



FINANCIAL REPORT / EVALUATION FORM (FP01-SD)

School Year 2016 / 2017 School District # 68 School District's Name Nanaimo-Ladysmith

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: \$ 0

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.

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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: \$12,790 This section must be completed

E-Learning technology	Spending	List of items
<input type="checkbox"/> Hardware for FSL classrooms	\$10,235	laptops, ipads
<input type="checkbox"/> French software	\$	

Other E-Learning expenditures \$2,555

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

A number of French language apps and on-line subscriptions in addition to increasing hardware inventory (iPads and Chromebooks) allowed our Immersion and Core French students to engage in 21st century learning activities. Both high schools hosting French Immersion programs received extensive computer lab upgrades. This includes towers, monitors, printers and laptops.

LEARNING RESOURCES: \$19,631 This section must be completed

Learning Resources	Spending	List of items
<input checked="" type="checkbox"/> Printed resources	\$17,051	
<input checked="" type="checkbox"/> Electronic resources and E-books	\$2,580	

Other Learning Resources \$

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

French Funds are allocated to all schools offering Core French and/or French Immersion according to formula and are used to acquire print and digital resources for developing literacy and numeracy skills. Novel sets, primary reading series, textbooks, graphic novels, library resources and web logs are some of the materials we obtained.

CORE FRENCH: \$41,037 This section must be completed

Core French	Spending	Funded positions
<input checked="" type="checkbox"/> Salaries (per funding guide)	\$24,720	.20 fte Coordinator

Other Core-French expenditures \$16,317

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

This budget is allocated to schools offering Core French. Resources are recommended by the District Coordinator for Core French who produces and distributes classroom resources to dozens of elementary teachers who teach Core French as part of their assignment. DVDs, apps and other digital resources are used to teach Core French grades 5 and up. Funds were also used to host orientation, workshops and clinics for teachers new to Core French

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FRENCH IMMERSION: \$128,701 This section must be completed

	Spending	Funded positions
<input checked="" type="checkbox"/> Salaries (per funding guide)	\$24,720	.20 fte Coordinator

Other French Immersion expenditures **\$103,981**

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

The French Immersion program (Early & Late) with over 1300 students and almost 100 teachers is coordinated through the Principals and Vice-Principals at the six sites and is also supported through a District Coordinator for French Immersion who organizes a wide range of educational and cultural activities for French Immersion students K-12 throughout the year. The French Immersion Coordinator uses his annual allocation to cover transportation costs (busing) and admission fees for the sociocultural events. (See Cultural Activities)

Program expansion

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

Grades 8 and 9 French Immersion continues to grow at a second secondary site in Ladysmith. Late Immersion expanded to year 3 of the program.

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

In September 2017, as Late Immersion moves into year four and enrollment is on the incline, additional resources, tech, and equipment are required to support learning in grades 6 and 7. There are now 54 students registered in grades 6 and 7 at Ecole Quarterway Late Immersion. We expect a waitlist in 2018.

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

Early French Immersion

65

Late French Immersion

0

TEACHERS PRO-D: \$2,980 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.**

On two occasions in 2016/2017, over 60 Immersion teachers (K-12) attended workshops hosted at an Immersion school. They engaged in discussion forums and collaborative sharing centered around the implementation of the new BC curriculum. Teachers also invited guest speakers from UVIC and UBC to further their understanding of both the Core Competencies and aboriginal understandings.

CULTURAL ACTIVITIES: \$8,214 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.**

Cultural activities included the second year of Concours Oratoire's replacement called "Patati et Papata", a Languages Week, attending the local Francophone Association's annual Maple Sugar Festival, as well as a number of French cultural events and performances at the schools. Every French Immersion student and many Core French students also attended a performance at the Port Theatre in Nanaimo. This was a performance by a French-Canadian music troupe.

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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 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 checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" 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.)

Initiation Program for Circus Arts. Educational Methodology. The program described below was in every French Immersion school over the course of a week. It is run 100% in French.

"Since its inception in 1993, the "youth circus" has set a standard for being a wonderful inspirational tool for children. Teaching them to persevere in their personal projects while building a willingness within them to create and to succeed."


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

Absolutely successful. Every child in every FI school ages through a series of circus training stations. The smiles and laughs and memories are irreplaceable. The instructor is talented, kind and patient. Bravo Benoit! The children feel valued and confident when they leave the gym. Some children are chosen to attend a special camp over spring break if they have an aptitude for the activities.

DISTRICT FRENCH CONTACT

Name of the person to contact for French program related inquiries	Title	Email
Tim Davie	Assistant Superintendent	tdavie@sd68.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	Title
	Tim Davie	Assistant Superintendent
E-Signature		Validation Code
		42975 SD68 - 449

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

by email: Luc.Jermann@gov.bc.ca
by Phone: + 1 (250) 888-3106

