable boxes.

**LEARNING ASSISTANCE: \$**

Learning Assistance staff	Spending	Number of Staff
<input type="checkbox"/> Educator(s) Salaries (per funding guide)	\$	
<input type="checkbox"/> Assistant(s) Salaries (per funding guide)	\$	
<input type="checkbox"/> Other Learning Assistance	\$ _____	(Number of staff is optional for this line)

Please provide comments or clarification on other staffing or activities funded under the learning assistance category.

N/A

**E-LEARNING TECHNOLOGY: \$38,743** This section must be completed

E-Learning technology	Spending	List of items
<input type="checkbox"/> Hardware for FSL classrooms	\$	
<input type="checkbox"/> French software	\$	
<input checked="" type="checkbox"/> Other E-Learning expenditures	<b>\$38,743</b>	

Please provide a list of items and/or comments or clarification on other expenditures or activities funded under this category.

Funds were transferred to each school to better support e-learning in F.I. programs. (This was part of the \$40 that was transferred to schools for French Immersion.) Many schools felt a need to increase e-learning resources as more become available online particularly to support the redesigned curriculum. This year purchases included iPads, laptops, document cameras, projectors, speakers, apps, licensing fees as well as subscriptions. Additionally Brainpop subscriptions were purchased for 16 schools across the district. 70 Ipads have been purchased to work with elementary Core French teachers in the fall.

**LEARNING RESOURCES: \$94,261** This section must be completed

Learning Resources	Spending	List of items
<input type="checkbox"/> Printed resources	\$	
<input type="checkbox"/> Electronic resources and E-books	\$	
<input checked="" type="checkbox"/> Other Learning Resources	<b>\$94,261</b>	

Please provide a list of items and/or comments or clarification on other expenditures or activities funded under this category.

An amount of \$10 per student was transferred to each school to support libraries to build their resources for students. This year a lot of money went toward building libraries with indigenous resources, both for the library and the classroom for all French programs. Some of the other items that were purchased include atlases, picture books, novels, non-fiction books, videos, subscriptions to French newspapers and magazines, and music DVD's.

**CORE FRENCH: \$157,760** This section must be completed

Core French	Spending	Funded positions
<input checked="" type="checkbox"/> Salaries (per funding guide)	<b>\$36,039</b>	<b>0.4 FTE</b>
<input checked="" type="checkbox"/> Other Core-French expenditures	<b>\$121,721</b>	

Please provide a list of items and/or comments or clarification on other expenditures or activities funded under this category.

An amount of \$10 per student was transferred to secondary schools. Amounts \$200, \$300, \$500 or \$700 were transferred to elementary schools based on enrollment in Core French. This new practice created conversations about materials and pedagogy. These funds were used to support field trips, performances, videos, books, and other classroom resources. Some schools purchased iPads and other electronic devices. Elementary classroom materials that were purchased include Echos Pro, Club Mystère, and indigenous books to support the curriculum. Francofete17 was a new initiative for grade 10 students.

**FRENCH PROGRAMS FINANCIAL REPORT / EVALUATION FORM**

**FRENCH IMMERSION: \$418,811** This section must be completed

	Spending	Funded positions
<input checked="" type="checkbox"/> Salaries (per funding guide)	<b>\$54,059</b>	<b>0.6 FTE</b>

Other French Immersion expenditures **\$364,752.36**

Please provide a list of items and/or comments or clarification on other expenditures or activities funded under this category.

An amount of \$40 per students was transferred to each school to support F.I. classrooms and \$100 per student that went on a Quebec trip was transferred to each school as well ( # of students) . Some of the purchases include various learning resources including books for the classroom, release time for teachers to meet, classroom, magazine subscriptions. Again indigenous resources in the schools were built up to help teachers with the new curriculum. Materials were ordered to expand the reading materials for all the grade 2 classes.

**Program expansion**

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

1. 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.

2. There are five schools in which a new classroom has to be created: Hastings, Secord, Trafalgar, Douglas, and Kerrisdale. \$2000 for each new class was transferred to the schools.

Please provide the number of students on wait-list as of June 30.

Early French Immersion

Late French Immersion

**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: **Provide details on the different activities you selected above.**

Collaborative meetings were held to share ideas and look at ways to develop programs. 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 measure academic achievement in reading, writing, and math for students from Gr. 1-10. To disseminate compiled resources, a session was held for principals and resource teachers.

**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: **Provide details on the different activities you selected above.**

Other funds that were transferred to schools were used to cover the costs of cultural activities. 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 Seizième, bringing in the Maple Man, and hosting a Carnaval.

**FRENCH PROGRAMS FINANCIAL REPORT / EVALUATION FORM**

**2. Profile of School district**

Please check off all French Programs that were offered in the current school year:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Core French:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Early Immersion:	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Late Immersion:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive French*:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Intensive French can be considered an extension of Core French. For half of the school year, students receive most of their instruction in French (except for math which is taught in English). For the second half, students receive one hour of French instruction per day, and the rest of the week is dedicated to a compacted curriculum of all other studies in English.

**SUCCESSFUL INITIATIVE:**

Please describe a successful initiative that took place in your district during the current school year, to be shared with other districts to provide inspiration for future activities. Successful initiatives could include such things as a **classroom project, district-wide initiative, successful partnership or, a tool developed by your district.**

The Ministry will enter all the answers provided in a database on its website, as a tool to encourage collaboration between school districts and foster promising practices.

Initiative's name:  Category:  Grade level:

Describe the initiative: (who, when, what, how.)

As a result of a teacher collaborative inquiry, 6 secondary Core French teachers and the Modern Languages Consultant decided to host an event for Grade 10 students to learn more about la Francophonie autour du monde in May 2017. The day consisted of a performance by a French-African drumming group, mask making, traditional folk dancing a video about Quebec with a Kahoot session, yoga completely in French and food trucks for the staggered lunch breaks. It was offsite at a local community hall and over 500 students attended. All the activities were planned by the teachers as well as the schedule and how to separate the students.

What were the outcomes? Why would you describe it as successful?

Students had to fill out a passport at every activity and write in French about it. The comments that students made in the passports were very positive. Many commented that they would like to attend the following year. Students used the French they have learned as well as learned a few more that day. Language is not just speaking the words, but students also got to feel how close language and culture really are.

**DISTRICT FRENCH CONTACT**

Name of the person to contact for French program related inquiries

Title

Email

Adrian Keough

Director of Instruction-LS

akeough@vsb.bc.ca

**SIGNING OFFICER CERTIFICATION**

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.

Name

David Green

Title

Secretary-Treasurer

E-Signature

Validation Code  
42985 SD39 - 257