

FINANCIAL REPORT / EVALUATION FORM (FP01-SD)

School Year	2016 / 2017	School District #	46	School District's Name	Sunshine Coast
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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	\$ _____	\$ _____	\$ 0	\$ _____	\$ 0
Learning Resources Grant	\$ _____	\$ _____	\$ 0	\$ _____	\$ 0
Core French Grant	\$ 37,673.69	\$ 9,835	\$ 47,508.69	\$ 47,508.69	\$ 0
French Immersion Grant	\$ _____	\$ _____	\$ 0	\$ _____	\$ 0
Teacher Pro-D Grant	\$ 18,000	\$ 4,500	\$ 22,500	\$ 8,974.35	\$ 13,525.65
Cultural Activities Grant	\$ 3,600	\$ 900	\$ 4,500	\$ 2,796	\$ 1,704
TOTAL	\$ 59,273.69	\$ 15,235	\$ 74,508.69	\$ 59,279.04	

TOTAL CUMULATIVE FEDERAL FUNDING UNSPENT: \$ 15,229.65

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)	\$	

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.

E-LEARNING TECHNOLOGY: \$

E-Learning technology	Spending	List of items
<input type="checkbox"/> Hardware for FSL classrooms	\$	
<input type="checkbox"/> French software	\$	

Other E-Learning expenditures \$ _____

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

LEARNING RESOURCES: \$

Learning Resources	Spending	List of items
<input type="checkbox"/> Printed resources	\$	
<input type="checkbox"/> Electronic resources and E-books	\$	

Other Learning Resources \$ _____

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

CORE FRENCH: \$47,508.69 This section must be completed

Core French	Spending	Funded positions
<input type="checkbox"/> Salaries (per funding guide)	\$	

Other Core-French expenditures \$ 47508.69

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

New elementary curriculum binders (Club Mystere, Level 1), and AIM program resources were purchased using the gesture methodology. Library additions to be accessed by core French teachers and students seeking French enrichment; additional resources for indigenous perspectives in French. Pearson Education resources, magazine subscriptions, annual licence for student access to 'authentic French dialogue' videos, DVD's, and dictionaries. Resources for cross-curricular collaboration / exploration of Metis and Acadien history. Classroom posters, French games, and incentives / prizes.

FRENCH PROGRAMS FINANCIAL REPORT / EVALUATION FORM

FRENCH IMMERSION: \$

	Spending	Funded positions
<input type="checkbox"/> Salaries (per funding guide)	\$	

Other French Immersion expenditures \$

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

Program expansion

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

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

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

Early French Immersion

Late French Immersion

TEACHERS PRO-D: \$8,974.35 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.**

Our French Coordinator supported teachers in a mentorship capacity to develop teaching strategies for their students. She also ordered resources for future professional development sessions.

CULTURAL ACTIVITIES: \$2,796 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.**

Voyageurs et Co., toured all of our elementary schools, teaching paddling songs and French-Canadian history. The senior French cultural field trip to Vancouver, dining at a French bistro where they ordered and conversed in French, completed a scavenger hunt around a busy market, and visited a patisserie. Most of our secondary classes had a year-end "pique-nique," enjoying French foods while incorporating vocabulary learned 'en classe.' We have invested in equipment / accessories for future cultural events -- annual Soirees Francaises / Crepe Cafes, featuring traditional Quebecois or French cuisine.

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 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"/>
Early Immersion:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Late Immersion:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input 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.)

The senior French classes from our two largest high schools went on a joint cultural field trip to Vancouver, dining at a French bistro where they ordered and conversed in French throughout the meal, completed a scavenger hunt around a busy market, and visited a patisserie.

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

Students were impressed that their acquired French "worked" outside the classroom. They also learned that Vancouver has a French cultural component that most would agree is not particularly obvious.

DISTRICT FRENCH CONTACT

Name of the person to contact for French program related inquiries

Patrick Bocking

Title

Superintendent

Email

pbocking@sd46.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.

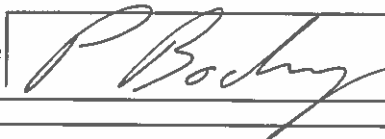
Name

Patrick Bocking

Title

Superintendent

E-Signature



Validation Code
42946 SD46 - 840

FUNDING INFORMATION

For a description of categories and funding guidelines, please refer to the most recent version of the French Funding Guide posted on the Ministry of Education website at <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/french-federal-funding>

FORM FILLING NOTES

Form FP01-SD is to be submitted **on or before July 31** immediately following the end of the school year.

A. Financial Report

Column (A) - Funding Balance Carried over from Previous Years: For 2016-17, enter the funding allocation for planned activities in the appropriate categories as per the budget plan you've submitted so that the Column F equals your budget plan summary.

Column (B) - Current Year Federal Funding by Category: Enter funding allocations by category as identified in the annual grant allocation table which can be accessed [here](#).

Column (F) - Available funding in Current Year: This column is auto calculated by adding (A) and (B) for each category.

Column (E) - School District's Current Year Expenditure: Enter the total amount spent for each category. The amount reported should be limited to **additional costs** directly attributable to the provision of French as Second Language; and, must exclude any activity that would normally be covered under the provincial's operating grant funding.

Column (V) - Funding to Spending Variance: This column is auto calculated by subtracting (E) from (F) for each category.

Unspent Balance: In the event you have not entirely spent your budget for the school year, your OLEP funding might be reduced accordingly.

B. Evaluation Form

B.1 Check all applicable boxes for categories with spending (identified by a red text beside the title); and provide details such as position name for staffing or high level listing of items purchased. Where applicable, category's spending breakdown must equal the category's reported expenditure (an approximated amount may be used where detail breakdown amounts are not available). French Immersion expansion plan must reflect activities and projects completed in the current year, currently underway or expected to begin next school year. In all cases they should be expected to be completed by 2017-18.

B.2 Successful initiative in your district: Please share a successful initiative that your district has implemented for French students and/or educators that could be replicated or simply to help generate ideas/opportunities for other districts. Our goal is to share those best practices with school districts as a source of inspiration for future activities.

E-signature: Preferably the Secretary treasurer will E-sign the form and save it with your SD#. Example: 16-17_fp01_sd00.pdf
Once saved, Part A. Financial report will be locked, the rest will remain available for further edits and comments.
If the E-signature doesn't work, send me one **unsigned** electronic version **and** one scanned **signed** version of the form.

CONTACT INFO

For assistance with this form, please contact:

Luc Jermann
Finance Manager
Ministry of Education

Submit by Email

by email: Luc.Jermann@gov.bc.ca

by Phone: + 1 (250) 888-3106