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INTERGOVERNMENTAL COOPERATION -
BRITISH COLUMBIA

CANADA - BRITISH COLOMBIA AGREEMENT
- EDUCATION; GENERAL

MINORITY LANGUAGE EDUCATION AND SECOND LANGUAGE INSTRUCTION

COOPÉRATION INTERGOUVERNEMENTALE -
COLOMBIE-BRITANNIQUE

ENTENTE CANADA -
COLOMBIE-BRITANNIQUE - ÉDUCATION;
GÉNÉRALITÉS

L'ENSEIGNEMENT DANS LA LANGUE DE LA
MINORITÉ ET L'ENSEIGNEMENT DE LA
LANGUE SECONDE



7540-CH-502-0870

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7540-21-904-5775

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COPIE

**OFFICIAL LANGUAGES IN EDUCATION
BRITISH COLUMBIA ACTION PLANS
2000-2001 TO 2002-2003**

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PREAMBLE

MINORITY LANGUAGE EDUCATION:

Vision:

British Columbia francophones will receive an education in French recognized for its excellence and for its contribution to the development of French culture.

Mission:

The *Conseil scolaire francophone de la Colombie-Britannique (CSF)* is committed to offering educational programs and services enhancing the full development and cultural identity of the francophone learners in the province.

In addition, the Board of Directors undertakes to participate actively in the development of francophone community life in British Columbia. The francophone school district has seven (7) Directors representing the educational and cultural needs of all eligible children in the province.

In 1997, legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

In 1999-2000, we There are 2,770 students enrolled in 39 francophone educational programs in 22 geographical areas of the province.

K-3	1,267	8-10	391
4-7	937	11-12	175

je suppose Kindergarten to grade 3 (K-3) : 1,267 students
Grades 4 to 7 (4-7) : 937

Grades 8 to 10 (8-10) : 391 students
Grades 11 and 12 (11-12) : 175

Studies are underway to evaluate the post-secondary needs for British Columbia's francophone students.

Capital Plan:

Recognizing the right of francophones to manage their own schools the Ministry of Education Capital Planning Branch have been working closely with the CSF on identifying the best configurations for new schools and classroom structures to meet the needs of students.

New School Construction/Renovations

Costs to date:	Province	\$24.24M
Capital Plan:	Province	\$61.36M
	Federal	\$15M

SECOND LANGUAGE INSTRUCTION:

French Immersion

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content. There are 30,420 students enrolled in French Immersion and there is a total of 224 schools offering this program in 44 school districts. *per measure*

• Programs:

The required percentage of time in French Language instruction is:

<u>Grade</u>	<u>% of French Instruction</u>	<u>% of English Instruction</u>
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

• Schools:

There is a total of 224 schools offering French Immersion in 44 school districts.

- 130 Elementary schools
- 23 Middle schools
- 71 Secondary schools

Core French

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. Core French as a course has been in the BC curriculum for over 30 years, however the new Language Policy, in place since September 1995, requires another language to be taught from grade 5 to grade 8. This policy ensures that for a minimum of four (4) years students will take a language course. French is the language most frequently offered.

The number of students enrolled in Core French is 241,448 and there is a total of 1,466 schools offering this course in 59 school districts.

SUPPLEMENTARY COSTS:

Additional costs are incurred for British Columbia in support of French as a First Language education and French as a Second Language programs and instruction. These additional costs are related in part to supporting educational programs. This includes development, translation, adaptation of curriculum documents; development and translation of learning resources, teacher resources and special intervention documents. Additional support is targeted to school libraries, teacher in-service, learning assistance and a variety of cultural activities for the enrichment and understanding of French Canadian heritage.

The delivery of educational programs also entails additional costs supported through the provincial funding allocation system in recognition of small class size, transportation and administration. This results in per pupil funding to the CSF being higher than the average per pupil amount for other public schools in the province. The support British Columbia receives through Official Languages Agreements with the Federal Government assists in offsetting some of the additional costs identified by the CSF.

Financial Planning

	2000-01		2001-02		2002-03		2003-04		TOTAL	
	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal
<i>French First Language</i>										
Educational Structure and Support	6,372,620	282,350	7,172,620	282,350	8,072,620	282,350			21,617,860	847,050
Program Development	1,514,930	1,406,300	1,514,930	1,406,300	1,514,930	1,406,300			4,544,790	4,218,900
Teacher Training	372,500	372,500	372,500	372,500	372,500	372,500			1,117,500	1,117,500
Student Support	399,130	399,130	399,130	399,130	399,130	399,130			1,197,390	1,197,390
Post-secondary / Continuing Education	20,000	20,000	20,000	20,000	20,000	20,000			60,000	60,000
Subtotal - French First Language	8,679,180	2,480,280	9,479,180	2,480,280	10,379,180	2,480,280			28,537,540	7,440,840
<i>French Second Language</i>										
Educational Structure and Support	4,965,000	4,939,720	4,965,000	4,939,720	4,965,000	4,939,720			14,895,000	14,819,160
Program Development	145,000	145,000	145,000	145,000	145,000	145,000			435,000	435,000
Teacher Training	300,000	405,000	300,000	405,000	300,000	405,000			900,000	1,215,000
Student Support	100,000	137,000	100,000	137,000	100,000	137,000			300,000	411,000
Subtotal - French Second Language	5,510,000	5,626,720	5,510,000	5,626,720	5,510,000	5,626,720			16,530,000	16,880,160
TOTAL French First & Second Language	14,189,180	8,107,000	14,989,180	8,107,000	15,889,180	8,107,000			45,067,540	24,321,000
<i>Special Investment Measures in Education</i>										
Educational Structure and Support	900,000	900,000	826,000	826,000	640,000	640,000	620,000	620,000	2,986,000	2,986,000
Program Development	1,450,000	1,450,000	730,000	730,000	250,000	250,000	0	0	2,430,000	2,430,000
Teacher Training	450,000	450,000	444,000	444,000	310,000	310,000	80,000	80,000	1,284,000	1,284,000
Student Support	200,000	200,000	200,000	200,000	100,000	100,000	0	0	500,000	500,000
TOTAL - Special Investment Measures	3,000,000	3,000,000	2,200,000	2,200,000	1,300,000	1,300,000	700,000	700,000	7,200,000	7,200,000

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OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support						
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system in a safe and supportive school environment. 	<ul style="list-style-type: none"> The numbers of students enrolled in Francophone Program. 	2000/01 - 6,272,620 2001/02 - 7,072,620 2002/03 - 7,972,620		2000/01 - 900,000 2001/02 - 826,000 2002/03 - 640,000 2003/04 - 620,000	
1.1.1 Support for full-day kindergarten programs for francophone students. Provincial financing provided for half a day only.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 				2000/01 - 600,000 2001/02 - 600,000 2002/03 - 600,000 2003/04 - 600,000
1.1.2 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan with related activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Number of students enrolled over the next four (4) years. The number of promotional activities. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - Ø 2003/04 - Ø
1.1.3 Support for <i>Projets éducatifs</i> .	<ul style="list-style-type: none"> Effective communication plan is implemented which consolidates francophone vision of partnerships between school, parents and community. 	<ul style="list-style-type: none"> Consultation mechanism is in place, and meets with approval from parents. 				2000/01 - 100,000 2001/02 - 100,000 2002/03 - 40,000 2003/04 - 20,000
1.1.4 Support for the establishment of PEC (<i>partenariats éducatifs et communautaires</i>) in CSF schools.	<ul style="list-style-type: none"> Provide schools with information and support the PEC's that are already established. 	<ul style="list-style-type: none"> Number of PEC's fully established in CSF schools. A common action framework is in place for all the partners. 				2000/01 - 100,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
1.2 Contribution to <i>Fédération des parents francophones de la Colombie-Britannique</i> .	<ul style="list-style-type: none"> Parents support and participate in preschool activities. Parents and community are active participants in the CSF initiatives for their children. Effective francisation strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> The number of new preschool services in francophone schools. Parent advisory Councils are in place in all francophone schools. Parents are present on all partner committees established in francophone schools. The number of francisation kit "Paul et Suzanne" in place in francophone preschools. Provide annually 3 issues of Info Parents, Mini Info Parents and "Grimace et Galipette". 		2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350		

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Minority Language Education

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Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support (cont'd)						
1.3 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Legislation is in place under the BC School Act for minority language education. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Minority language educational programs are consistent with majority language programs. Retain under contract, a French liaison position, to assist the Ministry in monitoring on-going activities and/or programs related to Francophone Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
1.4 Contribution to <i>Éducacentre</i> in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult education.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. Develop and offer services and courses in French. 	<ul style="list-style-type: none"> The number of francophone adults taking the GED program (General Education Diploma). The number of participants for the <i>Dictée des Amériques</i>. <i>Éducacentre</i> offers service to more than 5,000 francophone adults. Maintain operation in 2 sites (Vancouver and Victoria) and 2 campuses (Kelowna and Nanaimo). Develop and offer courses for the following subjects: English as a second language (beginner, intermediate, advanced), computer classes (MsOffice, Word, Excel...) and "Prendre sa carrière en main". The number of students/adults taking courses. 		2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000		
2. Program Development						
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer CORE educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> The number of IRP's (curriculum) available in French. Equity access to material for Francophone students. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 130,000 2001/02 - 130,000 2002/03 - 130,000	2000/01 - 1,450,000 2001/02 - 730,000 2002/03 - 250,000 2003/04 - Ø	
2.2 CSF will purchase learning resources for all schools.	<ul style="list-style-type: none"> The teachers and students have access to resources. 	<ul style="list-style-type: none"> More resource materials are acquired. Resource centers in schools are updated and refurbished. 	2000/01 - 108,630 2001/02 - 108,630 2002/03 - 108,630	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.3 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's (curriculum). Working with publishing houses to ensure needed resources are available in French for each IRP. 	<ul style="list-style-type: none"> The number of resources available. 		2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
2.4 CSF will develop a student support manual for <i>Francisation</i> .	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in Francisation. 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for Francisation and other support projects. A comprehensive report of the consultation findings will be made available. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 150,000 2002/03 - 50,000 2003/04 - Ø
2.5 CSF will develop a program and materials for students experiencing linguistic difficulties at the secondary level.	<ul style="list-style-type: none"> Program and materials developed are appropriate for students in secondary levels. Identify students needing the program. 	<ul style="list-style-type: none"> The level of retention of secondary students. The program is made available to all CSF schools. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 50,000 2002/03 - 50,000 2003/04 - Ø
2.6 CSF will develop a support program and materials for gifted students.	<ul style="list-style-type: none"> Program and materials are appropriate for gifted students and reaches their needs. 	<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 		2000/01 - 117,500 2001/02 - 117,500 2002/03 - 117,500		2000/01 - 150,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
2.7 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Distribution and use of Performance Standards results are available to educators and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000		
2.8 Translate and adapt the yearly Ministry Foundation Skills Assessment examination.	<ul style="list-style-type: none"> Better monitoring of student progress over time. 	<ul style="list-style-type: none"> The number of students writing adequately and enhancements in the results in the French writing assessments. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.9 CSF will develop its own District assessment processes to measure their students progress.	<ul style="list-style-type: none"> Teachers will be able to communicate and identify student strengths, weakness with parents. Teachers will be able to recommend where remedial work will be required if deemed appropriate. 	<ul style="list-style-type: none"> CSF will have developed internal materials to better identify student progress over time. 	<i>[Signature]</i>	2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 180,000 2002/03 - 50,000 2003/04 - Ø
2.10 CSF will develop and implement a distance education program and delivery model to meet the needs of francophone students in BC - Compulsory subjects; - Optional/Elective subjects.	<ul style="list-style-type: none"> Students who participate in distant education are able to meet their educational goals. 	<ul style="list-style-type: none"> The number of students taking distant education courses. The number of distant education courses offer to students. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 350,000 2001/02 - 300,000 2002/03 - 100,000 2003/04 - Ø
2.11 Develop, translate grade 12 provincial examinations for francophone students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> The number of students registered to write provincial examinations. The number of examinable subjects available in French. January examinations, translate up to 3 exams; June examinations, translate up to 6 exams. 	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2.12 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. (Math., Social Studies...) Maximization of French resources for francophones. (Math) Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> The number of resources in French available for francophone programs. 	2000/01 - 90,000 2001/02 - 90,000 2002/03 - 90,000	2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000		
2.13 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélire Maillardville Uni Nous tous un Soleil Théâtre la Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events during school hours, it will supplement activities put on by schools. These activities will support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> The number of francophone cultural events in the schools. The number of students involved in francophone cultural activities such as literature, theater and workshops. Level of students satisfaction. 		2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300		

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Minority Language Education

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Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd) 2.14 CSF will start developing local courses to meet students' needs.	<ul style="list-style-type: none"> Francophone students will have greater choices in locally developed courses. 	<ul style="list-style-type: none"> Level of students satisfaction. The number of locally developed courses. 	2000/01 - 1,101,300 2001/02 - 1,101,300 2002/03 - 1,101,300			
3. Teacher Training			Provincial	Federal	Provincial	Federal
3.1 Bursaries to enable BC francophone teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> The number of teachers applying for bursaries. 		2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000		
3.2 Develop effective instructional strategies for multi-graded classes.	<ul style="list-style-type: none"> Teachers are able to be effective in multi-graded classes. 	<ul style="list-style-type: none"> Resource manual is completed and distributed to teachers. 	2000/01 - 372,500 2001/02 - 372,500 2002/03 - 372,500	2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000	2000/01 - 250,000 2001/02 - 244,000 2002/03 - 110,000 2003/04 - 40,000
3.3 Develop orientation program for new teachers.	<ul style="list-style-type: none"> New teachers have the necessary training and resource materials to be effective in the classroom. Teachers are prepared for class assignments. 	<ul style="list-style-type: none"> The number of new teachers. The level of teachers satisfaction in use of the orientation program. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000	2000/01 - 200,000 2001/02 - 200,000 2002/03 - 200,000 2003/04 - 40,000
3.4 Contribution to (ACELF) <i>Association canadienne d'éducation de langue française</i> .	<ul style="list-style-type: none"> ACELF will continue to offer a national conference that will meet the need of the francophone educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. The number of participants. Materials is distributed to all Francophone schools. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000		
4. Student Support			Provincial	Federal	Provincial	Federal
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> The number of students applying for fellowship bursaries. 		2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630		
4.2 Student Exchange programs (Six- Months).	<ul style="list-style-type: none"> Students have the opportunity to enrich their language and cultural identities. 	<ul style="list-style-type: none"> The number of students applying for the exchange programs. 	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000		
4.3 Develop CSF student exchange policy and programs.	<ul style="list-style-type: none"> On-going exchange programs of various types are introduced and implemented. District wide policy is in place. 	<ul style="list-style-type: none"> The number of exchange programs available to students. Level of satisfaction for students participating in an exchange program. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - Ø	

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Minority Language Education

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Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
4. Student Support (cont'd) 4.4 CSF will develop and support cultural activities in each francophone program in BC.	<ul style="list-style-type: none"> Facilitate the organization of regular cultural activities. Develop a cultural policy for all CSF schools. 	<ul style="list-style-type: none"> The number of cultural events offered and organized by the CSF in their schools. Cultural activities are an integrated part of the students schooling. 	2000/01 - 384,130 2001/02 - 384,130 2002/03 - 384,130	2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - 0
5. Post-Secondary / Continuing Studies			Provincial	Federal	Provincial	Federal
5.1 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (ex. Camosun College, Simon Fraser University, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutes develop and offer courses in French. 	<ul style="list-style-type: none"> The number of students registered in post-secondary institutions for teacher training and upgrading. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
5.2 Contribution to <i>Fédération des francophones de la Colombie-Britannique</i>	<ul style="list-style-type: none"> Continue consultations regarding post-secondary initiatives for francophones students. Establish a French language post-secondary system for francophone students. 	<ul style="list-style-type: none"> Francophone students will have access to a French language post-secondary education in British Columbia. The number of students registered to French language post-secondary program in BC. 				
TOTALS			2000/01 - 8,679,180 2001/02 - 9,479,180 2002/03 - 10,379,180	2000/01 - 2,480,280 2001/02 - 2,480,280 2002/03 - 2,480,280	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000

NOTE: The funding identified in bold, highlights Federal/Provincial support for Special Investment Measures in support of quality education for the minority.

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Minority Language Education

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**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. Students will have access to Core French course. 	<ul style="list-style-type: none"> The number of schools offering Immersion programs. The number of students accessing the programs. The number of subjects available in French will continue to be reviewed. 	2000/01 - 4,600,000 2001/02 - 4,600,000 2002/03 - 4,600,000	2000/01 - 4,528,045 2001/02 - 4,528,045 2002/03 - 4,528,045
1.2 Contribution to the Canadian Parents for French – British Columbia Branch. Parent chapters are active in supporting socio-cultural activities in French to enrich their children's language skills and enhance the French cultural identity.	<ul style="list-style-type: none"> Socio-cultural activities in French are organized for Core French and/or French Immersion students and undertaken by parent groups throughout the province. 	<ul style="list-style-type: none"> The number of socio-cultural activities undertaken by the BC Branch or the individual chapters. (e.g. Concours d'art oratoire, carnivals, film festivals, dances, camps, entertainers). 		2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850
1.3 Contribution to various francophone organizations in support of cultural activities for French Immersion and/or Core French students: <ul style="list-style-type: none"> <i>Idélire</i> <i>Maillardville Uni</i> <i>Nous tous un Soleil</i> <i>Théâtre La Seizième</i> 	<ul style="list-style-type: none"> French Immersion and/or Core French students will be involved in socio-cultural activities and events which will enrich their language skills and understanding of French culture. 	<ul style="list-style-type: none"> The number of cultural events. The number of students participating in the cultural activities. 		2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825

5/11/01 9:21 AM

Second Language Education

1

000014

8/12/19

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated, and supported by parents and school districts. 	<ul style="list-style-type: none"> Provide guidelines on Federal funding to School Districts and organizations offering second language programs and/or activities. Retain an expert to assist the Ministry in monitoring on-going activities and/or programs related to French Immersion and Core French Programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools to cover additional costs related to second-language instruction.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> The number of students accessing courses for second language instruction. The number of Independent schools offering second language courses. 	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000
2. Program Development			Provincial	Federal
2.1 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess French Immersion student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Use of Performance Standards in evaluating students abilities is widely accepted by teachers and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official Second Language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for Second Language students. 	<ul style="list-style-type: none"> The number of students register to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools for the enhancement of French language programs.	<ul style="list-style-type: none"> Quality French programs are offered in Independent schools. New French programs are offered in the Independent schools. 	<ul style="list-style-type: none"> The number of enrichment programs of existing French programs. The number of new French language programs offered. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
3. Teacher Training				
3.1 Bursaries to enable BC Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> The number of teacher applying for the bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000
3.2 Contribution to (APPIPC) <i>Association provinciale des professeurs d'immersion et du programme cadre.</i>	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Level of satisfaction of the participating teachers. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (Camosun College, Simon Fraser University, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> The number of teachers accessing post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000
4. Student Support			Provincial	Federal
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Level of students satisfaction with the bursary. The number of students taking advantage of the bursary to pursue post-secondary in French. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange Programs <ul style="list-style-type: none"> Six-Month Short-Term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> The number of students participating in the Six-Month Exchange Program. The number of students participating in the Short-Term Exchange Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT			2000/01 - 5,510,000 2001/02 - 5,510,000 2002/03 - 5,510,000	2000/01 - 5,626,720 2001/02 - 5,626,720 2002/03 - 5,626,720

5/11/01 9:21 AM

*Maurice Boutet
fait le tour des
provises*



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 06/26/2001 14:52:25

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : FW: FW: Agreements

Micheline, see my note to you in capital letters below

Fran

> -----
> From: George Faddis[SMTP:george.faddis@ag.gov.bc.ca]
> Sent: Monday, June 11, 2001 3:56 PM
> To: Butler, Fran EDUC:EX
> Subject: Re: FW: Agreements
>
> <<fedprov french language blkline.rtf>>
> Fran:
>
> Attached is my black-line redraft of the bilateral agreement.
>
THIS NOTE IS FROM OUR LEGAL COUNCIL. MICHELINE CAN YOU LOOK THIS OVER. YOU
WILL NOTE THAT MOST OF THE CHANGES ARE HOUSEKEEPING.
THERE ARE SOME SPECIFIC QUESTIONS ASKED AND WE HAVE DISCUSSED THESE ON EACH
OTHERS E-MAILS/VOICE MAILS, BUT YOU MAY WISH TO WRITE OUT THESE ANSWERS SO I
CAN FORWARD THEM TO THE SOLICITOR.

THANK YOU

> --
> This message, including any attachments to it, is confidential and
> intended only for the use of the person or persons to whom it is addressed
> unless I have expressly authorized otherwise. It may also contain
> information that is protected by solicitor-client privilege. If you are
> the intended recipient, you may share this message and any attachments to
> it with others within the provincial government only if: (a) sharing of
> this message is necessary for the performance of your duties; and (b) the
> message does not otherwise specifically prohibit you from doing so. THIS
> MESSAGE IS NOT TO BE DISCLOSED OUTSIDE OF THE PROVINCIAL GOVERNMENT
> WITHOUT PRIOR WRITTEN APPROVAL FROM THE LEGAL SERVICES BRANCH, MINISTRY OF
> ATTORNEY GENERAL. If you are not the intended recipient and have received
> this message in error, please notify me immediately and do not copy or
> disclose the contents of this message or any attachments to any other
> person.

>
> George W. Faddis
> Barrister and Solicitor
> Health, Education and AG Regulatory Group
> Legal Services Branch
> Ministry of Attorney General
> Tel: (250) 356-8458 Fax: (250) 356-9264
>

*Conf. - tel.
avec Fran.*



- fedprov french language blkline.rtf



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 06/21/2001 14:20:47

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : Bilateral Agreement Questions

Hello Micheline,

I have a few questions that our solicitors have raised regarding specific sections in the draft Bilateral Agreement.

1. Section 4.2 Inter-provincial/territorial Projects or Pan Canadian Projects.

- this section is not a contractual provision, it does not belong in this agreement.

2. Section 6 TRANSFERS

-6.3 As this paragraph seems to have nothing to do with this Agreement, it should be deleted. If there is a Supplementary Agreement, this constraint can be included in that Supplementary Agreement.

Give me a call and I'll give you the outline on the other changes we are making. Most of the remaining changes are what we refer to as "house keeping"

Fran

*Project
CMEC*

(2)

Frank

*Reçu par la C.B.
Conférence
téléphonique
avec Fran
Butler
le 5/7/01*

Canada-British Columbia Agreement for minority-language education
and second-language instruction

2000-01 to 2002-03

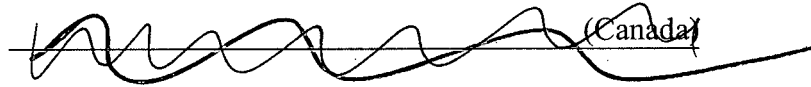
DRAFT FEBRUARY 20, 2001

**CANADA - BRITISH COLUMBIA AGREEMENT
FOR MINORITY-LANGUAGE EDUCATION AND
SECOND-LANGUAGE INSTRUCTION**

THIS AGREEMENT has been concluded in English and in French on this day of 2001

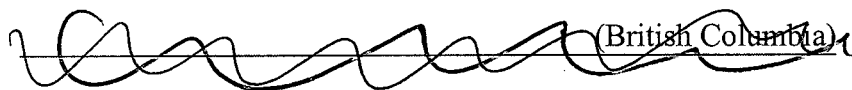
BETWEEN:

**HER MAJESTY THE QUEEN IN RIGHT OF
CANADA**, hereinafter referred to as "Canada,"
represented by the Minister of Canadian Heritage

 (Canada)

AND:

**HER MAJESTY THE QUEEN IN RIGHT OF
BRITISH COLUMBIA**, hereinafter referred to as
"British Columbia," represented by the Minister of
Education.

 (British Columbia)

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Constitution*, as well as by the *Official Languages Act*, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens belonging to the English- or French-language minority in a province or territory to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS Canada is committed to supporting the development of the official-language minority communities and to promoting the recognition and usage of English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage can undertake measures to encourage and assist provincial/territorial governments to offer members of the official-language minority communities education in their own language and to provide everyone with the opportunity to learn French and English as a second language;

WHEREAS a Protocol for Agreement between Canada and the provincial and territorial governments for minority-language education and second-language instruction was concluded on February 23, 2000 between the Minister of Canadian Heritage and the Chair of the Council of Ministers of Education, Canada (CMEC), on behalf of all the provincial and territorial ministers responsible for education, hereinafter referred to as the Protocol;

WHEREAS under the aforementioned Protocol, each provincial and territorial government will conclude a bilateral agreement with Canada for the period from April 2000 to March 2003;

WHEREAS British Columbia, as part of its jurisdiction over education, provides funding for education in French in British Columbia in accordance with section 23 of the *Canadian Charter of Rights and Freedoms* and as well as instruction in French as a second language;

WHEREAS education is a provincial jurisdiction and it is the responsibility of British Columbia to determine the objectives, define the contents, set priorities of its education programs in French and French second-language instruction, as well as to evaluate them;

WHEREAS British Columbia has agreed, for the purpose of the Protocol concluded on February 23, 2000, to describe the objectives, the main measures it intends to undertake and their expected results in multi-year action plans;

WHEREAS Canada and British Columbia recognize the existence, as acknowledged in the Protocol, ~~[deleted because it wasn't specifically acknowledged in the Protocol]~~ of additional costs resulting from the fact that minority-language education and second-language instruction are provided, and Canada is prepared to assist British Columbia to absorb these costs;

WHEREAS the parties recognize that the federal contributions paid to British Columbia for the period extending from April 1998 to March 2000 were provided pursuant to annual provisional arrangements replicating the conditions of the previous bilateral agreement [is this accurate?];

THEREFORE, given the reciprocal agreements contained herein, this Agreement bears witness to the fact that the parties agree on the terms and conditions hereinafter.

OBJECTIVES AND PRIORITIES

111. Objectives

The objectives for which Canada offers British Columbia a financial contribution are set out below.

111.111 To provide members of the French minority-language community with the opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture.

1.2 To provide the residents of British Columbia with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the culture of the other official-language community.

222. Strategic Priorities

Further to the objectives described in Clause 1, Canada and British Columbia agree to recognize that the following items constitute areas should receive of special interest which merit particular attention treatment during the period covered by this Agreement**.

** Para 3.2 of the Protocol states that the parties agree to identify in their bilateral agreement the areas "that should receive special treatment" during the term of the bilateral agreement.

222.111 Consolidation and development of educational services in the language of the minority;

222.222 Support for the development of innovative minority-language educational programs and educational services and support for measures that increase access of minorities to post-secondary educational services, in particular in taking advantage of new communications technologies, where applicable;

222.333 Support for the development and implementation of innovative programs for second-language core programs, in particular in taking advantage of new communications technologies, where applicable;

222.444 Consolidation and development of immersion programs and support for the development of such programs;

222.555 Consolidation and development of teacher training and development programs;

222.666 Fostering of dialogue and mutual understanding between the Francophone and Anglophone communities in the context of regular educational measures sponsored by the provincial and territorial governments, notably through linguistic exchange programs at the secondary and post-secondary levels;

222.777 Reinforcement of inter-provincial/territorial co-operation.

FEDERAL SUPPORT

333. Action plan

3.1 Subject to the provisions of the Protocol and ~~[this agreement is made pursuant to the Protocol but is not subject to the Protocol]~~ ^{OK} this Agreement, Canada shall make the following contributions to the additional costs that British Columbia ~~must will~~ assume in order to implement the measures ~~(the "Measures")~~ ^{the "Measures"} provided for in the multi-year action plan that ~~British~~ ^{the} British Columbia has developed for the purposes of this Agreement (the "Provincial Action Plan"). Additional costs means generally the costs or expenses that British Columbia incurs in addition to those it would incur in order to meet its obligation to educate its residents if it did not offer educational programs in French or instruction in French as a second language. The ~~P~~rovincial ~~A~~action ~~P~~plan is contained in Schedule C and forms an integral part of this Agreement.

3.21. For the duration of the bilateral ~~Agreement~~ ^{OK} concluded with British Columbia, the Provincial Action Plan will set out, for each of the objectives mentioned in Clause 1:

3.12.1 a description of activities ~~measures~~ ^{OK} to be undertaken for each category of Measures category of support indicated in Clause 4 ~~OK~~;

3.21.2 a description of desired outcomes;

3.21.3 a description of performance indicators by which ~~British Columbia~~ ^{the} provincial government will measure achievement of outcomes;

3.21.4 an annual breakdown of estimated expenditures and of Canada and ~~British~~ ^{Columbia} provincial contributions for each ~~M~~measure.

444. Support Categories

4.1 For all levels of education, Canada's financial assistance shall be provided for ~~M~~measures related to the education structure and support, program development, teacher training, student support or any other area described in the Provincial Action Plan ~~type of support that will make it possible to better reflect the particular situation in British Columbia, that will be in accordance with the strategic priorities set out in Clause 2 [why is this here? seems redundant] and have been agreed upon by Canada and British Columbia.~~ ^{OK}

4.2 Inter-provincial/territorial Projects or Pan-Canadian Projects

~~[as this is not a contractual provision, it does not belong in this agreement]~~ [?]

In the interests of increasing inter-provincial/territorial co-operation and to encourage optimum use of resources, Canada and British Columbia recognize the

importance of undertaking projects or measures of an inter-provincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that such projects or measures may be co-ordinated by the CMEC Secretariat, British Columbia or any other province or territory. [The financial contribution paid by Canada to British Columbia for these projects shall be administered in accordance with the terms of this Agreement?]. [if these projects aren't included anywhere in this agreement, how can federal contributions towards these projects be administered in accordance with this agreement?]

(Handwritten circled '25')

Protocol

555. Canada Contribution

555.111 Subject to Parliamentary approval of funds, to the maintenance of current and forecasted budgetary levels for the Official Languages in Education Program and the undertakings in [the Protocol and] this Agreement, Canada shall provide financial assistance for the Mmeasures described in the Pprovincial Aaction Pplan [or other measures on which the parties have agreed, as set out in Clause 4 during the period of this Agreement] [*what "other measures" - what agreements? - this is too vague*]

Supp. funds

5.2 Canada and British Columbia recognize that Canada contribution provided in a particular fiscal year shall be paid to support Mmeasures that are implemented during the provincial school year.

5.3 Canada and British Columbia recognize that under the provisional arrangements concluded for the years 1998-1999 and 1999-2000, the following federal contributions were made for infrastructure support and the minimum guarantee under the terms of the previous Protocol and that the conclusion of this Agreement will not bring about any retroactive change in these contributions:

1998-1999	\$6,771,605
1999-2000	\$8,106,370

the funds

(Handwritten signature)

5.4 Funding for the Pprovincial Aaction Pplan

Subject to Clause 5.1, *(Handwritten circled '5.1')* Canada shall make the following annual contributions to British Columbia for the implementation of Mmeasures described in its the Provincial Aaction Pplan in the fiscal years from 2000-2001 to 2002-2003:

2000-2001	\$8,107,000
2001-2002	\$8,107,000
2002-2003	\$8,107,000

5.5 Canada and British Columbia agree that an amount of nine hundred and fifty thousand dollars (\$950,000) will be provided towards expenditures incurred by British Columbia for Francophone minority governance and French post-secondary education over a period of four years (2000-01 to 2003-04). This amount will be deducted from the contributions mentioned in Clause 5.4, subject to the maintenance and renewal of the Official Languages in Education Program and of its current and forecasted budgetary levels until March 31, 2004.

5.6 Supplementary contribution

(Handwritten '72') In addition to the funding made available further to Clause 5.4, Canada may make the following a supplementary contributions to British Columbia:

(a) Supplementary funding for specific Mmeasures described in the Provincial Aaction Pplan;

(Handwritten signature)

Non doc. annexed

(b) Funding for any other projects or activities agreed to by Canada and British Columbia. The other projects and activities measures to be funded, as well as and the level of funding to be provided, will be agreed upon by Canada and British Columbia. Any such agreement will either. The parties may agree on a multi-year funding for such projects and measures. These projects or measures will be included in a document to be attached as an appendix annually to this Agreement or be set out in a separately signed and will form an integral part thereof or, where appropriate, constitute an auxiliary agreement.

1 sentence OK Voir Reg

5.7 Subject to prior agreement between Canada and British Columbia, each year British Columbia may

(a) the province may each year transfer part of the contributions made by Canada in that year under Clauses 5.4 or 5.6 to CMEC or to any other provincial or territorial government for the implementation of inter-provincial/territorial or pan-Canadian projects; and.

5.8 Subject to prior agreement between Canada and British Columbia,

(b) the province may each year transfer to CMEC part of the financial assistance provided by Canada in that year for the Summer Language Bursary Program and for the Official-Language Monitor Program for the implementation of Mmeasures described in its the Provincial Aaction Pplan, as provided for in Clause 5.4 [what are these programs and why are they included in this agreement?].

5.89 Canada contribution is conditional on British Columbia providing for the implemtation of each Measure described in the Provincial Action Plan category of support a financial contribution equivalent to or greater than that of Canada for that Measurethe implementation of the action plan [and any other measure carried out under this Agreement] what other measures under this agreement?. except for teacher and student bursaries and fellowships which can be totally supported by the federal contribution [what does this mean?].

CMEC (?)

5.910 Contribution for private or independent schools

Canada will provide British Columbia with the information the necessary information to British Columbia to enable British Columbia to pay out of the financial assistance provided to it pursuant to Clause 5.4, the portion attributable to for private or independent schools. from the financial contribution provided for in Clause 5.4. This portion of financial assistance will be paid in accordance with the terms of Schedule B.

OK

666. Transfers

6.1 British Columbia may transfer funds allocated to a particular Measure or activity undertaken in respect of a Measure to another Measure or activity undertaken with respect of a Measurefrom one category of support to another as part of a single objective in the action plan, provided that such a these transfers does not call into question the achievement of the results set out in the Provincial Aaction Pplan.

Voir Reg.

6.2 Subject to the approval of Canada, Canada and British Columbia may agree, in each year covered by this Agreement, to transfer a portion of the federal contribution from one linguistic objective to another in the Provincial Aaction Pplan [what does this mean?]. To obtain such approval, British Columbia will submit a request to Canadian Heritage [to the minister or where?] to transfer funds from one linguistic objective to another before

the Minister of

Voir rég. (?)

February 15 in the year in question.

- 63.2 ~~[As this paragraph seems to have nothing to do with this Agreement, it should be deleted. If there is a Supplementary Agreement, this constraint can be included in that Supplementary Agreement]~~ Within Supplementary Contribution, British Columbia may transfer funds from one project to another with the authorization in writing of Canada, provided that these transfers do not call into question the achievement of the results set out. Canada and British Columbia may also agree, in each year covered by this Agreement, to transfer regular funds to projects funded by the Supplementary Contribution. British Columbia will submit a request to Canadian Heritage before February 15 in the year in question for any transfer.

7. Consultation

- 7.1 British Columbia ~~must~~ ^{will} demonstrate to Canada that interested associations and groups ~~[what are these?]~~ have been consulted, when deemed necessary ~~by whom?~~, on the development and annual updating of the Provincial ~~its~~ Action Pplan ~~[where does it say that the Action Plan is to be updated annually?]~~.
- 7.2 Canada intends to consult with interested associations and groups on the programs provided for in this Agreement and for which it provides a financial contribution. Canada and British Columbia may agree to hold these consultations jointly.
- 7.3 British Columbia agrees to participate in meetings between representatives of the federal government and of the provincial and territorial governments to be held at least once a year to discuss the programs provided for in the is Protocol and to review the various initiatives undertaken with respect to the objectives and strategic priorities outlined in theis Protocol.

8. Duration

- 8.1 This Agreement shall take effect on April 1, 2000 and expire on March 31, 2003.

9. Amendment of Agreement

- 9.1 This Agreement may be amended with the written consent of both parties.

10. Partnership

- 10.1 The parties recognize that this Agreement does not constitute an association for the purpose of creating a partnership or a co-enterprise and it does not create an agency relationship between Canada and British Columbia.

111111. Members of the House of Commons, the Senate and the Legislative Assembly of British Columbia

- 11.1 No member of the House of Commons, the Senate or the Legislative Assembly of British Columbia may be admitted to any share or part of this Agreement or to any benefit arising therefrom.

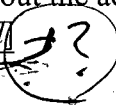

121212. Officials and Employees of the Government

- 12.1 No official or employee of Canada may be admitted to any share or part of this Agreement or to any benefit arising therefrom without the consent in writing of the Minister to whom the official or employee reports.

131313. Liability of Canada

- 13.1 Canada is not liable for any injury, including fatal injury, or material damage suffered by British Columbia or anyone else as a result of the implementation of this Agreement by British Columbia unless such injuries or damages are attributable to the fault of an employee or agent of Canada in the course of his or her duties.

141414. Indemnification

- 14.1 British Columbia shall indemnify Canada and the Minister of Canadian Heritage and their servants or agents and release them from any liability for and against all claims, losses, damages, costs and expenses related to any injury or death of a person, or loss or damage to property caused or alleged to be caused by British Columbia or its servants or agents in carrying out the activities described in this Agreement. Risk Management approval req'd  

15. Communications

- 15.1 Any notice concerning this Agreement intended for Canada shall be sent by mail to the following address:

The Minister of Canadian Heritage
Ottawa, Ontario
K1A 0M5

- 15.2 Any notice concerning this Agreement intended for British Columbia shall be sent by mail to the following address:

The Minister of Education
Government of British Columbia
Parliamentary Buildings, Room 152
Victoria, British Columbia
V8W 0E2

- 15.3 Any notice sent in this way shall be deemed to have been received after the time required for a letter to reach its destination under normal circumstances.

16. Schedules

- 16.1 The attached Schedules are an integral part of this Agreement:

Schedule A - Administrative Procedures;
Schedule B - Statistical Calculation of Contributions to Private or Independent Schools; and
Schedule C - Provincial Action Plan.

IN WITNESS WHEREOF, the parties have signed this Agreement.

ON BEHALF OF CANADA

ON BEHALF OF BRITISH COLUMBIA

Minister of Canadian Heritage

Minister of Education

IN THE PRESENCE OF:

IN THE PRESENCE OF:


Witness

Witness

SCHEDULE A

ADMINISTRATIVE PROCEDURES

1. Public Information

- 1.1 Canada and British Columbia agree that they must be able to show their respective legislative assemblies and the Canadian public that the financial contribution made by Canada contributes to the maintenance and development of educational programs in French and second-language instruction programs in French for which funds have been appropriated.
- 1.2 ~~In accordance with Clause 7.1 of the Protocol, Canada and British Columbia agree that this Agreement as well as the Pprovincial Aaction Pplan shall be made available to all provincial and territorial governments and to the Canadian public upon signing of the Agreement.~~ 
- 1.3 British Columbia shall make public a detailed annual report on the Mmeasures undertaken and results achieved as part of its the Provincial Aaction Pplan as well as for any other project or activity funded with the supplementary contribution described in Clause 5.6 of the Agreement. ~~_____~~
- 1.4 British Columbia shall provide the information referred to in Clause 1.3 of this Schedule in the manner it considers to be most appropriate to its particular circumstances. If there is a need, in the opinion of Canada or British Columbia, to clarify the information provided, Canada and British Columbia will hold discussions to do so and to review the pertinence of such information to the needs of Canada.
- 1.5 ~~In accordance with the Clause 7.6 of the Protocol, British Columbia agrees to give recognition of Canada participation when conducting publicity for all programs and Mmeasures for which financial assistance was provided by Canada. For the purpose of this Agreement, publicity includes, without being limited to, news releases, reports of provincial government departments or agencies, correspondence with educational institutions and, in the case of award programs for teachers and students, in correspondence with individuals, publicity announcements concerning programs and application forms. British Columbia agrees to provide Canada with samples of these different kinds of publicity annually.~~
- 1.6 ~~In accordance with Clause 7.7 of the Protocol, British Columbia also agrees to take all reasonable measures to ensure that any other recipient of a financial contribution from Canada (for example, schools, school boards and postsecondary institutions) agree to mention Canada contributions wherever appropriate in any publicity relating to the programs for which Canada has made a financial contribution.~~
- 1.7 ~~In accordance with Clause 7.9 of the Protocol, British Columbia agrees to provide Statistics Canada, for each year of this Agreement, with statistical data on enrolment and instruction time in French educational programs, French immersion programs, second-language instruction programs in French, programs to train teachers to teach in French as the minority language and in French as a second language in British Columbia. The data to be provided and the procedures to be used for the collection thereof will be in accordance with the current arrangements in effect between Statistics Canada and British Columbia.~~
- 1.8 British Columbia agrees that the provincial and territorial governments, collectively through the CMEC, will issue news releases with Canada announcing programs funded by Canada. Each provincial and territorial government

SCHEDULE A

individually may also issue news releases and these may be issued with Canada. Canada may also issue news releases on the funding that it provides and these may be issued with the provincial and territorial government or governments concerned.

SCHEDULE A

2. Payments

2.1 Funding of three-year in respect of Provincial Aaction Pplan

In each fiscal year covered by this Agreement, Canada will pay its annual contributions in respect of to the Provincial Aaction Pplan of British Columbia as per Clause 5.4 of the Agreement shall be paid as follows:

- (a) an initial payment representing approximately one-quarter (25%) of Canada contribution for the first fiscal year shall be paid on signing of this Agreement and Canada acceptance of the Provincial three-year Aaction Pplan;
- (b) in each subsequent year, the first payment, representing approximately one-quarter (25%) of Canada contribution for that year, will be paid on or about June 30 of each year on condition that the requirements for the previous payments have been met and, where necessary, subject to the receipt and acceptance of an updated action plan [what updated plan?] ?
- (c) in each year of the Agreement, the second payment, representing approximately one-quarter (25%) of Canada contribution for that year, will be paid on or about September 30 of each year, on condition that the requirements for the previous payments have been met;
- (d) in each year of the Agreement, the third payment, representing approximately one-quarter (25%) of Canada contribution for that year, shall be paid on or about December 31 of each year subject to receipt and acceptance of a detailed report on the Mmeasures implemented in the preceding year, except for the first year of the Agreement, and a final certified financial statement of expenditures for the preceding year; this report and financial statement shall be submitted no later than November 30 of each year;
- (e) in each year of the Agreement, the fourth and final payment, representing the balance of Canada contribution for the year, shall be paid following receipt and acceptance of a certified interim financial statement of actual expenditures made as of January 31 of the current year and anticipated expenditures to the end of the school year.

2.2 Supplementary Additional contribution - Clause 5.6 of Agreement

[Need to discuss this entire section - doesn't fit properly]

Canada will pay its additional contribution payable pursuant to Clause 5.6 of the Agreement Canada supplementary contribution to British Columbia as per Clause 5.5 of the Agreement will be subject to the Minister approval and shall be paid as follows:

- (a) following the Minister's approval [which minister's approval and why is approval required?], an initial payment representing approximately one-half (50%) of Canada contribution for the current year shall be paid following the Minister approval; PCH
- (b) in the case of a supplementary contribution approved on a multi-year basis, in each subsequent year an initial payment representing approximately one-half (50%) of Canada contribution shall be paid on or about June 30 of each year, on condition that the requirements for the previous payments have been met;

SCHEDULE A

- (c) a second and final payment, representing the balance of the contribution for the current year shall be paid following receipt and acceptance:
- (i) of a detailed report on the Mmeasures implemented as a result of Canada contribution under this Agreement during the previous year and of a final certified financial statement relating thereto, where appropriate; this report and financial statement will be submitted at the same time as those to be provided for the action plan;
 - (ii) of a certified interim financial statement of actual expenditures incurred as of January 31 of the year in question and anticipated expenditures to the end of the school year; this financial statement shall be submitted at the same time as the interim financial statements of the action plan.

2.3 Where the payments are made on the basis of expenditure forecasts, these payments shall be debts owed to Canada until British Columbia has submitted information satisfactory to the federal Minister in support of these expenditures in accordance with this Agreement. ~~[does this paragraph apply to all payments made under this Schedule? If so, this should be clarified]~~

2.4 Auxiliary agreements for capital projects

~~[why is this here? How does this link into the terms of this bilateral agreement? - we need to discuss]~~ (2)

Canada and British Columbia may conclude auxiliary agreements concerning the implementation of capital projects. These auxiliary agreements will establish the procedures for the payment of Canada contribution. These procedures will indicate the documents that are required to ensure that the payments are made. These auxiliary agreements will also indicate conditions to be met in order to fulfill the requirements of the provincial and federal legislation and regulations regarding environmental assessment.

3. Accounts and Financial Statements

- 3.1 British Columbia agrees to keep accounts and records of its revenues and expenditures related to this Agreement.
- 3.2 In accordance with Clause 2.1 of this Schedule, British Columbia shall provide Canada with the certified interim statements of expenditures referred to in Clause 2.1(e) of this Schedule associated with Canada contribution no later than March 31 of each year of this Agreement. The certified interim statements of expenditures shall provide details on actual expenditures prior to January 31 and forecasts for anticipated expenditures after January 31 of the current year.
- 3.3 For a given year, British Columbia shall provide Canada with the final certified statements of expenditures referred to in Clause 2.1(d) of this Schedule no later than November 30 following the end of the previous fiscal year.
- 3.4 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall indicate a breakdown of expenditures by category of support for each of the linguistic objectives and a specific breakdown of expenditures for teacher and student bursaries and fellowships.

SCHEDULE A

- 3.5 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall be certified by a senior program officer and a senior financial officer, who shall be duly authorized by British Columbia and agreed to by Canada.

4. Overpayment

- 4.1 If the payments made to British Columbia under this Agreement exceed the amounts to which British Columbia is entitled under this Agreement, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to British Columbia by an equivalent amount.

5. Financial audit

- 5.1 Canada reserves the right to audit or to have an audit conducted of the accounts and records of British Columbia in connection with the programs, projects and Mmeasures supported with Canada contribution. Should such an audit take place, it would be undertaken by an auditor to be agreed upon by Canada and British Columbia.
- 5.2 Canada agrees to inform British Columbia of the results of any financial audit and to pay British Columbia, as soon as possible after the completion of the audit, any monies that the audit may show to be then due and owing to British Columbia. British Columbia agrees to pay to Canada, on being informed of the results of such financial audit, any monies that the audit may show to be due and owing to Canada.

6. Evaluation

- 6.1 The evaluation of provincial educational programs and mMeasures, included in the Provincial Aing its action Pplan, is the responsibility of British Columbia. British Columbia agrees to share the results of these evaluations with Canada.
- 6.2 Canada is responsible for the evaluation of its financial support to British Columbia for French-language education and French second-language instruction. For such evaluations, Canada shall use the information provided further to this Agreement. If additional information is required, such information shall be the subject of discussions between Canada and British Columbia. Furthermore, Canada agrees to consult British Columbia on the design of these evaluations and to facilitate its participation during the course of such evaluations.

7. Availability of Materials

- 7.1 British Columbia agrees that it shall take all reasonable measures to make available to any researcher, institution or provincial or territorial government and the general public, any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided for a project or activity by Canada. For this purpose, British Columbia may catalogue this material and make it available to the public. British Columbia also agrees that all the costs of providing such documents shall be calculated in light of the financial contribution made by Canada. Wherever possible, such costs shall be calculated solely on the basis of the costs associated with the provision of the said

SCHEDULE A

documents but not with the preparation of these documents.

PROVINCIAL ACTION PLAN

C

SCHEDULE B

STATISTICAL CALCULATIONS OF CONTRIBUTIONS TO PRIVATE AND INDEPENDENT SCHOOLS

1. General procedures for contributions to private or independent schools

- 1.1 In accordance with Clause 5.9 of this Agreement, British Columbia agrees to provide a contribution to the Federation of Independent School Associations (FISA) for distribution to private or independent schools in British Columbia in each year of this Agreement on the basis of a full-time equivalence (FTE) amount. The amount of the contribution given to each school in British Columbia shall be determined by Statistics Canada in each year of the Agreement on the basis of the calculations shown in this Schedule CB. To this end, British Columbia authorizes Statistics Canada to obtain the data required for these calculations directly from the Ministry of Education ~~private or independent schools in British Columbia~~ for each year of this Agreement. British Columbia agrees to ask FISA to supply an audited report ~~the independent schools that receive a contribution to that provides~~ information each year showing how Canada contributions are used to cover the additional costs incurred by ~~independent the schools~~ to provide French-language education and French second-language instruction.
- 1.2 British Columbia may, at its discretion, increase the amount of Canada contribution to the schools from the funds provided for in Clause 5.4 of this Agreement.

2. Minority language and immersion

- 2.1 For a student to be considered a full-time equivalence (FTE), he or she must be registered in an educational program in the minority language or in second-language immersion as defined by ~~the province~~ British Columbia and receive not less than 75% of his or her education in the minority language or in the second language at the elementary level and not less than 60% at the secondary level.
- 2.2 For students receiving less of their education in the minority language or in second-language immersion than the percentage shown in Clause 2.1 of this Schedule, instruction time shall be calculated on the basis of the percentage they receive; in other words, 100% of a student regular instruction time will correspond to one FTE.
- 2.3 Students receiving less than 25% of their instruction in the minority language will not be included; however, students receiving less than 25% of their instruction in second-language immersion will be included in calculating the contribution for the second language.

3. Second language

- 3.1 Full-time equivalence (FTE) in the second language is determined by calculating the number of hours of instruction in the second language received by the students. There is an FTE whenever there is 100% of a student regular instruction time.

4444. FTE - Elementary and secondary levels

- 4.1 Full-time equivalence (FTE) at the elementary and secondary levels for students registered in the programs referred to above is calculated as follows:

SCHEDULE B

- (a) each student registered in a program in the minority language or in an immersion program who receives not less than 75% of his or her education in the said language at the elementary level and 60% at the secondary level FTE
- (bbb) the calculation for other students is based on the percentage of the school week¹ X the number of other students = number of FTE
- 4.2 In all the above clauses, a student registered in junior and senior kindergarten classes recognized or defined by the province British Columbia will be considered to be one-half of a full-time equivalence (FTE) if his or her regular instruction time is equivalent to one-half of the regular instruction time of the other programs at the elementary level in accordance with the calculations described above in Clauses 2, 3 and 4 of this Schedule.
5. The amount to be paid to each school in a given year will be calculated on the basis of the number of full-time equivalences (FTE) in the previous school year.
6. Statistics Canada will process the data required to calculate contributions for to the independent or private schools in British Columbia. The methods to be used in collecting these data will be those agreed to under the earlier Protocol between Statistics Canada and each provincial government.
7. Subject to Clause 5.4 of this Agreement, the contributions per full-time equivalence (FTE) at the elementary and secondary levels for students registered in each of the educational programs described in this Schedule are determined as follows for the period of this Agreement:

CONTRIBUTION FOR EACH FTE PER PROGRAM

Minority language	\$/FTE	Immersion	\$/FTE	Second language (Core program)	\$/FTE
Elementary	\$141	Elementary	\$111	Elementary	\$64
Secondary	\$267	Secondary	\$172	Secondary	\$94

8. The amount to be paid to each private or independent school for each year of this Agreement shall be determined as follows:
- 8.1 the contribution per FTE as indicated above for each of the educational programs and levels multiplied by the number of FTE students for each of the educational programs and levels corresponding to the provisions of this Schedule.

Total minutes of instruction for each level in one
of the three programs referred to above in the cycle* X 100
total minutes in the cycle

* cycle is a period representing a specific number of days of instruction recurring in the same order within the school timetable. The cycle may last five or more.



JUN 19 2001

Our Ref: 65439

Hilaire Lemoine, Director General
Official Languages Programs
Department of Canadian Heritage
7th Floor
15 Eddy St
Hull QC K1A 0M5

Dear Hilaire Lemoine:

I am pleased to submit British Columbia's Business Plan in support of the Canada-British Columbia Agreement for Minority Language Education and Second Language Instruction, and the Canada-British Columbia Special Agreement on Investment Measures for Quality Education in the Language of the Minority.

This Plan covers fiscal 2000-2001 to 2002-2003 under the current Protocol Agreement on Official Languages and fiscal 2000-2001 to 2003-2004 under the new Special Agreement on Investment Measures for Quality Education in the Language of the Minority.

I understand the Capital Projects Plan for Francophone schools has been submitted for review and discussions have taken place, which indicate that, upon approval of the province's Business Plan, a Capital Projects Agreement will be prepared reflecting this Plan.

I look forward to the completion of all these Agreements and to the continuing commitment and support of the federal government to Francophone Education and Second Language instruction within the Province of British Columbia.

Sincerely yours,

Stewart Ladyman
A/Deputy Minister

Enclosures

*Document
du P. H.
pour l'archive*

**OFFICIAL LANGUAGES IN EDUCATION
BRITISH COLUMBIA ACTION PLANS
2000-2001 TO 2002-2003**

PREAMBLE

MINORITY LANGUAGE EDUCATION:

Vision:

British Columbia francophones will receive an education in French recognized for its excellence and for its contribution to the development of French culture.

Mission:

The *Conseil scolaire francophone de la Colombie-Britannique (CSF)* is committed to offering educational programs and services enhancing the full development and cultural identity of the francophone learners in the province.

In addition, the Board of Directors undertakes to participate actively in the development of francophone community life in British Columbia. The francophone school district has seven (7) Directors representing the educational and cultural needs of all eligible children in the province.

In 1997 legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

There are 2,770 students enrolled in 39 francophone educational programs in 22 geographical areas of the province.

K-3	1,267	8-10	391
4-7	937	11-12	175

Studies are underway to evaluate the post-secondary needs for British Columbia's francophone students.

Capital Plan:

Recognizing the right of francophones to manage their own schools the Ministry's Capital Planning Branch have been working closely with the CSF on identifying the best configurations for new schools and classroom structures to meet the needs of students.

New School Construction/Renovations

Costs to date:	Province	\$24.24M
Capital Plan:	Province	\$61.36M
	Federal	\$15M

SECOND LANGUAGE INSTRUCTION:

French Immersion

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content. There are 30,420 students enrolled in French Immersion and there is a total of 224 schools offering this program in 44 school districts.

- **Programs:**

The required percentage of time in French Language instruction is:

<u>Grade</u>	<u>% of French Instruction</u>	<u>% of English Instruction</u>
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

- **Schools:**

There is a total of 224 schools offering French Immersion in 44 school districts.

- 130 Elementary schools
- 23 Middle schools
- 71 Secondary schools

Core French

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. Core French as a course has been in the BC curriculum for over 30 years however the new Language Policy, in place since September 1995 requires another language to be taught from grade 5 to grade 8. This policy ensures that for a minimum of four (4) years students will take a language course. French is the language most frequently offered.

The number of students enrolled in Core French is 241,448 and there is a total of 1,466 schools offering this course in 59 school districts.

SUPPLEMENTARY COSTS:

Additional costs are incurred for British Columbia in support of French as a First Language education and French as a Second Language programs and instruction. These additional costs are related in part to supporting educational programs. This includes development, translation, adaptation of curriculum documents; development and translation of learning resources, teacher resources and special intervention documents. Additional support is targeted to school libraries, teacher in-service, learning assistance and a variety of cultural activities for the enrichment and understanding of French Canadian heritage.

The delivery of educational programs also entails additional costs supported through the provincial funding allocation system in recognition of small class size, transportation and administration. This results in per pupil funding to the CSF being higher than the average per pupil amount for other public schools in the province. The support British Columbia receives through Official Languages Agreements with the Federal Government assists in offsetting some of the additional costs identified by the CSF.

Financial Planning

	2000-01		2001-02		2002-03		2003-04		TOTAL	
	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal
<i>French First Language</i>										
Educational Structure and Support	6,372,620	282,350	7,172,620	282,350	8,072,620	282,350			21,617,860	847,050
Program Development	1,514,930	1,406,300	1,514,930	1,406,300	1,514,930	1,406,300			4,544,790	4,218,900
Teacher Training	372,500	372,500	372,500	372,500	372,500	372,500			1,117,500	1,117,500
Student Support	399,130	399,130	399,130	399,130	399,130	399,130			1,197,390	1,197,390
Post-secondary / Continuing Education	20,000	20,000	20,000	20,000	20,000	20,000			60,000	60,000
Subtotal - French First Language	8,679,180	2,480,280	9,479,180	2,480,280	10,379,180	2,480,280			28,537,540	7,440,840
<i>French Second Language</i>										
Educational Structure and Support	4,965,000	4,939,720	4,965,000	4,939,720	4,965,000	4,939,720			14,895,000	14,819,160
Program Development	145,000	145,000	145,000	145,000	145,000	145,000			435,000	435,000
Teacher Training	300,000	405,000	300,000	405,000	300,000	405,000			900,000	1,215,000
Student Support	100,000	137,000	100,000	137,000	100,000	137,000			300,000	411,000
Subtotal - French Second Language	5,510,000	5,626,720	5,510,000	5,626,720	5,510,000	5,626,720			16,530,000	16,880,160
TOTAL French First & Second Language	14,189,180	8,107,000	14,989,180	8,107,000	15,889,180	8,107,000			45,067,540	24,321,000
<i>Special Investment Measures in Education</i>										
Educational Structure and Support	900,000	900,000	826,000	826,000	640,000	640,000	620,000	620,000	2,986,000	2,986,000
Program Development	1,450,000	1,450,000	730,000	730,000	250,000	250,000	0	0	2,430,000	2,430,000
Teacher Training	450,000	450,000	444,000	444,000	310,000	310,000	80,000	80,000	1,284,000	1,284,000
Student Support	200,000	200,000	200,000	200,000	100,000	100,000	0	0	500,000	500,000
TOTAL - Special Investment Measures	3,000,000	3,000,000	2,200,000	2,200,000	1,300,000	1,300,000	700,000	700,000	7,200,000	7,200,000

5/1/01 9:02 AM

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support						
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system in a safe and supportive school environment. 	<ul style="list-style-type: none"> The numbers of students enrolled in Francophone Program. 	2000/01 - 6,272,620 2001/02 - 7,072,620 2002/03 - 7,972,620		2000/01 - 900,000 2001/02 - 826,000 2002/03 - 640,000 2003/04 - 620,000	
1.1.1 Support for full-day kindergarten programs for francophone students. Provincial financing provided for half a day only.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 				2000/01 - 600,000 2001/02 - 600,000 2002/03 - 600,000 2003/04 - 600,000
1.1.2 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan with related activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Number of students enrolled over the next four (4) years. The number of promotional activities. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - Ø 2003/04 - Ø
1.1.3 Support for <i>Projets éducatifs</i> .	<ul style="list-style-type: none"> Effective communication plan is implemented which consolidates francophone vision of partnerships between school, parents and community. 	<ul style="list-style-type: none"> Consultation mechanism is in place, and meets with approval from parents. 				2000/01 - 100,000 2001/02 - 100,000 2002/03 - 40,000 2003/04 - 20,000
1.1.4 Support for the establishment of PEC (<i>partenariats éducatifs et communautaires</i>) in CSF schools.	<ul style="list-style-type: none"> Provide schools with information and support the PEC's that are already established. 	<ul style="list-style-type: none"> Number of PEC's fully established in CSF schools. A common action framework is in place for all the partners. 				2000/01 - 100,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
1.2 Contribution to <i>Fédération des parents francophones de la Colombie-Britannique</i> .	<ul style="list-style-type: none"> Parents support and participate in preschool activities. Parents and community are active participants in the CSF initiatives for their children. Effective francisation strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> The number of new preschool services in francophone schools. Parent advisory Councils are in place in all francophone schools. Parents are present on all partner committees established in francophone schools. The number of francisation kit "Paul et Suzanne" in place in francophone preschools. Provide annually 3 issues of Info Parents, Mini Info Parents and "Grimace et Galipette". 		2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support (cont'd)						
1.3 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Legislation is in place under the BC School Act for minority language education. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Minority language educational programs are consistent with majority language programs. Retain under contract, a French liaison position, to assist the Ministry in monitoring on-going activities and/or programs related to Francophone Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
1.4 Contribution to <i>Éducacentre</i> in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. Develop and offer services and courses in French. 	<ul style="list-style-type: none"> The number of francophone adults taking the GED program (General Education Diploma). The number of participants for the <i>Dictée des Amériques</i>. <i>Éducacentre</i> offers service to more than 5,000 francophone adults. Maintain operation in 2 sites (Vancouver and Victoria) and 2 campuses (Kelowna and Nanaimo). Develop and offer courses for the following subjects: English as a second language (beginner, intermediate, advanced), computer classes (MsOffice, Word, Excel..) and "<i>Prendre sa carrière en main</i>". The number of students/adults taking courses. 		2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000		
2. Program Development			Provincial	Federal	Provincial	Federal
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer CORE educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> The number of IRP's (curriculum) available in French. Equity access to material for Francophone students. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 130,000 2001/02 - 130,000 2002/03 - 130,000	2000/01 - 1,450,000 2001/02 - 730,000 2002/03 - 250,000 2003/04 - Ø	
2.2 CSF will purchase learning resources for all schools.	<ul style="list-style-type: none"> The teachers and students have access to resources. 	<ul style="list-style-type: none"> More resource materials are acquired. Resource centers in schools are updated and refurbished. 	2000/01 - 108,630 2001/02 - 108,630 2002/03 - 108,630	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.3 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's (curriculum) Working with publishing houses to ensure needed resources are available in French for each IRP. 	<ul style="list-style-type: none"> The number of resources available. 		2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
2.4 CSF will develop a student support manual for <i>Francisation</i> .	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in Francisation. 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for Francisation and other support projects. A comprehensive report of the consultation findings will be made available. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 150,000 2002/03 - 50,000 2003/04 - Ø
2.5 CSF will develop a program and materials for students experiencing linguistic difficulties at the secondary level.	<ul style="list-style-type: none"> Program and materials developed are appropriate for students in secondary levels. Identify students needing the program. 	<ul style="list-style-type: none"> The level of retention of secondary students. The program is made available to all CSF schools. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 50,000 2002/03 - 50,000 2003/04 - Ø
2.6 CSF will develop a support program and materials for gifted students.	<ul style="list-style-type: none"> Program and materials are appropriate for gifted students and reaches their needs. 	<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 		2000/01 - 117,500 2001/02 - 117,500 2002/03 - 117,500		2000/01 - 150,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
2.7 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Distribution and use of Performance Standards results are available to educators and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000		
2.8 Translate and adapt the yearly Ministry Foundation Skills Assessment examination.	<ul style="list-style-type: none"> Better monitoring of student progress over time. 	<ul style="list-style-type: none"> The number of students writing adequately and enhancements in the results in the French writing assessments. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.9 CSF will develop its own District assessment processes to measure their students progress.	<ul style="list-style-type: none"> Teachers will be able to communicate and identify student strengths, weakness with parents. Teachers will be able to recommend where remedial work will be required if deemed appropriate. 	<ul style="list-style-type: none"> CSF will have developed internal materials to better identify student progress over time. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 180,000 2002/03 - 50,000 2003/04 - Ø
2.10 CSF will develop and implement a distance education program and delivery model to meet the needs of francophone students in BC - Compulsory subjects; - Optional/Elective subjects.	<ul style="list-style-type: none"> Students who participate in distant education are able to meet their educational goals. 	<ul style="list-style-type: none"> The number of students taking distant education courses. The number of distant education courses offer to students. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 350,000 2001/02 - 300,000 2002/03 - 100,000 2003/04 - Ø
2.11 Develop, translate grade 12 provincial examinations for francophone students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> The number of students registered to write provincial examinations. The number of examinable subjects available in French. January examinations, translate up to 3 exams; June examinations, translate up to 6 exams. 	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2.12 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. (Math., Social Studies...) Maximization of French resources for francophones. (Math) Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> The number of resources in French available for francophone programs. 	2000/01 - 90,000 2001/02 - 90,000 2002/03 - 90,000	2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000		
2.13 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> <i>Idélire</i> <i>Maillardville Uni</i> <i>Nous tous un Soleil</i> <i>Théâtre la Seizième</i> 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events during school hours, it will supplement activities put on by schools. These activities will support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> The number of francophone cultural events in the schools. The number of students involved in francophone cultural activities such as literature, theater and workshops. Level of students satisfaction. 		2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd) 2.14 CSF will start developing local courses to meet students' needs.	<ul style="list-style-type: none"> Francophone students will have greater choices in locally developed courses. 	<ul style="list-style-type: none"> Level of students satisfaction. The number of locally developed courses. 	2000/01 - 1,101,300 2001/02 - 1,101,300 2002/03 - 1,101,300			
3. Teacher Training 3.1 Bursaries to enable BC francophone teachers to participate in courses and training workshops. 3.2 Develop effective instructional strategies for multi-graded classes. 3.3 Develop orientation program for new teachers. 3.4 Contribution to (ACELF) <i>Association canadienne d'éducation de langue française</i> .	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. Teachers are able to be effective in multi-graded classes. New teachers have the necessary training and resource materials to be effective in the classroom. Teachers are prepared for class assignments. ACELF will continue to offer a national conference that will meet the need of the francophone educators and partners. 	<ul style="list-style-type: none"> The number of teachers applying for bursaries. Resource manual is completed and distributed to teachers. The number of new teachers. The level of teachers satisfaction in use of the orientation program. Conference will take place annually. The number of participants. Materials is distributed to all Francophone schools. 	Provincial 2000/01 - 372,500 2001/02 - 372,500 2002/03 - 372,500	Federal 2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000 2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000 2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500 2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000	Provincial 2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000 2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000	Federal 2000/01 - 250,000 2001/02 - 244,000 2002/03 - 110,000 2003/04 - 40,000 2000/01 - 200,000 2001/02 - 200,000 2002/03 - 200,000 2003/04 - 40,000
4. Student Support 4.1 Fellowships for minority language students to continue their post-secondary education in their first language. 4.2 Student Exchange programs (Six- Months). 4.3 Develop CSF student exchange policy and programs.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. Students have the opportunity to enrich their language and cultural identities. On-going exchange programs of various types are introduced and implemented. District wide policy is in place. 	<ul style="list-style-type: none"> The number of students applying for fellowship bursaries. The number of students applying for the exchange programs. The number of exchange programs available to students. Level of satisfaction for students participating in an exchange program. 	Provincial 2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	Federal 2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630 2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000 2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	Provincial 2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - Ø	

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
4. Student Support (cont'd) 4.4 CSF will develop and support cultural activities in each francophone program in BC.	<ul style="list-style-type: none"> Facilitate the organization of regular cultural activities. Develop a cultural policy for all CSF schools. 	<ul style="list-style-type: none"> The number of cultural events offered and organized by the CSF in their schools. Cultural activities are an integrated part of the students schooling. 	2000/01 - 384,130 2001/02 - 384,130 2002/03 - 384,130	2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - Ø
5. Post-Secondary / Continuing Studies 5.1 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (ex. Camosun College, Simon Fraser University, University of British Columbia, University of Victoria) 5.2 Contribution to <i>Fédération des francophones de la Colombie-Britannique</i>	<ul style="list-style-type: none"> Post-secondary institutes develop and offer courses in French. Continue consultations regarding post-secondary initiatives for francophones students. Establish a French language post-secondary system for francophone students. 	<ul style="list-style-type: none"> The number of students registered in post-secondary institutions for teacher training and upgrading. Francophone students will have access to a French language post-secondary education in British Columbia. The number of students registered to French language post-secondary program in BC. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
TOTALS			2000/01 - 8,679,180 2001/02 - 9,479,180 2002/03 - 10,379,180	2000/01 - 2,480,280 2001/02 - 2,480,280 2002/03 - 2,480,280	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000

NOTE: The funding identified in bold, highlights Federal/Provincial support for Special Investment Measures in support of quality education for the minority.

**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
<p>1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels.</p> <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. Students will have access to Core French course. 	<ul style="list-style-type: none"> The number of schools offering Immersion programs. The number of students accessing the programs. The number of subjects available in French will continue to be reviewed. 	<p>2000/01 - 4,600,000 2001/02 - 4,600,000 2002/03 - 4,600,000</p>	<p>2000/01 - 4,528,045 2001/02 - 4,528,045 2002/03 - 4,528,045</p>
<p>1.2 Contribution to the Canadian Parents for French – British Columbia Branch. Parent chapters are active in supporting socio-cultural activities in French to enrich their children's language skills and enhance the French cultural identity.</p>	<ul style="list-style-type: none"> Socio-cultural activities in French are organized for Core French and/or French Immersion students and undertaken by parent groups throughout the province. 	<ul style="list-style-type: none"> The number of socio-cultural activities undertaken by the BC Branch or the individual chapters. (e.g. Concours d'art oratoire, carnivals, film festivals, dances, camps, entertainers). 		<p>2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850</p>
<p>1.3 Contribution to various francophone organizations in support of cultural activities for French Immersion and/or Core French students:</p> <ul style="list-style-type: none"> <i>Idélire</i> <i>Maillardville Uni</i> <i>Nous tous un Soleil</i> <i>Théâtre La Seizième</i> 	<ul style="list-style-type: none"> French Immersion and/or Core French students will be involved in socio-cultural activities and events which will enrich their language skills and understanding of French culture. 	<ul style="list-style-type: none"> The number of cultural events. The number of students participating in the cultural activities. 		<p>2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825</p>

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated, and supported by parents and school districts. 	<ul style="list-style-type: none"> Provide guidelines on Federal funding to School Districts and organizations offering second language programs and/or activities. Retain an expert to assist the Ministry in monitoring on-going activities and/or programs related to French Immersion and Core French Programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools to cover additional costs related to second-language instruction.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> The number of students accessing courses for second language instruction. The number of Independent schools offering second language courses. 	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000
2. Program Development			Provincial	Federal
2.1 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess French Immersion student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Use of Performance Standards in evaluating students abilities is widely accepted by teachers and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official Second Language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for Second Language students. 	<ul style="list-style-type: none"> The number of students register to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools for the enhancement of French language programs.	<ul style="list-style-type: none"> Quality French programs are offered in Independent schools. New French programs are offered in the Independent schools. 	<ul style="list-style-type: none"> The number of enrichment programs of existing French programs. The number of new French language programs offered. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
3. Teacher Training				
3.1 Bursaries to enable BC Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> The number of teacher applying for the bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000
3.2 Contribution to (APPIPC) <i>Association provinciale des professeurs d'immersion et du programme cadre.</i>	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Level of satisfaction of the participating teachers. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (Camosun College, Simon Fraser University, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> The number of teachers accessing post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000
4. Student Support			Provincial	Federal
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Level of students satisfaction with the bursary. The number of students taking advantage of the bursary to pursue post-secondary in French. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange Programs <ul style="list-style-type: none"> Six-Month Short-Term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> The number of students participating in the Six-Month Exchange Program. The number of students participating in the Short-Term Exchange Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT			2000/01 - 5,510,000 2001/02 - 5,510,000 2002/03 - 5,510,000	2000/01 - 5,626,720 2001/02 - 5,626,720 2002/03 - 5,626,720

LANGUES OFFICIELLES DANS L'ENSEIGNEMENT
PLAN D'ACTION DE LA COLOMBIE-BRITANNIQUE
2000-2001 à 2002-2003

PRÉAMBULE

ENSEIGNEMENT DANS LA LANGUE DE LA MINORITÉ :

Vision :

Les francophones de la Colombie-Britannique recevront une éducation en français reconnue pour son excellence et pour sa contribution au développement de la culture francophone.

Mission :

Le Conseil scolaire francophone de la Colombie-Britannique (CSF) s'engage à offrir des programmes et services éducatifs visant à promouvoir le plein développement et l'identité culturelle des apprenants francophones de la province.

De plus, le conseil d'administration s'engage à participer activement au développement de la vie communautaire francophone en Colombie-Britannique. Le district scolaire francophone compte sept (7) membres qui représentent les besoins éducatifs et culturels de tous les élèves ayant droit de la province.

En 1997, une loi était adoptée à l'appui de l'article 23 de la Charte canadienne des droits et libertés. Au sens de la *School Act* de la Colombie-Britannique, les élèves qui font partie du système d'éducation francophone ont droit aux mêmes programmes éducatifs que les élèves anglophones.

Il y a 2 770 élèves inscrits dans 39 programmes éducatifs francophones répartis dans 22 régions géographiques de la province.

M à 3	1,267	8 à 10	391
4 à 7	937	11 et 12	175

Des études sont en cours pour évaluer les besoins des élèves francophones de la Colombie-Britannique en matière d'éducation postsecondaire.

Plan d'immobilisations :

Reconnaissant le droit des francophones de gérer leurs propres écoles, la *Capital Planning Branch* du Ministère a travaillé de concert avec le CSF pour déterminer la meilleure utilisation de nouvelles écoles et de structures de classes pour satisfaire les besoins des élèves.

Construction de nouvelles écoles/Rénovations

Coûts à ce jour :	Province	24,24M \$
Plan d'immobilisations :	Province	61,36M \$
	Fédéral	15,00M \$

ENSEIGNEMENT DE LA LANGUE SECONDE :

Immersion en français

L'immersion en français, un programme plus ambitieux pour les non francophones, vise à produire des élèves fonctionnellement bilingues en utilisant le français comme langue d'enseignement. Les programmes d'immersion en français correspondent au programme anglais en matière de structure et de contenu. Il y a 30 420 élèves inscrits dans les programmes d'immersion en français et 224 écoles les offrent dans 44 districts scolaires.

- **Programme :**

Les exigences en matière de temps d'enseignement en français sont les suivantes :

<u>Année</u>	<u>% d'enseignement en français</u>	<u>% d'enseignement en anglais</u>
M à 3	100 %	0
4 à 7	80 %	20 %
8 à 10	50-75 %	25-50 %
11 et 12	pas moins de 25 %	pas plus de 75 %

Les programmes d'études et les ressources sont fournis par le ministère de l'Éducation pour les programmes d'immersion hâtive (M à 12) et d'immersion tardive (6 à 12).

- **Écoles :**

Il y a 224 écoles qui offrent l'immersion en français dans 44 districts scolaires.

- 130 écoles primaires
- 23 écoles intermédiaires
- 71 écoles secondaires

Français de base

Le français de base est une matière visant à permettre aux élèves non francophones de comprendre suffisamment le français pour communiquer dans cette langue et de se familiariser avec la culture francophone. Les cours de français de base font partie du programme d'études provincial depuis plus de 30 ans; la nouvelle politique des langues, en vigueur depuis septembre 1995, exige toutefois qu'une langue seconde soit enseignée de la 5^e à la 8^e année. Cette politique assure que les élèves étudieront une autre langue pendant au moins quatre (4) ans. Le français est la langue la plus souvent offerte.

Le nombre d'élèves inscrits au cours de français de base est de 241 448 et 1 466 écoles l'offrent dans 59 districts scolaires.

COÛTS SUPPLÉMENTAIRES :

La Colombie-Britannique engage des coûts supplémentaires à l'appui de l'enseignement dans la langue de la minorité et de l'enseignement de la langue seconde. Ces coûts supplémentaires servent en partie à financer les programmes éducatifs aux chapitres suivants : élaboration, traduction et adaptation de programmes d'étude; élaboration et traduction de ressources d'apprentissage, de ressources à l'intention des enseignants et de guides d'intervention. Des montants supplémentaires sont consacrés aux bibliothèques scolaires, au perfectionnement des enseignants, à l'orthopédagogie et à diverses activités culturelles visant à aider les élèves à comprendre et à enrichir leur patrimoine canadien français.

La prestation de programmes éducatifs entraîne également des coûts supplémentaires à l'égard des petites classes, du transport et de l'administration et pour lesquels les provinces reçoivent une aide financière dans le cadre du système d'allocations provinciales. L'aide financière que reçoit la Colombie-Britannique dans le cadre de l'Accord relatif aux langues officielles avec le gouvernement fédéral compense certains de ces coûts.

Planification Financière

	2000-01		2001-02		2002-03		2003-04		Total	
	Provincial	Fédéral	Provincial	Fédéral	Provincial	Fédéral	Provincial	Fédéral	Provincial	Fédéral
<i>Français langue première</i>										
Structure and soutien	6,372,620	282,350	7,172,620	282,350	8,072,620	282,350			21,617,860	847,050
Élaboration de programmes	1,514,930	1,406,300	1,514,930	1,406,300	1,514,930	1,406,300			4,544,790	4,218,900
Formation des enseignants	372,500	372,500	372,500	372,500	372,500	372,500			1,117,500	1,117,500
Soutien aux élèves	399,130	399,130	399,130	399,130	399,130	399,130			1,197,390	1,197,390
Études postsecondaires/Formation continue	20,000	20,000	20,000	20,000	20,000	20,000			60,000	60,000
Sous-total - Français langue première	8,679,180	2,480,280	9,479,180	2,480,280	10,379,180	2,480,280			28,537,540	7,440,840
<i>Français langue seconde</i>										
Structure et soutien	4,965,000	4,939,720	4,965,000	4,939,720	4,965,000	4,939,720			14,895,000	14,819,160
Élaboration de programmes	145,000	145,000	145,000	145,000	145,000	145,000			435,000	435,000
Formation des enseignants	300,000	405,000	300,000	405,000	300,000	405,000			900,000	1,215,000
Soutien aux élèves	100,000	137,000	100,000	137,000	100,000	137,000			300,000	411,000
Sous-total - Français langue seconde	5,510,000	5,626,720	5,510,000	5,626,720	5,510,000	5,626,720			16,530,000	16,880,160
Total - Français langue première et seconde	14,189,180	8,107,000	14,989,180	8,107,000	15,889,180	8,107,000			45,067,540	24,321,000
<i>Mesures spéciales d'investissement</i>										
Structure et soutien	900,000	900,000	826,000	826,000	640,000	640,000	620,000	620,000	2,986,000	2,986,000
Élaboration de programmes	1,450,000	1,450,000	730,000	730,000	250,000	250,000	0	0	2,430,000	2,430,000
Formation des enseignants	450,000	450,000	444,000	444,000	310,000	310,000	80,000	80,000	1,284,000	1,284,000
Soutien aux élèves	200,000	200,000	200,000	200,000	100,000	100,000	0	0	500,000	500,000
Total - Mesures spéciales d'investissement	3,000,000	3,000,000	2,200,000	2,200,000	1,300,000	1,300,000	700,000	700,000	7,200,000	7,200,000

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LANGUES OFFICIELLES DANS L'ENSEIGNEMENT
ENSEIGNEMENT DANS LA LANGUE DE LA MINORITÉ
DE 2000-2001 À 2002-2003

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
1. Structure et soutien						
1.1 Contributions au CSF à l'appui de son expansion continue; de l'enrichissement des programmes communautaires; de l'administration du district, des petites classes et des activités de mise en oeuvre.	<ul style="list-style-type: none"> Le CSF sera en mesure d'offrir l'enseignement en français aux élèves ayant droit dans le cadre du système d'éducation M à 12. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits au programme francophone. 	2000/01 - 6 272 620 2001/02 - 7 072 620 2002/03 - 7 972 620		2000/01 - 900 000 2001/02 - 826 000 2002/03 - 640 000 2003/04 - 620 000	
1.1.1 Soutien à la maternelle plein temps pour les élèves francophones. Le financement provincial ne couvre que la demi-journée.	<ul style="list-style-type: none"> Les enfants seront prêts à s'insérer pleinement dans le système scolaire dès la 1^{re} année. Les élèves auront des occasions suffisantes d'acquérir les compétences requises en français. 	<ul style="list-style-type: none"> Maternelle plein temps dans toutes les écoles du CSF. 				2000/01 - 600 000 2001/02 - 600 000 2002/03 - 600 000 2003/04 - 600 000
1.1.2 Soutien aux activités de communication et de promotion.	<ul style="list-style-type: none"> Un plan de promotion comprenant des activités sera élaboré en consultation avec les partenaires francophones. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits au cours des quatre (4) prochaines années. Le nombre d'activités promotionnelles. 				2000/01 - 100 000 2001/02 - 76 000 2002/03 - Ø 2003/04 - Ø
1.1.3 Soutien aux « projets éducatifs. »	<ul style="list-style-type: none"> Un plan de communication efficace est mis en oeuvre qui renforce la vision francophone des partenariats entre l'école, les parents et la communauté. 	<ul style="list-style-type: none"> Le mécanisme de consultation est en place et il a reçu l'approbation des parents. 				2000/01 - 100 000 2001/02 - 100 000 2002/03 - 40 000 2003/04 - 20 000
1.1.4 Soutien à l'établissement des PEC (partenariats éducatifs et communautaires) dans les écoles du CSF.	<ul style="list-style-type: none"> Donner de l'information aux écoles et soutenir les PEC déjà établis. 	<ul style="list-style-type: none"> Le nombre de PEC pleinement établis dans toutes les écoles du CSF. Un cadre d'action commun pour tous les partenaires. 				2000/01 - 100 000 2001/02 - 50 000 2002/03 - Ø 2003/04 - Ø
1.2 Contribution à la Fédération des parents francophones de la Colombie-Britannique.	<ul style="list-style-type: none"> Les parents donnent leur appui et participent aux activités préscolaires. Les parents et la communauté sont des participants actifs dans les initiatives du CSF pour leurs enfants. Stratégies efficaces de francisation en place pour les parents et les enfants. Plus grand engagement des parents dans la structure des écoles francophones. 	<ul style="list-style-type: none"> Le nombre de nouveaux services préscolaires dans les écoles francophones. Comités consultatifs de parents en place dans toutes les écoles francophones. Les parents sont de tous les comités de partenaires établis dans les écoles francophones. Le nombre de trousse de francisation « Paul et Suzanne » en place dans toutes les prématernelles francophones. Fournir chaque année 3 numéros d'Info Parents, Mini Info Parents et « Grimace et Galipette ». 		2000/01 - 62 350 2001/02 - 62 350 2002/03 - 62 350		

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
1. Structure et soutien (suite))						
1.3 La province élabore et met en oeuvre des politiques à l'appui des programmes de langue officielle seconde.	<ul style="list-style-type: none"> Le Ministère verra à ce que les normes utilisées à l'égard des élèves francophs de M à 12 soient conformes aux politiques établies par le Ministère. La législation relative à l'enseignement dans la langue de la minorité est en place en vertu de la <i>BC School Act</i>. 	<p>Les politiques du Ministère reconnaissent et soutiennent les objectifs éducatifs des francophones.</p> <ul style="list-style-type: none"> Les programmes d'enseignement dans la langue de la minorité correspondent aux programmes d'enseignement dans la langue de la majorité. Retenir les services d'un agent de liaison contractuel qui aidera le Ministère à contrôler les activités/programmes en cours ayant rapport au programme francophone. 	<p>2000/01 - 100 000 2001/02 - 100 000 2002/03 - 100 000</p>	<p>2000/01 - 25 000 2001/02 - 25 000 2002/03 - 25 000</p>		
1.4 Contribution à Éducacentre à l'appui de l'orientation professionnelle, de la formation professionnelle, de la mise à jour des qualifications, de l'obtention d'un diplôme d'études secondaires et du soutien à l'éducation des adultes francophones.	<ul style="list-style-type: none"> Les programmes de soutien et de formation satisfont les besoins de la communauté francophone, adultes et élèves. Créer et offrir des services et des cours en français. 	<ul style="list-style-type: none"> Le nombre d'adultes francophones qui suivent le programme du GED (General Education Diploma). Le nombre de participants à la <i>Dictée des Amériques</i>. Éducacentre offre des services à plus de 5000 adultes francophones. Faire fonctionner 2 sites (Vancouver et Victoria) et 2 campus (Kelowna et Nanaimo). Élaborer et offrir des cours d'anglais langue seconde (débutant, intermédiaire, avancé), d'informatique (MsOffice, Word, Excel) et "<i>Prendre sa carrière en main</i>". Le nombre d'élèves/adultes qui suivent les cours. 		<p>2000/01 - 195 000 2001/02 - 195 000 2002/03 - 195 000</p>		
2. Élaboration de programmes			Provincial	Fédéral	Provincial	Fédéral
2.1 Élaborer/traduire/adapter/réviser le matériel éducatif destiné aux élèves francophone du système d'éducation de M à 12.	<ul style="list-style-type: none"> Le CSF sera en mesure d'offrir des programmes éducatifs de base parallèles aux programmes de langue anglaise. 	<ul style="list-style-type: none"> Le nombre d'ERI (programmes d'études) disponibles en français L'égalité d'accès au matériel pour les élèves francophones. 	<p>2000/01 - 100 000 2001/02 - 100 000 2002/03 - 100 000</p>	<p>2000/01 - 130 000 2001/02 - 130 000 2002/03 - 130 000</p>	<p>2000/01 - 1 450 000 2001/02 - 730 000 2002/03 - 250 000 2003/04 - Ø</p>	
2.2 Le CSF achètera des ressources d'apprentissage pour toutes les écoles.	<ul style="list-style-type: none"> Les enseignants et les élèves auront accès aux ressources. 	<ul style="list-style-type: none"> Un plus grand nombre de ressource seront achetées. Les centres de ressources des écoles seront mis à jour et remis à neuf. 	<p>2000/01 - 108 630 2001/02 - 108 630 2002/03 - 108 630</p>	<p>2000/01 - 100 000 2001/02 - 100 000 2002/03 - 100 000</p>		

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
2. Élaboration de programmes (suite)						
2.3 Mettre en place un processus de soumission continue pour les ressources de langue française.	<ul style="list-style-type: none"> Les ressources de langue française appuieront les résultats d'apprentissage des ERI (programmes d'études). Travailler de concert avec les maisons d'édition pour assurer l'approvisionnement en ressources en français à l'appui de chaque ERI. 	<ul style="list-style-type: none"> Le nombre de ressources disponibles.. 		2000/01 - 20 000 2001/02 - 20 000 2002/03 - 20 000		
2.4 Le CSF élaborera un manuel d'appui à l'élève en francisation.	<ul style="list-style-type: none"> Les modèles d'intervention (stratégies et outils) sont appropriés aux besoins des élèves qui entrent au CSF à différents niveaux. Détermination des besoins à court terme et à long terme des élèves en francisation. 	<ul style="list-style-type: none"> Processus de consultation en place pour les agents d'administration, enseignants, parents et autres professionnels pour le programme de francisation et d'autres programmes de soutien. Un rapport détaillé des résultats de la consultation sera publié. 		2000/01 - 120 000 2001/02 - 120 000 2002/03 - 120 000		2000/01 - 350 000 2001/02 - 150 000 2002/03 - 50 000 2003/04 - Ø
2.5 Le CSF élaborera un programme et du matériel pour les élèves ayant des difficultés linguistiques au niveau secondaire.	<ul style="list-style-type: none"> Le programme et le matériel élaborés sont pertinents pour les élèves du niveau secondaire. Identifier les élèves qui ont besoin du programme. 	<ul style="list-style-type: none"> Maintien de l'effectif au secondaire. Le programme est offert à toutes les écoles du CSF. 		2000/01 - 120 000 2001/02 - 120 000 2002/03 - 120 000		2000/01 - 350 000 2001/02 - 50 000 2002/03 - 50 000 2003/04 - Ø
2.6 Le CSF développera un programme de soutien et du matériel éducatif pour les élèves ayant une douance.	<ul style="list-style-type: none"> Le programme de soutien et le matériel éducatif sont adéquats pour les élèves ayant une douance et satisfont leurs besoins. 	<ul style="list-style-type: none"> Une liste de ressources d'apprentissage enrichies est distribuée aux écoles. 		2000/01 - 117 500 2001/02 - 117 500 2002/03 - 117 500		2000/01 - 150 000 2001/02 - 50 000 2002/03 - Ø 2003/04 - Ø
2.7 Traduire et adapter les « Performance Standards » (Normes de performance) en lecture, en écriture et en mathématiques pour permettre aux enseignants d'évaluer la compétence de leurs élèves dans les matières de base.	<ul style="list-style-type: none"> Les parents et les éducateurs seront mieux informés des progrès des élèves. Les éducateurs auront accès à du matériel qui leur permettra d'évaluer la performance des élèves. 	<ul style="list-style-type: none"> Les résultats de l'évaluation de la performance sont distribués aux enseignants et aux parents. Les résultats des tests des élèves seront suivis de près au fil des années pour évaluer leurs progrès dans les matières de base. Les résultats des tests des élèves francophones en lecture, en écriture et en mathématique se seront améliorés. 	2000/01 - 60 000 2001/02 - 60 000 2002/03 - 60 000	2000/01 - 60 000 2001/02 - 60 000 2002/03 - 60 000		
2.8 Traduire et adapter les tests annuels de l'« Évaluation des habiletés de base » du Ministère.	<ul style="list-style-type: none"> Meilleur suivi des progrès des élèves au fil des ans. 	<ul style="list-style-type: none"> Le nombre d'élèves qui écrivent adéquatement et l'amélioration des résultats lors des évaluations de la compétence en écriture en français. 	2000/01 - 30 000 2001/02 - 30 000 2002/03 - 30 000	2000/01 - 30 000 2001/02 - 30 000 2002/03 - 30 000		

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
2. Élaboration de programmes (suite)						
2.9 Le CSF élaborera un processus d'évaluation propre à son district afin de mesurer les progrès de ses élèves.	<ul style="list-style-type: none"> Les enseignants seront en mesure de reconnaître les points forts et les faiblesses des élèves et de les communiquer aux parents. Les enseignants seront en mesure de recommander des cours de rattrapage ou de l'orthopédagogie si nécessaire. 	<ul style="list-style-type: none"> Le CSF aura élaboré du matériel interne visant à mieux faire ressortir les progrès des élèves au fil des ans. 		2000/01 - 120 000 2001/02 - 120 000 2002/03 - 120 000		2000/01 - 250 000 2001/02 - 180 000 2002/03 - 50 000 2003/04 - Ø
2.10 Le CSF concevra et mettra en oeuvre un programme d'éducation à distance et un modèle de prestation de cours visant à satisfaire les besoins des élèves francophones de la C.-B. - Matières obligatoires; - Matières optionnelles/au choix..	<ul style="list-style-type: none"> Les élèves qui participent à l'éducation à distance sont en mesure d'atteindre leurs objectifs éducatifs. 	<ul style="list-style-type: none"> Le nombre d'élèves qui suivent les cours d'éducation à distance. Le nombre de cours d'éducation à distance offerts aux élèves. 		2000/01 - 237 500 2001/02 - 237 500 2002/03 - 237 500		2000/01 - 350 000 2001/02 - 300 000 2002/03 - 100 000 2003/04 - Ø
2.11 Élaborer, traduire les examens provinciaux de 12 ^e année pour les élèves francophones.	<ul style="list-style-type: none"> Les examens provinciaux de 12^e année sont offerts en français pour les élèves francophones. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits aux examens provinciaux. Le nombre de matières pour lesquelles des examens sont offerts en français. Examens en janvier, traduire jusqu'à 3 examens; examens de juin, traduire jusqu'à 6 examens 	2000/01 - 25 000 2001/02 - 25 000 2002/03 - 25 000	2000/01 - 25 000 2001/02 - 25 000 2002/03 - 25 000		
2.12 Le partenariat du Protocole de l'Ouest canadien (POC) pour élaborer et traduire des programmes d'études de base et les ressources s'y rattachant pour l'éducation francophone.	<ul style="list-style-type: none"> Le CSF sera en mesure d'acheter des ressources en français pour ses programmes (maths, sciences humaines...) Maximisation des ressources en français pour les francophones (maths). Les programmes d'études et les ressources seront offerts en français pour les élèves francophones des provinces et territoires de l'Ouest canadien. 	<ul style="list-style-type: none"> Le nombre de ressources en français pour les programmes francophones. 	2000/01 - 90 000 2001/02 - 90 000 2002/03 - 90 000	2000/01 - 280 000 2001/02 - 280 000 2002/03 - 280 000		
2.13 Contribution à divers organismes francophones à l'appui d'activités culturelles pour les élèves de la minorité: • Idélie • Maillardville • Nous tous un Soleil • Théâtre la Seizième	<ul style="list-style-type: none"> Les élèves participeront à des activités socioculturelles pendant les heures de cours en guise de complément aux activités offertes par les écoles. Ces activités renforceront leur identité culturelle au sein de la communauté. Les organismes continueront d'offrir des services qui renforcent et enrichissent l'identité culturelle des élèves francophones. 	<ul style="list-style-type: none"> Le nombre d'activités culturelles francophones dans les écoles. Le nombre d'élèves participant à des activités culturelles francophones telles que la littérature, le théâtre et les ateliers. Le niveau de satisfaction des élèves. 		2000/01 - 46 300 2001/02 - 46 300 2002/03 - 46 300		

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
2. Élaboration de programmes (suite) 2.14 Le CSF commencera à élaborer des cours locaux pour répondre aux besoins des élèves.	<ul style="list-style-type: none"> Les élèves francophones auront un plus grand choix de cours élaborés localement. 	<ul style="list-style-type: none"> Le niveau de satisfaction des élèves. Le nombre de cours élaborés localement. 	2000/01 - 1 101 300 2001/02 - 1 101 300 2002/03 - 1 101 300			
3. Formation des enseignants			Provincial	Fédéral	Provincial	Fédéral
3.1 Bourses permettant aux enseignants francophones de la C.-B. de participer à des cours et à des ateliers de formation.	<ul style="list-style-type: none"> Les enseignants francophones auront la possibilité de se perfectionner aux points de vue pédagogique et linguistique. 	<ul style="list-style-type: none"> Le nombre d'enseignants faisant des demandes de bourses. 		2000/01 - 10 000 2001/02 - 10 000 2002/03 - 10 000		
3.2 Élaborer des stratégies d'enseignement efficaces pour les classes à années multiples.	<ul style="list-style-type: none"> Les enseignants pourront enseigner efficacement dans les classes à années multiples 	<ul style="list-style-type: none"> Le manuel de ressources est terminé et distribué aux enseignants. 	2000/01 - 372 500 2001/02 - 372 500 2002/03 - 372 500	2000/01 - 120 000 2001/02 - 120 000 2002/03 - 120 000	2000/01 - 225 000 2001/02 - 222 000 2002/03 - 155 000 2003/04 - 40 000	2000/01 - 250 000 2001/02 - 244 000 2002/03 - 110 000 2003/04 - 40 000
3.3 Élaborer un programme d'orientation pour les nouveaux enseignants.	<ul style="list-style-type: none"> Les nouveaux enseignants ont la formation et les ressources requises pour être efficaces dans la classe. Les enseignants sont préparés pour leur tâche en classe. 	<ul style="list-style-type: none"> Le nombre de nouveaux enseignants. Le niveau de satisfaction des enseignants qui utilisent le programme d'orientation. 		2000/01 - 237 500 2001/02 - 237 500 2002/03 - 237 500	2000/01 - 225 000 2001/02 - 222 000 2002/03 - 155 000 2003/04 - 40 000	2000/01 - 200 000 2001/02 - 200 000 2002/03 - 200 000 2003/04 - 40 000
3.4 Contribution à l'Association canadienne d'éducation de langue française (ACELF).	<ul style="list-style-type: none"> L'ACELF continuera d'offrir un colloque national qui répond aux besoins des éducateurs et partenaires francophones. 	<ul style="list-style-type: none"> Le colloque se tiendra annuellement. Le nombre de participants. Le matériel est distribué à toutes les écoles francophones. 		2000/01 - 5 000 2001/02 - 5 000 2002/03 - 5 000		
4. Soutien aux élèves			Provincial	Fédéral	Provincial	Fédéral
4.1 Bourses permettant aux élèves du groupe linguistique minoritaire de continuer leur éducation postsecondaire dans leur langue.	<ul style="list-style-type: none"> Les finissants francophones peuvent continuer leurs études postsecondaires en français. 	<ul style="list-style-type: none"> Le nombre d'élèves qui font des demandes de bourses. 		2000/01 - 26 630 2001/02 - 26 630 2002/03 - 26 630		
4.2 Programme d'échanges (six mois).	<ul style="list-style-type: none"> Les élèves ont la possibilité de renforcer leur identité linguistique et culturelle. 	<ul style="list-style-type: none"> Le nombre d'élèves qui font des demandes de participation au programme d'échanges. 	2000/01 - 15 000 2001/02 - 15 000 2002/03 - 15 000	2000/01 - 15 000 2001/02 - 15 000 2002/03 - 15 000		
4.3 Élaborer une politique et des programmes d'échanges pour le CSF.	<ul style="list-style-type: none"> Des programmes d'échanges permanents de divers types sont créés et mis en oeuvre. Une politique en place pour tout le district. 	<ul style="list-style-type: none"> Le nombre de programmes d'échange offerts aux élèves. Le niveau de satisfaction des élèves. 		2000/01 - 237 500 2001/02 - 237 500 2002/03 - 237 500	2000/01 - 200 000 2001/02 - 200 000 2002/03 - 100 000 2003/04 - Ø	

Mesures	Résultats attendus	Indicateurs de rendement	PLOE 2000/01 - 2002/03		Mesures spéciales d'investissement 2000/01 - 2003/04	
			Provincial	Fédéral	Provincial	Fédéral
4. Soutien aux élèves (suite)						
4.4 Le CSF élaborera et soutiendra des activités culturelles dans chaque programme francophone de la C.-B.	<ul style="list-style-type: none"> Contribuer à l'organisation d'activités culturelles régulières. Élaborer une politique culturelle pour toutes les écoles du CSF. 	<ul style="list-style-type: none"> Le nombre d'activités culturelles organisées et offertes par le CSF dans leurs écoles. Les activités culturelles sont partie intégrante de la formation scolaire. 	2000/01 - 384 130 2001/02 - 384 130 2002/03 - 384 130	2000/01 - 120 000 2001/02 - 120 000 2002/03 - 120 000		2000/01 - 200 000 2001/02 - 200 000 2002/03 - 100 000 2003/04 - Ø
5. Études postsecondaires/Formation continue			Provincial	Fédéral	Provincial	Fédéral
5.1 Contributions aux établissements postsecondaires de la C.-B. (p. ex. Camosun College, Université Simon Fraser, Université de la Colombie-Britannique, Université de Victoria) pour des cours d'initiation à l'enseignement et de perfectionnement des enseignants en français.	<ul style="list-style-type: none"> Les établissements postsecondaires élaborent et offrent des cours en français. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits dans les établissements postsecondaires en formation et perfectionnement des enseignants.. 	2000/01 - 20 000 2001/02 - 20 000 2002/03 - 20 000	2000/01 - 20 000 2001/02 - 20 000 2002/03 - 20 000		
5.2 Contribution à la Fédération des francophones de la Colombie-Britannique	<ul style="list-style-type: none"> Continuer les consultations relatives aux initiatives postsecondaires pour les élèves francophones. Établir un système postsecondaire en français pour les élèves francophones. 	<ul style="list-style-type: none"> Les élèves francophones auront accès à une éducation postsecondaire en français en Colombie-Britannique. Le nombre d'élèves inscrits dans les programme en français d'établissements postsecondaires de la C.-B.. 				
		TOTAUX	2000/01 - 8 679 180 2001/02 - 9 479 180 2002/03 - 10 379 180	2000/01 - 2 480 280 2001/02 - 2 480 280 2002/03 - 2 480 280	2000/01 - 3 000 000 2001/02 - 2 200 000 2002/03 - 1 300 000 2003/04 - 700 000	2000/01 - 3 000 000 2001/02 - 2 200 000 2002/03 - 1 300 000 2003/04 - 700 000

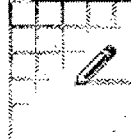
NOTE: Le financement qui apparaît en caractères gras représente l'aide fédérale/provinciale en vertu de l'Entente spéciale Canada-Colombie-Britannique sur les mesures d'investissement relatives à la qualité de l'enseignement dans la langue de la minorité.

**LANGUES OFFICIELLES DANS L'ENSEIGNEMENT
ENSEIGNEMENT DE LA LANGUE SECONDE
2000-2001 À 2002-2003**

Mesures	Résultats attendus	Indicateurs de rendement	LOE 2000/01 - 2002/03	
			Provincial	Fédéral
1. Structure et soutien				
1.1 Contribution aux districts scolaires pour couvrir les frais additionnels liés à l'enseignement de la langue seconde (immersion et cours de français de base) aux niveaux élémentaire et secondaire.	<ul style="list-style-type: none"> Les districts scolaires sont en mesure d'offrir aux élèves de la communauté majoritaire un accès complet à des programmes de langue seconde de qualité. Les élèves auront accès au cours de français de base (Core French). 	<ul style="list-style-type: none"> Le nombre d'écoles offrant des programmes d'immersion en français. Le nombre d'élèves inscrits aux programmes. Le nombre de matières enseignées en français continuera d'être examiné. 	2000/01 - 4 600 000 2001/02 - 4 600 000 2002/03 - 4 600 000	2000/01 - 4 528 045 2001/02 - 4 528 045 2002/03 - 4 528 045
1.2 Contribution à l'association provinciale de Canadian Parents for French. Des sections de parents soutiennent activement des activités socioculturelles en français afin enrichir les habiletés linguistiques de leurs enfants et de valoriser l'identité culturelle française.	<ul style="list-style-type: none"> Des activités socioculturelles en français sont organisées pour les élèves de français de base et/ou d'immersion en français et mises en oeuvre par des groupes de parents dans toute la province. 	<ul style="list-style-type: none"> Le nombre d'activités socio-culturelles mises en oeuvre par l'association provinciale ou des sections locales. (Concours d'art oratoire, carnivals, festivals de films, danses, camps, spectacles). 		2000/01 - 57 850 2001/02 - 57 850 2002/03 - 57 850
1.3 Contribution à divers organismes francophones à l'appui d'activités culturelles pour les élèves de français de base et/or d'immersion en français.	<ul style="list-style-type: none"> Les élèves d'immersion en français et/ou français de base participeront à des activités socioculturelles qui enrichiront leurs habiletés linguistiques et leur compréhension de la culture française. 	<ul style="list-style-type: none"> Le nombre d'activités culturelles. Le nombre d'élèves qui participent. 		2000/01 - 33 825 2001/02 - 33 825 2002/03 - 33 825
<ul style="list-style-type: none"> Idélie Maillardville Nous tous un Soleil Théâtre la Seizième 				

Mesures	Résultats attendus	Indicateurs de rendement	LOE 2000/01 - 2002/03	
			Provincial	Fédéral
1.4 La province élabore et met en oeuvre des politiques à l'appui des programmes de langue seconde.	<ul style="list-style-type: none"> Le Ministère verra à ce que les politiques à l'appui de l'enseignement de la langue seconde soient clairement énoncées et appuyées par les parents et les districts scolaires. 	<ul style="list-style-type: none"> Fournir des lignes de conduite au sujet du financement fédéral aux districts scolaires et organismes offrant des programmes et/ou activités de langue seconde. Retenir les services d'un agent de liaison contractuel qui aidera le Ministère à contrôler les activités/programmes en cours ayant rapport aux programmes d'immersion en français et de français de base. 	2000/01 - 50 000 2001/02 - 50 000 2002/03 - 50 000	2000/01 - 5 000 2001/02 - 5 000 2002/03 - 5 000
1.5 Contribution aux écoles indépendantes pour défrayer les coûts additionnels liés à l'enseignement de la langue seconde.	<ul style="list-style-type: none"> Des programmes et des cours de français de qualité sont offerts dans les écoles indépendantes. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits à des cours de langue seconde. Le nombre d'écoles indépendantes offrant des cours de langue seconde. 	2000/01 - 315 000 2001/02 - 315 000 2002/03 - 315 000	2000/01 - 315 000 2001/02 - 315 000 2002/03 - 315 000
2. Élaboration de programmes			Provincial	Fédéral
2.1 Traduire et adapter les « Performance Standards » (Normes de performance) en lecture, en écriture et en mathématiques pour permettre aux enseignants d'évaluer la compétence des élèves d'immersion en français dans les matières de base.	<ul style="list-style-type: none"> Les parents et les éducateurs seront mieux informés des progrès des élèves. Les éducateurs auront accès à du matériel qui leur permettra d'évaluer la performance des élèves. 	<ul style="list-style-type: none"> Les enseignants et les parents acceptent dans une large mesure l'utilisation des normes de performance pour évaluer les compétences des élèves. Les résultats des élèves seront suivis de près au fil des années pour évaluer leurs progrès dans les matières de base. Les résultats des tests donnés en français aux élèves en lecture, en écriture et en mathématiques se seront améliorés. 	2000/01 - 20 000 2001/02 - 20 000 2002/03 - 20 000	2000/01 - 20 000 2001/02 - 20 000 2002/03 - 20 000
2.2 Élaborer et traduire les examens provinciaux de 12 ^e année pour les élèves de langue seconde.	<ul style="list-style-type: none"> Les examens provinciaux de 12^e année sont offerts en français aux élèves de langue seconde. 	<ul style="list-style-type: none"> Le nombre d'élèves inscrits aux examens provinciaux. 	2000/01 - 65 000 2001/02 - 65 000 2002/03 - 65 000	2000/01 - 65 000 2001/02 - 65 000 2002/03 - 65 000
2.3 Contribution aux écoles indépendantes pour l'enrichissement des programmes de français..	<ul style="list-style-type: none"> Les écoles indépendantes offrent des programmes de français de qualité. Les écoles indépendantes offrent de nouveaux programmes de français. 	<ul style="list-style-type: none"> Le nombre de programmes d'enrichissement des programmes de français existants. Le nombre de nouveaux programmes de français offerts. 	2000/01 - 60 000 2001/02 - 60 000 2002/03 - 60 000	2000/01 - 60 000 2001/02 - 60 000 2002/03 - 60 000

Mesures	Résultats attendus	Indicateurs de rendement	LOE 2000/01 - 2002/03	
			Provincial	Fédéral
3. Formation des enseignants				
3.1 Bourses permettant aux enseignants d'immersion en français et de français de base de participer à des cours et à des ateliers de formation.	<ul style="list-style-type: none"> Les enseignants d'immersion en français et de français de base. auront la possibilité de se perfectionner aux points de vue pédagogique et linguistique. 	<ul style="list-style-type: none"> Le nombre d'enseignants faisant des demandes de bourses. 		2000/01 - 110 000 2001/02 - 110 000 2002/03 - 110 000
3.2 Contribution à l'Association provinciale des professeurs d'immersion et du programme cadre (APPIPC).	<ul style="list-style-type: none"> Un colloque provincial répondra aux besoins des éducateurs et partenaires de français langue seconde. 	<ul style="list-style-type: none"> Le colloque se tiendra annuellement. Le niveau de satisfaction des enseignants participants. 		2000/01 - 5 000 2001/02 - 5 000 2002/03 - 5 000
3.3 Contributions aux établissements postsecondaires de la C.-B. pour l'élaboration et la prestation de cours en français d'initiation à l'enseignement et de perfectionnement des enseignants. (Collège Camosun, Université Simon Fraser, Université de la Colombie-Britannique, Université de Victoria)	<ul style="list-style-type: none"> Les établissements postsecondaires élaborent et offrent des cours en français. 	<ul style="list-style-type: none"> Le nombre d'enseignants faisant appel aux établissements postsecondaires pour l'initiation à l'enseignement et le perfectionnement. 	2000/01 - 300 000 2001/02 - 300 000 2002/03 - 300 000	2000/01 - 290 000 2001/02 - 290 000 2002/03 - 290 000
4. Soutien aux élèves			Provincial	Fédéral
4.1 Bourses permettant aux élèves de langue seconde de poursuivre leurs études post-secondaires en français.	<ul style="list-style-type: none"> Les finissants d'Immersion peuvent continuer leurs études en français. 	<ul style="list-style-type: none"> Le niveau de satisfaction des élèves relativement à la bourse. Le nombre d'élèves qui profitent de la bourse pour continuer leurs études en français. 		2000/01 - 62 000 2001/02 - 62 000 2002/03 - 62 000
4.2 Programmes d'échanges <ul style="list-style-type: none"> de six mois à court terme 	<ul style="list-style-type: none"> Les élèves ont l'occasion de vivre et d'aller à l'école au Québec, d'améliorer leurs habiletés linguistiques et leur compréhension du patrimoine culturel. 	<ul style="list-style-type: none"> Le nombre d'élèves participant au programme d'échanges de six mois. Le nombre d'élèves participant au programme d'échanges à court terme. 	2000/01 - 100 000 2001/02 - 100 000 2002/03 - 100 000	2000/01 - 75 000 2001/02 - 75 000 2002/03 - 75 000
TOTAL			2000/01 - 5 510 000 2001/02 - 5 510 000 2002/03 - 5 510 000	2000/01 - 5 626 720 2001/02 - 5 626 720 2002/03 - 5 626 720



Micheline Guilbeault
05/24/2001 09:30

Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>, Lise
Toupin/HullOttawa/PCH/CA@PCH

Objet : preambule

1. Under Minority Language Education : Add the paragraph you already had before regarding Capital Plan as well as construction costs.

2. Under Second Language Instruction : (French Immersion) : Add sentence you already had : Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12).

Also, it was interesting to see the breakdown for schools : 130 Elementary schools, 23 Middle schools and 71 Secondary schools.

You still have not described your additional costs and Formula used...

Call me should you have any questions.

PS: Could you please give me the name of the new Minister and DM for the Ministry of Education?



8128-2-00

8128-3-00

Our Ref: 65007

MAY 23 2001

The Honourable Sheila Copps
Minister of Canadian Heritage
House of Commons
Ottawa ON K1A 0A6

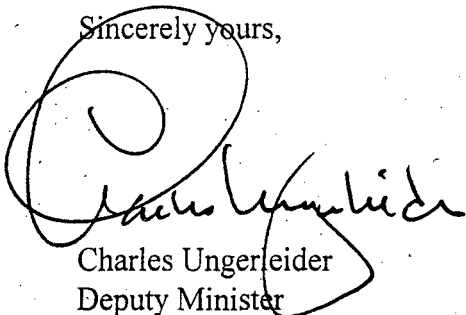
Dear Minister:

I am in receipt of your letter dated March 29, 2001, addressed to the Honourable Joy K. MacPhail, Minister of Education, confirming federal government funding to British Columbia under the Official Languages in Education Program. The Minister has requested that I respond on her behalf.

The Ministry of Education appreciates being apprised of the progress of the negotiations on the *Canada-British Columbia Agreement for Minority-Language Education and Second-Language Instruction* and the *Canada-British Columbia Special Agreement on Investment Measures for Quality Education in the Language of the Minority*. We are pleased to learn of your commitment to provide funding totaling \$11,107,000 for 2000/01 at the conclusion of these discussions.

We look forward to further advice from you once all matters have been resolved.

Sincerely yours,



Charles Ungerleider
Deputy Minister



Ministry of Education
French Programs
School Finance Branch
PO Box 9160 STN PROV GOVT
Victoria BC V8W 9H3

Date: May 23/2001

FAX TO:

Name: Micheline Guilbeault # pages: 3
Senior Program Officer
Official Languages Programs (including cover page)

Fax #: (819) 953-9353

Phone #: (819) 994-4060

SENDER:

Name: Fran Dutil Phone #: (250) 356-2515
Fax #: (250) 387-1470

Message:

Micheline
Please review/comment on preamble for
B.C.'s Business Plan.
The draft Agreements - Bilateral
- Special Investment
- Capital
are with our Risk management Branch and
the Attorney General's office for review.
We expect their comments in the near future.

Fran

**Province of British Columbia
Status of Official Languages in Education**

DRAFT

Minority Language Education:

Vision:

British Columbia francophones will receive an education in French recognized for its excellence and for its contribution to the development of French culture.

Mission:

The *Conseil scolaire francophone de la Colombie-Britannique* is committed to offering educational programs and services enhancing the full development and cultural identity of the francophone learners in the province.

In addition, the Board of Directors undertakes to participate actively in the development of francophone community life in British Columbia.

The francophone school district has seven (7) Directors representing the educational and cultural needs of all eligible children in the province.

In 1997 legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

There are 2,770 students enrolled in 39 francophone educational programs in 22 geographical areas of the province.

K-3	1,267	8-10	391
4-7	937	11-12	175
Total of 2,770 students			

*Paragraph on Capital Plan
+ costs as last
preamble*

Second Language Instruction: (French Immersion)

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content. There are 30,420 students enrolled in French Immersion and there is a total of 234 schools offering this program in 44 school districts.

• **Program:**

The required percentage of time in French Language instruction is:

<u>Grade</u>	<u>% of French Instruction</u>	<u>% of English Instruction</u>
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

DRAFT**Core French**

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. The new Language Policy, in place since September 1995 requires another language to be taught from grade 5 to grade 8. French is the language most frequently offered. The number of students enrolled in Core French is 241,448 and there is a total of 1,466 schools offering this course in 59 school districts.



*Patrimoine canadien
Programmes d'appui
aux langues officielles*

*Canadian Heritage
Official Languages
Support Programs*

15, Eddy, Room 142
Hull (Québec)
(819) 994-4060

télexcopie/Fax : le 14 mai 2001

1 + 1 page

À/TO FRAN BUTLER Ministry of Education tél./tel. : (250) 356-2515 téléc./fax : (250) 387-1470	DE/FROM MICHELINE GUILBEAULT Senior Program Officer Operations and Regional Coordination tél./tel. : (819) 994-4060 téléc./fax : (819) 953-6580
--	--

As promised here is the report prepared by Statistics Canada for your province's basic contributions for Elementary-Secondary Education for 2000-2001.

001/00:

Patrimoine canadien
Opérations et coordination
régionale

MAY 11 2001
Table/Tableau 2

Canadian Heritage
Operations and Regional
Coordination

Official Language in Education/Langues officielles dans l'enseignement
Elementary-Secondary Education - Basic Contributions
Enseignement élémentaire-secondaire - Contributions de base
By Province, By Programme, By Level/Par province, par programme, par niveau

Current Year/Année courante: 2000 - 2001

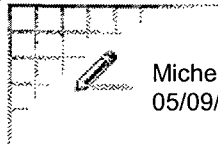
Sector/Secteur: Private/Privé

BRITISH COLUMBIA
COLOMBIE BRITANNIQUE

	FTE/ETP 1999 Final A	National Cont/FTE Cont/ETP National B \$	Basic Contribution Contribution de base C \$
Minority Language Instruction/ Enseign. dans la langue de minorité			
Elementary/Élémentaire	32.00	140.92	4,509
Secondary/Secondaire	0.00	269.68	0
Total	32.00	N/A	4,509
Second Language Immersion/ Immersion en langue seconde			
Elementary/Élémentaire	299.70	110.84	33,219
Secondary/Secondaire	55.00	172.40	9,482
Total	354.70	N/A	42,701
Second Language Instruction/ Enseign. de la langue seconde			
Elementary/Élémentaire	924.60	63.88	59,063
Secondary/Secondaire	1,535.20	93.65	143,771
Total	2,459.80	N/A	202,835
Total	2,846.50	N/A	250,045

05/11/2001 FRI 11:23 FAX 613 951 4441 CTCES/CTCSE

000072



Micheline Guilbeault
05/09/2001 13:42

Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>, Lise
Toupin/HullOttawa/PCH/CA@PCH

Objet : Business Plan

The Committee has met and was very satisfied with the product you have delivered. There were only a few comments:

Under **Minority Language Education** in the preamble, please add information on the CSF : Creation / responsibilities / provincial organisation because of the geographical areas of the Province.

Relevant Legislation : It is suggested that this section either be deleted or each legislation explained.

Under **Second Language Instruction** in the preamble :

Same comments regarding relevant legislation.

Last sentence : It is not clear what is meant by the last sentence concerning graduation requirements.

Last comments for the Status : Describe additional costs and Formula used.

ACTION PLAN

Minority

Page 1 :

1.1) Expected outcomes : please add the following : The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system **in a safe and supportive school environment**. / Indicators : Delete first paragraph.

1.1.2) First indicator change to : Number of students enrolled over the next four years.

Page 3 :

2.3) Move first indicator under outcomes

2.5) Move first indicator under outcomes

Page 4 :

2.10) Move outcomes to measures and first indicator under outcomes

Second language

Page 1 :

1.1) Move last indicator under outcomes

1.2) Move outcomes under measures and first indicator under outcomes

THE MOST IMPORTANT PART IS WITH REGARD TO SPECIAL MEASURES :

Could you put a footnote indicating that what is in bold is for special measures?

Could you put in bold what is for special measures and leave regular font for activity being funded under regular OLEP?

Compte rendu

(ex. 1.1) Contributions to the CSF in support of continuing expansion; community enhancements; district administration, **small class configurations and implementation activities**).

Same thing under 2.4, 2.5, 2.6, 2.10 , 3.2, 3.3, 4.3 and 4.4 / Delete bold under OLEP federal funding.

You really have to find a way to show what is different from regular funds and special measures because when time comes for your activity report, you will have to present two activity reports (one for OLEP and one for Special Measures). The Finance Branch will want to know what has been spent and for what activity.

Finally, one last question : Is it the CSF who develops the Curriculum?

Province of British Columbia
Status of Official Languages in Education

Minority Language Education:

In 1997 legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

The Conseil Scolaire Francophone (CSF) has many challenges ahead, not only in developing appropriate educational programs for their students, but in the uniqueness of their district structure (jurisdiction for eligible student throughout the Province). The process of developing a strong and vibrant francophone education system will continue to be an evolving process for many years.

The Capital Plan Agreement reached with the Ministry of Education, the CSF and supported by Canadian Heritage, will go a long way to stabilizing the classroom and community structures so sought after by the francophone parents. In this environment francophone programs, culture and a sense of community will be able to flourish.

Relevant Legislation:

- School Act
- Graduation Requirements Order
- Educational Program Guide Order
- Required Areas of Study in an Educational Program Order

Current CSF Structure:

- The number of students enrolled in Francophone programs (2000-2001):

K-3	1,267	8-10	391
4-7	937	11-12	175
Total of 2,770 students			

- Program Areas:
39 programs in 22 geographical areas of the Province
- Schools:
24 - recognized for funding purposes
- Capital Plan:
New School Construction/Renovations
Costs to date: Province \$24.24M
Capital Plan: Province \$61.36M
Federal \$15M

Second Language Instruction: (French Immersion)

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content.

There are two entry points in French Immersion:

<u>Program</u>	<u>Entry Points</u>	<u>Grades</u>
Early	K (and 1)	K-12
Late	6	6-12

Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12) programs. *add*

Relevant Legislation:

- School Act S5(8)
 - Graduation Requirements Order
 - Educational Program Guide Order
 - Required Areas of Study in an Educational Program Order
- Delete or replace*

- The number of students enrolled in French Immersion (2000-2001):

K-3	11,260	8-10	6,165
4-7	9,839	11-12	3,156

Total of 30,420 students

- Schools:

There is a total of 234 schools offering French Immersion in 44 school districts. *add*

- 130 Elementary schools
- 23 Middle schools
- 71 Secondary schools

- Program:

The required percentage of time in French Language instruction is:

<u>Grade</u>	<u>% of French Instruction</u>	<u>% of English Instruction</u>
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

Selection of courses offered in French are at the discretion of each school district, however, *Français langue seconde* (Immersion) is mandatory for graduation requirements. *Mieux décider que rien n'est requis*

Core French

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. The new Language Policy, in place since September 1995 requires another language to be taught from grade 5 to grade 8. French is the language most frequently offered. Students will continue to have the option to continue French at the secondary level.

- The number of students enrolled in Core French (2000-2001):

K-3	9,889	8-10	75,370
-----	-------	------	--------

4-7	136,445	11-12	19,744
-----	---------	-------	--------

Total of 241,448 students

- Schools:

There is a total of 234 schools offering Core French in 59 school districts.

Wérué pouts pppp.

Formule

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support						
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. <i>in a</i> 	<ul style="list-style-type: none"> Students will be able to participate fully in a safe and supportive school environment. The numbers of students enrolled in Francophone Program. Full-day kindergarten implemented in all CSF schools. 	2000/01 - 6,272,620 2001/02 - 7,072,620 2002/03 - 7,972,620		2000/01 - 900,000 2001/02 - 826,000 2002/03 - 640,000 2003/04 - 620,000	
1.1.1 Support for full-day kindergarten programs for francophone students. Provincial financing provided for half a day only.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 				2000/01 - 600,000 2001/02 - 600,000 2002/03 - 600,000 2003/04 - 600,000
1.1.2 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan with related activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Focus will be directed at increasing school enrollments of entitled students over the next four (4) years. The number of promotional activities. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - Ø 2003/04 - Ø
1.1.3 Support for <i>Projets éducatifs</i>.	<ul style="list-style-type: none"> Effective communication plan is implemented which consolidates francophone vision of partnerships between school, parents and community. 	<ul style="list-style-type: none"> Consultation mechanism is in place, and meets with approval from parents. 				2000/01 - 100,000 2001/02 - 100,000 2002/03 - 40,000 2003/04 - 20,000
1.1.4 Support for the establishment of PEC (<i>partenariats éducatifs et communautaires</i>) in CSF schools.	<ul style="list-style-type: none"> Provide schools with information and support the PEC's that are already established. 	<ul style="list-style-type: none"> Number of PEC's fully established in CSF schools. A common action framework is in place for all the partners. 				2000/01 - 100,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
1.2 Contribution to <i>Fédération des parents francophones de la Colombie-Britannique</i>.	<ul style="list-style-type: none"> Parents support and participate in preschool activities. Parents and community are active participants in the CSF initiatives for their children. Effective francisation strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> The number of new preschool services in francophone schools. Parent advisory Councils are in place in all francophone schools. Parents are present on all partner committees established in francophone schools. The number of francisation kit "Paul et Suzanne" in place in francophone preschools. Provide annually 3 issues of Info Parents, Mini Info Parents and "Grimace et Galipette". 		2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support (cont'd)						
1.3 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Legislation is in place under the BC School Act for minority language education. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Minority language educational programs are consistent with majority language programs. Retain under contract, a French liaison position, to assist the Ministry in monitoring on-going activities and/or programs related to Francophone Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
1.4 Contribution to <i>Éducacentre</i> in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. Develop and offer services and courses in French. 	<ul style="list-style-type: none"> The number of francophone adults taking the GED program (General Education Diploma). The number of participants for the <i>Dictée des Amériques</i>. <i>Éducacentre</i> offers service to more than 5,000 francophone adults. Maintain operation in 2 sites (Vancouver and Victoria) and 2 campuses (Kelowna and Nanaimo). Develop and offer courses for the following subjects: English as a second language (beginner, intermediate, advanced), computer classes (MsOffice, Word, Excel...) and "<i>Prendre sa carrière en main</i>". The number of students/adults taking courses. 		2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000		
2. Program Development			Provincial	Federal	Provincial	Federal
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer CORE educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> The number of IRP's (curriculum) available in French. Equity access to material for Francophone students. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 130,000 2001/02 - 130,000 2002/03 - 130,000	2000/01 - 1,450,000 2001/02 - 730,000 2002/03 - 250,000 2003/04 - Ø	
2.2 CSF will purchase learning resources for all schools.	<ul style="list-style-type: none"> The teachers and students have access to resources. 	<ul style="list-style-type: none"> More resource materials are acquired. Resource centers in schools are updated and refurbished. 	2000/01 - 108,630 2001/02 - 108,630 2002/03 - 108,630	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.3 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's (curriculum) 	<ul style="list-style-type: none"> Working with publishing houses to ensure needed resources are available in French for each IRP. The number of resources available. 		2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
2.4 CSF will develop a student support manual for <i>Francisation</i> .	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in Francisation. 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for Francisation and other support projects. A comprehensive report of the consultation findings will be made available. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 150,000 2002/03 - 50,000 2003/04 - Ø
2.5 CSF will develop a program and materials for students experiencing linguistic difficulties at the secondary level.	<ul style="list-style-type: none"> Program and materials developed are appropriate for students in secondary levels. 	<ul style="list-style-type: none"> Identify students needing the program. The level of retention of secondary students. The program is made available to all CSF schools. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 50,000 2002/03 - 50,000 2003/04 - Ø
2.6 CSF will develop a support program and materials for gifted students.	<ul style="list-style-type: none"> Program and materials are appropriate for gifted students and reaches their needs. 	<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 		2000/01 - 117,500 2001/02 - 117,500 2002/03 - 117,500		2000/01 - 150,000 2001/02 - 50,000 2002/03 - Ø 2003/04 - Ø
2.7 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Distribution and use of Performance Standards results are available to educators and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000		
2.8 Translate and adapt the yearly Ministry Foundation Skills Assessment examination.	<ul style="list-style-type: none"> Better monitoring of student progress over time. 	<ul style="list-style-type: none"> The number of students writing adequately and enhancements in the results in the French writing assessments. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.9 CSF will develop its own District assessment processes to measure their students progress.	<ul style="list-style-type: none"> Teachers will be able to communicate and identify student strengths, weakness with parents. Teachers will be able to recommend where remedial work will be required if deemed appropriate. 	<ul style="list-style-type: none"> CSF will have developed internal materials to better identify student progress over time. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 180,000 2002/03 - 50,000 2003/04 - Ø
2.10 CSF will develop course materials for distant education.	<ul style="list-style-type: none"> Develop and implement a distance education program and delivery model to meet the needs of francophone students in BC <ul style="list-style-type: none"> Compulsory subjects; Optional/Elective subjects. 	<ul style="list-style-type: none"> Students who participate in distant education are able to meet their educational goals. The number of students taking distant education courses. The number of distant education courses offer to students. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 350,000 2001/02 - 300,000 2002/03 - 100,000 2003/04 - Ø
2.11 Develop, translate grade 12 provincial examinations for francophone students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> The number of students registered to write provincial examinations. The number of examinable subjects available in French. January examinations, translate up to 3 exams; June examinations, translate up to 6 exams. 	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2.12 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. (Math., Social Studies...) Maximization of French resources for francophones. (Math) Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> The number of resources in French available for francophone programs. 	2000/01 - 90,000 2001/02 - 90,000 2002/03 - 90,000	2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000		
2.13 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> <i>Idélire</i> <i>Maillardville Uni</i> <i>Nous tous un Soleil</i> <i>Théâtre la Seizième</i> 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events during school hours, it will supplement activities put on by schools. These activities will support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> The number of francophone cultural events in the schools. The number of students involved in francophone cultural activities such as literature, theater and workshops. Level of students satisfaction. 		2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300		

Measures	Expected Outcomes	Performance Indicators	QLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd) 2.14 CSF will start developing local courses to meet students' needs.	<ul style="list-style-type: none"> Francophone students will have greater choices in locally developed courses. 	<ul style="list-style-type: none"> Level of students satisfaction. The number of locally developed courses. 	2000/01 - 1,101,300 2001/02 - 1,101,300 2002/03 - 1,101,300			
3. Teacher Training 3.1 Bursaries to enable BC francophone teachers to participate in courses and training workshops. 3.2 Develop effective instructional strategies for multi-graded classes. 3.3 Develop orientation program for new teachers. 3.4 Contribution to (ACELF) <i>Association canadienne d'éducation de langue française</i> .	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. Teachers are able to be effective in multi-graded classes. New teachers have the necessary training and resource materials to be effective in the classroom. Teachers are prepared for class assignments. ACELF will continue to offer a national conference that will meet the need of the francophone educators and partners. 	<ul style="list-style-type: none"> The number of teachers applying for bursaries. Resource manual is completed and distributed to teachers. The number of new teachers. The level of teachers satisfaction in use of the orientation program. Conference will take place annually. The number of participants. Materials is distributed to all Francophone schools. 	Provincial 2000/01 - 372,500 2001/02 - 372,500 2002/03 - 372,500	Federal 2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000 2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000 2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500 2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000	Provincial 2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000 2000/01 - 225,000 2001/02 - 222,000 2002/03 - 155,000 2003/04 - 40,000	Federal 2000/01 - 250,000 2001/02 - 244,000 2002/03 - 110,000 2003/04 - 40,000 2000/01 - 200,000 2001/02 - 200,000 2002/03 - 200,000 2003/04 - 40,000
4. Student Support 4.1 Fellowships for minority language students to continue their post-secondary education in their first language. 4.2 Student Exchange programs (Six- Months). 4.3 Develop CSF student exchange policy and programs.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. Students have the opportunity to enrich their language and cultural identities. On-going exchange programs of various types are introduced and implemented. District wide policy is in place. 	<ul style="list-style-type: none"> The number of students applying for fellowship bursaries. The number of students applying for the exchange programs. The number of exchange programs available to students. Level of satisfaction for students participating in an exchange program. 	Provincial 2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	Federal 2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630 2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000 2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	Provincial 2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - Ø	

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
4. Student Support (cont'd) 4.4 CSF will develop and support cultural activities in each francophone program in BC.	<ul style="list-style-type: none"> Facilitate the organization of regular cultural activities. Develop a cultural policy for all CSF schools. 	<ul style="list-style-type: none"> The number of cultural events offered and organized by the CSF in their schools. Cultural activities are an integrated part of the students schooling. 	2000/01 - 384,130 2001/02 - 384,130 2002/03 - 384,130	2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 200,000 2001/02 - 200,000 2002/03 - 100,000 2003/04 - Ø
5. Post-Secondary / Continuing Studies 5.1 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (ex. Camosun College, Simon Fraser University, University of British Columbia, University of Victoria) 5.2 Contribution to <i>Fédération des francophones de la Colombie-Britannique</i>	<ul style="list-style-type: none"> Post-secondary institutes develop and offer courses in French. Continue consultations regarding post-secondary initiatives for francophones students. Establish a French language post-secondary system for francophone students. 	<ul style="list-style-type: none"> The number of students registered in post-secondary institutions for teacher training and upgrading. Francophone students will have access to a French language post-secondary education in British Columbia. The number of students registered to French language post-secondary program in BC. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
TOTALS			2000/01 - 8,679,180 2001/02 - 9,479,180 2002/03 - 10,379,180	2000/01 - 2,480,280 2001/02 - 2,480,280 2002/03 - 2,480,280	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000	2000/01 - 3,000,000 2001/02 - 2,200,000 2002/03 - 1,300,000 2003/04 - 700,000

OFFICIAL LANGUAGES IN EDUCATION SECOND LANGUAGE EDUCATION 2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support 1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 1.2 Contribution to the Canadian Parents for French – British Columbia Branch.	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. <ul style="list-style-type: none"> Parent chapters are active in supporting socio-cultural activities in French to enrich their children's language skills and enhance the French cultural identity. <ul style="list-style-type: none"> French Immersion and/or Core French students will be involved in socio-cultural activities and events which will enrich their language skills and understanding of French culture. 	<ul style="list-style-type: none"> The number of schools offering Immersion programs. The number of students accessing the programs. The number of subjects available in French <u>will continue</u> to be reviewed. Students will have access to Core French course. Socio-cultural activities in French are organized for Core French and/or French Immersion students and undertaken by parent groups throughout the province. The number of socio-cultural activities undertaken by the BC Branch or the individual chapters. (e.g. Concours d'art oratoire, carnivals, film festivals, dances, camps, entertainers). The number of cultural events. The number of students participating in the cultural activities. 	2000/01 - 4,600,000 2001/02 - 4,600,000 2002/03 - 4,600,000	2000/01 - 4,528,045 2001/02 - 4,528,045 2002/03 - 4,528,045 2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850 2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated, and supported by parents and school districts. 	<ul style="list-style-type: none"> Provide guidelines on Federal funding to School Districts and organizations offering second language programs and/or activities. Retain an expert to assist the Ministry in monitoring on-going activities and/or programs related to French Immersion and Core French Programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools to cover additional costs related to second-language instruction.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> The number of students accessing courses for second language instruction. The number of Independent schools offering second language courses. 	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000	2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000
2. Program Development			Provincial	Federal
2.1 Translate and adapt Ministry Performance Standards in reading, writing and numeracy to enable teachers to assess French Immersion student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Use of Performance Standards in evaluating students abilities is widely accepted by teachers and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. Test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official Second Language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for Second Language students. 	<ul style="list-style-type: none"> The number of students register to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools for the enhancement of French language programs.	<ul style="list-style-type: none"> Quality French programs are offered in Independent schools. New French programs are offered in the Independent schools. 	<ul style="list-style-type: none"> The number of enrichment programs of existing French programs. The number of new French language programs offered. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
3. Teacher Training				
3.1 Bursaries to enable BC Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> The number of teacher applying for the bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000
3.2 Contribution to (APPIPC) <i>Association provinciale des professeurs d'immersion et du programme cadre.</i>	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Level of satisfaction of the participating teachers. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in BC for pre-service and in-service courses in French. (Camosun College, Simon Fraser University, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> The number of teachers accessing post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000
4. Student Support			Provincial	Federal
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Level of students satisfaction with the bursary. The number of students taking advantage of the bursary to pursue post-secondary in French. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange Programs <ul style="list-style-type: none"> Six-Month Short-Term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> The number of students participating in the Six-Month Exchange Program. The number of students participating in the Short-Term Exchange Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT			2000/01 - 5,510,000 2001/02 - 5,510,000 2002/03 - 5,510,000	2000/01 - 5,626,720 2001/02 - 5,626,720 2002/03 - 5,626,720

Financial Planning

	2000-01		2001-02		2002-03		2003-04		TOTAL	
	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal
<i>French First Language</i>										
Educational Structure and Support	6 372 620	282 350	7 172 620	282 350	8 072 620	282 350			21 617 860	847 050
Program Development	1 514 930	1 406 300	1 514 930	1 406 300	1 514 930	1 406 300			4 544 790	4 218 900
Teacher Training	372 500	372 500	372 500	372 500	372 500	372 500			1 117 500	1 117 500
Student Support	399 130	399 130	399 130	399 130	399 130	399 130			1 197 390	1 197 390
Post-secondary / Continuing Education	20 000	20 000	20 000	20 000	20 000	20 000			60 000	60 000
Subtotal - French First Language	8 679 180	2 480 280	9 479 180	2 480 280	10 379 180	2 480 280			28 537 540	7 440 840
<i>French Second Language</i>										
Educational Structure and Support	4 965 000	4 939 720	4 965 000	4 939 720	4 965 000	4 939 720			14 895 000	14 819 160
Program Development	145 000	145 000	145 000	145 000	145 000	145 000			435 000	435 000
Teacher Training	300 000	405 000	300 000	405 000	300 000	405 000			900 000	1 215 000
Student Support	100 000	137 000	100 000	137 000	100 000	137 000			300 000	411 000
Subtotal - French Second Language	5 510 000	5 626 720	5 510 000	5 626 720	5 510 000	5 626 720			16 530 000	16 880 160
TOTAL French First & Second Language	14 189 180	8 107 000	14 989 180	8 107 000	15 889 180	8 107 000			45 067 540	24 321 000
<i>Special Investment Measures in Education</i>										
Educational Structure and Support	900 000	900 000	826 000	826 000	640 000	640 000	620 000	620 000	2 986 000	2 986 000
Program Development	1 450 000	1 450 000	730 000	730 000	250 000	250 000	0	0	2 430 000	2 430 000
Teacher Training	450 000	450 000	444 000	444 000	310 000	310 000	80 000	80 000	1 284 000	1 284 000
Student Support	200 000	200 000	200 000	200 000	100 000	100 000	0	0	500 000	500 000
TOTAL - Special Investment Measures	3 000 000	3 000 000	2 200 000	2 200 000	1 300 000	1 300 000	700 000	700 000	7 200 000	7 200 000

05/02/2001 11:16



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 04/19/2001 17:07:41

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH

cc :

Objet : Notes from Lise's visit

Micheline,

Do you remember our conversation late last week, regarding a note Lise made when she was out visiting us. She made note of a detailed report (or copy of one from Alberta). She may have been looking at giving us a copy of a final detailed report submitted by another jurisdiction to assist us in working with the CSF, when they have to produce reports on how they used the Special Investment Measures funding.

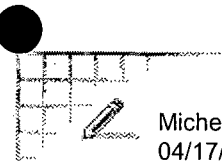
This is a guess on my part as we will be meeting with the CSF to discuss the level of detail on their reports. It has been difficult to get tangibles from them.

Let me know if this is what Lise was thinking of.

Thanks
Fran

PS> did you receive the FAX yesterday of the CAFE Report. We have mailed the original via Priority Post yesterday. You should have it in a few days.

*Only
available
in French*

 Micheline Guilbeault
04/17/2001 11:41

Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : Mireille Guitard/HullOttawa/PCH/CA@PCH, Lise Toupin/HullOttawa/PCH/CA@PCH, "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>

Objet : Réf. : 2000/01 Statistic Canada FTE amount. 

My colleague Mireille Guitard (Manager, Administration sector) gave me those figures, which are the same as 1999-2000. Nothing have changed for 2000-2001.

CONTRIBUTION PER FTE PER PROGRAM

A. Minority Language	
Elementary	\$140.92
Secondary	\$269.68
B. Immersion	
Elementary	\$110.84
Secondary	\$172.40
C. Second Language	
Elementary	\$ 63.88
Secondary	\$ 93.65
D. Post-secondary	\$243.73

P.S. Merci Mireille.

"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 04/12/2001 17:03:27



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 04/12/2001 17:03:27



Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc : "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>

Objet : 2000/01 Statistic Canada FTE amount.

Micheline,

Do you have the per FTE (elementary and secondary) dollar amounts that Statistics Canada uses when determining the funding level for minority first-language and second language (Immersion and core French).?

Are these different numbers than what is used for Independent schools students ?

We are in the process of finalizing our 2000/01 school district funding and require this level of breakdown.

Call Nicole on Tuesday if you have any questions. 356-2176

Thanks

Fran

LANGUES OFFICIELLES DANS L'ENSEIGNEMENT
CONTRIBUTION PAR "ETP" PAR PROGRAMME



	1997-1998	Réduction 11,63%	1998-1999	Augmentation 20%	1999-2000
A. Langue de la minorité					
Élémentaire	132,89	\$15,46	\$117,43	\$23,49	\$140,92
Secondaire	254,31	\$29,58	\$224,73	\$44,95	\$269,68
B. Immersion					
Élémentaire	104,52	\$12,16	\$92,36	\$18,47	\$110,84
Secondaire	162,57	\$18,91	\$143,66	\$28,73	\$172,40
C. Langue seconde					
Élémentaire	60,24	\$7,01	\$53,23	\$10,65	\$63,88
Secondaire	88,31	\$10,27	\$78,04	\$15,61	\$93,65
D. Post-secondaire	229,84	\$26,73	\$203,11	\$40,62	\$243,73

i:\sc\etp-9900

07.03.2000



*Patrimoine canadien
Programmes d'appui
aux langues officielles*

*Canadian Heritage
Official Languages
Support Programs*

15, Eddy, Room 142
Hull (Québec)
(819) 994-4060

télexcopie/Fax : le 17 avril 2001

1 + 2 pages

À/TO	DE/FROM
FRAN BUTLER Ministry of Education	MICHELINE GUILBEAULT Senior Program Officer Operations and Regional Coordination
tél./tel. : (250) 356-2515 téléc./fax : (250) 387-1470	tél./tel. : (819) 994-4060 téléc./fax : (819) 953-6580

URGENT

Our administration has prepared the document required to ensure that the funding to the province for 2000-2001 is put aside to ensure that payments will be made. You will find enclosed copy of that document for you to verify. It would be greatly appreciated if you could sign this document (two signatures required) in the section required by the province and return a faxed copy to me **before Thursday, April 19, 2001 at noon.**

Could you also send me by mail the original signed copy by the province for our files.

I apologize for the short timeframe but our deadline to reserve this funding is end of day Thursday.

Thank you for your co-operation. Please do not hesitate to call me if you have any questions.

Détail des paiements LOE - 2000-2001

NOM DU BÉNÉFICIAIRE : COLOMBIE-BRITANNIQUE

CODE DU BÉNÉFICIAIRE : SAP304289 GC037425

CATÉGORIES DE DÉPENSES	APPROBATION						VERSEMENT EFFECTUÉ				ADMINISTRATION	REMPLIR LE % SEULEMENT	
	A APPROUVÉ		B MODIFICATIONS (RÉALLOCATIONS)		C CONTRIBUTION TOTALE		D PAYÉ		E = C - D SOLDE		Codage financier et engagement	Versement à effectuer	
	F. Reg	F. Suppl.	F. Reg	F. Suppl.	F. Reg	F. Suppl.	F. Reg	F. Suppl.	F. Reg	F. Suppl.	4149 - 513120	F. Reg	Fonds suppl.
ELABORATION DE PROGRAMME - Ministère de l'éducation	4,793,370.00				4,793,370.00	0.00			4,793,370.00	0.00		0.00	0.00
FORMATION DES ENSEIGNANTS - Aide aux enseignants	560,000.00				560,000.00	0.00			560,000.00	0.00		0.00	0.00
AIDE AUX ÉTUDIANTS - Formation en santé en français	298,630.00				298,630.00	0.00			298,630.00	0.00		0.00	0.00
AUTRES CATÉGORIES DE DÉPENSES Autres	1,505,000.00				1,505,000.00	0.00			1,505,000.00	0.00		0.00	0.00
TOTAL - DÉVELOPPEMENT	7,157,000.00	0.00	0.00		7,157,000.00	0.00	0.00	0.00	7,157,000.00	0.00	TOTAL DU VERSEMENT	0.00	
TOTAL ENTENTE BILATÉRAL	7,157,000.00		0.00		7,157,000.00		0.00		7,157,000.00		TOTAL DU VERSEMENT	0.00	0.00
ENTENTE SPECIALE - Investissement en éducation - Gestion scolaire	950,000.00 3,000,000.00				950,000.00 3,000,000.00				950,000.00 3,000,000.00		4149 - 513120 4148 - 515709	0.00 0.00	
TOTAL - INVESTISSEMENT	3,950,000.00		0.00		3,950,000.00		0.00		3,950,000.00		TOTAL DU VERSEMENT	0.00	
GRAND TOTAL	11,107,000.00		0.00		11,107,000.00		0.00		11,107,000.00		TOTAL DU VERSEMENT	0.00	

SIGNATURES DU MINISTÈRE

Préparé par : Nicole Lacasse 17.04.2001
Nicole Lacasse Date

Vérifié par : Micheline Guilbeault 17-04-2001
Micheline Guilbeault Date

Révisé par : _____
Signature du conseiller financier Date

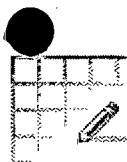
Approuvé par : _____
Signature (Section 34) Date

SIGNATURES DE LA PROVINCE

La présente atteste que les contributions susmentionnées seront requises en vertu du Protocole d'entente conclu avec le CMEC en février 2000.

Préparé par : L. B. B. B. April 17/2001
Signature de l'agent principal de programmes Date

Vérifié par : W. H. H. H. April 17/2001
Signature de l'agent principal des finances Date

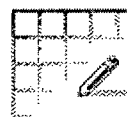

Micheline Guilbeault
04/11/2001 14:10


Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : Lise Toupin/HullOttawa/PCH/CA@PCH, Mireille Guitard/HullOttawa/PCH/CA@PCH
Objet : Re: Funding for Independent Schools 2000/01 School year

I have checked with my colleagues at the Administration Branch. Nothing yet from Stats Can. They will keep us inform when they receive the report.

Happy Easter and a good long week-end!

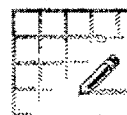
----- Envoyée par Micheline Guilbeault/HullOttawa/PCH/CA le 04/11/2001 14:05 -----


Mireille Guitard
04/11/2001 13:21

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : Re: Funding for Independent Schools 2000/01 School year 

Je n'ai rien reçu de Stats Can à ce jour. Je te tiens au courant.

Mireille
Micheline Guilbeault


Micheline Guilbeault
04-11-2001 10:26

To: Mireille Guitard/HullOttawa/PCH/CA@PCH
cc: Louise Gleason/HullOttawa/PCH/CA@PCH, Lise Toupin/HullOttawa/PCH/CA@PCH, "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
Subject: Funding for Independent Schools 2000/01 School year

Mireille,

Peux-tu répondre à cette requête?

----- Envoyée par Micheline Guilbeault/HullOttawa/PCH/CA le 04/11/2001 10:28 -----



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 04/09/2001 19:10:12

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :

Objet : Funding for Independent Schools 2000/01 School year

Micheline,

Have you received the funding amount that the Independent Schools of British Columbia are entitled to, for fiscal/school year 2000/01. This figure last year was \$301,032.

Stats Canada usually gives you this figure and we make the appropriate adjustments in our budget allocations.

We are in the process of reconciling our 2000/01 accounts.

Thanks

Fran



**BRITISH
COLUMBIA**

**Ministry of
Education**

Capital Planning
Branch

Rory Munro, B.Comm.
PLANNING OFFICER

Mailing Address:

PO Box 9149 Stn Prov Govt
Victoria BC V8W 9H1

Telephone: (250) 356-1240

Facsimile: (250) 356-8003

e-mail: romunro@victoria1.gov.bc.ca

Location:

3rd Floor, 617 Government St **000096**





**BRITISH
COLUMBIA**

**Ministry of
Finance and
Corporate
Relations**

**Capital
Division**

Phillip Chambers

Project Analyst

Project Finance and Review Branch

Mailing Address:

**PO BOX 9474 Stn Prov Govt
Victoria BC V8W 9W6**

Telephone: (250) 356-7565

Facsimile: (250) 356-6222

E-Mail: Phillip.Chambers@gems1 000097

Location Address:

2nd Floor – 333 Quebec St., Victoria BC

Rencontre à
Victoria le
2 avril 2001

Michèle

Quelques commentaires à suivre :

① Capital Plan

rencontre avec Rory Munro, Planning Officer, Min. of Education
Phillip Chambers, Project Analyst, Min. of Finance
Nicole Hansen
Fran Butler

② Vancouver site identifié 37^e AVE & Oak - excellente nouvelle - transfert sera fait (terrain)

③ 15M[#] sur 5 ans - accepté

Phillip va nous envoyer un estimé des coûts / année

on 2001 - 2002 → pas beaucoup #

(2 projets majeurs pour l'instant : Surrey et North Vancouver)

⇒ sup. pour parvenir exemple pour Appendix A - Description

Appendix B - il y aura 1 sommaire et une fiche par école (B₁, B₂, B₃, B₄ etc.)

p. 2 1.1 Appendix B à la place de Schedule B

N.B. il y a eu une légère hausse au m²

⇒ Soakrite la signature de l'entente dans les meilleurs délais (Phillip)
Reconnaît qu'on doit d'abord signer l'entente bilatérale.

Rencontre à
Victoria le
2 avril 2001

② Business Plan : avec Nicole, Fran et Janet

① Texte de l'entente ^(loi) — Schedule B — 1.1 sup. incorporer
changement proposé par le min. de l'Éducation (... to provide a contribution
to the Federation of Independent ...) voir Proposed Changes en
annexe.

M'en parler au besoin.

② Mesures spéciales — paiement pour 1998-1999 — Fran m'a remis
copie de la correspondance envoyée à Michèle. (voir annexe) et
sup. assurer suivi.

③ sup. prévoir envoi du document préparé relativement au « detailed
report ». Le ministère de l'Éducation partagera le tout aussi avec
le Conseil scolaire.

④ financement ACELF ? Je t'en parle.

⑤ discussion sur sommaire du budget 50% - 50%
et financement provincial « réel » pour groupes (CPF, Idélie
etc.)

— on se référera à la clause 5.9, s'assurer de 50%
pour chaque catégorie.

— tenter d'ouvrir des portes ailleurs à la province pour
financement additionnel.

— Mesures spéciales — 50% / 50%, \$ pour chaque catégorie.

— Fran + Nicole vont revoir le tout au cours des 2-3
prochaines semaines.

A suivre !

Sise 000099

*Centre
page*

Canada-British Columbia Agreement for minority-language education
and second-language instruction

2000-01 to 2002-03

DRAFT FEBRUARY 20, 2001

** Changement Schedule B
✓ 1.1 → to the
fed. FISA
copy of the letter*

✓ Envoi « detailed report »

*✓ ACELF > FED.
PROV. > P-4*

**CANADA - BRITISH COLUMBIA AGREEMENT
FOR MINORITY-LANGUAGE EDUCATION AND
SECOND-LANGUAGE INSTRUCTION**

THIS AGREEMENT has been concluded in English and in French on this day of 2001

BETWEEN:

**HER MAJESTY THE QUEEN IN RIGHT OF
CANADA**, hereinafter referred to as "Canada",
represented by the Minister of Canadian Heritage

AND:

**HER MAJESTY THE QUEEN IN RIGHT OF
BRITISH COLUMBIA**, hereinafter referred to as
"British Columbia", represented by the Minister of
Education.

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Constitution*, as well as by the *Official Languages Act*, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens belonging to the English- or French-language minority in a province or territory to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS Canada is committed to supporting the development of the official-language minority communities and to promoting the recognition and usage of English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage can undertake measures to encourage and assist provincial/territorial governments to offer members of the official-language minority communities education in their own language and to provide everyone with the opportunity to learn French and English as a second language;

WHEREAS a Protocol for Agreement between Canada and the provincial and territorial governments for minority-language education and second-language instruction was concluded on February 23, 2000 between the Minister of Canadian Heritage and the Chair of the Council of Ministers of Education, Canada (CMEC), on behalf of all the provincial and territorial ministers responsible for education, hereinafter referred to as the "Protocol";

WHEREAS under the aforementioned Protocol, each provincial and territorial government will conclude a bilateral agreement with Canada for the period from April 2000 to March 2003;

WHEREAS British Columbia, as part of its jurisdiction over education, provides education in French in British Columbia ~~in accordance with section 23 of the Canadian Charter of Rights and Freedoms~~, as well as instruction in French as a second language;

WHEREAS education is a provincial jurisdiction and it is the responsibility of British Columbia to determine the objectives, define the contents, set priorities of its education programs in French and French second-language instruction, as well as to evaluate them;

WHEREAS British Columbia has agreed, for the purpose of the Protocol concluded on February 23, 2000, to describe the objectives, the main measures it intends to undertake and their expected results in multi-year action plans;

WHEREAS Canada and British Columbia recognize the existence, ~~as acknowledged in the Protocol,~~ of additional costs resulting from the fact that minority-language education and second-language instruction are provided, and Canada is prepared to assist British Columbia to absorb these costs;

WHEREAS the parties recognize that the federal contributions paid to British Columbia for the period extending from April 1998 to March 2000 were provided pursuant to annual provisional arrangements replicating the conditions of the previous bilateral agreement;

THEREFORE, given the reciprocal agreements contained herein, this Agreement bears witness to the fact that the parties agree on the terms and conditions hereinafter.

OBJECTIVES AND PRIORITIES

1. Objectives

The objectives for which Canada offers British Columbia a financial contribution are set out below.

- 1.1 To provide members of the French minority-language community with the opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture.
- 1.2 To provide the residents of British Columbia with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the culture of the other official-language community.

2. Strategic Priorities

Further to the objectives described in Clause 1, Canada and British Columbia agree to recognize that the following items constitute areas of special interest which merit particular attention during the period covered by this Agreement.



- 2.1 Consolidation and development of educational services in the language of the minority;
- 2.2 Support for the development of innovative minority-language educational programs and educational services and support for measures that increase access of minorities to post-secondary educational services, in particular in taking advantage of new communications technologies, where applicable;
- 2.3 Support for the development and implementation of innovative programs for second-language core programs, in particular in taking advantage of new communications technologies, where applicable;
- 2.4 Consolidation and development of immersion programs and support for the development of such programs;
- 2.5 Consolidation and development of teacher training and development programs;
- 2.6 Fostering of dialogue and mutual understanding between the Francophone and Anglophone communities in the context of regular educational measures sponsored by the provincial and territorial governments, notably through linguistic exchange programs at the secondary and post-secondary levels;
- 2.7 Reinforcement of inter-provincial/territorial co-operation.

FEDERAL SUPPORT

3. Action plan

Subject to the provisions of the Protocol and this Agreement, Canada shall make the following contributions to the additional costs that British Columbia ~~must~~ ^{will} assume in order to implement the ^{the} ~~measures~~ ^{Provincial Action Plan} provided for in the multi-year action plan that it has developed for the purposes of this Agreement. "Additional costs" means generally the costs or expenses that British Columbia incurs in addition to those it would incur in order to meet its obligation to educate its residents if it did not offer educational programs in French or instruction in French as a second language. The ~~Provincial Action Plan~~ ^{British Columbia} is contained in Schedule C and forms an integral part of this Agreement.

3.1. For the duration of the ^{ip} ~~the~~ bilateral Agreement ~~concluded with British Columbia~~, the ^{Provincial Action Plan} ~~Action plan~~ will set out, for each of the objectives mentioned in Clause 1:

3.1.1 a description of ~~measures~~ ^{activities} to be undertaken for each category of ~~support~~ ^{Measures} indicated in Clause 4;

3.1.2 a description of desired outcomes;

3.1.3 a description of performance indicators by which ~~the provincial government~~ ^{British Columbia} will measure achievement of outcomes;

3.1.4 an annual breakdown of estimated expenditures and of Canada's and ~~provincial~~ ^{British Columbia} contributions for each ~~measure~~ ^M.

4. Support Categories

4.1 For all levels of education, Canada's financial assistance shall be provided for ~~measures related to the education structure and support, program development, teacher training, student support or any other type of support that will make it possible to better reflect the particular situation in British Columbia, that will be in accordance with the strategic priorities set out in Clause 2 and have been agreed upon by Canada and British Columbia.~~ ^{area described in the Provincial Action Plan}

4.2 Inter-provincial/territorial Projects or Pan-Canadian Projects

In the interests of increasing inter-provincial/territorial co-operation and to encourage optimum use of resources, Canada and British Columbia recognize the importance of undertaking projects or measures of an inter-provincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that such projects or measures may be co-ordinated by the CMEC Secretariat, British Columbia or any other province or territory. The financial contribution paid by Canada to British Columbia for these projects shall be administered in accordance with the terms of this Agreement.

5. Canada's Contribution

5.1 Subject to Parliamentary approval of funds, to the maintenance of current and forecasted budgetary levels for the Official Languages in Education Program and the undertakings in the Protocol and this Agreement, Canada shall provide financial assistance for the ~~measures described in the provincial action plan or other measures on which the parties have agreed, as set out in Clause 4 during the period of this Agreement.~~ ^{Measures}

5.2 Canada and British Columbia recognize that Canada's contribution provided in a particular fiscal year shall be paid to support measures that are implemented during the provincial school year.

5.3 Canada and British Columbia recognize that under the provisional arrangements concluded for the years 1998-1999 and 1999-2000, the following federal contributions were made for infrastructure support and the minimum guarantee under the terms of the previous Protocol and that the conclusion of this Agreement will not bring about any retroactive change in these contributions:

1998-1999	\$6,771,605
1999-2000	\$8,106,370

5.4 Funding for the provincial ~~action plan~~ *the Provincial*

Subject to Clause 5.1, Canada shall make the following annual contributions to British Columbia for the implementation of measures described in its ~~action plan~~ *the Provincial* in the fiscal years from 2000-2001 to 2002-2003:

2000-2001	\$8,107,000
2001-2002	\$8,107,000
2002-2003	\$8,107,000

5.5 Canada and British Columbia agree that an amount of nine hundred and fifty thousand dollars (\$950,000) will be provided towards expenditures incurred by British Columbia for Francophone minority governance and French post-secondary education over a period of four years (2000-01 to 2003-04). This amount will be deducted from the contributions mentioned in Clause 5.4, subject to the maintenance and renewal of the Official Languages in Education Program and of its current and forecasted budgetary levels until March 31, 2004.

5.6 Supplementary contribution

In addition to the funding made available further to Clause 5.4, Canada may make a supplementary contribution to British Columbia for specific measures described in the action plan or any other project or activity agreed to by Canada and British Columbia. The projects and measures to be funded and the level of funding provided will be agreed upon by Canada and British Columbia. The parties may agree on a multi-year funding for such projects and measures. These projects or measures will be included in a document to be attached annually to this Agreement and will form an integral part thereof or, where appropriate, constitute an auxiliary agreement.

5.7 Subject to prior agreement between Canada and British Columbia, ~~the province~~ *the Provincial* may each year transfer part of the contributions made by Canada in that year under Clauses 5.4 or 5.6 to CMEC or to any other provincial or territorial government for the implementation of inter-provincial/territorial or pan-Canadian projects.

5.8 Subject to prior agreement between Canada and British Columbia, ~~the province~~ *the Provincial* may each year transfer to CMEC part of the financial assistance provided by Canada in that year for the Summer Language Bursary Program and for the Official-Language Monitor Program for the implementation of measures described in its ~~action plan~~ *the implementation of* as provided for in Clause 5.4.

5.9 Canada's contribution is conditional on British Columbia's providing for each category of support a financial contribution equivalent to or greater than that of Canada for the ~~implementation of the action plan and any other measure~~ *that measure* carried out under this Agreement, except for teacher and student bursaries and fellowships which can be totally supported by the federal contribution.

~~5.9~~ Contribution for ~~private or~~ independent schools

5.10

Canada will provide British Columbia with the information ~~the necessary~~
~~information to British Columbia~~ to enable British Columbia to pay out of the
financial assistance provided to it pursuant to Clause 5.4, the portion attributable
to ~~for private or~~ independent schools. ~~from the financial contribution provided for~~
~~in Clause 5.4~~. This portion of financial assistance will be paid in accordance with
the terms of Schedule B.

6. Transfers

6.1 British Columbia may transfer funds from one category of support to another as
part of a single objective in the ~~action plan~~, provided that these transfers do not
call into question the achievement of the results set out in the ~~action plan~~. Canada
and British Columbia may agree, in each year covered by this Agreement, to
transfer a portion of the federal contribution from one linguistic objective to
another in the ~~action plan~~. British Columbia will submit a request to Canadian
Heritage to transfer funds from one linguistic objective to another before
February 15 in the year in question. *Personal* *Provincial* *Provincial*

6.2 Within Supplementary Contribution, British Columbia may transfer funds from
one project to another with the authorization in writing of Canada, provided that
these transfers do not call into question the achievement of the results set out.
Canada and British Columbia may also agree, in each year covered by this
Agreement, to transfer regular funds to projects funded by the Supplementary
Contribution. British Columbia will submit a request to Canadian Heritage before
February 15 in the year in question for any transfer. *the Minister of*

7. Consultation

7.1 British Columbia ~~must~~ demonstrate to Canada that interested associations and
groups have been consulted, when deemed necessary, on the development and
annual updating of ~~its~~ action plan. *will* *the provincial*

7.2 Canada intends to consult with interested associations and groups on the programs
provided for in this Agreement and for which it provides a financial contribution.
Canada and British Columbia may agree to hold these consultations jointly.

7.3 British Columbia agrees to participate in meetings between representatives of the
federal government and of the provincial and territorial governments to be held at
least once a year to discuss the programs provided for in ~~this~~ Protocol and to
review the various initiatives undertaken with respect to the objectives and
strategic priorities outlined in ~~this~~ Protocol. *the*

8. Duration

8.1 This Agreement shall take effect on April 1, 2000 and expire on March 31, 2003.

9. Amendment of Agreement

9.1 This Agreement may be amended with the written consent of both parties.

10. Partnership

- 10.1 The parties recognize that this Agreement does not constitute an association for the purpose of creating a partnership or a co-enterprise and it does not create an agency relationship between Canada and British Columbia.

11. Members of the House of Commons, the Senate and the Legislative Assembly of British Columbia

- 11.1 No member of the House of Commons, the Senate or the Legislative Assembly of British Columbia may be admitted to any share or part of this Agreement or to any benefit arising therefrom.

12. Officials and Employees of the Government

- 12.1 No official or employee of Canada may be admitted to any share or part of this Agreement or to any benefit arising therefrom without the consent in writing of the Minister to whom the official or employee reports.

13. Liability of Canada

- 13.1 Canada is not liable for any injury, including fatal injury, or material damage suffered by British Columbia or anyone else as a result of the implementation of this Agreement by British Columbia unless such injuries or damages are attributable to the fault of an employee or agent of Canada in the course of his or her duties.

14. Indemnification

- 14.1 British Columbia shall indemnify Canada and the Minister of Canadian Heritage and their servants or agents and release them from any liability for and against all claims, losses, damages, costs and expenses related to any injury or death of a person, or loss or damage to property caused or alleged to be caused by British Columbia or its servants or agents in carrying out the activities described in this Agreement.

15. Communications

- 15.1 Any notice concerning this Agreement intended for Canada shall be sent by mail to the following address:

The Minister of Canadian Heritage
Ottawa, Ontario
K1A 0M5

- 15.2 Any notice concerning this Agreement intended for British Columbia shall be sent by mail to the following address:

The Minister of Education
Government of British Columbia
Parliamentary Buildings, Room 152
Victoria, British Columbia
V8W 0E2

- 15.3 Any notice sent in this way shall be deemed to have been received after the time required for a letter to reach its destination under normal circumstances.

16. Schedules

- 16.1 The attached Schedules are an integral part of this Agreement:

Schedule A - Administrative Procedures;
Schedule B - Statistical Calculation of Contributions to ~~Private or~~
Independent Schools; and
Schedule C - Provincial Action Plan.

Schedule D -



IN WITNESS WHEREOF, the parties have signed this Agreement.

ON BEHALF OF CANADA

ON BEHALF OF BRITISH COLUMBIA

Minister of Canadian Heritage

Minister of Education

IN THE PRESENCE OF:

IN THE PRESENCE OF:

Witness

Witness

SCHEDULE A

ADMINISTRATIVE PROCEDURES

1. Public Information

- 1.1 Canada and British Columbia agree that they must be able to show their respective legislative assemblies and the Canadian public that the financial contribution made by Canada contributes to the maintenance and development of educational programs in French and second-language instruction programs in French for which funds have been appropriated.
- 1.2 ~~In accordance with Clause 7.1 of the Protocol~~, Canada and British Columbia agree that this Agreement as well as the provincial ^{the provincial} action plan shall be made available to all provincial and territorial governments and to the Canadian public upon signing of the Agreement.
- 1.3 British Columbia shall make public a detailed annual report on the measures undertaken and results achieved as part of ~~its~~ ^{the provincial} action plan as well as for any other project or activity funded with the supplementary contribution described in Clause 5.6 of the Agreement.
- 1.4 British Columbia shall provide the information referred to in Clause 1.3 in the manner it considers to be most appropriate to its particular circumstances. If there is a need, in the opinion of Canada or British Columbia, to clarify the information provided, Canada and British Columbia will hold discussions to do so and to review the pertinence of such information to the needs of Canada. ^{of this Schedule}
- 1.5 ~~In accordance with the Clause 7.6 of the Protocol~~, British Columbia agrees to give recognition of Canada's participation when conducting publicity for all programs and measures for which financial assistance was provided by Canada. For the purpose of this Agreement, publicity includes, without being limited to, news releases, reports of provincial government departments or agencies, correspondence with educational institutions and, in the case of award programs for teachers and students, in correspondence with individuals, publicity announcements concerning programs and application forms. British Columbia agrees to provide Canada with samples of these different kinds of publicity annually.
- 1.6 ~~In accordance with Clause 7.7 of the Protocol~~, British Columbia also agrees to take all reasonable measures to ensure that any other recipient of a financial contribution from Canada (for example, schools, school boards and postsecondary institutions) agree to mention Canada's contributions wherever appropriate in any publicity relating to the programs for which Canada has made a financial contribution.
- 1.7 ~~In accordance with Clause 7.9 of the Protocol~~, British Columbia agrees to provide Statistics Canada, for each year of this Agreement, with statistical data on enrolment and instruction time in French educational programs, French immersion programs, second-language instruction programs in French, programs to train teachers to teach in French as the minority language and in French as a second language in British Columbia. The data to be provided and the procedures to be used for the collection thereof will be in accordance with the current arrangements in effect between Statistics Canada and British Columbia.

SCHEDULE A

- 1.8 British Columbia agrees that the provincial and territorial governments, collectively through the CMEC, will issue news releases with Canada announcing programs funded by Canada. Each provincial and territorial government individually may also issue news releases and these may be issued with Canada. Canada may also issue news releases on the funding that it provides and these may be issued with the provincial and territorial government or governments concerned.

2. Payments

2.1 Funding of three-year action plan

in respect of the Provincial
covered by this Agreement
will pay its annual
in respect of the Provincial
In each fiscal year, Canada's contributions to the action plan of British Columbia as per Clause 5.4 of the Agreement shall be paid as follows:

- (a) an initial payment representing approximately one-quarter (25%) of Canada's contribution for the first fiscal year shall be paid on signing of this Agreement and Canada's acceptance of the ~~three-year~~ *Provincial* action plan;
- (b) in each subsequent year, the first payment, representing approximately one-quarter (25%) of Canada's contribution for that year, will be paid on or about June 30 of each year on condition that the requirements for the previous payments have been met and, where necessary, subject to the receipt and acceptance of an updated action plan;
- (c) in each year of the Agreement, the second payment, representing approximately one-quarter (25%) of Canada's contribution for that year, will be paid on or about September 30 of each year, on condition that the requirements for the previous payments have been met;
- (d) in each year of the Agreement, the third payment, representing approximately one-quarter (25%) of Canada's contribution for that year, shall be paid on or about December 31 of each year subject to receipt and acceptance of a detailed report on the measures implemented in the preceding year, except for the first year of the Agreement, and a final certified financial statement of expenditures for the preceding year; this report and financial statement shall be submitted no later than November 30 of each year;
- (e) in each year of the Agreement, the fourth and final payment, representing the balance of Canada's contribution for the year, shall be paid following receipt and acceptance of a certified interim financial statement of actual expenditures made as of January 31 of the current year and anticipated expenditures to the end of the school year.

2.2 Supplementary contribution

of Canadian Heritage
Canada's supplementary contribution to British Columbia as per Clause 5.6 of the Agreement will be subject to the Minister's approval and shall be paid as follows:

- (a) an initial payment representing approximately one-half (50%) of Canada's contribution for the current year shall be paid following the Minister's approval;

SCHEDULE A

- (b) in the case of a supplementary contribution approved on a multi-year basis, in each subsequent year an initial payment representing approximately one-half (50%) of Canada's contribution shall be paid on or about June 30 of each year, on condition that the requirements for the previous payments have been met;
- (c) a second and final payment, representing the balance of the contribution for the current year shall be paid following receipt and acceptance:
- (i) of a detailed report on the ^{Provincial} measures implemented as a result of Canada's contribution during the previous year and of a final certified financial statement relating thereto, where appropriate; this report and financial statement will be submitted at the same time as those to be provided for the ~~action plan~~;
 - (ii) of a certified interim financial statement of actual expenditures incurred as of January 31 of the year in question and anticipated expenditures to the end of the school year; this financial statement shall be submitted at the same time as the interim financial statements of the action plan.
- 2.3 Where the payments are made on the basis of expenditure forecasts, these payments shall be debts owed to Canada until British Columbia has submitted information satisfactory to the federal Minister in support of these expenditures in accordance with this Agreement.
- 2.4 Auxiliary agreements for capital projects

Canada and British Columbia may conclude auxiliary agreements concerning the implementation of capital projects. These auxiliary agreements will establish the procedures for the payment of Canada's contribution. These procedures will indicate the documents that are required to ensure that the payments are made. These auxiliary agreements will also indicate conditions to be met in order to fulfill the requirements of the provincial and federal legislation and regulations regarding environmental assessment.

3. Accounts and Financial Statements

- 3.1 British Columbia agrees to keep accounts and records of its revenues and expenditures related to this Agreement. *referred to in clause 2.1(e) of this schedule*
- 3.2 *with the* ~~In accordance with Clause 2.1 of this Schedule, British Columbia shall provide~~ *Canada* certified interim statements of expenditures ~~associated with Canada's contribution~~ no later than March 31 of each year of this Agreement. The certified interim statements of expenditures shall provide details on actual expenditures prior to January 31 and forecasts for anticipated expenditures after January 31 of the current year.
- 3.3 ~~For a given year, British Columbia shall provide final certified statements of expenditures no later than November 30 following the end of the previous fiscal year.~~ *Canada with the* *referred to in clause 2.1(d) of this schedule*
- 3.4 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall indicate a breakdown of expenditures by category of support for each of the linguistic objectives and a specific breakdown of expenditures for teacher and student bursaries and fellowships.

SCHEDULE A

- 3.5 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall be certified by a senior program officer and a senior financial officer, who shall be duly authorized by British Columbia and agreed to by Canada.

4. Overpayment

- 4.1 If the payments made to British Columbia under this Agreement exceed the amounts to which British Columbia is entitled under this Agreement, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to British Columbia by an equivalent amount.

5. Financial audit

- 5.1 Canada reserves the right to audit or to have an audit conducted of the accounts and records of British Columbia in connection with ~~the programs, projects and~~ *the M* measures supported with Canada's contribution. Should such an audit take place, it would be undertaken by an auditor to be agreed upon by Canada and British Columbia.
- 5.2 Canada agrees to inform British Columbia of the results of any financial audit and to pay British Columbia, as soon as possible after the completion of the audit, any monies that the audit may show to be then due and owing to British Columbia. British Columbia agrees to pay to Canada, on being informed of the results of such financial audit, any monies that the audit may show to be due and owing to Canada.

6. Evaluation

- 6.1 The evaluation of ~~provincial educational programs and~~ *Provincial A* measures, including its *ed in the* action plan, is the responsibility of British Columbia. British Columbia agrees to share the results of these evaluations with Canada.
- 6.2 Canada is responsible for the evaluation of its financial support to British Columbia for French-language education and French second-language instruction. For such evaluations, Canada shall use the information provided further to this Agreement. If additional information is required, such information shall be the subject of discussions between Canada and British Columbia. Furthermore, Canada agrees to consult British Columbia on the design of these evaluations and to facilitate its participation during the course of such evaluations.

7. Availability of Materials

- 7.1 British Columbia agrees that it shall take all reasonable measures to make available to any researcher, institution or provincial or territorial government and the general public, any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided for a project or activity by Canada. For this purpose, British Columbia may catalogue this material and make it available to the public. British Columbia also agrees that all the costs of providing such documents shall be calculated in light of the financial contribution made by Canada. Wherever possible, such costs shall be

SCHEDULE B

STATISTICAL CALCULATIONS
OF
CONTRIBUTIONS TO ~~PRIVATE AND INDEPENDENT~~ SCHOOLS

5.10

1. General procedures for contributions to ~~private or independent~~ schools

the Federation of Independent School Associations (FISA)
for distribution to

- 1.1 In accordance with Clause ~~5.4~~ of this Agreement, British Columbia agrees to provide a contribution to ~~private or independent~~ schools in British Columbia in each year of this Agreement on the basis of a "full-time equivalence (FTE)" amount. The amount of the contribution given to each school in British Columbia shall be determined by Statistics Canada in each year of the Agreement on the basis of the calculations shown in this Schedule B. To this end, British Columbia authorizes Statistics Canada to obtain the data required for these calculations directly from the ~~private or independent schools in British Columbia~~ for each year of this Agreement. British Columbia agrees to ask ~~the independent schools that receive a contribution to provide information each year showing how Canada's contributions are used to cover the additional costs incurred by the schools to provide French-language education and French second-language instruction.~~

Ministry of Education

- 1.2 British Columbia may, at its discretion, increase the amount of Canada's contribution to the schools from the funds provided for in Clause 5.4 of this Agreement.

FISA to supply an audited report that

2. Minority language and immersion

- 2.1 For a student to be considered a "full-time equivalence (FTE)", he or she must be registered in an educational program in the minority language or in second-language immersion as defined by ~~the province~~ and receive not less than 75% of his or her education in the minority language or in the second language at the elementary level and not less than 60% at the secondary level.
- 2.2 For students receiving less of their education in the minority language or in second-language immersion than the percentage shown in Clause 2.1 of this Schedule, instruction time shall be calculated on the basis of the percentage they receive; in other words, 100% of a student's regular instruction time will correspond to one "FTE".
- 2.3 Students receiving less than 25% of their instruction in the minority language will not be included; however, students receiving less than 25% of their instruction in second-language immersion will be included in calculating the contribution for the second language.

B.C.

3. Second language

- 3.1 "Full-time equivalence (FTE)" in the second language is determined by calculating the number of hours of instruction in the second language received by the students. There is an "FTE" whenever there is 100% of a student's regular instruction time.

4. FTE - Elementary and secondary levels

- 4.1 "Full-time equivalence (FTE)" at the elementary and secondary levels for students registered in the programs referred to above is calculated as follows:

SCHEDULE B

- (a) each student registered in a program in the minority language or in an immersion program who receives not less than 75% of his or her education in the said language at the elementary level and 60% at the secondary level = 1 "FTE"
- (b) the calculation for other students is based on the percentage of the school week¹ X the number of other students = number of "FTE"s
- 4.2 In all the above clauses, a student registered in junior and senior kindergarten classes recognized or defined by ~~the province~~ ^{B.C.} will be considered to be one-half of a "full-time equivalence (FTE)" if his or her regular instruction time is equivalent to one-half of the regular instruction time of the other programs at the elementary level in accordance with the calculations described above in Clauses 2, 3 and 4 of this Schedule.
5. The amount to be paid to each school in a given year will be calculated on the basis of the number of "full-time equivalences (FTE)" in the previous school year.
6. Statistics Canada will process the data required to calculate contributions ~~to the~~ ^{for} independent or private schools in British Columbia. The methods to be used in collecting these data will be those agreed to under the earlier Protocol between Statistics Canada and each provincial government.
7. Subject to Clause 5.4 of this Agreement, the contributions per full-time equivalence ("FTE") at the elementary and secondary levels for students registered in each of the educational programs described in this Schedule are determined as follows for the period of this Agreement:

CONTRIBUTION FOR EACH "FTE" PER PROGRAM

Minority language	\$/FTE	Immersion	\$/FTE	Second language (core program)	\$/FTE
Elementary	\$141	Elementary	\$111	Elementary	\$64
Secondary	\$267	Secondary	\$172	Secondary	\$94

8. The amount to be paid to each ~~private or~~ independent school for each year of this Agreement shall be determined as follows:
- 8.1 the contribution per "FTE" as indicated above for each of the educational programs and levels multiplied by the number of "FTE" students for each of the educational programs and levels corresponding to the provisions of this Schedule.

¹ Total minutes of instruction for each level in one
of the three programs referred to above in the cycle* X 100
total minutes in the cycle

* The cycle is a period representing a specific number of days of instruction recurring in the same order within the school timetable. The cycle may last five days or more.

Minister
of Canadian Heritage



Ministre
du Patrimoine canadien

Ottawa, Canada K1A 0M5

The Honourable Joy McPhail
Minister of Education and Deputy Premier
Government of British Columbia
Room 337, Parliament Buildings
Victoria, British Columbia V8V 1X4

MAR 29 2001

Dear Ms. McPhail:

I am writing further to the 2000-2001 federal funding to British Columbia in the context of the Official Languages in Education Program.

As you know, negotiations have been under way since last spring on the conclusion of the *Canada - British Columbia Agreement for Minority-Language Education and Second-Language Instruction*, the *Canada - British Columbia Special Agreement on Investment Measures for Quality Education in the Language of the Minority*, as well as British Columbia's related action plans. I am informed that these discussions are progressing well and are reaching their conclusion. However, it now seems that it will not be possible to ratify these documents before the March 31, 2001 deadline in order to ensure payment to British Columbia of the amounts anticipated for 2000-2001.

The agreements currently being negotiated provide for payment in 2000-2001 to British Columbia of \$8,107,000 for the Bilateral Agreement, as well as \$3,000,000 for Special Investment Measures. These agreements will also provide the conditions for payment of the federal contribution for the current fiscal year.

Therefore, I hereby commit to provide funding in the total amount of \$11,107,000 to British Columbia for 2000-2001, providing that we conclude the multi-year agreements and agree on action plans, in accordance with the Protocol for Agreements signed in February 2000 with the CMEC. I am confident that we will be able to conclude these agreements in the next 60 days.

Yours sincerely,

Sheila Copps

**CANADIAN HERITAGE
GRANTS AND CONTRIBUTIONS
APPROVAL AND PAYMENT FORM**

**SUBVENTIONS & CONTRIBUTIONS
FORMULAIRE D'APPROBATION & DE PAIEMENT**

Name of Client / Nom du client PROVINCIAL TREASURER-PROVINCE OF BRITISH COLUMBIA	Commitment No. - No d'engagement 513120	Date le 24 mars 2001
Address - Adresse Ministry of Education Parliament Buildings, Room 337 Victoria, British Columbia V8V 1X4	Planning Element - Éléments de planification D.G.P.A.L.O. Planning Element Component - Partie de l'élément de planification L.O.E. - Plan d'action - Fonds réguliers Vendor Code - Code fournisseur GC037426 SAP 304289	

Send cheque to (if different from above) / Envoyer le chèque à l'adresse suivante (si elle diffère de l'adresse ci-haut)

*
E Enter/Entrer CL Close/Fermer
C Change/Changer R Reopen/Réouvrir
D Delete/Annuler

COMMITMENT - ENGAGEMENT

*	Coding - Codage	Amount	CR-CT
E	1350 2245 201 25008 90164 4149	8,107,000.00	
	TOTAL	8,107,000.00	

I certify that funds are available pursuant to section 32 of the Financial Administration Act. / J'atteste que les crédits sont disponibles en vertu de l'article 32 de la Loi sur la gestion des finances publiques.

Nicole Lacasse
Nicole Lacasse 994-3201 (signature)

24 mars 2001
Date

APPROVAL - APPROBATION

PAYMENT - PAIEMENT

Coding-Codage	Amount-Montant	No. of/de	Coding-Codage	Amount-Montant	CR-CT
1350:2245:201 25008 90164 4149 RECEIVED BY THE MAR 23 2001 REC'D AL SECRETARIAT CURRENT YEAR - ANNÉE COURANTE 1999-2000	8,107,000.00				
Original amount / Montant original	8,107,000.00 \$		TOTAL		

Final Payment
Paieement final ☐

I.P.U. No. - No UC

I certify that the appropriate terms/conditions have been met
J'atteste que les modalités appropriées ont été rencontrées.

Mireille Guitard (signature)

Date

Type of funding - Type de financement

Program
Programme

Project
Projet

Capital
Immobilisation

Total duration of the approved funding - Durée totale du financement approuvé

From/de

To/à

I approve the grant or contribution
J'approuve la subvention ou la contribution

Signature

Date

Canadian
HeritagePatrimoine
CanadienProtected when completed
Protégé une fois rempli

RECOMMENDATION FOR APPROVAL - RECOMMANDATION D'APPROBATION

ADMINISTRATIVE INFORMATION - RENSEIGNEMENTS ADMINISTRATIFS		
Application No. - N° d'application 037426-20002001-3-1	File Ident. No. - N° du dossier 513120	IFMS Commitment No. - IFMS No. d'engagement 513120
Funding Type - Mode de Financement <input type="checkbox"/> Program - Programme <input checked="" type="checkbox"/> Project - Projet <input type="checkbox"/> Capital - Capital		Service Line / Ligne de service:
<input type="checkbox"/> Grant - Subvention <input checked="" type="checkbox"/> Contribution		Sub Service Line / Sous ligne de service:

CLIENT INFORMATION - RENSEIGNEMENTS SUR LE CLIENT	
Applicant - Demandeur MINISTRY OF FINANCE, PROVINCE OF BRITISH COLUMBIA	<input checked="" type="checkbox"/> English / Anglais <input type="checkbox"/> French / Français
Applicant Address - Adresse de l'applicant Ministry of Education Parliament Buildings Room 337 Victoria, BC V8V 1X4	Contact - Liaison - Personne - ressource Ms Joy McPhail - Minister of Education and Deputy Premier Telephone - Téléphone

PROJECT INFORMATION - INFORMATION SUR LE PROJET	
Project Title - Titre du projet Plan d'action - Fonds réguliers	Start - Début : 04/01/2000 End - Fin : 3/31/01

Description of Project - Description du projet

Le Programme des langues officielles dans l'enseignement vise à appuyer les provinces et les territoires pour fournir des services éducatifs en français ou en anglais langue première et en français ou en anglais langue seconde.

Conformément au Protocole d'entente signé avec le Conseil des ministres de l'éducation (Canada) (CMEC) le 23 février 2000 pour la période 1998-1999 à 2002-2003, Patrimoine canadien et le gouvernement de la Colombie-Britannique négocient une entente bilatérale. En vertu de la clause 6.1 du Protocole, le Canada fournira à la Colombie-Britannique une contribution annuelle de 8 107 000 \$ pour les années 2000 à 2003. L'Entente est assortie d'un plan d'action (Annexe B) lequel rendra publique la planification provinciale pour ce qui est des activités qui seront mises en oeuvre, de l'utilisation du financement fédéral et territorial, des résultats prévus et des indicateurs de rendement en matière d'enseignement à la minorité et d'enseignement de la langue seconde. Le plan d'action comprend également un préambule qui décrira la situation des langues officielles dans l'enseignement à la Colombie-Britannique.

Les négociations vont bon train mais ne pourront se conclure avant le 31 mars 2001. Comme suite à la demande de la Colombie-Britannique, nous demandons de confirmer les sommes pour 2000-2001 jusqu'à la signature d'une entente prévue au plus tard à la fin mai 2001.

Total Project Budget - Budget total du projet \$ 10,506,075.00	Amount Requested - Montant demandé \$ 8,107,000.00	Amount Recommended - Montant recommandé \$ 8,107,000.00
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Recommended Payment Schedule - Mode de paiement recommandé

Payment Number / Numéro du paiement	Fiscal Year / Année Financière	Proposed Amount / Montant proposé	Conditions / Conditions
1	20002001	\$ 2,026,750.00	Sujet à la signature de l'entente bilatérale.
2	20002001	\$ 2,026,750.00	Décrit dans l'entente bilatérale.
3	20002001	\$ 2,026,750.00	Décrit dans l'entente bilatérale.
4	20002001	\$ 2,026,750.00	Décrit dans l'entente bilatérale.

ELIGIBILITY AND FUNDING CONDITIONS - CONDITIONS D'ÉLIGIBILITÉ ET FINANCEMENT

All applicable program terms and conditions /
Toutes les modalités de programme
Signature23/03/2001
DateAll funding criteria /
Tous les critères de financement
Signature23/03/2001
Date



Canadian
Heritage

Patrimoine
Canadien

Protected when completed
Protégé une fois rempli

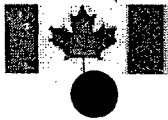
RECOMMENDATION FOR APPROVAL - RECOMMANDATION D'APPROBATION

RECOMMEND OR REJECT - RECOMMANDÉ OU REJETÉ					
Originating Office - Bureau d'origine					
Official Languages - NCR / Langues officielles - RCN					
Signatures:					
Name - Nom	Title - Titre	Tel. No. - N° de tél.	Signature	Y-A / M / D-J	<input type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté
Lise Toupin	gestionnaire	994-3507	<i>[Signature]</i> pour	26/3/01	<input checked="" type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté
XIAN DERI	directeur	994-2222	<i>[Signature]</i>	26/3/01	<input checked="" type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté
Hélène Lemaire	Dir. gén.	994-0943	<i>[Signature]</i>	26/3/01	<input checked="" type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté
					<input type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté
					<input type="checkbox"/> Recommended Recommandé <input type="checkbox"/> Rejected Rejeté

PROJECT ASSESSMENT - ANALYSE DU PROJET
<p>Le Protocole prévoit la conclusion d'ententes bilatérales avec chaque province et territoire qui spécifient les engagements et obligations entre les deux parties selon l'approche par plan d'action.</p> <p>Des discussion avec la province se poursuivent pour arriver à la conclusion d'une entente et d'un plan d'action. Le plan d'action respectera les objectifs du programme et les modalités convenues dans le Protocole multilatéral. Les activités prévues pour la collectivité minoritaire d'expression française lui offriront la possibilité de se faire instruire dans sa langue maternelle et de participer à un enrichissement culturel. Les activités prévues pour l'enseignement de la langue seconde offriront la possibilité aux résidents de la Colombie-britannique d'étudier le français langue seconde et l'immersion et d'enrichir leur culture grâce à la connaissance de la culture de l'autre langue officielle.</p> <p>La contribution fédérale prévue pour la Colombie-britannique s'élève à 8 107 000 \$ par année (qui inclut 950 000 \$ par année pour les Mesures spéciales), pour un total de 24 321 000 \$ sur trois ans. Ce montant reflète l'article 6.1 du Protocole et est réparti, pour chaque objectif linguistique, selon les catégories suivantes : appui et administration de l'enseignement, développement de programmes, formation aux enseignants, et aide aux étudiants. La province est en train de réviser les montants alloués dans les cadres des ententes en éducation. Le ministère du Patrimoine canadien s'assurera que la contribution de la province représente au moins 50% des coûts supplémentaires identifiés. Les contributions fédérale et provinciale seront clairement identifiées dans tout le plan d'action. Avant de conclure une entente, le ministère s'assurera que la contirbution provinciale représente au moins 50% des coûts reliés à ces mesures</p>

JUSTIFICATION - JUSTIFICATION
<p>Le Protocole d'entente relatif à l'enseignement de la langue de la minorité et de la langue seconde propose une nouvelle approche par plan d'action de 2000-2001 à 2002-2003 pour le financement du Programme des langues officielles dans l'enseignement et précise la contribution fédérale annuelle. Cette approche a été approuvée par le Cabinet et le Conseil du Trésor (SCT-827-572) en a été informé. On prévoit renouveler les modalités du Programme en conséquence au cours des prochains mois.</p> <p>Le texte de l'entente et le plan d'action font l'objet de négociations avec la Colombie-Britannique depuis le début de l'an 2000. L'ébauche de l'Entente ainsi que du plan d'action font l'objet d'étroites discussions entre le ministère de l'Éducation de la Colombie-Britannique et le ministère du Patrimoine canadien. Patrimoine canadien et la Colombie-Britannique devront être en mesure de conclure l'Entente et le plan d'action au cours des prochains 60 jours. D'ici-là, le gouvernement de la Colombie-Britannique souhaite la mise en place de Mesures provisoires pour l'année 2000-2001 (demande officielle du gouvernement de la Colombie-Britannique au dossier ministériel).</p>

FINANCIAL INFORMATION - RENSEIGNEMENTS FINANCIERS
<p>Project Budget - Budget de l'activité</p>



RECOMMENDATION FOR APPROVAL - RECOMMANDATION D'APPROBATION

Budget Item / Élément	Amount / Montant	Requested / Demande	Recommended / Recommandé	Comments / Commentaires
FLP : Appui et administration	\$312,800.00	\$87,350.00	\$87,350.00	FLP : Français langue première (2000-2001)
FLP : Développement de programmes	\$1,795,378.00	\$1,406,300.00	\$1,406,300.00	FLP : Français langue première (2000-2001)
FLP : Formation des enseignants	\$581,150.00	\$372,500.00	\$372,500.00	FLP : Français langue première (2000-2001)
FLP : Aide aux étudiants	\$414,130.00	\$399,130.00	\$399,130.00	FLP : Français langue première (2000-2001)
FLP : Postsecondaire/Éducation permanente	\$578,250.00	\$215,000.00	\$215,000.00	FLP : Français langue première (2000-2001)
FLS : Appui et administration	\$5,592,367.00	\$4,939,720.00	\$4,939,720.00	FLS : Français langue seconde (2000-2001)
FLS : Développement de programmes	\$290,000.00	\$145,000.00	\$145,000.00	FLS : Français langue seconde (2000-2001)
FLS : Formation des enseignants	\$705,000.00	\$405,000.00	\$405,000.00	FLS : Français langue seconde (2000-2001)
FLS : Aide aux étudiants	\$237,000.00	\$137,000.00	\$137,000.00	FLS : Français langue seconde (2000-2001)
Total / Total :	\$10,506,075.00	\$8,107,000.00	\$8,107,000.00	

Sources of Funds - Provenances des fonds

Description	Comments / Commentaires	Amount / Montant
Ministère du Patrimoine canadien		\$8,107,000.00
Ministère de l'Éducation (Colombie-Britannique)	La Colombie-Britannique est en train de réviser tous les chiffres pour répondre aux besoins du Canada.	\$2,399,075.00
Total / Total :		\$10,506,075.00

Sources of Revenues - Sources de revenus

Fund Centre / Centre d'investissement	Commitment Item / Item d'engagement	Fiscal Year / Année financière	Recommended / Recommandé
Official Languages - NCR / Langues officielles - RCN 1350-2245-201-25008-90164-4149	FP Action Plan - regular funding / FP Plan d'action - fonds réguliers	2000 - 2001	\$8,107,000.00
Total / Total:			\$8,107,000.00

COMMENTS - COMMENTAIRES



Patrimoine canadien Canadian Heritage

Sous-ministre Deputy Minister

Hull (Québec) Hull, Quebec
K1A 0M5 K1A 0M5

1 2 JUIN 2000

Chiono
C10 LOP
06-00

NOTE À L'INTENTION DE L'HONORABLE SHEILA COPPS

GESTION SCOLAIRE ET IMMOBILISATION
EN COLOMBIE-BRITANNIQUE

(Pour signature)

RÉSUMÉ

- ° Les discussions se poursuivent avec le ministère de l'Éducation de la Colombie-Britannique afin d'en venir à un accord concernant deux dossiers : 1) le renouvellement de l'Entente spéciale de gestion (expirée le 31 mars 1999); 2) le plan d'immobilisation proposé par le Conseil scolaire francophone (CSF).
- ° À la suite d'une rencontre, qui s'est tenue le 11 mai dernier, entre des représentants du ministère de l'Éducation et de Patrimoine canadien, le gouvernement de la Colombie-Britannique aimerait connaître le niveau de financement et la répartition annuelle proposés par Patrimoine canadien pour la période allant de 1999-2000 à 2003-2004, et ce, pour les deux dossiers précités.

Contexte

- ° Le 11 mai dernier, des représentants du ministère de l'Éducation et de Patrimoine canadien se sont rencontrés pour en venir à une entente de collaboration sur les dossiers relatifs à l'Entente spéciale de gestion et au plan d'immobilisation.
- ° La première Entente spéciale de gestion scolaire de 10,5 M\$ sur 3 ans, a expiré en mars 1999. Comme nous n'avons pas encore signé une nouvelle entente, vous avez approuvé à la fin mars un montant de 4 M\$ en vertu des Mesures spéciales afin de permettre la poursuite, en 1999-2000, des initiatives entreprises selon la première Entente.

.../2

Canada

Considérations

- ° Pour l'Entente spéciale de gestion, nous avons offert à la province un montant de 15 M\$ sur cinq ans. De ce montant, 11,2 M\$ proviendront des Mesures spéciales et 3,8 M\$ du financement régulier du Programme des langues officielles dans l'enseignement (PLOE).
- ° Dès 2000-2001, la province utilisera une portion de son financement régulier évalué à 8,1 M\$ par année pour des initiatives de gestion scolaire, ce qui assurera une base appréciable dès la fin des Mesures spéciales prévue en 2003-2004.
- ° Nous poursuivons notre travail avec les représentants du ministère de l'Éducation quant au plan d'action proposé par la Colombie-Britannique. Lorsque nous aurons terminé nos discussions, nous serons en mesure de finaliser le texte d'Entente spéciale et de vous le proposer pour signature.
- ° En ce qui a trait au plan d'immobilisation élaboré par le CSF en collaboration avec le ministère de l'Éducation, le gouvernement provincial prévoit déboursier 51,8 M\$ entre 2000 et 2004 pour la construction / rénovation de 10 écoles, incluant Vancouver. La province a déposé à Patrimoine canadien la demande du CSF pour le volet communautaire, évaluée à 33 M\$. Ce montant servirait à des installations pour la pré-maternelle, la garderie et des espaces communautaires. Nous avons prévu un montant de 15 M\$ en vertu des Fonds supplémentaires.
- ° Le ministère de l'Éducation souhaite recevoir un engagement formel de votre part concernant le niveau de financement de l'Entente spéciale de gestion et de la contribution fédérale pour le volet communautaire du plan d'immobilisation. Dès que la province connaîtra la contribution fédérale, elle nous soumettra une nouvelle proposition pour les projets d'immobilisation. Nous finaliserons alors un texte d'Entente auxiliaire pour votre approbation.

.../3

- 3 -

Recommandation

- ° Nous vous recommandons de signer la lettre ci-jointe à la ministre de l'Éducation de la Colombie-Britannique, M^{me} Penny Priddy, dans laquelle vous confirmez l'engagement financier de Patrimoine canadien jusqu'en 2003-2004, pour des initiatives de gestion scolaire et des projets d'immobilisation pour la minorité francophone.



Alex Himelfarb

Pièces jointes

Préparée par :

Micheline Guilbeault, Programmes d'appui aux langues officielles, 994-4060

Norman Moyer, Identité canadienne, 994-2164

Minister
of Canadian Heritage



Ministre
du Patrimoine canadien

Ottawa, Canada K1A 0M5

JUN 16 2000

The Honourable Penny Priddy, MLA
Minister of Education
Government of British Columbia
Parliament Buildings
Victoria, British Columbia
V8V 1X4

Dear Ms. Priddy:

I am writing to you concerning the renewal of the Special Agreement on Francophone School Governance in British Columbia, and the *Conseil scolaire francophone's* capital plan.

Following discussions between our respective officials, I am pleased to confirm federal funding of \$15 million over five years (1999-2000 to 2003-2004), including \$4 million already approved for 1999-2000, to improve the quality of programs offered for Francophone school governance. Of this amount, \$11.2 million will come from the new Special Investment Measures in Education envelope and \$3.8 million from the regular Official Languages in Education envelope.

It is my understanding that discussions are progressing well on a multi-year action plan to 2004. As soon as this work has been completed, we will be in a position to sign a Special Agreement that will allow us to pursue in partnership the work done since 1997 in Francophone school governance in British Columbia.

With regard to your Capital Plan submitted on April 18, 2000, and further to discussions among our officials, I would like to confirm a federal contribution of \$15 million over four years for expenditures related to community needs. I am confident that we could rapidly sign an agreement following submission of a detailed plan confirming which projects the province is prepared to support and the federal portion that you will seek for Francophone community needs.

.../2

Canada

- 2 -

Thank you for your close co-operation. I look forward to your continued support in matters relating to official languages in education.

Please accept my best wishes.

Yours sincerely,

A handwritten signature in cursive script, reading "Sheila Copps".

Sheila Copps

Colombie-Britannique

FINANCEMENT FÉDÉRAL PROPOSÉ (GESTION SCOLAIRE)

<i>FONDS</i>	<i>1999-2000</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>TOTAL</i>
<i>PLOE réguliers</i>		950,000	950,000	950,000	950,000	3,800,000
<i>Mesures spéciales</i>	4,000,000	3,000,000	2,200,000	1,300,000	700,000	11,200,000
<i>TOTAL</i>	<i>4,000,000</i>	<i>3,950,000</i>	<i>3,150,000</i>	<i>2,250,000</i>	<i>1,650,000</i>	<i>15,000,000</i>

FINANCEMENT PROVINCIAL (GESTION SCOLAIRE)

	<i>1999-2000</i>	<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>TOTAL</i>
	7,822,080					
<i>TOTAL</i>	<i>7,822,080</i>					
GRAND TOTAL	11,822,080					

NAME OF THE APPLICANT : MINISTRY OF FINANCE, PROVINCE OF BRITISH COLUMBIA

COMMITMENT NUMBER : 513120

Date received G & C Secretariat	Date given	To	✓
3-26-01		Ginette	
	3-28-01	Caroline	✓
	March 28 01	Jacinthe	
		Sylvie	
		Jean	
		Cathy	
		Bill	

Date given	To	✓
	Bruno	
	Cameron	
	Agathe	

Comments :

Comité national d'examen a donné son aval aux lettres de Mme Copps engageant les fonds 200 à partir du modèle du Québec & du Yukon tel que discuté à la réunion du 28-03-01.

J'ai reçu les dossiers & la lettre correspond au montant du Protocole & ~~est~~ à la dernière ébauche du plan d'action de la province de sous-ministre de l'Éducation & aussi écrit demandant des mesures préventives

JL 29-03-01

NAME OF THE APPLICANT : MINISTRY OF FINANCE, PROVINCE OF BRITISH COLUMBIA

COMMITMENT NUMBER : 515709

Date received G & C Secretariat	Date given	To	✓
3-26-01		Ginette	
	3-28-01	Caroline	✓
	March 28, 01	Jacinthe	
		Sylvie	
		Jean	
		Cathy	
		Bill	

Date given	To	✓
	Bruno	
	Cameron	
	Agathe	

Comments :

Voir LOR régulier

9/29-03-01



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 03/22/2001 04:42:19 PM

Pour : Lise Toupin/HullOttawa/PCH/CA@PCH
cc :
Objet : FW: Letter for Provisional Funding B.C. 2001/01

This time, or I'm going home.

Fran

> -----
> From: Butler, Fran EDUC:EX
> Sent: Thursday, March 22, 2001 1:28 PM
> To: 'lse_toupin@pch.gc.ca'
> Subject: FW: Letter for Provisional Funding B.C. 2001/01

> Again, its me this time.

> Fran

> -----
> From: Butler, Fran EDUC:EX
> Sent: Thursday, March 22, 2001 1:21 PM
> To: 'lise_toupin@pch.gc.ca'
> Subject: Letter for Provisional Funding B.C. 2001/01

> Lise,

> The letter requesting provisional funding for British Columbia is being
> sent by courier today. It should be delivered Monday March 26/2001 to
> Hilaire Lemoine.

> I am trying to send you a fax copy, but so far today none of my attempts
> have been successful. I will keep trying.

> Fran Butler, Manager
> French Programs

>



MAR 21 2001

Our Ref: 64425

Hilaire Lemoine
Director General, Official Languages
Department of Canadian Heritage
15 Eddy Street, 15-7-J
Hull QC K1A 0M5

Dear Hilaire Lemoine:

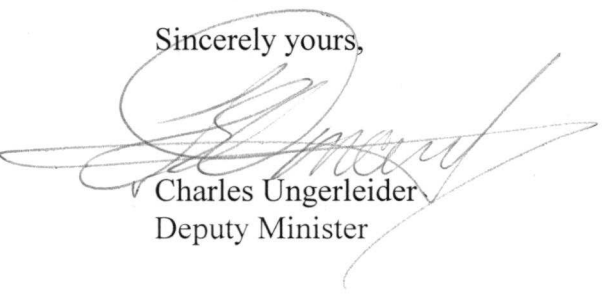
I am writing to request Provisional funding for the Province of British Columbia for fiscal 2000/2001.

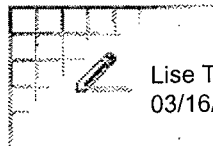
This funding is requested due to the absence of a signed Bilateral Agreement between the federal government and the Province of British Columbia, and the Agreement on Special Investment Measures in Education.

Further to discussions with your office, we wish to confirm that the Ministry of Education is continuing to work with the Conseil scolaire francophone de la Colombie-Britannique and your office to develop an appropriate Business Plan that clearly identifies the measures and accountabilities being sought by your department.

Please contact Fran Butler, Manager, French Programs at (250) 356-2515 if further information is required. I would appreciate a confirmation from your office once this request has been approved.

Sincerely yours,


Charles Ungerleider
Deputy Minister



Lise Toupin
03/16/2001 18:07

Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : Micheline Guilbeault/HullOttawa/PCH/CA@PCH

Objet : Réf. : Provisional Funding for BC for 2000/01

Did you see my E-Mail? Useful?

"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 03/16/2001 06:04:17 PM



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 03/16/2001 06:04:17 PM

Pour : Lise Toupin/HullOttawa/PCH/CA@PCH
cc : Micheline Guilbeault/HullOttawa/PCH/CA@PCH

Objet : Provisional Funding for BC for 2000/01

Lise,

I have left a voice mail for you, regarding the level of Provisional Funding that B.C. may be receiving, upon approval of our Deputy Minister's request for this funding.

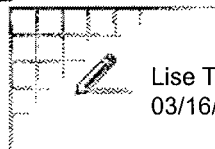
In the past when we received Provisional Funding, in lieu of a signed Protocol, the dollar amount was close to, if not exactly what we had received the previous year. In light of the yearly amounts already signed off in the Protocol Agreement, can I assume that Provisional Funding will reflect the same dollar amount?

How will provisional funding work for the Special Investment Measures Agreement that, at this point, cannot be generated until the Business plan is approved?

The Province has already received 2M of the agreed upon 11.2M and we have the CSF expecting an additional 3M this school year. (with our Treasury Board we can forward the full years amount in advance of Federal recoveries) if we have signed agreements in place.

I would appreciate some clarification around these questions, so I may pass on to our Deputy

Lise I just picked up your voice mail so this e-mail may be redundant.



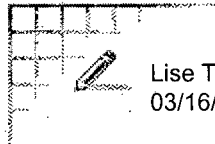
Lise Toupin
03/16/2001 10:34

Pour : Yvan Dery
cc : Mireille Guitard, Louise Gleason, Micheline Guilbeault

Objet : Prévisions budgétaires

Dans le cadre de l'exercice en cours, j'aimerais signaler que des fonds devraient être prévus (100K à partir de 2001-2002?) pour la mise en place de certaines mesures pour le postsecondaire en Colombie-Britannique. Cette demande fait suite à ma récente conversation téléphonique avec Fran Butler qui m'indiquait que des discussions positives sont en cours au sein du gouvernement provincial et des intervenants impliqués au sein de la communauté.

M'en parler au besoin.



Lise Toupin
03/16/2001 17:30

Pour : Fran.Butler@gems3.gov.bc.ca
cc : Micheline Guilbeault

Objet : Provisional Measures

Following your message, please find a draft letter that could be signed by our minister to confirm the funding for this fiscal year.



LET-LOE-ENG.wpd

As discussed, if you can find out the kind of money already committed for capital projects this fiscal year, may be we can add something in the letter too.

Hope that this information will be helpful.

Have a nice weekend.

The Honourable (Prénom/Nom)
Minister of Education
Government of (Province)
(adresse... ..)
Ville (Province)
XXX XXX

Dear Mr./Mrs./Ms (Nom):

I am writing further to the 2000-01 federal funding to (Province) in the context of the Official Languages in Education Program.

As you know, negotiations have been underway since last spring on the conclusion of the Canada - (Province) Agreement on Minority-Language Education and Second-Language Instruction, the Canada - (Province) Special Agreement on the quality of education, as well as (Province's) related action plans. I am informed that these discussions are progressing well and are reaching their conclusion. However, it now seems that it will not be possible to ratify these documents before the March 31, 2001 deadline in order to ensure payment to (Province) of the amounts anticipated for 2000-01.

The agreements currently being negotiated provide for payment in 2000-01 to (Province) of \$XXX XXX XXX for the Bilateral Agreement (\$XXX XXX in regular funds and \$XXX XXX in supplementary funds), as well as \$XXX XXX XXX for the Special Agreement, under the Special Investment Measures. These agreements will also provide the conditions for payment of the federal contribution for the current fiscal year.

.../2

- 2 -

Therefore, I hereby commit to provide funding in the total amount of \$XXX XXX XXX to (Province) for 2000-01, providing that we conclude the multi-year agreements and agree on action plans, in accordance with the Protocol for Agreements signed in February 2000 with the CMEC. I am confident that we will be able to conclude these agreements in the next 60 days.

Yours sincerely,

Sheila Copps



Monic Albert

03/14/2001 10:22

.....

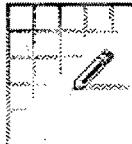
Pour : Edith Gendron/HullOttawa/PCH/CA@PCH, Barbara Perron/HullOttawa/PCH/CA@PCH, Micheline Guilbeault/HullOttawa/PCH/CA@PCH, Lise Toupin/HullOttawa/PCH/CA@PCH, Marion Menard/HullOttawa/PCH/CA@PCH, Roseline Roy/HullOttawa/PCH/CA@PCH, Angelina Munaretto/HullOttawa/PCH/CA@PCH

cc :

Objet : "Mesures provisoires LOE" - lettre de la ministre

À noter que les lettres en question se trouvent dans le répertoire u:\mesures\2000-01. (Yvan avait oublié le 2000-01.)

----- Envoyée par Monic Albert/HullOttawa/PCH/CA le 03-14-2001 10:19 -----



Yvan Déry

03-14-2001 09:41

Pour : Monic ALBERT, Edith GENDRON, Barbara Perron/HullOttawa/PCH/CA@PCH, Micheline GUILBEAULT, Lise TOUPIN, Marion Menard/HullOttawa/PCH/CA@PCH, Roseline ROY, Angelina MUNARETTO, Mireille GUITARD

cc :

Objet : "Mesures provisoires LOE" - lettre de la ministre

Comme vous le savez, il est prévu que la Ministre écrive à certaines provinces pour réserver les fonds de 2000-2001 ("mesures provisoires") dans les cas où nous ne pourrions pas conclure d'ententes avant le 31 mars.

Vous trouverez les ébauches de lettres anglaise et française rédigées par Élise et revues par Jean Carrier et Thérèse Laberge sous le répertoire suivant :

u:\mesures\let-loe-eng.wpd et let-loe-fr.wpd

Ces documents donnent le minimum d'information que nous voudrions voir dans les lettres (tous les montants pour 2000-2001, l'engagement de la ministre, etc.). Jugez s'il est nécessaire d'ajouter de l'information plus spécifique.

Enfin, je vous rappelle que nous aurons besoin d'une courte FRA (LOE régulier) et d'un courte FRA (mesures spéciales) pour accompagner chacune de ces lettres. Nous ne faisons approuver que le montant de 2000-2001.

merci.



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 03/02/2001 02:48:04 PM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH

cc :

Objet : Requested changes to Schedule "B" Independent Schools

Micheline,

I have just faxed a copy of the changes for Independent Schools we had originally asked for on the 1st. Draft. I have made indicated these changes on the 2nd. draft bilateral agreement so it may be easier to follow.

Back when with Michele was with your program, changes were made on how information from Independent Schools was going to be collected and reported. The contribution amount will be coming directly to the Province not the individual schools, we will send the total grant to FISA, who will distribute the individual school amounts. All statistical gathering by Stats. Can. will be done the same as it is for all public schools (from one branch in the Ministry) This has all been worked out and agreed upon with the Superintendent of Independent Schools, Fisa and my office.

The major change is with #1., but # 6. has a word change first line from To to FOR

I hope this is clearer now.

Regarding you other voice message on identify Supplementary costs and adding Post Secondary etc into the preamble, I will start working on this today.

I apologize for this short delay, but as we felt the effects from the Earthquake in Washington State, USA we have had to undertake a major review of our procedures on evacuation, we didn't handle this very effectively as a Ministry. I am Ministry Manager for Occupational Health and Safety.

I'll talk to you early next week if I don't get a chance to call today.

Fran

SECOND
DRAFT - where
changes ARE REQUESTED

SCHEDULE B

4.2

STATISTICAL CALCULATIONS OF CONTRIBUTIONS TO PRIVATE AND INDEPENDENT SCHOOLS

1. General procedures for contributions to private or independent schools

- FOR
OR
to the FEDERATION
OF INDEPENDENT
SCHOOL ASSOCIATION
(FISA) FOR DISTRIBUTION
TO INDEPENDENT
SCHOOLS
- 1.1 In accordance with Clause 5.9 of this Agreement, British Columbia agrees to provide a contribution to private or independent schools in British Columbia in each year of this Agreement on the basis of a full-time equivalence (FTE) amount. The amount of the contribution given to each school in British Columbia shall be determined by Statistics Canada in each year of the Agreement on the basis of the calculations shown in this Schedule B. To this end, British Columbia authorizes Statistics Canada to obtain the data required for these calculations directly from the private or independent schools in British Columbia for each year of this Agreement. British Columbia agrees to ask the independent schools that receive a contribution to provide information each year showing how Canada contributions are used to cover the additional costs incurred by the schools to provide French-language education and French second-language instruction.

MINISTRY OF
EDUCATION
DATA
MANAGEMENT
BRANCH

- 1.2 British Columbia may, at its discretion, increase the amount of Canada contribution to the schools from the funds provided for in Clause 5.4 of this Agreement.

FISA TO
SUPPLY AN AUDITED
REPORT

2. Minority language and immersion

- 2.1 For a student to be considered a full-time equivalence (FTE), he or she must be registered in an educational program in the minority language or in second-language immersion as defined by the province and receive not less than 75% of his or her education in the minority language or in the second language at the elementary level and not less than 60% at the secondary level.
- 2.2 For students receiving less of their education in the minority language or in second-language immersion than the percentage shown in Clause 2.1 of this Schedule, instruction time shall be calculated on the basis of the percentage they receive; in other words, 100% of a student regular instruction time will correspond to one FTE.
- 2.3 Students receiving less than 25% of their instruction in the minority language will not be included; however, students receiving less than 25% of their instruction in second-language immersion will be included in calculating the contribution for the second language.

3. Second language

- 3.1 Full-time equivalence (FTE) in the second language is determined by calculating the number of hours of instruction in the second language received by the students. There is an FTE whenever there is 100% of a student regular instruction time.

4. FTE - Elementary and secondary levels

- 4.1 Full-time equivalence (FTE) at the elementary and secondary levels for students registered in the programs referred to above is calculated as follows:

- (a) each student registered in a program in the minority language or in an immersion program who receives not less than 75% of his or her education in the said language at the elementary level and 60% at the secondary level FTE
- (b) the calculation for other students is based on the percentage of the school week¹ X the number of other students = number of FTE

¹ Total minutes of instruction for each level in one



Ministry of Education
French Programs
School Finance Branch
PO Box 9160 STN PROV GOVT
Victoria BC V8W 9H3

Date: Mar 2/2001

FAX TO:

Name: Micheline Gauthier # pages: 2
Senior Program Officer
OLEP (including cover page)

Fax #: (819) 953-6580

Phone #: (819) 994-4060

SENDER:

Name: Fran Burtin

Phone #: (250) 386-2575

Fax #: (250) 387-1470

Message:

Micheline
Here is the copy we forwarded
VIA-email May 24/2000 for the changes for
INDEPENDENT SCHOOLS now in schedule
"B" 1.

I have also showed what the changes
should look like on the latest draft of
the Bi-lateral Agreement as the wording has
changes somewhat from the 1st draft. Also see
my e-mail to days date.

Fran

PROPOSED CHANGES**BILATERAL AGREEMENT
1998/1999 - 2002/2003**

*First Draft
Changes
requested
AB*

Page 8:

7. Consultation

7.1 [Province] **will** demonstrate to the Government of Canada that interested associations and groups have been consulted on the development and annual updating of its action plan **when deemed necessary**.

Schedule C:

1. General procedures for contributions to private or independent schools

1.1 In accordance with Clause 5.9 of this Agreement, [Province] agrees to provide a contribution to the **Federation of Independent School Associations (FISA) for distribution to independent schools** in [Province] in each year of this Agreement on the basis of a "full-time equivalence" (FTE) amount. The amount of the contribution given to each school in [Province] shall be determined by Statistics Canada in each year of the Agreement on the basis of the calculations shown in the Schedule C. To this end, [Province] authorized Statistics Canada to obtain the data required for these calculations directly from the **Ministry of Education, Data Management Branch** in [Province] for each year of this Agreement. [Province] agrees to ask **FISA to supply an audited report** that provides information each year showing how Canada's contributions are used to cover the additional costs incurred by the schools to provide French-language education and French second-language instruction.

6. Statistics Canada will process the data required to calculate contributions for independent or private schools in [Province]. The methods to be used in collecting these data will be those agreed to under the earlier Protocol between Statistics Canada and each provincial government.

MAR 02 2001 11:47 FR FRENCH PROGRAMS

250 387 1470 TO 818199536580

P.01



Ministry of Education
French Programs
School Finance Branch
PO Box 9160 STN PROV GOVT
Victoria BC V8W 9H3

Date: Mar 2/2001

FAX TO:

Name: Micheline Guelbeaut # pages: 2
Senior Program Officer
OLEP (including cover page)

Fax #: (819) 953-6580

Phone #: (819) 994-4060

SENDER:

Name: Fran Burtin

Phone #: (250) 356-2575

Fax #: (250) 387-1470

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MAR 02 2001 11:47 FR FRENCH PROGRAMS

250 387 1470 TO 818199536580

P.02

PROPOSED CHANGES
BILATERAL AGREEMENT
1998/1999 - 2002/2003

*FIRST Draft
Changes
requested
AB*

Page 8:

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OR
to the FEDERATION
OF INDEPENDENT
SCHOOL ASSOCIATION
(FISA) FOR DISTRIBUTION
TO INDEPENDENT
SCHOOLS

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MINISTRY OF
EDUCATION
DATA
MANAGEMENT
BRANCH

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FISA
SUPPLY AN AUDITED
REPORT
NEW

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 - (b) the calculation for other students is based on the percentage of the school week¹ X the number of other students = number of FTE

¹ Total minutes of instruction for each level in one



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 02/28/2001 03:00:04 PM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : RE: LOEP Agreement

will do and will resend.
We just had a large earthquake rumble through, so I'll be involved in some assessment of our procedures around this for today.

Fran

> -----
> From:
> Micheline_Guilbeault@pch.gc.ca[SMTP:Micheline_Guilbeault@pch.gc.ca]
> Sent: Wednesday, February 28, 2001 11:43 AM
> To: Butler, Fran EDUC:EX; Hansen, Nicole M EDUC:EX
> Subject: LOEP Agreement
>
> Could you please make a correction at clause 3.2 - Instead of saying
> eleven
> million two hundred thousand dollars (\$11,200,000) it should read seven
> million
> two hundred thousand dollars (\$7,200,000).
>
> The same correction should be made to the French text.
>
>
>

Financial Planning

	2000-01		2001-02		2002-03		2003-04		TOTAL	
	BC	Canada	BC	Canada	BC	Canada	BC	Canada	BC	Canada
<i>French First Language</i>										
Educational Structure and Support	225,450	87,350	225,450	87,350	225,450	87,350			676,350	262,050
Program Development	389,078	1,406,300	389,078	1,406,300	389,078	1,406,300			1,167,234	4,218,900
Teacher Training	208,650	372,500	208,650	372,500	208,650	372,500			625,950	1,117,500
Student Support	15,000	399,130	15,000	399,130	15,000	399,130			45,000	1,197,390
Post-secondary / Continuing Education	363,250	215,000	363,250	215,000	363,250	215,000			1,089,750	645,000
Subtotal - French First Language	1,201,428	2,480,280	1,201,428	2,480,280	1,201,428	2,480,280			3,604,284	7,440,840
<i>French Second Language</i>										
Educational Structure and Support	652,647	4,939,720	652,647	4,939,720	652,647	4,939,720			1,957,941	14,819,160
Program Development	145,000	145,000	145,000	145,000	145,000	145,000			435,000	435,000
Teacher Training	300,000	405,000	300,000	405,000	300,000	405,000			900,000	1,215,000
Student Support	100,000	137,000	100,000	137,000	100,000	137,000			300,000	411,000
Subtotal - French Second Language	1,197,647	5,626,720	1,197,647	5,626,720	1,197,647	5,626,720			3,592,941	16,880,160
TOTAL French First & Second Language	2,399,075	8,107,000	2,399,075	8,107,000	2,399,075	8,107,000			7,197,225	24,321,000
<i>Special Investment Measures in Education</i>										
Educational Structure and Support	10,475,924	900,000	10,475,924	515,000	10,475,924	400,000	10,475,924	230,000	41,903,696	2,045,000
Program Development	0	1,450,000	0	1,145,000	0	620,000	0	330,000	0	3,545,000
Teacher Training	0	450,000	0	400,000	0	195,000	0	100,000	0	1,145,000
Student Support	0	200,000	0	140,000	0	85,000	0	40,000	0	465,000
TOTAL - Special Investment Measures	10,475,924	3,000,000	10,475,924	2,200,000	10,475,924	1,300,000	10,475,924	700,000	41,903,696	7,200,000

[02/28/2001 2:39 PM

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Best
Draft 9/6/8 9/24/8
?

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial Supplementary	Federal
1. Educational Structure and Support						
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. 	<ul style="list-style-type: none"> Students will be able to participate fully in a safe and supportive school environment. 			2000/01 - 10,475,924 2001/02 - 10,475,924 2002/03 - 10,475,924	
1.1.1 Support for full-day kindergarten programs for francophone students. Provincial financing provided for half a day only.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 				2000/01 - 600,000 2001/02 - 287,000 2002/03 - 280,000 2003/04 - 170,000
1.1.2 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan with related activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Focus will be directed at increasing school enrolments of entitled students over the next four (4) years. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - 40,000 2003/04 - 20,000
1.1.3 Support for "projets éducatifs."	<ul style="list-style-type: none"> Effective communication plan is implemented which consolidates francophone vision of <u>partnerships between school, parents and community.</u> 	<ul style="list-style-type: none"> Consultation mechanism is in place, and meets with approval from parents. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - 40,000 2003/04 - 20,000
1.1.4 Support for the establishment of PEC (<i>partenariats éducatifs et communautaires</i>) in CSF schools.	<ul style="list-style-type: none"> Provide schools with information and support the PECs that are already established. 	<ul style="list-style-type: none"> PECs fully established in all CSF schools with a common action framework for all partners. 				2000/01 - 100,000 2001/02 - 76,000 2002/03 - 40,000 2003/04 - 20,000
1.2 Contribution to Fédération des parents francophones de la Colombie-Britannique.	<ul style="list-style-type: none"> Parents support and participate in preschool activities. Parents and community are active participants in the CSF initiatives for their children. Effective "francisation" strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> Establish new preschool services in francophone schools. Parent advisory Councils are in place in all francophone schools. Parents are present on all partner committees established in francophone schools. Francisation kit "Paul et Suzanne" is in place in all francophone preschools. Provide annually 3 issues of Info Parents, Mini Info Parents and "Grimace et Galipette". 	2000/01 - 125,450 2001/02 - 125,450 2002/03 - 125,450	2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support (cont'd) 1.3 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Legislation is in place under the BC School Act for minority language education. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Minority language educational programs are consistent with majority language programs. Retain under contract, a French liaison position, to assist the Ministry in monitoring on-going activities and/or programs related to Francophone Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2. Program Development 2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer <u>CORE</u> educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> IRP's (curriculum) will be available in French and Francophone students will have equity in access to materials. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 200,000 2001/02 - 200,000 2002/03 - 200,000		
2.2 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's (curriculum) 	<ul style="list-style-type: none"> Working with publishing houses to ensure needed resources are available in French for each IRP and increase the number of resources available. 		2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000		
2.3 CSF will develop a student support manual for "Francisation".	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in "Francisation". 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for "Francisation" and other support projects. A comprehensive report of the consultation findings will be made available. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 275,000 2002/03 - 150,000 2003/04 - 80,000
2.4 CSF will develop a program and materials for students experiencing linguistic difficulties at the secondary level.	<ul style="list-style-type: none"> Program and materials developed are appropriate for students in secondary levels. 	<ul style="list-style-type: none"> Identify students needing the program and improve the retention of secondary students. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 275,000 2002/03 - 150,000 2003/04 - 80,000

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.5 CSF will develop a support program and materials for "gifted" students.	<ul style="list-style-type: none"> Program and materials are appropriate for gifted students and reaches their needs. 	<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 		2000/01 - 117,500 2001/02 - 117,500 2002/03 - 117,500		2000/01 - 150,000 2001/02 - 115,000 2002/03 - 60,000 2003/04 - 30,000
2.6 Translate and adapt Ministry "Performance Standards" in reading, writing and numeracy to enable teachers to assess student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Distribution and use of Performance Standards results are available to educators and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. The test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000		
2.7 Translate and adapt the yearly Ministry "Foundation Skills Assessment" examination.	<ul style="list-style-type: none"> Better monitoring of student progress over time. 	<ul style="list-style-type: none"> Maintain the number of students writing adequately and enhancements in the results in the French writing assessments. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000		
2.8 CSF will develop its own District assessment processes to measure their students progress.	<ul style="list-style-type: none"> Teachers will be able to communicate and identify student strengths, weakness with parents. Teachers will be able to recommend where remedial work will be required if deemed appropriate. 	<ul style="list-style-type: none"> CSF will have developed internal materials to better identify student progress over time. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 180,000 2002/03 - 110,000 2003/04 - 60,000
2.9 CSF will develop course materials for distant education.	<ul style="list-style-type: none"> Develop and implement a distance education program and delivery model to meet the needs of francophone students in B.C. (See details below table) 	<ul style="list-style-type: none"> Students who participate in distant education are able to meet their educational goals. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 350,000 2001/02 - 300,000 2002/03 - 150,000 2003/04 - 80,000
2.10 Develop, translate grade 12 provincial examinations for francophone students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations to higher than 90. Increase in the number of examinable subjects available in French over the next three years. January examinations, translate up to 3 exams; June examinations, translate up to 6 exams 	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.11 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. (Math., Social Studies...) Maximization of French resources for francophones. (Math) Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> Increase in the number of resources in French available for francophone programs. 	2000/01 - 90,000 2001/02 - 90,000 2002/03 - 90,000 <i>provision</i>	2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000		
2.12 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélire Maillardville Nous tous un Soleil Théâtre la Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events during school hours, it will supplement activities put on by schools. These activities will support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> Increased number of francophone cultural events in the schools. Increased number of students involved in francophone cultural activities such as literature, theater and workshops. 	2000/01 - 84,078 2001/02 - 84,078 2002/03 - 84,078	2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300		
3. Teacher Training			Provincial	Federal	Provincial	Federal
3.1 Bursaries to enable B.C. francophone teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000		
3.2 Develop effective instructional strategies for multi-graded classes.	<ul style="list-style-type: none"> Teachers are able to be effective in multi-graded classes. 	<ul style="list-style-type: none"> Resource manual is completed and distributed to teachers. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 220,000 2002/03 - 110,000 2003/04 - 60,000
3.3 Develop orientation program for new teachers.	<ul style="list-style-type: none"> New teachers have the necessary training and resource materials to be effective in the classroom. Teachers are prepared for class assignments. 	<ul style="list-style-type: none"> Increase in the number of new teachers. Teachers are very satisfied with the orientation program. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500 <i>Bold?</i>		2000/01 - 200,000 2001/02 - 180,000 2002/03 - 85,000 2003/04 - 40,000
3.4 Contribution to Association canadienne d'éducation de langue française (ACELF).	<ul style="list-style-type: none"> ACELF will continue to offer a national conference that will meet the need of the francophone educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Increase the number of participants. Materials is distributed to all Francophone schools. 	2000/01 - 208,650 2001/02 - 208,650 2002/03 - 208,650	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
4. Student Support						
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Students continue to apply for fellowships. 		2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630		
4.2 Student Exchange programs (Six- Months).	<ul style="list-style-type: none"> Students have the opportunity to enrich their language and cultural identities. 	<ul style="list-style-type: none"> Students continue to apply for exchange programs. 	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000		
4.3 Develop CSF student exchange policy and programs.	<ul style="list-style-type: none"> On-going exchange programs of various types are introduced and implemented. District wide policy is in place. 	<ul style="list-style-type: none"> District will provide --- exchange programs to students in grade... level of satisfaction for students 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	<i>Bold?</i>	
4.4 CSF will develop and support cultural activities in each francophone program in BC.	<ul style="list-style-type: none"> Facilitate the organization of regular cultural activities. Develop a cultural policy for all CSF schools. 	<ul style="list-style-type: none"> Cultural events are permanently organized and increasingly offered in all CSF schools. Cultural activities are an integrated part of the students schooling. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	<i>Endemic & Prov.</i>	2000/01 - 200,000 2001/02 - 140,000 2002/03 - 85,000 2003/04 - 40,000
5. Post-Secondary / Continuing Studies						
5.1 Contribution to Educacentre in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. Develop and offer services in French. 	<ul style="list-style-type: none"> Provide to francophone adults the possibility to take the GED program (General Education Diploma). Offer the <i>Dictée des Amériques</i> to over 100 participants. Educacentre offers service to more than 5,000 francophone adults. Maintain operation in 2 sites (Vancouver and Victoria) and 2 campuses (Kelowna and Nanaimo). Develop and offer courses to more than 1,000 students for the following subjects: English as a second language (beginner, intermediate, advanced), computer classes (MsOffice, Word, Excel..) and "Prendre sa carrière en main". 	2000/01 - 343,250 2001/02 - 343,250 2002/03 - 343,250	2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
5. Post-Secondary / Continuing Studies (cont'd)						
5.2 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French. (ex. Camosun College, Simon Fraser University, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutes develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrolment in post-secondary institutions for teacher training and upgrading. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		
5.3 Contribution to Fédération des francophones de la Colombie-Britannique	<ul style="list-style-type: none"> Continue consultations regarding post-secondary initiatives for francophones students. Establish a French language post-secondary system for francophone students. 	<i>Results of consultation</i> <ul style="list-style-type: none"> Francophone students will have access to a French language post-secondary education in British Columbia 				
TOTAL AMOUNT FOR 2000/2001			1,201,428	2,480,280	10,475,924	3,000,000

2.9 Develop and implement a distance education program and delivery model to meet the needs of francophone students in B.C. :

- a) Develop courses of instructional modules:
 - Compulsory subjects
 - Optional/elective subjects
- b) Develop specific viable provincial and inter-provincial delivery models:
 - Networking systems
 - Delivery alternatives
- c) Establish a shared network in Western and Northern Canada
 - Inter-provincial cooperation
 - Acceptance by the Ministry of Education of programs/courses developed by other provincial Ministries
- d) Develop and implement innovative approaches to offer courses:
 - Week-end classes involving students from various communities
 - "La Transcanadienne" project grouping students from several schools in one central location

**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Supplementary

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. 	<i># of</i> <ul style="list-style-type: none"> Schools will continue offering Immersion programs. <i>#</i> Students will continue accessing programs. Number of subjects available in French will continue to be reviewed. <i>#</i> Students will have access to Core French course. 	2000/01 - 273,645 2001/02 - 273,645 2002/03 - 273,645 <i>2. 150 000?</i>	2000/01 - 4,528,045 2001/02 - 4,528,045 2002/03 - 4,528,045
1.2 Contribution to the Canadian Parents for French – British Columbia Branch.	<ul style="list-style-type: none"> Parent chapters are active in supporting socio-cultural activities in French to enrich their children's language skills and enhance the French cultural identity. 	<ul style="list-style-type: none"> Socio-cultural activities in French are organized for Core French and/or French Immersion students and undertaken by parent groups throughout the province. 35 to 40 activities will be undertaken by the BC Branch or the individual chapters. (Concours d'art oratoire, carnivals, film festivals, dances, camps, entertainers) 	2000/01 - 244,925 2001/02 - 244,925 2002/03 - 244,925	2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850
1.3 Contribution to various francophone organizations in support of cultural activities for French Immersion and/or Core French students: <ul style="list-style-type: none"> Idélie Maillardville Nous tous un Soleil Théâtre La Seizième 	<ul style="list-style-type: none"> French Immersion and/or Core French students will be involved in socio-cultural activities and events which will enrich their language skills and understanding of French culture. 	<i>#</i> <ul style="list-style-type: none"> Increase number of cultural events. Increase number of students participating. 	2000/01 - 84,077 2001/02 - 84,077 2002/03 - 84,077	2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated, and supported by parents and school districts. 	<ul style="list-style-type: none"> Provide guidelines on Federal funding to School Districts and organizations offering second language programs and/or activities. Retain an expert to assist the Ministry in monitoring on-going activities and/or programs related to French Immersion and Core French Programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> Students will be able to access courses for second language instruction. 	<i>Etait Enrollement in SL programs</i> 2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000	
2. Program Development				
2.1 Translate and adapt Ministry "Performance Standards" in reading, writing and numeracy to enable teachers to assess French Immersion student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Use of Performance Standards in evaluating students abilities is widely accepted by teachers and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. The test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official Second Language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for Second Language students. 	<ul style="list-style-type: none"> Students will be able to register to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools.	<ul style="list-style-type: none"> Quality French programs are offered in Independent Schools. 	<ul style="list-style-type: none"> Increase in programs and enrichment of existing French programs. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000
3. Teacher Training				
3.1 Bursaries to enable B.C. Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Bursaries are made available to teachers. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000

*Titre
Postsecondary*

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
3.2 Contribution to (APPIPC) <i>Association provinciale des professeurs d'immersion et du programme cadre.</i>	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Satisfaction of the participating teachers. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French. (Camosun College, Capilano College, College of the Rockies, Douglas College, Kwantlen University College, Langara College, North Island College, Okanagan University College, Selkirk College, Simon Fraser University, University College of the Cariboo, University College of the Fraser Valley, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Teachers access post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000
4. Student Support				
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. Average of 50 students take advantage of the bursary to pursue post-secondary in French. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange programs <ul style="list-style-type: none"> Six-Month Short Term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> Average of 70 students participate in the Six-month exchange program once a year. Average of 600 students per year participate in the Short Term exchange program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT FOR 2000/2001			1,197,647	5,626,720

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*Patrimoine canadien
Programmes d'appui
aux langues officielles*

*Canadian Heritage
Official Languages
Support Programs*

15, Eddy, Room 142
Hull (Québec)
(819) 994-4060

télexcopie/Fax : le 26 février 2001

1 + 1 pages

À/TO FRAN BUTLER Ministry of Education tél./tel. : (250) 356-2515 téléc./fax : (250) 387-1470	DE/FROM MICHELINE GUILBEAULT  Senior Program Officer Operations and Regional Coordination tél./tel. : (819) 994-4060 téléc./fax : (819) 953-6580
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As promised, here is a sample of a chart showing the Provincial/Federal contributions per year that could accompany the provincial Action plan. You may add something on Special Measures.

	2000-01		2001-02		2002-03		TOTAL	
	B.C.	Canada	B.C.	Canada	B.C.	Canada	B.C.	Canada
French First Language								
Educational Structure and Support	4,929,750	871,849	4,929,750	871,849	4,929,750	871,849	14,789,250	2,615,547
Program Development	261,763	165,663	261,763	165,663	261,763	165,663	785,289	496,989
Teacher Training	0	14,500	0	14,500	0	14,500	0	43,500
Student Support	18,945	61,445	18,945	61,445	18,945	61,445	56,835	184,335
Subtotal - French First Language	5,210,458	1,113,457	5,210,458	1,113,457	5,210,458	1,113,457	15,631,374	3,340,371
French Second Language								
Educational Structure and Support	7,030,916	1,495,545	7,030,916	1,495,545	7,030,916	1,495,545	21,092,748	4,486,635
Program Development	601,804	324,053	601,804	324,053	601,804	324,053	1,805,412	972,159
Teacher Training	0	43,500	0	43,500	0	43,500	0	130,500
Student Support	13,320	141,445	13,320	141,445	13,320	141,445	39,960	424,335
Subtotal - French Second Language	7,646,040	2,004,543	7,646,040	2,004,543	7,646,040	2,004,543	22,938,120	6,013,629
TOTAL	12,856,498	3,118,000	12,856,498	3,118,000	12,856,498	3,118,000	38,569,494	9,354,000

Supplementary Funds 2000 - 2001

Minority-Language Education	2000-01	
	Canada	B.C.
	250,000	250,000
	85,000	85,000
	85,000	85,000
	80,000	80,000
Total - Supplementary Funds	500,000	500,000



Ministry of Education
French Programs
School Finance Branch
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Date: Feb 22/2001

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SENDER:

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Ministry of Education
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Message:

As per my E-mail yesterday

Butler, Fran EDUC:EX

From: Butler, Fran EDUC:EX
Sent: Wednesday, February 21, 2001 4:37 PM
To: 'micheline_gullbeault@pch.gc.ca'
Cc: Hansen, Nicole M EDUC:EX
Subject: Préambule

Bonjour Micheline,

You'll find enclosed a copy of the introduction report for the Business Plans. Please advise if you need more information. I will also fax this to your attention as I have another document that you may feel is appropriate to add to these notes. The problem with this report is, the information does not have the 2000/01 figures that our written report has. This statistical summary comes from another branch of the Ministry, but does give a 10 year overview and is easy to read. We were unable to download from the system and send electronically. Let me know if you want this information in this format. As this information is updated we can send the new copy and current information.



BC Status of Official
Languages

Merci,
Fran Butler

**Province of British Columbia
Status of Official Languages in Education**

Minority Language Education:

In 1997 legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

The Conseil Scolaire Francophone (CSF) has many challenges ahead, not only in developing appropriate educational programs for their students, but in the uniqueness of their district structure (jurisdiction for eligible student throughout the Province). The process of developing a strong and vibrant francophone education system will continue to be an evolving process for many years.

The Capital Plan Agreement reached with the Ministry of Education, the CSF and supported by Canadian Heritage, will go a long way to stabilizing the classroom and community structures so sought after by the francophone parents. In this environment francophone programs, culture and a sense of community will be able to flourish.

Relevant Legislation:

- School Act
- Graduation Requirements Order
- Educational Program Guide Order
- Required Areas of Study in an Educational Program Order

Current CSF Structure:

- The number of students enrolled in Francophone programs (2000-2001):

K-3	1,267	8-10	391
4-7	937	11-12	175

Total of 2,770 students

- Program Areas:
39 programs in 22 geographical areas of the Province
- Schools:
24 - recognized for funding purposes
- Capital Plan:
New School Construction/Renovations
Costs to date: Province \$24.24M
Capital Plan: Province \$61.36M
Federal \$15M

Second Language Instruction: (French Immersion)

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content.

There are two entry points in French Immersion:

Program	Entry Points	Grades
Early	K (and 1)	K-12
Late	6	6-12

Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

Relevant Legislation:

- School Act S5(3)
 - Graduation Requirements Order
 - Educational Program Guide Order
 - Required Areas of Study in an Educational Program Order
- The number of students enrolled in French Immersion (2000-2001):

K-3	11,260	8-10	6,165
4-7	9,839	11-12	3,156
Total of 30,420 students			
 - Schools:

There is a total of 234 schools offering French Immersion in 44 school districts.

 - 130 Elementary schools
 - 23 Middle schools
 - 71 Secondary schools
 - Program:

The required percentage of time in French Language instruction is:

Grade	% of French Instruction	% of English Instruction
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

Types of Courses offered are at the discretion of each school district, however, *Français langue seconde* (Immersion) is mandatory for graduation requirements.

Core French

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. The new Language Policy, in place since September 1995 requires another language to be taught from grade 5 to grade 8. French is the language most frequently offered. Students will continue to have the option to continue French at the secondary level.

- The number of students enrolled in Core French (2000-2001):

K-3	9,889	8-10	75,370
4-7	136,445	11-12	19,744
Total of 241,448 students			

- Schools:

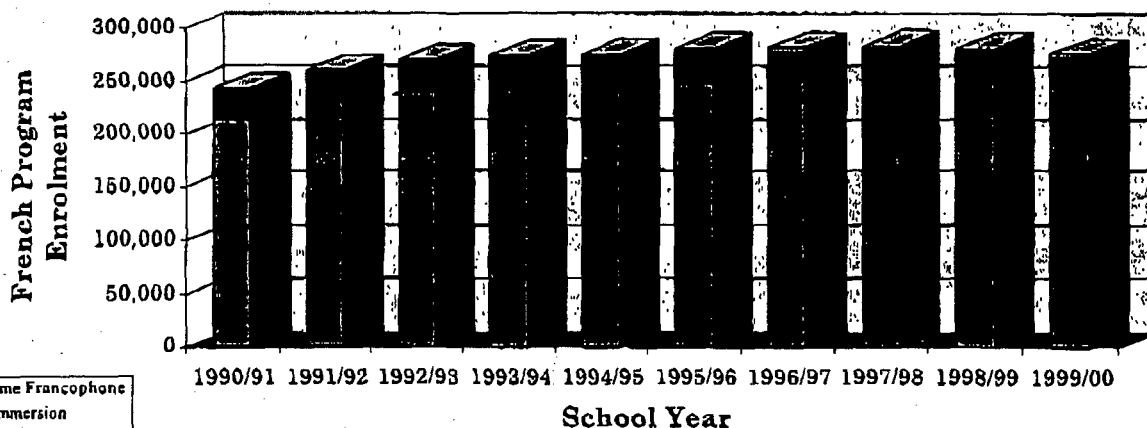
There is a total of 234 schools offering Core French in 59 school districts.

Ministry of Education

1999 - 2000 Summary of Key Information

Public Schools Only

Headcount Enrolment in French Programs



School Year	Core French	% Chg.	% of Total*	French Immersion	% Chg.	% of Total*	Programme Francophone	% Chg.	% of Total*
1990/91	213,263	6.5%	41.0%	27,431	3.5%	5.3%	2,198	4.1%	.4%
1991/92	229,621	7.7%	42.6%	28,598	4.3%	5.3%	2,098	-4.5%	.4%
1992/93	238,939	4.1%	43.1%	29,886	2.8%	5.3%	2,314	10.3%	.4%
1993/94	242,105	1.3%	42.6%	29,904	1.8%	5.3%	2,470	6.7%	.4%
1994/95	242,360	.1%	41.6%	30,408	1.7%	5.2%	2,674	8.3%	.5%
1995/96	247,769	2.2%	41.7%	30,144	-.9%	5.1%	2,731	2.1%	.5%
1996/97	249,358	.6%	41.0%	29,996	-.5%	4.9%	2,731	0.0%	.4%
1997/98	250,864	.6%	40.7%	29,521	-1.6%	4.8%	2,860	4.7%	.5%
1998/99	248,498	-.9%	40.4%	29,434	-.8%	4.8%	2,834	-.9%	.5%
1999/00	243,726	-1.9%	39.7%	29,979	1.9%	4.9%	2,870	1.3%	.5%

2000/01

241,476

30,418

2,771

Highlights:

- Since 1990/91 :
- 1) Enrolment in Core French programs has increased by 14.3%
 - 2) Enrolment in French Immersion has increased by 9.3%
 - 3) Enrolment in Programme Francophone has increased by 30.6%

Note: - Report does not include continuing education or distance education students.

Source: Standard Report 1574A

Data Management and Student Certification Branch

March, 2000



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 02/21/2001 01:38:01 PM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc : "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>
Objet : RE: Agreements

Thank you for the draft of the Special Investment Measures Agreement, we are trying to get more detailed information from the CSF on the projects you identified in our last tel/con.

We should be able to e-mail the Preface today for your review. I have made it brief and to the point based on current information that we collect as a Ministry.

We are having trouble opening the documents you attached. I was able to get the English version of the Special Investment document, but we cannot access the French version or either of the Draft bilateral Agreement. Nicole has asked that you resend these as a MS Word document.

Give Nicole a call if you need further clarification as I am technically challenged.

Fran

> -----

> From:

> Micheline_Guilbeault@pch.gc.ca[SMTP:Micheline_Guilbeault@pch.gc.ca]

> Sent: Wednesday, February 21, 2001 6:39 AM

> To: Butler, Fran EDUC:EX; Hansen, Nicole M EDUC:EX

> Cc: Lise_Toupin@pch.gc.ca; Janet_Jones@pch.gc.ca;

> Nicole_Laplante@pch.gc.ca; Linda_Johnston@pch.gc.ca

> Subject: Agreements

>

> <<File: Bilatbc.ang>><<File: Bilatcb.fra>><<File: Spechcan.wpd>><<File: Spefrcb.wpd>>

> You will find enclosed draft copies in French and English of the

> Canada -

> British Columbia Agreement for Minority -Language Education and

> Second-Language

> Instruction, as well as the Canada - British Columbia Special Agreement on

> Investment Measures for Quality Education in the Language of the Minority.

>

> Please note that we are still awaiting an approval from our Financial

> Services particularly for Clause 3 of the Special Agreement and Clauses

> 5.4 and

> 5.5 of the Bilateral Agreement.

>

> I am finalizing the draft for the Auxilliary Agreement and will be

> sending

> you a copy by the end of the week. Do you think that I will receive the

> Preface

> this week?

>

> It's becoming scary ... We wish to sign these agreements before March

> 31,

> 2001.

>
>
>
> (See attached file: Bilatbc.ang) (See attached file:
> Bilatcb.fra) (See attached file: Specbcan.wpd)
> (See attached file: Spefrcb.wpd)
>
>



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 02/21/2001 07:37:26 PM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc : "Hansen, Nicole M EDUC:EX" <Nicole.Hansen@gems2.gov.bc.ca>
Objet : Préambule

> Bonjour Micheline,
>
> You'll find enclosed a copy of the introduction report for the Business
> Plans. Please advise if you need more information. I will also fax this to
> your attention as I have another document that you may feel is appropriate
> to add to these notes. The problem with this report is, the information
> does not have the 2000/01 figures that our written report has. This
> statistical summary comes from another branch of the Ministry, but does
> give a 10 year overview and is easy to read. We were unable to download
> from the system and send electronically. Let me know if you want this
> information in this format. As this information is updated we can send the
> new copy and current information.
>
> <<BC Status of Official Languages>>
>
> Merci,
Fran Butler



- BC Status of Official Languages.doc

Préambule

Province of British Columbia Status of Official Languages in Education

Minority Language Education:

In 1997 legislation was enacted to support section 23 of the Canadian Charter of Rights and Freedoms. Under the British Columbia *School Act* students in the Francophone Education system are entitled to receive the same educational programs as English-speaking students.

The Conseil Scolaire Francophone (CSF) has many challenges ahead, not only in developing appropriate educational programs for their students, but in the uniqueness of their district structure (jurisdiction for eligible student throughout the Province). The process of developing a strong and vibrant francophone education system will continue to be an evolving process for many years.

The Capital Plan Agreement reached with the Ministry of Education, the CSF and supported by Canadian Heritage, will go a long way to stabilizing the classroom and community structures so sought after by the francophone parents. In this environment francophone programs, culture and a sense of community will be able to flourish.

Relevant Legislation:

- School Act
- Graduation Requirements Order
- Educational Program Guide Order
- Required Areas of Study in an Educational Program Order

Current CSF Structure:

- The number of students enrolled in Francophone programs (2000-2001):

K-3	1,267	8-10	391
4-7	937	11-12	175

Total of 2,770 students
- Program Areas:
39 programs in 22 geographical areas of the Province
- Schools:
24 - recognized for funding purposes
- Capital Plan:
New School Construction/Renovations
Costs to date: Province \$24.24M
Capital Plan: Province \$61.36M
Federal \$15M

Second Language Instruction: (French Immersion)

A more ambitious French program for non-francophones, French Immersion is designed to produce functionally bilingual students by using French as the language of instruction. French Immersion programs parallel the regular English program in structure and content.

There are two entry points in French Immersion:

Program	Entry Points	Grades
Early	K (and 1)	K-12
Late	6	6-12

Curriculum and resources are provided by the Ministry of Education for Early French Immersion (K-12) and Late French Immersion (6-12) programs.

Relevant Legislation:

- School Act S5(3)
 - Graduation Requirements Order
 - Educational Program Guide Order
 - Required Areas of Study in an Educational Program Order
- The number of students enrolled in French Immersion (2000-2001):

K-3	11,260	8-10	6,165
4-7	9,839	11-12	3,156
Total of 30,420 students			
 - Schools:

There is a total of 234 schools offering French Immersion in 44 school districts.

 - 130 Elementary schools
 - 23 Middle schools
 - 71 Secondary schools
 - Program:

The required percentage of time in French Language instruction is:

Grade	% of French Instruction	% of English Instruction
K-3	100%	0
4-7	80%	20%
8-10	50-75%	25-50%
11-12	no less than 25%	no more than 75%

Types of Courses offered are at the discretion of each school district, however, *Français langue seconde* (Immersion) is mandatory for graduation requirements.

Core French

Core French is a subject designed to enable non-French speaking students to begin to understand and communicate in French, as well as to experience francophone culture. The new Language Policy, in place since September 1995 requires another language to be taught from grade 5 to grade 8. French is the language most frequently offered. Students will continue to have the option to continue French at the secondary level.

- The number of students enrolled in Core French (2000-2001):

K-3	9,889	8-10	75,370
4-7	136,445	11-12	19,744
Total of 241,448 students			

- Schools:

There is a total of 234 schools offering Core French in 59 school districts.

Supplementary costs



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 02/08/2001 12:04:24 PM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : British Columbia Business Plan

Hi Micheline,

How are things going in your neck of the woods. Had enough snow yet? The west coast has snow/rain warnings today, but only the higher elevations will get something white, we at sea level get blowing slush.

Have you had a chance to look at the revised draft Business Plan that was e-mailed mid January.

I'm hoping to get the status summary to you within the next week.

Has any progress been made on a sample agreement for the Capital Plan?

Lets try and get in touch by early next week.

Fran Butler

000170

Agreement between the Government of Canada and
the Government of British Columbia
for minority-language education and
second-language instruction

2000-01 to 2002-03

DRAFT JANUARY 29, 2001

**AGREEMENT BETWEEN THE GOVERNMENT OF CANADA AND
THE GOVERNMENT OF BRITISH COLUMBIA
FOR MINORITY-LANGUAGE EDUCATION AND
SECOND-LANGUAGE INSTRUCTION**

THIS AGREEMENT has been concluded in English and in French on this day of 2001

BETWEEN:

**HER MAJESTY THE QUEEN IN RIGHT OF
CANADA**, hereinafter referred to as "Canada",
represented by the Minister of Canadian Heritage

AND:

**HER MAJESTY THE QUEEN IN RIGHT OF
BRITISH COLUMBIA**, hereinafter referred to as
"British Columbia", represented by the Minister of
Education.

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Constitution*, as well as by the *Official Languages Act*, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens belonging to the English- or French-language minority in a province or territory to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS Canada is committed to supporting the development of the official-language minority communities and to promoting the recognition and usage of English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage can undertake measures to encourage and assist provincial/territorial governments to offer members of the official-language minority communities education in their own language and to provide everyone with the opportunity to learn French and English as a second language;

WHEREAS a Protocol for Agreement between Canada and the provincial and territorial governments for minority-language education and second-language instruction was concluded on February 23, 2000 between the Minister of Canadian Heritage and the Chair of the Council of Ministers of Education, Canada (CMEC), on behalf of all the provincial and territorial ministers responsible for education, hereinafter referred to as the "Protocol";

WHEREAS under the aforementioned Protocol, each provincial and territorial government will conclude a bilateral agreement with Canada for the period from April 2000 to March 2003;

WHEREAS British Columbia, as part of its jurisdiction over education, provides education in French in British Columbia in accordance with section 23 of the *Canadian Charter of Rights and Freedoms* and with the spirit of the said provision and instruction in French as a second language;

WHEREAS education is a provincial jurisdiction and it is the responsibility of British Columbia to determine the objectives, define the contents, set priorities of its education programs in French and French second-language instruction, as well as to evaluate them;

WHEREAS British Columbia has agreed, for the purpose of the Protocol concluded on February 23, 2000, to describe the objectives, the main measures it intends to undertake and their expected results in multi-year action plans;

WHEREAS Canada and British Columbia recognize the existence, as acknowledged in the Protocol, of additional costs resulting from the fact that minority-language education and second-language instruction are provided, and Canada is prepared to assist British Columbia to absorb these costs;

WHEREAS the parties recognize that the federal contributions paid to British Columbia for the period extending from April 1998 to March 2000 were provided pursuant to annual provisional arrangements replicating the conditions of the previous bilateral agreement;

THEREFORE, given the reciprocal agreements contained herein, this Agreement bears witness to the fact that the parties agree on the terms and conditions hereinafter.

OBJECTIVES AND PRIORITIES

1. Objectives

The objectives for which Canada offers British Columbia a financial contribution are set out below.

- 1.1 To provide members of the French minority-language community with the opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture.
- 1.2 To provide the residents of British Columbia with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the culture of the other official-language community.

2. Strategic Priorities

Further to the objectives described in Clause 1, Canada and British Columbia agree to recognize that the following items constitute areas of special interest which merit particular attention during the period covered by this Agreement.

- 2.1 Consolidation and development of educational services in the language of the minority;
- 2.2 Support for the development of innovative minority-language educational programs and educational services and support for measures that increase access of minorities to post-secondary educational services, in particular in taking advantage of new communications technologies, where applicable;
- 2.3 Support for the development and implementation of innovative programs for second-language core programs, in particular in taking advantage of new communications technologies, where applicable;
- 2.4 Consolidation and development of immersion programs and support for the development of such programs;
- 2.5 Consolidation and development of teacher training and development programs;
- 2.6 Fostering of dialogue and mutual understanding between the Francophone and Anglophone communities in the context of regular educational measures sponsored by the provincial and territorial governments, notably through linguistic exchange programs at the secondary and post-secondary levels;
- 2.7 Reinforcement of inter-provincial/territorial co-operation.

FEDERAL SUPPORT

3. Action plan

Subject to the provisions of the Protocol and this Agreement, Canada shall make the following contributions to the additional costs that British Columbia must assume in order to implement the measures provided for in the multi-year action plan that it has developed for the purposes of this Agreement. "Additional costs" means generally the costs or expenses that British Columbia incurs in addition to those it would incur in order to meet its obligation to educate its residents if it did not offer educational programs in French or instruction in French as a second language. The provincial action plan is contained in Schedule C and forms an integral part of this Agreement.

3.1. For the duration of the bilateral Agreement concluded with British Columbia, the action plan will set out, for each of the objectives mentioned in Clause 1:

- 3.1.1 a description of measures to be undertaken for each category of support indicated in Clause 4;
- 3.1.2 a description of desired outcomes;
- 3.1.3 a description of performance indicators by which the provincial government will measure achievement of outcomes;
- 3.1.4 an annual breakdown of estimated expenditures and of Canada's and provincial contributions for each measure.

4. Support Categories

4.1 For all levels of education, Canada's financial assistance shall be provided for measures related to the education structure and support, program development, teacher training, student support or any other type of support that will make it possible to better reflect the particular situation in British Columbia, that will be in accordance with the strategic priorities set out in Clause 2 and have been agreed upon by Canada and British Columbia.

4.2 Inter-provincial/territorial Projects or Pan-Canadian Projects

In the interests of increasing inter-provincial/territorial co-operation and to encourage optimum use of resources, Canada and British Columbia recognize the importance of undertaking projects or measures of an inter-provincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that such projects or measures may be co-ordinated by the CMEC Secretariat, British Columbia or any other province or territory. The financial contribution paid by Canada to British Columbia for these projects shall be administered in accordance with the terms of this Agreement.

5. Canada's Contribution

5.1 Subject to Parliamentary approval of funds, to the maintenance of current and forecasted budgetary levels for the Official Languages in Education Program and the undertakings in the Protocol and this Agreement, Canada shall provide financial assistance for the measures described in the provincial action plan or other measures on which the parties have agreed, as set out in Clause 4 during the period of this Agreement.

5.2 Canada and British Columbia recognize that Canada's contribution provided in a particular fiscal year shall be paid to support measures that are implemented during the provincial school year.

5.3 Canada and British Columbia recognize that under the provisional arrangements concluded for the years 1998-1999 and 1999-2000, the following federal contributions were made for infrastructure support and the minimum guarantee under the terms of the previous Protocol and that the conclusion of this Agreement will not bring about any retroactive change in these contributions:

1998-1999	\$6,771,605
1999-2000	\$8,106,370

5.4 Funding for the provincial action plan

Subject to Clause 5.1, Canada shall make the following annual contributions to British Columbia for the implementation of measures described in its action plan in the fiscal years from 2000-2001 to 2002-2003:

2000-2001	\$8,107,000
2001-2002	\$8,107,000
2002-2003	\$8,107,000

5.5 Supplementary contribution

In addition to the funding made available further to Clause 5.4, Canada may make a supplementary contribution to British Columbia for specific measures described in the action plan or any other project or activity agreed to by Canada and British Columbia. The projects and measures to be funded and the level of funding provided will be agreed upon by Canada and British Columbia. The parties may agree on a multi-year funding for such projects and measures. These projects or measures will be included in a document to be attached annually to this Agreement and will form an integral part thereof or, where appropriate, constitute an auxiliary agreement.

5.6 Subject to prior agreement between Canada and British Columbia, the province may each year transfer part of the contributions made by Canada in that year under Clauses 5.4 or 5.5 to CMEC or to any other provincial or territorial government for the implementation of inter-provincial/territorial or pan-Canadian projects.

5.7 Subject to prior agreement between Canada and British Columbia, the province may each year transfer to CMEC part of the financial assistance provided by Canada in that year for the Summer Language Bursary Program and for the Official-Language Monitor Program for the implementation of measures described in its action plan, as provided for in Clause 5.4.

5.8 Canada's contribution is conditional on British Columbia's providing for each category of support a financial contribution equivalent to or greater than that of Canada for the implementation of the action plan and any other measure carried out under this Agreement, except for teacher and student bursaries and fellowships which can be totally supported by the federal contribution.

5.9 Contribution for private or independent schools

Canada will provide the necessary information to British Columbia to enable British Columbia to pay the financial assistance for private or independent schools from the financial contribution provided for in Clause 5.4. This financial assistance will be paid in accordance with the terms of Schedule B.

6. Transfers

- 6.1 British Columbia may transfer funds from one category of support to another as part of a single objective in the action plan, provided that these transfers do not call into question the achievement of the results set out in the action plan. Canada and British Columbia may agree, in each year covered by this Agreement, to transfer a portion of the federal contribution from one linguistic objective to another in the action plan. British Columbia will submit a request to Canadian Heritage to transfer funds from one linguistic objective to another before February 15 in the year in question.
- 6.2 Within Supplementary Contribution, British Columbia may transfer funds from one project to another with the authorization in writing of Canada, provided that these transfers do not call into question the achievement of the results set out. Canada and British Columbia may also agree, in each year covered by this Agreement, to transfer regular funds to projects funded by the Supplementary Contribution. British Columbia will submit a request to Canadian Heritage before February 15 in the year in question for any transfer.

7. Consultation

- 7.1 British Columbia must demonstrate to Canada that interested associations and groups have been consulted, when deemed necessary, on the development and annual updating of its action plan.
- 7.2 Canada intends to consult with interested associations and groups on the programs provided for in this Agreement and for which it provides a financial contribution. Canada and British Columbia may agree to hold these consultations jointly.
- 7.3 British Columbia agrees to participate in meetings between representatives of the federal government and of the provincial and territorial governments to be held at least once a year to discuss the programs provided for in this Protocol and to review the various initiatives undertaken with respect to the objectives and strategic priorities outlined in this Protocol.

8. Duration

- 8.1 This Agreement shall take effect on April 1, 2000 and expire on March 31, 2003.

9. Amendment of Agreement

- 9.1 This Agreement may be amended with the written consent of both parties.

10. Partnership

- 10.1 The parties recognize that this Agreement does not constitute an association for the purpose of creating a partnership or a co-enterprise and it does not create an agency relationship between Canada and British Columbia.

11. Members of the House of Commons, the Senate and the Legislative Assembly of British Columbia

- 11.1 No member of the House of Commons, the Senate or the Legislative Assembly of British Columbia may be admitted to any share or part of this Agreement or to any benefit arising therefrom.

12. Officials and Employees of the Government

- 12.1 No official or employee of Canada may be admitted to any share or part of this Agreement or to any benefit arising therefrom without the consent in writing of the Minister to whom the official or employee reports.

13. Liability of Canada

- 13.1 Canada is not liable for any injury, including fatal injury, or material damage suffered by British Columbia or anyone else as a result of the implementation of this Agreement by British Columbia unless such injuries or damages are attributable to the fault of an employee or agent of Canada in the course of his or her duties.

14. Indemnification

- 14.1 British Columbia shall indemnify and save harmless Canada and the Minister of Canadian Heritage and their servants or agents from and against all claims, losses, damages, costs and expenses related to any injury or death of a person, or loss or damage to property caused or alleged to be caused by British Columbia or its servants or agents in carrying out the activities described in this Agreement.

15. Communications

- 15.1 Any notice concerning this Agreement intended for Canada shall be sent by mail to the following address:

The Minister of Canadian Heritage
Ottawa, Ontario
K1A 0M5

- 15.2 Any notice concerning this Agreement intended for British Columbia shall be sent by mail to the following address:

The Minister of Education
Government of British Columbia
Parliamentary Buildings, Room 152
Victoria, British Columbia
V8W 0E2

- 15.3 Any notice sent in this way shall be deemed to have been received after the time required for a letter to reach its destination under normal circumstances.

16. Schedules

16.1 The attached Schedules are an integral part of this Agreement:

- Schedule A - Administrative Procedures;
- Schedule B - Statistical Calculation of Contributions to Private or Independent Schools; and
- Schedule C - Provincial Action Plan.

IN WITNESS WHEREOF, the parties have signed this Agreement.

ON BEHALF OF CANADA

ON BEHALF OF BRITISH COLUMBIA

Minister of Canadian Heritage

Minister of Education

IN THE PRESENCE OF:

IN THE PRESENCE OF:

Witness

Witness

SCHEDULE A

ADMINISTRATIVE PROCEDURES

1. Public Information

- 1.1 Canada and British Columbia agree that they must be able to show their respective legislative assemblies and the Canadian public that the financial contribution made by Canada contributes to the maintenance and development of educational programs in French and second-language instruction programs in French for which funds have been appropriated.
- 1.2 In accordance with Clause 7.1 of the Protocol, Canada and British Columbia agree that this Agreement as well as the provincial action plan shall be made available to all provincial and territorial governments and to the Canadian public upon signing of the Agreement.
- 1.3 British Columbia shall make public a detailed annual report on the measures undertaken and results achieved as part of its action plan as well as for any other project or activity funded with the supplementary contribution described in Clause 5.5 of the Agreement.
- 1.4 British Columbia shall provide the information referred to in Clause 1.3 in the manner it considers to be most appropriate to its particular circumstances. If there is a need, in the opinion of Canada or British Columbia, to clarify the information provided, Canada and British Columbia will hold discussions to do so and to review the pertinence of such information to the needs of Canada.
- 1.5 In accordance with the Clause 7.6 of the Protocol, British Columbia agrees to give recognition of Canada's participation when conducting publicity for all programs and measures for which financial assistance was provided by Canada. For the purpose of this Agreement, publicity includes, without being limited to, news releases, reports of provincial government departments or agencies, correspondence with educational institutions and, in the case of award programs for teachers and students, in correspondence with individuals, publicity announcements concerning programs and application forms. British Columbia agrees to provide Canada with samples of these different kinds of publicity annually.
- 1.6 In accordance with Clause 7.7 of the Protocol, British Columbia also agrees to take all reasonable measures to ensure that any other recipient of a financial contribution from Canada (for example, schools, school boards and postsecondary institutions) agree to mention Canada's contributions wherever appropriate in any publicity relating to the programs for which Canada has made a financial contribution.
- 1.7 In accordance with Clause 7.9 of the Protocol, British Columbia agrees to provide Statistics Canada, for each year of this Agreement, with statistical data on enrolment and instruction time in French educational programs, French immersion programs, second-language instruction programs in French, programs to train teachers to teach in French as the minority language and in French as a second language in British Columbia. The data to be provided and the procedures to be used for the collection thereof will be in accordance with the current arrangements in effect between Statistics Canada and British Columbia.

SCHEDULE A

- 1.8 British Columbia agrees that the provincial and territorial governments, collectively through the CMEC, will issue news releases with Canada announcing programs funded by Canada. Each provincial and territorial government individually may also issue news releases and these may be issued with Canada. Canada may also issue news releases on the funding that it provides and these may be issued with the provincial and territorial government or governments concerned.

2. Payments

2.1 Funding of three-year action plan

In each fiscal year, Canada's contributions to the action plan of British Columbia as per Clause 5.4 of the Agreement shall be paid as follows:

- (a) an initial payment representing approximately one-quarter (25%) of Canada's contribution for the first fiscal year shall be paid on signing of this Agreement and Canada's acceptance of the three-year action plan;
- (b) in each subsequent year, the first payment, representing approximately one-quarter (25%) of Canada's contribution for that year, will be paid on or about June 30 of each year on condition that the requirements for the previous payments have been met and, where necessary, subject to the receipt and acceptance of an updated action plan;
- (c) in each year of the Agreement, the second payment, representing approximately one-quarter (25%) of Canada's contribution for that year, will be paid on or about September 30 of each year, on condition that the requirements for the previous payments have been met;
- (d) in each year of the Agreement, the third payment, representing approximately one-quarter (25%) of Canada's contribution for that year, shall be paid on or about December 31 of each year subject to receipt and acceptance of a detailed report on the measures implemented in the preceding year, except for the first year of the Agreement, and a final certified financial statement of expenditures for the preceding year; this report and financial statement shall be submitted no later than November 30 of each year;
- (e) in each year of the Agreement, the fourth and final payment, representing the balance of Canada's contribution for the year, shall be paid following receipt and acceptance of a certified interim financial statement of actual expenditures made as of January 31 of the current year and anticipated expenditures to the end of the school year.

2.2 Supplementary contribution

Canada's supplementary contribution to British Columbia as per Clause 5.5 of the Agreement will be subject to the Minister's approval and shall be paid as follows:

- (a) an initial payment representing approximately one-half (50%) of Canada's contribution for the current year shall be paid following the Minister's approval;

SCHEDULE A

- (b) in the case of a supplementary contribution approved on a multi-year basis, in each subsequent year an initial payment representing approximately one-half (50%) of Canada's contribution shall be paid on or about June 30 of each year, on condition that the requirements for the previous payments have been met;
 - (c) a second and final payment, representing the balance of the contribution for the current year shall be paid following receipt and acceptance:
 - (i) of a detailed report on the measures implemented as a result of Canada's contribution during the previous year and of a final certified financial statement relating thereto, where appropriate; this report and financial statement will be submitted at the same time as those to be provided for the action plan;
 - (ii) of a certified interim financial statement of actual expenditures incurred as of January 31 of the year in question and anticipated expenditures to the end of the school year; this financial statement shall be submitted at the same time as the interim financial statements of the action plan.
- 2.3 Where the payments are made on the basis of expenditure forecasts, these payments shall be debts owed to Canada until British Columbia has submitted information satisfactory to the federal Minister in support of these expenditures in accordance with this Agreement.
- 2.4 Auxiliary agreements for capital projects
- Canada and British Columbia may conclude auxiliary agreements concerning the implementation of capital projects. These auxiliary agreements will establish the procedures for the payment of Canada's contribution. These procedures will indicate the documents that are required to ensure that the payments are made. These auxiliary agreements will also indicate conditions to be met in order to fulfill the requirements of the provincial and federal legislation and regulations regarding environmental assessment.

3. Accounts and Financial Statements

- 3.1 British Columbia agrees to keep accounts and records of its revenues and expenditures related to this Agreement.
- 3.2 In accordance with Clause 2.1 of this Schedule, British Columbia shall provide certified interim statements of expenditures associated with Canada's contribution no later than March 31 of each year of this Agreement. The certified interim statements of expenditures shall provide details on actual expenditures prior to January 31 and forecasts for anticipated expenditures after January 31 of the current year.
- 3.3 For a given year, British Columbia shall provide final certified statements of expenditures no later than November 30 following the end of the previous fiscal year.
- 3.4 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall indicate a breakdown of expenditures by category of support for each of the linguistic objectives and a specific breakdown of expenditures for teacher and student bursaries and fellowships.

- 3.5 For the purposes of this Agreement, the financial statements provided by British Columbia to Canada shall be certified by a senior program officer and a senior financial officer, who shall be duly authorized by British Columbia and agreed to by Canada.

4. Overpayment

- 4.1 If the payments made to British Columbia under this Agreement exceed the amounts to which British Columbia is entitled under this Agreement, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to British Columbia by an equivalent amount.

5. Financial audit

- 5.1 Canada reserves the right to audit or to have an audit conducted of the accounts and records of British Columbia in connection with the programs, projects and measures supported with Canada's contribution. Should such an audit take place, it would be undertaken by an auditor to be agreed upon by Canada and British Columbia.
- 5.2 Canada agrees to inform British Columbia of the results of any financial audit and to pay British Columbia, as soon as possible after the completion of the audit, any monies that the audit may show to be then due and owing to British Columbia. British Columbia agrees to pay to Canada, on being informed of the results of such financial audit, any monies that the audit may show to be due and owing to Canada.

6. Evaluation

- 6.1 The evaluation of provincial educational programs and measures, including its action plan, is the responsibility of British Columbia. British Columbia agrees to share the results of these evaluations with Canada.
- 6.2 Canada is responsible for the evaluation of its financial support to British Columbia for French-language education and French second-language instruction. For such evaluations, Canada shall use the information provided further to this Agreement. If additional information is required, such information shall be the subject of discussions between Canada and British Columbia. Furthermore, Canada agrees to consult British Columbia on the design of these evaluations and to facilitate its participation during the course of such evaluations.

7. Availability of Materials

- 7.1 British Columbia agrees that it shall take all reasonable measures to make available to any researcher, institution or provincial or territorial government and the general public, any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided for a project or activity by Canada. For this purpose, British Columbia may catalogue this material and make it available to the public. British Columbia also agrees that all the costs of providing such documents shall be calculated in light of the financial contribution made by Canada. Wherever possible, such costs shall be calculated solely on the basis of the costs associated with the provision of the said documents but not with the preparation of these documents.

SCHEDULE C

PROVINCIAL ACTION PLAN

SCHEDULE B

STATISTICAL CALCULATIONS OF CONTRIBUTIONS TO PRIVATE AND INDEPENDENT SCHOOLS

1. General procedures for contributions to private or independent schools

- 1.1 In accordance with Clause 5.9 of this Agreement, British Columbia agrees to provide a contribution to private or independent schools in British Columbia in each year of this Agreement on the basis of a "full-time equivalence (FTE)" amount. The amount of the contribution given to each school in British Columbia shall be determined by Statistics Canada in each year of the Agreement on the basis of the calculations shown in this Schedule B. To this end, British Columbia authorizes Statistics Canada to obtain the data required for these calculations directly from the private or independent schools in British Columbia for each year of this Agreement. British Columbia agrees to ask the independent schools that receive a contribution to provide information each year showing how Canada's contributions are used to cover the additional costs incurred by the schools to provide French-language education and French second-language instruction.
- 1.2 British Columbia may, at its discretion, increase the amount of Canada's contribution to the schools from the funds provided for in Clause 5.4 of this Agreement.

2. Minority language and immersion

- 2.1 For a student to be considered a "full-time equivalence (FTE)", he or she must be registered in an educational program in the minority language or in second-language immersion as defined by the province and receive not less than 75% of his or her education in the minority language or in the second language at the elementary level and not less than 60% at the secondary level.
- 2.2 For students receiving less of their education in the minority language or in second-language immersion than the percentage shown in Clause 2.1 of this Schedule, instruction time shall be calculated on the basis of the percentage they receive; in other words, 100% of a student's regular instruction time will correspond to one "FTE".
- 2.3 Students receiving less than 25% of their instruction in the minority language will not be included; however, students receiving less than 25% of their instruction in second-language immersion will be included in calculating the contribution for the second language.

3. Second language

- 3.1 "Full-time equivalence (FTE)" in the second language is determined by calculating the number of hours of instruction in the second language received by the students. There is an "FTE" whenever there is 100% of a student's regular instruction time.

4. FTE - Elementary and secondary levels

- 4.1 "Full-time equivalence (FTE)" at the elementary and secondary levels for students registered in the programs referred to above is calculated as follows:

SCHEDULE B

- (a) each student registered in a program in the minority language or in an immersion program who receives not less than 75% of his or her education in the said language at the elementary level and 60% at the secondary level = 1 "FTE"
- (b) the calculation for other students is based on the percentage of the school week¹ X the number of other students = number of "FTE"s

4.2 In all the above clauses, a student registered in junior and senior kindergarten classes recognized or defined by the province will be considered to be one-half of a "full-time equivalence (FTE)" if his or her regular instruction time is equivalent to one-half of the regular instruction time of the other programs at the elementary level in accordance with the calculations described above in Clauses 2, 3 and 4 of this Schedule.

5. The amount to be paid to each school in a given year will be calculated on the basis of the number of "full-time equivalences (FTE)" in the previous school year.
6. Statistics Canada will process the data required to calculate contributions to the independent or private schools in British Columbia. The methods to be used in collecting these data will be those agreed to under the earlier Protocol between Statistics Canada and each provincial government.
7. Subject to Clause 5.4 of this Agreement, the contributions per full-time equivalence ("FTE") at the elementary and secondary levels for students registered in each of the educational programs described in this Schedule are determined as follows for the period of this Agreement:

CONTRIBUTION FOR EACH "FTE" PER PROGRAM

Minority language	\$/FTE	Immersion	\$/FTE	Second language (core program)	\$/FTE
Elementary	\$141	Elementary	\$111	Elementary	\$64
Secondary	\$267	Secondary	\$172	Secondary	\$94

8. The amount to be paid to each private or independent school for each year of this Agreement shall be determined as follows:
 - 8.1 the contribution per "FTE" as indicated above for each of the educational programs and levels multiplied by the number of "FTE" students for each of the educational programs and levels corresponding to the provisions of this Schedule.

¹ Total minutes of instruction for each level in one
of the three programs referred to above in the cycle* X 100
total minutes in the cycle

* The cycle is a period representing a specific number of days of instruction recurring in the same order within the school timetable. The cycle may last five days or more.

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5.2 Canada and British Columbia recognize that Canada's contribution provided in a particular fiscal year shall be paid to support measures that are implemented during the provincial school year.

5.3 Canada and British Columbia recognize that under the provisional arrangements concluded for the years 1998-1999 and 1999-2000, the following federal contributions were made for infrastructure support and the minimum guarantee under the terms of the previous Protocol and that the conclusion of this Agreement will not bring about any retroactive change in these contributions:

1998-1999	\$6,771,605
1999-2000	\$8,106,370

5.4 Funding for the provincial action plan

Subject to Clause 5.1, Canada shall make the following annual contributions to British Columbia for the implementation of measures described in its action plan in the fiscal years from 2000-2001 to 2002-2003:

2000-2001	\$8,107,000
2001-2002	\$8,107,000
2002-2003	\$8,107,000

5.5 Canada and British Columbia agree that an amount of nine hundred and fifty thousand dollars (\$950,000) will be provided for Francophone minority governance and French post-secondary education over a period of four years (2000-01 to 2003-04). This amount will be deducted from the contributions mentioned in Clause 5.4, subject to the maintenance and renewal of the Official Languages in Education Program and of its current and forecasted budgetary levels until March 31, 2004.

towards expenditures incurred by B.C. for

5.6 Supplementary contribution

In addition to the funding made available further to Clause 5.4, Canada may make a supplementary contribution to British Columbia for specific measures described in the action plan or any other project or activity agreed to by Canada and British Columbia. The projects and measures to be funded and the level of funding provided will be agreed upon by Canada and British Columbia. The parties may agree on a multi-year funding for such projects and measures. These projects or measures will be included in a document to be attached annually to this Agreement and will form an integral part thereof or, where appropriate, constitute an auxiliary agreement.

5.7 Subject to prior agreement between Canada and British Columbia, the province may each year transfer part of the contributions made by Canada in that year under Clauses 5.4 or 5.5 to CMEC or to any other provincial or territorial government for the implementation of inter-provincial/territorial or pan-Canadian projects.

5.8 Subject to prior agreement between Canada and British Columbia, the province may each year transfer to CMEC part of the financial assistance provided by Canada in that year for the Summer Language Bursary Program and for the Official-Language Monitor Program for the implementation of measures described in its action plan, as provided for in Clause 5.4.

5.9 Canada's contribution is conditional on British Columbia's providing for each category of support a financial contribution equivalent to or greater than that of Canada for the implementation of the action plan and any other measure carried out under this Agreement, except for teacher and student bursaries and fellowships which can be totally supported by the federal contribution.

Entente entre le gouvernement du Canada et
le gouvernement de la Colombie-Britannique
relative à l'enseignement dans la langue de la minorité
et à l'enseignement de la langue seconde

2000-2001 à 2002-2003

ÉBAUCHE LE 29 JANVIER 2001

ATTENDU que la Colombie-Britannique s'est engagée, aux fins du Protocole conclu le 23 février 2000, à décrire les objectifs, les principales mesures qu'elle compte mettre en oeuvre et les résultats prévus dans des plans d'action pluriannuels;

ATTENDU que le Canada et la Colombie-Britannique reconnaissent l'existence, telle qu'elle est reconnue dans le Protocole, de coûts supplémentaires entraînés par le fait de dispenser un enseignement dans la langue de la minorité et un enseignement de la langue seconde, et que le Canada est disposé à aider la Colombie-Britannique à absorber ces coûts;

ATTENDU que les parties reconnaissent que les contributions fédérales versées à la Colombie-Britannique pour la période allant d'avril 1998 à mars 2000 ont été faites aux termes de mesures provisoires annuelles reprenant les modalités de l'entente bilatérale précédente;

EN CONSÉQUENCE, la présente entente, eu égard aux accords réciproques ci-inclus, atteste que les parties aux présentes conviennent des modalités ci-après.

OBJECTIFS ET PRIORITÉS

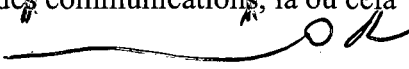
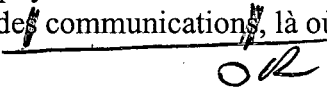
1. Objectifs

Les objectifs pour lesquels le Canada offre à la Colombie-Britannique une contribution financière sont énumérés ci-après.

- 1.1 Offrir aux membres de la collectivité minoritaire d'expression française la possibilité de se faire instruire dans leur langue maternelle et de participer à un enrichissement culturel en se familiarisant avec leur propre culture.
- 1.2 Offrir aux résidentes et aux résidents de la Colombie-Britannique la possibilité d'étudier le français comme langue seconde de même que la possibilité d'un enrichissement culturel grâce à la connaissance de la culture de l'autre collectivité de langue officielle.

2. Priorités stratégiques

Conformément aux objectifs énumérés à l'article 1, le Canada et la Colombie-Britannique s'entendent pour reconnaître que les points ci-après constituent des domaines d'intervention à privilégier au cours de la période visée par la présente entente.

- 2.1 Consolider et élaborer des services d'enseignement dans la langue de la minorité.
- 2.2 Appuyer l'élaboration de programmes et de services d'enseignement novateurs dans la langue de la minorité ainsi que la mise en place de mesures qui permettent d'élargir l'accès aux niveaux collégial et universitaire pour les minorités, notamment au moyen des nouvelles technologies des communications, là où cela s'applique. 
- 2.3 Appuyer l'élaboration d'approches et de programmes novateurs pour l'enseignement régulier de la langue seconde et appuyer leur mise en oeuvre, notamment au moyen des nouvelles technologies des communications, là où cela s'applique. 
- 2.4 Consolider et élaborer des programmes d'immersion et appuyer l'élaboration de tels programmes.
- 2.5 Consolider et élaborer des programmes de formation et de perfectionnement des enseignantes et enseignants.
- 2.6 Favoriser le rapprochement et le dialogue entre les collectivités d'expression française et anglaise dans le cadre des mesures normales des gouvernements provinciaux et territoriaux en matière d'éducation, notamment les programmes d'échanges linguistiques aux niveaux secondaire et postsecondaire.
- 2.7 Renforcer la coopération interprovinciale/territoriale.

APPUI FÉDÉRAL

3. Plan d'action

Sous réserve des dispositions du Protocole et de la présente entente, le Canada est disposé à contribuer aux coûts supplémentaires que la Colombie-Britannique doit assumer pour la mise en oeuvre des mesures prévues dans le plan d'action pluriannuel qu'elle a élaboré aux fins de la présente entente. Par «coûts supplémentaires», on entend généralement les coûts ou les dépenses que la Colombie-Britannique engage en sus de ce qu'elle engagerait pour assumer son obligation d'instruire ses résidentes et résidents si elle n'offrait pas de programmes d'enseignement en français ni de programmes d'enseignement du français comme langue seconde. Le plan d'action provincial figure à l'Annexe C et fait partie intégrante de la présente entente.

3.1. Le plan d'action présente, pour chacun des objectifs énoncés à l'article 1 et pour la durée de l'entente bilatérale conclue avec la Colombie-Britannique, les éléments suivants :

- 3.1.1 une description des mesures à entreprendre pour chaque catégorie d'appui énoncée à l'article 4;
- 3.1.2 une description des résultats attendus;
- 3.1.3 une description des indicateurs de rendement qui seront utilisés par le gouvernement provincial pour mesurer l'atteinte des résultats;
- 3.1.4 une ventilation des dépenses prévues et des contributions du Canada et de la Colombie-Britannique par mesure pour chaque exercice financier.

4. Catégories d'appui

4.1 Pour tous les niveaux d'enseignement, l'aide financière du Canada sera versée pour le financement de mesures liées à l'appui et à l'administration de l'enseignement, au développement de programmes, à la formation des enseignants, à l'appui aux étudiants ou à toute autre catégorie d'appui qui permettra de mieux refléter la situation particulière de la Colombie-Britannique, qui sera conforme aux priorités stratégiques énoncées à l'article 2 et dont le Canada et la Colombie-Britannique auront convenu.

4.2 Projets interprovinciaux/territoriaux ou d'envergure pancanadienne

En vue d'accroître la collaboration interprovinciale/territoriale et d'encourager une utilisation optimale des ressources, le Canada et la Colombie-Britannique reconnaissent l'importance de pouvoir poursuivre des mesures ou projets interprovinciaux/interterritoriaux ou d'envergure pancanadienne. À cette fin, les parties s'entendent pour que les projets de cette nature puissent être coordonnés par le secrétariat du CMEC, la Colombie-Britannique ou toute autre province ou par un territoire. La contribution financière versée par le Canada à la Colombie-Britannique pour ces projets sera gérée conformément aux modalités de la présente entente.

- 2000 - 2001

2001 - 2002

2002 - 2003

8107000

- 950000

7157000

Russie déduire

950000 \$ en

2003 - 2004

000194

5. Contribution du Canada

5.1 Sous réserve de l'affectation des crédits par le Parlement et du maintien des niveaux budgétaires courants et prévus du Programme des langues officielles dans l'enseignement, des dispositions du Protocole et de la présente entente, le Canada accordera une aide financière pour les mesures décrites dans le plan d'action provincial ou d'autres mesures sur lesquelles les parties se seront entendues, telles qu'énoncées à l'article 4, pendant la durée de la présente entente.

5.2 Le Canada et la Colombie-Britannique reconnaissent que la contribution du Canada offerte au cours d'un exercice financier donné sera versée à l'appui de mesures qui seront réalisées au cours de l'année scolaire provinciale.

5.3 Le Canada et la Colombie-Britannique reconnaissent qu'en vertu des mesures provisoires conclues pour les années financières 1998-1999 et 1999-2000, les contributions fédérales ci-après ont été versées au titre de l'infrastructure et du minimum garanti selon les modalités prévues au Protocole précédent et que la conclusion de la présente entente n'entraînera aucune modification rétroactive de ces contributions :

1998-1999	6 771 605 \$
1999-2000	8 106 370 \$

5.4 Financement du plan d'action provincial

Sous réserve du paragraphe 5.1, le Canada fournira à la Colombie-Britannique les contributions financières annuelles ci-après pour la mise en oeuvre des mesures décrites dans le plan d'action s'échelonnant sur les exercices financiers allant de 2000-2001 à 2002-2003 :

2000-2001	8 107 000 \$
2001-2002	8 107 000 \$
2002-2003	8 107 000 \$

5.5 Contribution supplémentaire

En plus du financement prévu au paragraphe 5.4, le Canada pourra verser à la Colombie-Britannique une contribution supplémentaire pour certaines mesures décrites dans le plan d'action ou pour tout autre projet ou toute autre mesure qui aura fait l'objet d'un accord préalable entre le Canada et la Colombie-Britannique. Le Canada et la Colombie-Britannique s'entendront sur le choix des projets ou mesures devant bénéficier d'une contribution supplémentaire, le montant de cette contribution et, s'il y a lieu, sur un financement pluriannuel pour ces projets ou mesures. Ces projets ou mesures devront être consignés dans un document qui sera annexé annuellement à la présente entente et qui en fera partie intégrante ou, s'il y a lieu, faire l'objet d'une entente auxiliaire.

5.6 Sous réserve d'un accord préalable entre le Canada et la Colombie-Britannique, la province peut, chaque année, transférer une partie des contributions offertes par le Canada cette année-là en vertu des paragraphes 5.4 ou 5.5 au CMEC ou à un autre gouvernement provincial ou territorial pour la réalisation de projets interprovinciaux/territoriaux ou d'envergure pancanadienne.

5.7 Sous réserve d'un accord préalable entre le Canada et la Colombie-Britannique, la province peut, chaque année, transférer au CMEC pour le Programme de bourses d'été de langues ou le Programme de moniteurs de langues officielles une partie de l'aide financière que le Canada lui offre cette année-là pour la mise en oeuvre de mesures décrites dans son plan d'action, tel qu'il est prévu au paragraphe 5.4.

5.8 La contribution du Canada est conditionnelle à ce que la Colombie-Britannique fournisse, pour chacune des catégories d'appui, une contribution financière équivalente ou supérieure à celle du Canada pour la réalisation du plan d'action et de toute autre mesure réalisée dans le cadre de la présente entente, à l'exception des bourses offertes aux enseignantes et enseignants ainsi qu'aux étudiantes et étudiants, lesquelles pourront être financées entièrement à même la contribution fédérale.

5.9 Contribution aux écoles privées ou indépendantes

Le Canada fournira à la Colombie-Britannique l'information nécessaire pour lui permettre de verser, à même la contribution financière offerte au paragraphe 5.4, une aide financière pour les écoles privées ou indépendantes. Cette aide financière sera versée selon les modalités qui figurent à l'Annexe B.

6. Transferts

- 6.1 La Colombie-Britannique peut transférer des fonds d'une catégorie d'appui à une autre dans le cadre d'un même objectif du plan d'action dans la mesure où ces transferts ne remettent pas en question l'atteinte des résultats prévus dans le plan d'action. Le Canada et la Colombie-Britannique pourront s'entendre, chaque année visée par la présente entente, pour transférer une portion de la contribution fédérale d'un objectif linguistique à l'autre du plan d'action. La Colombie-Britannique devra présenter une demande au Patrimoine canadien pour transférer des fonds d'un objectif linguistique à l'autre avant le 15 février de l'année visée.
- 6.2 La Colombie-Britannique peut transférer des fonds de la contribution supplémentaire d'un projet à un autre moyennant l'autorisation écrite du Canada, dans la mesure où les transferts ne remettent pas en question l'atteinte des résultats prévus. Le Canada et la Colombie-Britannique pourront également s'entendre, chaque année visée par la présente entente, pour transférer des fonds réguliers aux projets de la contribution supplémentaire. La Colombie-Britannique devra présenter une demande pour tout transfert au Patrimoine canadien avant le 15 février de l'année visée.

7. Consultations

- 7.1 La Colombie-Britannique donnera l'assurance au Canada que les associations et les groupes intéressés ont été consultés, lorsque cela a été jugé nécessaire, quant à l'élaboration et à la mise à jour annuelle de son plan d'action.
- 7.2 Le Canada se propose de consulter les associations et les groupes intéressés quant aux programmes mis en place dans le cadre de la présente entente et pour lesquels il verse une contribution financière. Le Canada et la Colombie-Britannique pourront s'entendre pour tenir des consultations conjointement.
- 7.3 La Colombie-Britannique accepte de participer aux réunions des représentants du gouvernement fédéral et des gouvernements provinciaux et territoriaux qui se tiendront au moins une fois par année pour discuter des programmes prévus dans le cadre du Protocole et pour revoir les mesures entreprises par rapport aux différents objectifs et priorités stratégiques énoncées dans ce Protocole.

8. Durée

- 8.1 La présente entente entrera en vigueur le 1^{er} avril 2000 et prendra fin le 31 mars 2003.

9. Modification de l'entente

- 9.1 La présente entente peut être modifiée moyennant le consentement écrit des deux parties.

10. Partenariat

- 10.1 Les parties reconnaissent que la présente entente ne constitue pas une association en vue de former une société ou une co-entreprise, ni ne crée de relation de mandataires entre le Canada et la Colombie-Britannique.

11. Membres de la Chambre des Communes, du Sénat et de l'Assemblée législative de la Colombie-Britannique

- 11.1 Aucun membre de la Chambre des communes, du Sénat et de l'Assemblée législative de la Colombie-Britannique ne peut prendre part à la présente entente ou en tirer quelque avantage que ce soit.

12. Fonctionnaires et employés du gouvernement

- 12.1 Aucun fonctionnaire ou employé du Canada n'est admis à être partie à la présente entente ni à participer à aucun des bénéfices qui en proviennent sans le consentement écrit du ministre de qui relève le fonctionnaire ou l'employé.

13. Responsabilité du Canada

- 13.1 Le Canada ne répond ni des blessures, mêmes mortelles, ni des dommages matériels subis par la Colombie-Britannique ou qui que ce soit d'autre, à l'occasion de l'exécution de la présente entente par la Colombie-Britannique, à moins que ces blessures ou dommages ne soient imputables à une faute commise par un employé ou agent du Canada dans l'exercice de ses fonctions.

14. Indemnisation

- 14.1 La Colombie-Britannique devra indemniser le Canada et la ministre du Patrimoine canadien ainsi que leurs employés ou mandataires et les dégager de toute responsabilité pour les réclamations, pertes, dommages, frais et dépenses découlant d'une blessure ou d'un décès ou encore pour les pertes ou dommages à la propriété attribuables ou présumés attribuables à la Colombie-Britannique ou à ses employés ou mandataires dans l'exercice des activités décrites dans la présente entente.

15. Communications

- 15.1 Toute communication destinée au Canada concernant la présente entente doit être envoyée par courrier à l'adresse suivante :

Ministre du Patrimoine canadien
Ottawa (Ontario)
K1A 0M5

- 15.2 Toute communication destinée à la Colombie-Britannique concernant la présente entente doit être envoyée par courrier à l'adresse suivante :

Ministre de l'Éducation
Gouvernement de la Colombie-Britannique
Édifices du Parlement, bureau 152
Victoria (Colombie-Britannique)
V8W 9E2

- 15.3 Toute communication ainsi envoyée sera réputée avoir été reçue après le délai nécessaire à une lettre pour parvenir, dans des circonstances normales, à destination.

16. Annexes

- 16.1 Les annexes ci-jointes font partie intégrante de la présente entente :

Annexe A - Modalités administratives;
Annexe B - Calcul statistique des contributions aux écoles privées ou indépendantes; et
Annexe C - Plan d'action provincial.

●
EN FOI DE QUOI, les parties ont signé la présente entente.

AU NOM DU CANADA

**AU NOM DE LA
COLOMBIE-BRITANNIQUE**

Ministre du Patrimoine canadien

Ministre de l'Éducation

EN PRÉSENCE DE :

EN PRÉSENCE DE :

Témoin

Témoin

ANNEXE A

MODALITÉS ADMINISTRATIVES

1. Information du public

- 1.1 Le Canada et la Colombie-Britannique conviennent qu'ils doivent être en mesure de démontrer à leur assemblée législative respective et au grand public que la contribution financière versée par le Canada contribue au maintien et au développement de programmes d'enseignement en français et de programmes d'enseignement du français comme langue seconde, ce pourquoi les fonds ainsi versés avaient été affectés.
- 1.2 Conformément à l'article 7.1 du Protocole, le Canada et la Colombie-Britannique conviennent que la présente entente, accompagnée du plan d'action provincial, sera, dès sa signature, mise à la disposition de tous les gouvernements provinciaux et territoriaux et du grand public.
- 1.3 La Colombie-Britannique rendra public chaque année un rapport sur les mesures réalisées et les résultats atteints dans le cadre de son plan d'action ainsi que sur tout autre projet ou toute autre mesure réalisée grâce à la contribution supplémentaire décrite au paragraphe 5.5 de l'entente.
- 1.4 La Colombie-Britannique présentera les renseignements mentionnés au paragraphe 1.3 de la façon qu'elle juge comme étant la plus conforme à sa situation propre. Si, de l'avis du Canada ou de la Colombie-Britannique, il y a lieu de clarifier l'information présentée, le Canada et la Colombie-Britannique tiendront des discussions dans ce but et aussi dans le but de déterminer la pertinence des éclaircissements demandés par rapport aux besoins du Canada.
- 1.5 Conformément à l'article 7.6 du Protocole, la Colombie-Britannique accepte de mentionner les contributions du Canada dans toute la publicité qu'elle fera sur les programmes et mesures pour lesquels le Canada aura fourni une contribution financière. Aux fins de la présente entente, la publicité comprend notamment, sans toutefois s'y limiter : les communiqués; les rapports de ministères ou d'organismes provinciaux; la correspondance adressée à des établissements d'enseignement; et, en ce qui concerne les bourses aux enseignantes et enseignants ainsi qu'aux étudiantes et étudiants, la correspondance adressée à des particuliers, les annonces publicitaires sur les programmes et les formulaires de demande. La Colombie-Britannique accepte de fournir chaque année au Canada des échantillons de ces divers types de publicité.
- 1.6 Conformément à l'article 7.7 du Protocole, la Colombie-Britannique accepte également de prendre toutes les mesures raisonnables pour que tout autre bénéficiaire de la contribution financière du Canada (par exemple, les écoles, les conseils scolaires et les établissements postsecondaires) conviennent de mentionner les contributions du Canada, là où c'est approprié, dans la publicité relative aux programmes pour lesquels le Canada aura fourni une contribution financière.
- 1.7 Conformément à l'article 7.9 du Protocole, la Colombie-Britannique accepte de fournir à Statistique Canada, pour chaque année de la présente entente, des données statistiques sur le nombre d'inscriptions et sur les heures d'enseignement relativement aux programmes d'enseignement en français, aux programmes d'immersion française, aux programmes d'enseignement du français comme langue seconde, aux programmes de formation des maîtres pour l'enseignement en français, langue de la minorité et du français comme langue seconde, dans la Colombie-Britannique. Les données qui seront fournies, de même que les méthodes de collecte de ces données, seront conformes aux arrangements en cours pris entre Statistique Canada et la Colombie-Britannique.

ANNEXE A

- 1.8 La Colombie-Britannique accepte que les gouvernements provinciaux et territoriaux émettent collectivement, par l'entremise du CMEC, des communiqués, de concert avec le Canada, pour annoncer les programmes financés par le Canada. Chaque gouvernement provincial et territorial pourra, par ailleurs, à titre individuel, publier des communiqués, et ces communiqués pourront être diffusés conjointement avec le Canada. Le Canada pourra également publier des communiqués sur l'aide qu'il accorde, et ces communiqués pourront être diffusés conjointement avec le ou les gouvernements provinciaux et territoriaux concernés.

2. Modalités de paiements

2.1 Financement du plan d'action triennal

Pour chacun des exercices financiers, les contributions du Canada au plan d'action de la Colombie-Britannique, prévues au paragraphe 5.4 de la présente entente, seront versées de la façon suivante :

- a) un premier paiement représentant environ le quart (25 p. 100) de la contribution du Canada pour le premier exercice sera versé après la signature de la présente entente et l'acceptation par le Canada, du plan d'action triennal;
- b) pour chaque exercice subséquent, le premier paiement, représentant environ le quart (25 p. 100) de la contribution du Canada pour cet exercice, sera versé le ou vers le 30 juin de chaque année à condition que les exigences pour les versements précédents aient été remplies et, au besoin, sous réserve de la réception et de l'acceptation d'un plan d'action mis à jour;
- c) pour chaque exercice de l'entente, le second paiement, représentant environ le quart (25 p. 100) de la contribution du Canada pour cet exercice, sera versé le ou vers le 30 septembre de chaque année, à condition que les exigences pour les versements précédents aient été remplies;
- d) pour chaque exercice de l'entente, le troisième paiement, représentant environ le quart (25 p. 100) de la contribution du Canada pour cet exercice, sera versé le ou vers le 31 décembre de chaque année sous réserve de la réception et de l'acceptation d'un rapport détaillé des mesures réalisées l'année précédente, sauf la première année de l'entente, et d'un état financier final certifié des dépenses liées à l'exercice précédent; ce rapport et cet état financier seront remis au plus tard le 30 novembre de chaque année;
- e) pour chaque exercice de l'entente, le quatrième et dernier paiement, représentant le solde de la contribution du Canada pour l'exercice, sera versé après la réception et l'acceptation d'un état financier provisoire certifié des dépenses réelles faites au 31 janvier de l'exercice courant et des dépenses prévues jusqu'à la fin de l'année scolaire.

2.2 Contribution supplémentaire

La contribution supplémentaire du Canada à la Colombie-Britannique prévue aux termes du paragraphe 5.5 de la présente entente fera l'objet de l'approbation de la ministre fédérale et sera versée de la façon suivante :

ANNEXE A

- a) un premier paiement représentant environ la moitié (50 p. 100) de la contribution du Canada pour l'exercice en cours sera versé après l'approbation de la ministre fédérale;
 - b) dans le cas d'une contribution supplémentaire approuvée sur une base pluriannuelle, pour chaque exercice subséquent, un premier paiement représentant environ la moitié (50 p. 100) de la contribution du Canada sera versé le ou vers le 30 juin de chaque année, à condition que les exigences pour les versements précédents aient été remplies;
 - c) un deuxième et dernier paiement, représentant le solde de la contribution pour l'exercice en cours sera versé après la réception et l'acceptation :
 - (i) d'un rapport détaillé sur les mesures réalisées grâce à la contribution du Canada au cours de l'exercice précédent et d'un état financier final certifié y afférent, s'il y a lieu; ce rapport et cet état financier seront remis au même moment que ceux relatifs au plan d'action;
 - (ii) d'un état financier provisoire certifié des dépenses réelles faites au 31 janvier de l'exercice courant et des dépenses prévues jusqu'à la fin de l'année scolaire, cet état financier sera remis au même moment que l'état financier provisoire relatif au plan d'action.
- 2.3 Lorsque les paiements sont versés en fonction de prévisions de dépenses, ces paiements seront des dettes envers le Canada jusqu'à ce que la Colombie-Britannique ait présenté l'information à l'appui de ces dépenses, conformément aux modalités de la présente entente et à la satisfaction de la ministre fédérale.
- 2.4 Ententes auxiliaires pour projets d'immobilisations

Le Canada et la Colombie-Britannique pourront conclure des ententes auxiliaires relatives à la réalisation de projets d'immobilisation. Ces ententes auxiliaires établiront les modalités et les conditions de paiements de la contribution du Canada. Ces conditions préciseront notamment les pièces justificatives requises pour assurer le versement des paiements. Ces ententes auxiliaires devront également énoncer les dispositions auxquelles les parties doivent se conformer pour répondre aux exigences des lois et règlements provinciaux et fédéraux en matière d'évaluation environnementale.

3. Comptes et états financiers

- 3.1 La Colombie-Britannique accepte de tenir des comptes et des états de ses recettes et dépenses en ce qui touche la présente entente.
- 3.2 Conformément au paragraphe 2.1 de la présente annexe, la Colombie-Britannique fournira des états certifiés provisoires de dépenses relatives à la contribution du Canada au plus tard le 31 mars de chaque année de la présente entente. Les états certifiés provisoires de dépenses fourniront des détails sur les dépenses réelles engagées avant le 31 janvier et des prévisions quant aux dépenses anticipées après le 31 janvier de l'année en cours.
- 3.3 Pour toute année donnée, la Colombie-Britannique fournira des états certifiés finaux de dépenses au plus tard le 30 novembre suivant la fin de l'exercice financier précédent.

ANNEXE A

- 3.4 Aux fins de la présente entente, les états financiers fournis par la Colombie-Britannique au Canada devront être ventilés de façon à présenter les dépenses par catégorie d'appui pour chacun des objectifs linguistiques et à présenter de façon distincte les dépenses liées aux bourses aux enseignantes et enseignants ainsi qu'aux étudiantes et étudiants.
- 3.5 Aux fins de la présente entente, les états financiers fournis par la Colombie-Britannique au Canada seront certifiés par un agent de programme principal et par un agent principal des finances, lesquels auront été dûment autorisés par la Colombie-Britannique et auront été agréés par le Canada.

4. Excédent

- 4.1 Si les paiements versés à la Colombie-Britannique en vertu de la présente entente dépassaient les montants auxquels la Colombie-Britannique a droit conformément à la présente entente, les excédents devront être remis au Canada. À défaut de quoi, le Canada pourra réduire d'un montant équivalent ses contributions ultérieures à la Colombie-Britannique.

5. Vérification financière

- 5.1 Le Canada se réserve le droit de vérifier ou de faire vérifier les comptes et registres de la Colombie-Britannique relatifs aux programmes, projets et mesures réalisés grâce à la contribution du Canada. Si une telle vérification devait avoir lieu, elle serait effectuée par un vérificateur agréé par le Canada et la Colombie-Britannique.
- 5.2 Le Canada accepte d'informer la Colombie-Britannique des résultats de toute vérification financière et de verser à la Colombie-Britannique, le plus tôt possible après la vérification financière, toute somme d'argent qui pourrait, selon les résultats de la vérification, s'avérer due par lui à la Colombie-Britannique. La Colombie-Britannique accepte de verser au Canada, sur la foi des résultats de la vérification financière, toute somme d'argent qui pourrait s'avérer due par elle au Canada.

6. Évaluation

- 6.1 La Colombie-Britannique est responsable de l'évaluation des programmes et mesures d'éducation relevant de sa compétence, y compris de son plan d'action. La Colombie-Britannique s'engage à partager avec le Canada le résultat de ces évaluations.
- 6.2 Le Canada est responsable de l'évaluation de son programme de contribution financière accordée à la Colombie-Britannique au titre de l'enseignement en français et de l'enseignement du français comme langue seconde. Pour de telles évaluations, le Canada se servira des informations fournies dans le cadre de la présente entente. Si d'autres renseignements s'avéraient nécessaires, ils feraient l'objet de discussions entre le Canada et la Colombie-Britannique. De plus, le Canada consultera la Colombie-Britannique lors de l'élaboration de ces évaluations et favorisera sa participation lors de la conduite de telles évaluations.

ANNEXE A

7. Disponibilité du matériel

- 7.1 La Colombie-Britannique accepte de prendre toutes les mesures raisonnables pour rendre disponible à tout chercheur, établissement, gouvernement provincial ou territorial et au public en général, le matériel d'appoint audio-visuel, le matériel des programmes, les films, les recherches, les études, ou autre matériel élaboré grâce à la contribution financière accordée par le Canada au titre d'un projet ou d'une mesure. À cette fin, la Colombie-Britannique pourra cataloguer ce matériel et le rendre disponible au public. La Colombie-Britannique accepte également que tous les frais reliés à la fourniture de telles pièces soient calculés en tenant compte de la contribution financière accordée par le Canada. Là où c'est possible, de tels frais seront calculés uniquement sur la base des coûts associés à la fourniture desdites pièces et non à l'élaboration de ces pièces.

ANNEXE C

PLAN D'ACTION PROVINCIAL

ANNEXE B

CALCUL STATISTIQUE DES CONTRIBUTIONS AUX ÉCOLES PRIVÉES OU INDÉPENDANTES

1. Modalités générales régissant les contributions aux écoles privées ou indépendantes

- 1.1 Conformément au paragraphe 5.9 de la présente entente, la Colombie-Britannique convient de fournir une contribution aux écoles privées ou indépendantes de la Colombie-Britannique pendant chaque année visée par la présente entente sur la base d'un montant par «équivalence temps plein (ETP)». Le montant de la contribution accordée à chaque école de la Colombie-Britannique sera déterminé par Statistique Canada pour chaque année de l'entente à partir des calculs indiqués dans la présente Annexe B. À cette fin, la Colombie-Britannique autorise Statistique Canada à obtenir directement des écoles privées ou indépendantes de la Colombie-Britannique les données requises pour ces calculs, pour chaque année visée par la présente entente. La Colombie-Britannique convient de demander aux écoles indépendantes qui reçoivent une contribution de fournir, chaque année, des renseignements visant à démontrer comment les contributions du Canada sont utilisées pour absorber les coûts supplémentaires encourus par les écoles au titre de l'enseignement en français et de l'enseignement du français comme langue seconde officielle.
- 1.2 La Colombie-Britannique pourra, à sa discrétion, accroître le montant de la contribution du Canada aux écoles à même les fonds prévus au paragraphe 5.4 de la présente entente.

2. Langue de la minorité et immersion

- 2.1 Pour qu'un élève soit considéré comme «équivalence temps plein (ETP)», il doit être inscrit à un programme d'enseignement dans la langue de la minorité ou d'immersion en langue seconde tel que défini par la province et recevoir au moins 75 p. 100 de son enseignement dans la langue de la minorité ou en langue seconde au niveau primaire et au moins 60 p. 100 au niveau secondaire.
- 2.2 Pour les élèves recevant moins d'enseignement dans la langue de la minorité ou en immersion en langue seconde que les pourcentages indiqués au paragraphe 2.1 de la présente annexe, le temps d'instruction sera calculé selon le pourcentage qu'ils reçoivent; en d'autres termes, 100 p. 100 du temps régulier d'instruction d'un élève correspondra à un «ETP».
- 2.3 On ne tiendra pas compte des élèves qui reçoivent moins de 25 p. 100 de leur enseignement dans la langue de la minorité; par contre, on tiendra compte des élèves qui reçoivent moins de 25 p. 100 de leur enseignement en immersion en langue seconde dans le calcul de la contribution pour la langue seconde.

3. Langue seconde

- 3.1 On détermine l'«équivalence temps plein (ETP)» en langue seconde en calculant le nombre d'heures d'enseignement en langue seconde qu'ont reçues les élèves. On a un «ETP» chaque fois qu'on obtient 100 p. 100 du temps régulier d'instruction d'un élève.

ANNEXE B

4. ETP - Niveaux primaire et secondaire

- 4.1 Le calcul des «équivalences temps plein (ETP)» aux niveaux primaire et secondaire pour les élèves inscrits dans les programmes mentionnés ci-dessus est effectué de la façon suivante :
- a) chaque élève inscrit à un programme dans la langue de la minorité ou à un programme d'immersion, qui reçoit au moins 75 p. 100 de son enseignement dans ladite langue au primaire et 60 p. 100 au secondaire = 1 «ETP»
 - b) pour les autres élèves, le calcul se fait selon le pourcentage de la semaine scolaire¹ X nombre d'autres élèves = nombre d' «ETP»
- 4.2 Dans toutes les clauses précitées, on considérera comme la moitié d'une «équivalence temps plein (ETP)» l'élève inscrit à des programmes de pré-maternelle et de maternelle reconnus ou définis par la province, dont le temps d'instruction régulier équivaut à la moitié du temps d'instruction régulier des autres programmes du niveau primaire et ce, conformément aux calculs décrits ci-dessus aux articles 2, 3 et 4 de la présente annexe.
5. Le montant qui sera versé à chaque école pour une année donnée sera calculé à partir du nombre d'«équivalence temps plein (ETP)» de l'année scolaire précédente.
6. Statistique Canada se chargera du traitement des données nécessaires pour le calcul des contributions aux écoles indépendantes ou privées de la Colombie-Britannique. Les méthodes à utiliser pour la collecte de ces données seront celles qui avaient été acceptées, en vertu du Protocole antérieur, entre Statistique Canada et chaque gouvernement provincial.
7. Sous réserve du paragraphe 5.4 de la présente entente, les contributions par équivalence temps plein (ETP)» au niveau primaire et secondaire pour les élèves inscrits dans chacun des programmes d'enseignement décrits dans la présente annexe sont établies de la façon suivante pour la durée de la présente entente :

CONTRIBUTION PAR «ETP» PAR PROGRAMME

Langue de la minorité	\$/ETP	Immersion	\$/ETP	Langue seconde (programme de base)	\$/ETP
Élémentaire	141 \$	Élémentaire	111 \$	Élémentaire	64 \$
Secondaire	267 \$	Secondaire	172 \$	Secondaire	94 \$

8. Le calcul pour déterminer la somme à verser à chaque école privée ou indépendante pour chaque année de la présente entente se fera de la façon suivante :
- 8.1 la contribution par «ETP» tel qu'il est spécifié ci-dessus, pour chacun des programmes et des niveaux d'enseignement, multipliée par le nombre d'élèves «ETP» pour chacun des programmes et des niveaux d'enseignement correspondant aux articles de la présente annexe.

¹ minutes totales d'enseignement par niveau dans un
des trois programmes mentionnés ci-haut dans le cycle* X 100
minutes totales dans le cycle

* Le cycle est une période représentant un nombre déterminé de jours d'enseignement se reproduisant dans le même ordre à l'intérieur du calendrier scolaire. Le cycle peut être de cinq jours ou plus.

Micheline Guilbeault

11/16/2000 04:21 PM

Pour : "Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca>
cc : Lise Toupin/HullOttawa/PCH/CA@PCH

Objet : Action plan

Hello Fran,

Here are some comments regarding the BC Action plan. If you have an question regarding some of the comments please do not hesitate to call me. We will then arrange a conference call with Lise to discuss the action plan before you send us a revised version.



comments-fran.wpd

Comments

16/11/00

Comments from the committee revising action plans British Columbia

GENERAL COMMENTS

- In the document describing the current status of official languages in the BC educational system, mention that the capital plan is a priority for the province
- Financing should be 50/50 by category / same for special measures
- Page 1, financial forecast : add a note at the bottom to indicate that \$950,000 from OLEP will be transferred for activities under special measures. In the action plan do not split - total amount from federal should be \$8,107,000 in regular funds and \$3,000,000 for special measures
- Where you will change or add expected outcomes, adapt performance indicators
- Regular funds should not be given to schools under special measures. No administration fees should appear under special measures
- Number each item (ex. Under support : 1.1 Contributions ... ; 1.2 Support for full-day...; 1.3 Support for communication...; etc.) - indicating expected funding for each
- Funding under Special measures has to be for activities undertaken by institutions only

MINORITY LANGUAGE

Educational Structure and Support :

- 1.1 Taken from special measures? Is it really additional costs? Grants to Conseils scolaires are usually taken from regular OLEP
- 1.2 Justify why you are asking funds for kindergarten - Is the province paying for English kindergarten programs? Indicate expected financial support by year for the next 4 years. Province usually pays K-12
- 1.4 Give examples for education projects - what kind of consultation mechanism is in place
- 1.5 Under outcomes : Delete Continue - just say Provide schools....- Under outcomes : add satisfaction of PEC
- 1.6 Under indicators : Describe activities for preschool services or **transfer in outcomes** - add number of preschool services - number of participants - Satisfaction of parents.

Effective francisation and Increased parent involvement ... are expected outcomes
- 1.7 Cultural events = in the school context or voluntary activities? Should be under program development

- 1.8 Under Indicators : add number of programs
- 1.9 Interveners' satisfaction with regard to politics. Minority... = indicators / Legislation is in place.... = outcomes (This is exceptional for BC - ok for the next 3 years)

Program development

- 2.1 What are the priorities for the next 3 years?
- 2.2 Explain and add outcomes and indicators
- 2.3 Under outcomes - Add IRP's results will be enhanced

TITLE : CSF will develop more program support materials which meet the education needs of their students

- 2.4 Consultation process (how would it be measured?) - add level of interveners' satisfaction
- 2.6 Take outcomes from 2.5 - Program and materials are appropriate for gifted students + Reaches the needs of gifted students
- 2.7 Under indicators - add distribution and use of assessment materials
- 2.8 Under outcomes - Change for Better monitoring of student progress / under indicators add writing **adequately** in French + enhancement in the results of students in the french writing assessment

WHAT IS THE DIFFERENCE BETWEEN 2.7 AND 2.8?

- 2.9 Which assessment instruments to measure students progress (another one or the same as 2.7 and 2.8?) - under outcomes - what are the goals? Under indicators - add results of assessment

Under develop course materials for distant education may be under Special Measures - Delete students participating ... and add instead Number of courses + Number of participants
- 2.10 All of 2.10 should appear under Support - Under indicators - add number of francophone student writing examinations
- 2.11 Under outcomes - add resource maximisation (Maths?)

Teacher Training

- 3.2 Under indicators - point 1 : add distribution and utilization of material
Report Increase in classroom teachers under outcomes and insert teacher's satisfaction under indicators

3.3 Outcomes - Will have access to material developed by ACELF - Indicator : number of teachers participating - number of meeting attended - distribution of material (Questions regarding outcomes and indicators - assist in the costs of hosting conference / held in August 2000 - Same amount for 3 years 208 650 \$?) - Any funding for teachers' travel expenses?

3.4 Which institutions?

TITLE : CSF will develop policies and activities.....

4.3 Develop CSF student exchange policy - add **and programs** - Describe types of exchanges - add participants' satisfaction and number of exchanges

Support for cultural activities - can be under special measures but what is the difference with 1.7 (regular funds)

MAJORITY LANGUAGE

Educational Structure and Support :

1.1 Add supplementary funds - Why funding for 2000-2001 only

1.2 Indicator - add number of activities + description

1.3 Is it really for minority students?

1.4 Specify measures - Under indicators : explain clearly articulated ? - add Conseils' satisfaction

2.1 Same as 2.7 under Minority language - what is the difference? - distribute adequately (\$250,000 ML / \$20,000 SL)

3.2 Indicators - add satisfaction of teachers that are participating

3.3 Name principal institutions

4.1 Indicators - Number of students participating

4.2 Indicators - Number of students participating - Number of exchanges

POSTSECONDARY - NOTHING FOR THE FÉDÉRATION FRANCOPHONE DE LA C.-B.?

PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

	2000 - 2001 OLEP			2000 - 2001 Special Measures			TOTAL
	Provincial	Federal	Total	Provincial	Federal	Total	
Minority Language							
♦ Education structure and support	652,778	328,650	981,428	9,668,924	2,298,000	11,966,924	12,948,352
♦ Program development	155,000	1,360,000	1,515,000		594,000	594,000	2,109,000
♦ Teacher training - Bursaries		10,000	10,000			0	10,000
- Other measures	228,650	382,500	611,150		48,000	48,000	659,150
♦ Student support - Bursaries		26,630	26,630			0	26,630
- Other measures	15,000	372,500	387,500	807,000	60,000	867,000	1,254,500
Total	1,051,428	2,480,280	3,531,708	10,475,924	3,000,000	13,475,924	17,007,632
Second Language							
♦ Education structure and support	379,002	4,939,720	5,318,722				5,318,722
♦ Program development	125,000	145,000	270,000				270,000
♦ Teacher training - Bursaries		110,000	110,000				110,000
- Other measures	300,000	295,000	595,000				595,000
♦ Student support - Bursaries		62,000	62,000				62,000
- Other measures	100,000	75,000	175,000				175,000
Total	904,002	5,626,720	6,530,722				6,530,722
TOTAL	1,955,430	8,107,000	10,062,430	10,475,924	3,000,000	13,475,924	23,538,354

NOTE: \$950,000 from OLEP will be transferred for activities under Special Measures

1/29/01 11:01 AM

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PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

2001 - 2002 OLEP		
Provincial	Federal	Total
652,778	328,650	981,428
155,000	1,360,000	1,515,000
	10,000	10,000
228,650	382,500	611,150
	26,630	26,630
15,000	372,500	387,500
1,051,428	2,480,280	3,531,708

2001 - 2002 Special Measures		
Provincial	Federal	Total
9,668,924	1,686,000	11,354,924
	435,000	435,000
		0
	35,000	35,000
		0
807,000	44,000	851,000
10,475,924	2,200,000	12,675,924

TOTAL
12,336,352
1,950,000
10,000
646,150
26,630
1,238,500
16,207,632

Second Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

379,002	4,939,720	5,318,722
125,000	145,000	270,000
	110,000	110,000
300,000	295,000	595,000
	62,000	62,000
100,000	75,000	175,000
904,002	5,626,720	6,530,722

5,318,722
270,000
110,000
595,000
62,000
175,000
6,530,722

TOTAL

1,955,430	8,107,000	10,062,430
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10,475,924	2,200,000	12,675,924
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22,738,354

NOTE: \$950,000 from OLEP will be transferred for activities under Special Measures

PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

2002 - 2003 OLEP		
Provincial	Federal	Total
652,778	328,650	981,428
155,000	1,360,000	1,515,000
	10,000	10,000
228,650	382,500	611,150
	26,630	26,630
15,000	372,500	387,500
1,051,428	2,480,280	3,531,708

2002 - 2003 Special Measures		
Provincial	Federal	Total
9,668,924	998,000	10,666,924
	256,000	256,000
		0
	20,000	20,000
		0
807,000	26,000	833,000
10,475,924	1,300,000	11,775,924

TOTAL
11,648,352
1,771,000
10,000
631,150
26,630
1,220,500
15,307,632

Second Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

379,002	4,939,720	5,318,722
125,000	145,000	270,000
	110,000	110,000
300,000	295,000	595,000
	62,000	62,000
100,000	75,000	175,000
904,002	5,626,720	6,530,722

5,318,722
270,000
110,000
595,000
62,000
175,000
6,530,722

TOTAL

1,955,430	8,107,000	10,062,430
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10,475,924	1,300,000	11,775,924
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21,838,354

NOTE: \$950,000 from OLEP will be transferred for activities under Special Measures

PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training - Bursaries	
- Other measures	
♦ Student support - Bursaries	
- Other measures	
Total	

2003 - 2004 OLEP		
Provincial	Federal	Total
		0
		0
		0
		0
		0
0	0	0

2003 - 2004 Special Measures		
Provincial	Federal	Total
9,668,924	538,000	10,206,924
	137,000	137,000
		0
	11,000	11,000
		0
807,000	14,000	821,000
10,475,924	700,000	11,175,924

TOTAL
10,206,924
137,000
0
11,000
0
821,000
11,175,924

Second Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training - Bursaries	
- Other measures	
♦ Student support - Bursaries	
- Other measures	
Total	

0	0	0

0
0
0
0
0
0
0

TOTAL

0	0	0
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10,475,924	700,000	11,175,924
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11,175,924

NOTE: \$950,000 from OLEP will be transferred for activities under Special Measures

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support						
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. 	<ul style="list-style-type: none"> Students will be able to participate fully in a safe and supportive school environment. 			2000/01 - 9,668,924 2001/02 - 9,668,924 2002/03 - 9,668,924	
1.1.1 Support for full-day kindergarten programs for francophone students. Provincial financing provided for half a day only.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 				2000/01 - 600,000 2001/02 - 287,000 2002/03 - 280,000 2003/04 - 170,000
1.1.2 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan and activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Increase in school enrolments of entitled students over the next five (5) years. 				2000/01 - 150,000 2001/02 - 114,000 2002/03 - 60,000 2003/04 - 30,000
1.1.3 Support for "projects éducatifs."	<ul style="list-style-type: none"> Effective communication plan is implemented. 	<ul style="list-style-type: none"> Consultation mechanism is in place, and meets with approval from parents. 				
1.1.4 Support for the establishment of PEC (<i>partenariats éducatifs et communautaires</i>) in CSF schools.	<ul style="list-style-type: none"> Provide schools with information and support the PECs that are already established. 	<ul style="list-style-type: none"> PECs fully established in all CSF schools with a common action framework for all partners. 				2000/01 - 150,000 2001/02 - 114,000 2002/03 - 60,000 2003/04 - 30,000
1.2 Contribution to Fédération des parents francophones de la Colombie-Britannique.	<ul style="list-style-type: none"> Parents support and participate in preschool activities. Parents and community are active participants in the CSF initiatives for their children. Effective "francisation" strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> Establish new preschool services in francophone schools. Parent advisory Councils are in place in all francophone schools. Parents are present on all partner committees established in francophone schools. Francisation kit "Paul et Suzanne" is in place in all francophone preschools. Provide annually 3 issues of Info Parents, Mini Info Parents and "Grimace et Galipette". 	2000/01 - 125,450 2001/02 - 125,450 2002/03 - 125,450	2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
1. Educational Structure and Support (cont'd)						
1.3 Contribution to Educacentre in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. Develop and offer services in French. 	<ul style="list-style-type: none"> Increased enrolment in the completion of the GED (General Education Diploma) Offer the <i>Dictée des Amériques</i> to over 100 participants. Educacentre offers service to more than 5,000 francophone adults. Maintain in operation 2 sites (Vancouver and Victoria) and 2 campuses (Kelowna and Nanaimo). 	2000/01 - 343,250 2001/02 - 343,250 2002/03 - 343,250	2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000		
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Minority language educational programs are consistent with majority language programs. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Legislation is in place under the BC School Act for minority language education. Retain under contract, a French liaison position, to assist the Ministry in monitoring on-going activities and/or programs related to Francophone Program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2. Program Development			Provincial	Federal	Provincial	Federal
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> IRP's (curriculum) will be available in French and Francophone students will have equity in access to materials. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 200,000 2001/02 - 200,000 2002/03 - 200,000		
2.2 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's (curriculum) 	<ul style="list-style-type: none"> Working with publishing house to ensure needed resources are available in French for each IRP and increase the number of resources available. 		2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.3 CSF will develop a student support manual for "Francisation".	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in "Francisation". 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for "Francisation" and other support projects. A comprehensive report of the consultation findings will be made available. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 275,000 2002/03 - 150,000 2003/04 - 80,000
2.4 CSF will develop a program and materials for students experiencing linguistic difficulties at the secondary level.	<ul style="list-style-type: none"> Program and materials developed are appropriate for students in secondary levels. 	<ul style="list-style-type: none"> Increase in enrolment and retention of secondary students. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 350,000 2001/02 - 275,000 2002/03 - 150,000 2003/04 - 80,000
2.5 CSF will develop a support program and materials for "gifted" students.	<ul style="list-style-type: none"> Program and materials are appropriate for gifted students and reaches their needs. 	<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 		2000/01 - 117,500 2001/02 - 117,500 2002/03 - 117,500		2000/01 - 150,000 2001/02 - 115,000 2002/03 - 60,000 2003/04 - 30,000
2.6 Translate and adapt Ministry "Performance Standards" in reading, writing and numeracy to enable teachers to assess student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Distribution and use of Performance Standards results are available to educators and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. The test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000		
2.7 Translate and adapt the yearly Ministry "Foundation Skills Assessment" examination.	<ul style="list-style-type: none"> Better monitoring of student progress over time. 	<ul style="list-style-type: none"> Increase in the number of students writing adequately and enhancements in the results in the French writing assessments. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
2. Program Development (cont'd)						
2.8 CSF will develop its own District assessment processes to measure their students progress.	<ul style="list-style-type: none"> Teachers will be able to communicate and identify student strengths, weakness with parents. Teachers will be able to recommend where remedial work will be required if deemed appropriate. 	<ul style="list-style-type: none"> CSF will have developed internal materials to better identify student progress over time. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 180,000 2002/03 - 110,000 2003/04 - 60,000
2.9 CSF will develop course materials for distant education.	<ul style="list-style-type: none"> A fully developed distant education program and delivery model to meet the needs of francophone students in B.C. 	<ul style="list-style-type: none"> Students participating in distant education are able to meet their educational goals. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 350,000 2001/02 - 300,000 2002/03 - 150,000 2003/04 - 80,000
2.10 Develop, translate grade 12 provincial examinations for francophone students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations to higher than 90. Increase in the number of examinable subjects available in French over the next five-years. 	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000		
2.11 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. (Math., Social Studies...) Maximization of French resources for francophones. (Math) Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> Increase in the number of resources in French available for francophone programs. 		2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000		
2.12 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélire Maillardville Nous tous un Soleil Théâtre la Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events during school hours, it will supplement activities put on by schools. These activities will support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> Increased number of francophone cultural events in the schools. Increased number of students involved in francophone cultural activities such as literature, theater and workshops. 	2000/01 - 84,078 2001/02 - 84,078 2002/03 - 84,078	2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
3. Teacher Training						
3.1 Bursaries to enable B.C. francophone teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000		
3.2 Develop effective instructional strategies for multi-graded classes.	<ul style="list-style-type: none"> Teachers are able to be effective in multi-graded classes. 	<ul style="list-style-type: none"> Resource manual is completed and distributed to teachers. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 250,000 2001/02 - 220,000 2002/03 - 110,000 2003/04 - 60,000
3.3 Develop orientation program for new teachers.	<ul style="list-style-type: none"> New teachers have the necessary training and resource materials to be effective in the classroom. Increase in the number of new teachers. 	<ul style="list-style-type: none"> Teachers are prepared for class assignments. Teachers are satisfied with the orientation program. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		2000/01 - 200,000 2001/02 - 180,000 2002/03 - 85,000 2003/04 - 40,000
3.4 Contribution to Association canadienne d'éducation de langue française (ACELF).	<ul style="list-style-type: none"> Will assist in the costs of hosting the annual conference. 	<ul style="list-style-type: none"> Conference will take place annually. Increase the number of participants. Materials is distributed to all Francophone schools. 	2000/01 - 208,650 2001/02 - 208,650 2002/03 - 208,650	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000		
3.5 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French. (Camosun College, Capilano College, College of the Rockies, Douglas College, Kwantlen University College, Langara College, North Island College, Okanagan University College, Selkirk College, Simon Fraser University, University College of the Cariboo, University College of the Fraser Valley, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutes develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrolment in post-secondary institutions for teacher training and upgrading. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000		

Measures	Expected Outcomes	Performance Indicators	OLEP 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04	
			Provincial	Federal	Provincial	Federal
4. Student Support						
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. 		2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630		
4.2 Student Exchange programs (Six- Months).	<ul style="list-style-type: none"> Students have the opportunity to enrich their language and cultural identities. 	<ul style="list-style-type: none"> Increased participation for minority language student. 	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000		
4.3 Develop CSF student exchange policy and programs.	<ul style="list-style-type: none"> On-going exchange programs of various types are introduced and implemented. 	<ul style="list-style-type: none"> District wide policy is in place. 		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500		
4.4 Support for cultural activities.	<ul style="list-style-type: none"> Facilitate the organization of regular cultural activities. Develop a cultural policy for all CSF schools. 	<ul style="list-style-type: none"> Cultural events are permanently organized and increasingly offered in all CSF schools. Cultural activities are an integrated part of the students schooling. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	2000/01 - 807,000 2001/02 - 807,000 2002/03 - 807,000	2000/01 - 200,000 2001/02 - 140,000 2002/03 - 85,000 2003/04 - 40,000
TOTAL AMOUNT FOR 2000/2001			1,051,428	2,480,280	10,475,924	3,000,000

**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. 	<ul style="list-style-type: none"> Increase in number of schools offering Immersion programs. Increased number of students enrolled in programs. Increase in number of subjects available in French. Increase in number of students enrolled in Core French courses. 	2000/01 - 4,150,000 2001/02 - 4,150,000 2002/03 - 4,150,000	2000/01 - 4,528,045 2001/02 - 4,528,045 2002/03 - 4,528,045
1.2 Contribution to the Canadian Parents for French – British Columbia Branch.	<ul style="list-style-type: none"> Parent chapters are active in supporting socio-cultural activities in French to enrich their children's language skills and enhance the French cultural identity. 	<ul style="list-style-type: none"> Socio-cultural activities in French are organized for Core French and/or French Immersion students and undertaken by parent groups throughout the province. 35 to 40 activities will be undertaken by the BC Branch or the individual chapters. (Concours d'art oratoire, carnivals, film festivals, dances, camps, entertainers) 	2000/01 - 244,925 2001/02 - 244,925 2002/03 - 244,925	2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850
1.3 Contribution to various francophone organizations in support of cultural activities for French Immersion and/or Core French students: <ul style="list-style-type: none"> Idélire Maillardville Nous tous un Soleil Théâtre La Seizième 	<ul style="list-style-type: none"> French Immersion and/or Core French students will be involved in socio-cultural activities and events which will enrich their language skills and understanding of French culture. 	<ul style="list-style-type: none"> Increase number of cultural events. Increase number of students participating. 	2000/01 - 84,077 2001/02 - 84,077 2002/03 - 84,077	2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1.4 Province develops and implements policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated, and supported by parents and school districts. 	<ul style="list-style-type: none"> Provide guidelines on Federal funding to School Districts and organizations offering second language programs and/or activities. Retain an expert to assist the Ministry in monitoring on-going activities and/or programs related to French Immersion and Core French Programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> Increase enrollment in second language programs. 		2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000
2. Program Development				
2.1 Translate and adapt Ministry "Performance Standards" in reading, writing and numeracy to enable teachers to assess French Immersion student's competence in core areas.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. Educators will have access to assessment materials that will assist in evaluating student performance. 	<ul style="list-style-type: none"> Use of Performance Standards in evaluating students abilities is widely accepted by teachers and parents. Test results of students will be monitored throughout the years to evaluate their progress in core areas. The test results of student's skills in reading, writing and numeracy in French will have improved. 	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official Second Language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for Second Language students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools.	<ul style="list-style-type: none"> Quality French programs are offered in Independent Schools. 	<ul style="list-style-type: none"> Increase in programs and enrichment of existing French programs. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000
3. Teacher Training				
3.1 Bursaries to enable B.C. Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
3.2 Contribution to (APPIPC) <i>Association provinciale des professeurs d'immersion et du programme cadre.</i>	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place annually. Satisfaction of the participating teachers. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French. (Camosun College, Capilano College, College of the Rockies, Douglas College, Kwantlen University College, Langara College, North Island College, Okanagan University College, Selkirk College, Simon Fraser University, University College of the Cariboo, University College of the Fraser Valley, University of British Columbia, University of Victoria)	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrollment in post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000
4. Student Support				
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. Average of 50 students take advantage of the bursary to pursue post-secondary in French. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange programs <ul style="list-style-type: none"> Six-Month Short Term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> Increased participation for second-language students. Average of 70 students participate in the Six-month exchange program once a year. Average of 600 students per year participate in the Short Term exchange program. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT FOR 2000/2001			5,074,002	5,626,720



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> le 01/24/2001 11:45:25 AM

Pour : Micheline Guilbeault/HullOttawa/PCH/CA@PCH
cc :
Objet : Business Plan British Columbia

Hi Micheline,

I am faxing another DRAFT of our Business Plan to your attention this afternoon. We have redone portions of this plan as discussed in our tel/con in December 2000.

You will note that the additional Provincial funding being given to the CSF which totals \$10, 475,924 currently per year, is only showing in two categories. The Provincial funding has been generated by formula in recognition of the additional costs being incurred by the CSF in offering educational programs to francophone students within a unique provincial/geographical structure. The Province feels strongly that the CSF is in the best position to determine where the funding will be allocated to best meet their students needs.

The Federal allocation for Special Investment Measures has been earmarked by the CSF in initiating programs and projects that support Francophone Education and will be supplemented by provincial funds as determined by the Board.

I will ensure this information is part of the overview of the Status of French Education in BC along with background on the Capital Plan.

I trust the faxed draft Business Plan will be reviewed in light of this information.

Fran



September 22, 2000

Micheline Guilbeault
Senior Program Officer
Official Languages Support Programs Branch
Canadian Heritage
15 Eddy Street, 15-7-J
Hull QC K1A 0M5

Dear Micheline Guilbeault:

**Re: Business Plan, Province of British Columbia
Official Languages in Education 2000-2003
Special Investment Measures in Education 2000-2004**

Enclosed please find the Province of British Columbia's Business Plan for the remaining three (3) years of the Official Languages in Education Protocol and the remaining four (4) years of the Special Investment Measures in Education.

Please do not hesitate to contact me should you require further information.

Sincerely,

Fran Butler
Manager
French Programs

FB/nh

Enclosures

Ministry of
Education

Governance and
Legislation Branch
French Programs Unit

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PO Box 9160 Stn Prov Govt
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Location:
Third Floor
620 Superior Street
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*Copie
renuée à
Gaspard
Hélie
Sydney
Lise*

*Postsecondaire
Rien pour
FFC B*

819 953 6580;# 3/14

9-22-00; 11:10; MIN EDUC L.A.M.P. →

SENT BY:

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

2000 - 2001 OLEP		
Provincial	Federal	Total
652,778	328,650	981,428
155,000	885,000	1,040,000
	10,000	10,000
228,650	145,000	373,650
	26,630	26,630
15,000	135,000	150,000
1,051,428	1,530,280	2,581,708

2000 - 2001 Special Measures			
Provincial	OLEP	Federal	Total
10,072,360		2,298,000	12,370,360
	475,000	594,000	1,069,000
	237,500		237,500
		48,000	48,000
	237,500		237,500
807,000		60,000	867,000
10,879,360	950,000	3,000,000	14,829,360

TOTAL
13,351,788
2,109,000
247,500
421,650
264,130
1,017,000
17,411,068

Second Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

379,002	4,939,720	5,318,722
125,000	145,000	270,000
	110,000	110,000
300,000	295,000	595,000
	62,000	62,000
100,000	75,000	175,000
904,002	5,626,720	6,530,722

5,318,722
270,000
110,000
595,000
62,000
175,000
6,530,722

TOTAL

1,955,430	7,157,000	9,112,430
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10,879,360	950,000	3,000,000	14,829,360
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23,941,790

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9-22- 0 ; 11:10 ; MIN EDUC L.A.M.P. ->

SENT BY:

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

2001 - 2002 OLEP		
Provincial	Federal	Total
652,778	328,650	981,428
155,000	885,000	1,040,000
	10,000	10,000
228,650	145,000	373,650
	26,630	26,630
15,000	135,000	150,000
1,051,428	1,530,280	2,581,708

2001 - 2002 Special Measures			
Provincial	OLEP	Federal	Total
10,072,360		1,686,000	11,758,360
	475,000	435,000	910,000
	237,500		237,500
		35,000	35,000
	237,500		237,500
807,000		44,000	851,000
10,879,360	950,000	2,200,000	14,029,360

TOTAL
12,739,788
1,950,000
247,500
408,650
264,130
1,001,000
16,611,068

Second Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

379,002	4,939,720	5,318,722
125,000	145,000	270,000
	110,000	110,000
300,000	295,000	595,000
	62,000	62,000
100,000	75,000	175,000
904,002	5,626,720	6,530,722

5,318,722
270,000
110,000
595,000
62,000
175,000
6,530,722

TOTAL

1,955,430	7,157,000	9,112,430
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10,879,360	950,000	2,200,000	14,029,360
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23,141,790

9/18/00 9:45 AM

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819 953 6580;# 5/14

9-22- 0 : 11:11 : MIN EDUC L.A.M.P. →

SENT BY:

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

2002 - 2003 OLEP		
Provincial	Federal	Total
652,778	328,650	981,428
155,000	885,000	1,040,000
	10,000	10,000
228,650	145,000	373,650
	26,630	26,630
15,000	135,000	150,000
1,051,428	1,530,280	2,581,708

2002 - 2003 Special Measures			
Provincial	OLEP	Federal	Total
10,072,360		998,000	11,070,360
	475,000	256,000	731,000
	237,500		237,500
		20,000	20,000
	237,500		237,500
807,000		26,000	833,000
10,879,360	950,000	1,300,000	13,129,360

TOTAL
12,051,788
1,771,000
247,500
393,650
264,130
983,000
15,711,068

Second Language

• Education structure and support	
• Program development	
• Teacher training	- Bursaries
	- Other measures
• Student support	- Bursaries
	- Other measures
Total	

379,002	4,939,720	5,318,722
125,000	145,000	270,000
	110,000	110,000
300,000	295,000	595,000
	62,000	62,000
100,000	75,000	175,000
904,002	5,626,720	6,530,722

10,879,360	950,000	1,300,000	13,129,360
------------	---------	-----------	------------

5,318,722
270,000
110,000
595,000
62,000
175,000
6,530,722

TOTAL

1,955,430	7,157,000	9,112,430
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22,241,790

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819 953 6580;# 6/14

9-22- 0 ; 11:12 ; MIN EDUC L.A.M.P. →

SENT BY:

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

2003 - 2004 OLEP		
Provincial	Federal	Total
		0
		0
		0
		0
		0
		0
0	0	0

2003 - 2004 Special Measures			
Provincial	OLEP	Federal	Total
		538,000	538,000
		137,000	137,000
			0
		11,000	11,000
			0
		14,000	14,000
0	0	700,000	700,000

TOTAL
538,000
137,000
0
11,000
0
14,000
700,000

Second Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

0	0	0

0	0	700,000	700,000
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0
0
0
0
0
0
0
700,000

TOTAL

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MIN EDUC L.A.M.P.

9-22-0; 11:12;

SENT BY:

9/18/00 9:40 AM

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
1. Educational Structure and Support							
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. 	<ul style="list-style-type: none"> Students will be able to participate fully in a safe and supportive school environment. 			2000/01 - 10,072,360 2001/02 - 10,072,360 2002/03 - 10,072,360		2000/01 - 2,298,000 2001/02 - 1,686,000 2002/03 - 998,000 2003/04 - 538,000
1.2 Support for full-day kindergarten programs.	<ul style="list-style-type: none"> Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. 	<ul style="list-style-type: none"> Full-day kindergarten implemented in all CSF schools. 					
1.3 Support for communication and promotional activities.	<ul style="list-style-type: none"> A promotional plan and activities will be developed in consultation with francophone partners. 	<ul style="list-style-type: none"> Increase in school enrolments of entitled students over the next five (5) years. 					
1.4 Support for "projets éducatifs."	<ul style="list-style-type: none"> Effective communication plan is implemented. 	<ul style="list-style-type: none"> Consultation mechanism is in place. 					
1.5 Support for the establishment of PEC (partenariats éducatifs et communautaires) in CSF schools.	<ul style="list-style-type: none"> Continue to provide schools with information and support the PECs that are already established. 	<ul style="list-style-type: none"> PECs fully established in all CSF schools. 					
1.6 Contribution to Fédération des parents francophones de la Colombie-Britannique.	<ul style="list-style-type: none"> Parents support and participate in pre-school activities. Parents and community are active participants in the CSF initiatives for their children. 	<ul style="list-style-type: none"> Pre-school services are available to francophone parents. Effective "francisation" strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	2000/01 - 125,450 2001/02 - 125,450 2002/03 - 125,450	2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350			

of participants in pre-school approx 1000

Satisfaction des parents avec les activités # participation

clarifier le nombre de résultats de preschool services

819 953 6580; # 8/14

MIN EDUC L.A.M.P. →

9-22-00; 11:13

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9/18/00 9:40 AM

Minority Language Education - Draft

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Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
I. Educational Structure and Support (cont'd) 1.3 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélire Maillardville Nous tous un Soleil Théâtre La Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events which support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> Increased number of francophone cultural events. Increased number of students involved in francophone cultural activities. 	2000/01 - 84,078 2001/02 - 84,078 2002/03 - 84,078	2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300			
1.4 Contribution to Educacentre in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. 	<ul style="list-style-type: none"> Increased enrolment in programs offered. 	2000/01 - 343,250 2001/02 - 343,250 2002/03 - 343,250	2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000			
1.5 Administration by the Province for legislation and policies in support of minority first-language education.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Minority language educational programs are consistent with majority language programs. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Legislation is in place under the BC School Act for minority language education. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000			
2. Program Development 2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> Increased courses available for francophone students. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 250,000 2001/02 - 250,000 2002/03 - 250,000			
2.2 Develop continuous submission process for French language resources.	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's. 	<ul style="list-style-type: none"> All curriculum documents are available in French to francophone educators in K-12 system. Increase in the number of resources in French available for francophone programs. 					
2.3 Contribution to purchase French learning resources.							

IRP'S
 R. plants will be enhanced

school contest or presentation activities

of programs

Satisfaction des intervenants par rapport aux pol.

OK pour 3 ans car pas de cours exceptionnels pour la C-B.

819 953 6580; # 9/14

MIN EDUC L.A.M.P.-

9-22-0; 11:14;

SENT BY:

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
<p>2. Program Development (cont'd)</p> <p>2.2 CSF will develop program support materials which meet the educational needs of their students.</p> <p>2.4 Develop a student support manual for "Francisation".</p>	<p>Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system.</p>	<p>Measures par -</p> <p>Satisfactions of</p> <p>Consultation process in place for administrative officers, teachers, parents and other professionals for "Francisation" and other support projects.</p>		<p>2000/01 - 120,000</p> <p>2001/02 - 120,000</p> <p>2002/03 - 120,000</p>		<p>2000/01 - 237,500</p> <p>2001/02 - 237,500</p> <p>2002/03 - 237,500</p>	<p>2000/01 - 522,000</p> <p>2001/02 - 383,000</p> <p>2002/03 - 225,000</p> <p>2003/04 - 120,000</p>
	<p>Determination of the short and long term needs of students in "Francisation".</p>	<p>A comprehensive report of the consultation findings.</p>					
<p>2.5 Develop a program and materials for students experiencing linguistic difficulties at the secondary level.</p>	<p>Program and materials developed are appropriate for students in secondary levels.</p>	<p>Increase in enrolment and retention of secondary students.</p>					
<p>2.6 Develop a support program and materials for "gifted" students.</p> <p>2.7 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.</p> <p>2.8 Translate and adapt the yearly "Foundation Skills Assessment" program.</p>	<p>Program and materials are fully developed.</p> <p>Parents and educators will be better informed on student's progress.</p> <p>Student progress will be able to be tracked over time.</p>	<p>List of available enrichment learning resources are distributed to schools.</p> <p>Educators will have access to assessment materials that will assist in evaluating student performance.</p> <p>Increase in the number of students writing in French.</p>		<p>2000/01 - 60,000</p> <p>2001/02 - 60,000</p> <p>2002/03 - 60,000</p> <p>2000/01 - 30,000</p> <p>2001/02 - 30,000</p> <p>2002/03 - 30,000</p>			

Difference avec prof

enhancement in the results of students in the writing assessment

9/18/00 9:40 AM

Minority Language Education - Draft

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819 953 6580; #10/14

MIN EDUC L.A.M.P. -

9-22-00; 11:14

SENT BY:

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
2. Program Development (cont'd) 2.9 CSF will undertake the development of projects that will support the needs of the francophone education system. <i>which? les 2 instruments sont on n'en a pas</i> <ul style="list-style-type: none"> Develop district wide assessment instruments to measure students progress. Develop course materials for distant education. 	<ul style="list-style-type: none"> Will add to the linguistic and cultural goals of the CSF's educational mandate. 	<ul style="list-style-type: none"> Reliable mechanisms of evaluation of the CSF system and student achievement are fully developed and implemented. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 72,000 2001/02 - 52,000 2002/03 - 31,000 2003/04 - 17,000
2.10 Develop, translate grade 12 provincial examinations for francophone students. <i>support</i>	<ul style="list-style-type: none"> A fully developed distant education program and delivery model to meet the needs of francophone students in B.C. Grade 12 provincial examinations are available in French for francophone students. 	<ul style="list-style-type: none"> Students participating in distant education are able to meet their educational goals. Increase in the number of students registered to write provincial examinations. 		2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000			
2.11 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> Increase in the number of examinable subjects available in French over the next five-years. Increase in the number of resources in French available for francophone programs. 		2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000			
3. Teacher Training 3.1 Bursaries to enable B.C. francophone teachers to participate in courses and training workshops. 3.2 Develop effective instructional strategies for multi-graded classes. <ul style="list-style-type: none"> Develop orientation program for new teachers. 	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. Teachers are able to be effective in multi-graded classes. New teachers have the necessary training and resource materials to be effective in the classroom. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. Resource manual is completed for teacher use. Increase in classroom teachers. 	Provincial Federal	2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000 2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	Provincial OLE Federal	2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 48,000 2001/02 - 35,000 2002/03 - 20,000 2003/04 - 11,000

9/18/00-9:40 AM

Minority Language Education - Draft

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*projet par M.S. ...
 doit aller par person
 des institutions (CSF?)
 OK*

819 953 6580: #11/14

MIN EDUC L.A.M.P. →

9-22-0 ; 11:15 ;

SEN: 9/18/00 9:40 AM

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
3. Teacher Training (cont'd)							
3.3 Contribution to Association canadienne d'éducation de langue française (ACELF).	• Will assist in the costs of hosting the annual conference.	• Conference will take place August 3-5, 2000. <i># of schools - 100</i>	2000/01 - 208,650 2001/02 - 208,650 2002/03 - 208,650	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000			
3.4 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	• Post-secondary institutes develop and offer courses in French.	• Increased enrolment in post-secondary institutions for teacher training and upgrading.	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000			
4. Student Support							
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	• Francophone graduates can continue their post-secondary studies in French.	• Increase in student participation for bursaries.		2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630			
4.2 Student Exchange programs (6 months).	• Students have the opportunity to enrich their language and cultural identities.	• Increased participation for minority language student.	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000			
4.3 CSF will develop policies and activities which will enrich their students cultural heritage and sense of community.	• On-going exchange programs of various types are introduced and implemented.	• District wide policy is in place.		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	2000/01 - 807,000 2001/02 - 807,000 2002/03 - 807,000	2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 60,000 2001/02 - 44,000 2002/03 - 26,000 2003/04 - 14,000
4.4 Support for cultural activities.	• Facilitate the organization of cultural activities.	• Cultural events are permanently organized and increasingly offered in all CSF schools.					
TOTAL AMOUNT FOR 2000/2001			1,051,428	1,530,280	10,879,360	950,000	3,000,000

difference over 1.32

on council

819 953 6580; #12/14

MIN EDUC L.A.M.P. →

9-22-00 ; 11:16 ;

SENT BY:

OFFICIAL LANGUAGES IN EDUCATION SECOND LANGUAGE EDUCATION 2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
<i>Supplementary</i> 1. Educational Structure and Support				2000/01 - 4,528,045 ?
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. • Contribution to school districts to revitalize Immersion programs.	• School districts are in a position to offer majority community students complete access to quality second-language programs.	• Increase in number of schools offering Immersion programs. • Increased number of students enrolled in programs. • Increase in number of subjects available in French. • Increase in number of students enrolled in Core French courses.		
1.2 Contribution to the Canadian Parents for French.	• Parent chapters are active in supporting activities in French to enrich their children's language skills and enhance the French cultural identity.	• Cultural activities in French are organized and undertaken by parent groups.	2000/01 - 244,925 2001/02 - 244,925 2002/03 - 244,925	2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850
1.3 Contribution to various francophone organizations in support of cultural activities for minority students: • Idéline • Maillardville • Nous tous un Soleil • Théâtre La Seizième	• Students will be involved in socio-culture activities and events which will enrich their language skills and understanding of French culture.	• Increase number of cultural events. • Increase number of students participating.	2000/01 - 84,077 2001/02 - 84,077 2002/03 - 84,077	2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825
1.4 Administration by the Province for policies in support of official second-language programs. <i>precising</i>	• Ministry will ensure policies supporting second-language instruction are <u>clearly articulated</u> .	<i>Satisfaction des parents</i> Increase in enrollment for second-language programs.	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools.	• Independent schools will be able to offer quality second language programs and courses.	• Increase enrollment in second language programs.		2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000

of it contribution des écoles?

9/18/00 9:40 AM

Second Language Education - Draft

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support

9-22-0 ; 11:17 ; MIN EDUC L.A.M.P.

SENT BY:

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
2. Program Development				
2.1 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.	<ul style="list-style-type: none"> Parents and educators will be better informed on students progress. 	<ul style="list-style-type: none"> Educators will have access to assessment materials that will assist in evaluating student performance. 		2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official second language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for second language students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools.	<ul style="list-style-type: none"> Quality French programs are offered in Independent Schools. 	<ul style="list-style-type: none"> Increase in programs and enrichment of existing French programs. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000
3. Teacher Training				
3.1 Bursaries to enable B.C. Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000
3.2 Contribution to (APPIPC) Association provinciale des professeurs d'immersion et du programme cadre.	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place October 19-21, 2000. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrollment in post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000

Summary

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- 1 M - 1.5

Satisfaction des profs qui participent

9/18/00 9:40 AM

Second Language Education - Draft

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9-22-0 ; 11:18 ;

SENT BY:

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
4. Student Support				
4.1 Fellowships for second language students to continue their post-secondary education in French.	• Immersion graduates can continue their post-secondary studies in French.	• Increase in student participation for bursaries.		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange programs. • 6 month • Short term	• Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage.	• Increased participation for second-language students. <i># of exchange</i>	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT FOR 2000/2001			904,002	5,626,720

9/18/00 9:40 AM

Second Language Education - Draft

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RECEIVED
26/9/00

P. H.
Revised
2-11-00

September 22, 2000

Micheline Guilbeault
Senior Program Officer
Official Languages Support Programs Branch
Canadian Heritage
15 Eddy Street, 15-7-J
Hull QC K1A 0M5

Dear Micheline Guilbeault:

**Re: Business Plan, Province of British Columbia
Official Languages in Education 2000-2003
Special Investment Measures in Education 2000-2004**

Enclosed please find the Province of British Columbia's Business Plan for the remaining three (3) years of the Official Languages in Education Protocol and the remaining four (4) years of the Special Investment Measures in Education.

Please do not hesitate to contact me should you require further information.

Sincerely,

Fran Butler
Manager
French Programs

FB/nh

Enclosures

**Ministry of
Education**

Governance and
Legislation Branch
French Programs Unit

Mailing Address:
PO Box 9160 Stn Prov Govt
Victoria BC V8W 9H3
Telephone: (250) 356-2524
Facsimile: (250) 387-1470

Location:
Third Floor
620 Superior Street
Victoria



000239

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

	2000 - 2001 OLEP			2000 - 2001 Special Measures				TOTAL
	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
Minority Language								
♦ Education structure and support	652,778	328,650	981,428	10,072,360		2,298,000	12,370,360	13,351,788
♦ Program development	155,000	885,000	1,040,000		475,000	594,000	1,069,000	2,109,000
♦ Teacher training - Bursaries		10,000	10,000		237,500		237,500	247,500
- Other measures	228,650	145,000	373,650			48,000	48,000	421,650
♦ Student support - Bursaries		26,630	26,630		237,500		237,500	264,130
- Other measures	15,000	135,000	150,000	807,000		60,000	867,000	1,017,000
Total	1,051,428	1,530,280	2,581,708	10,879,360	950,000	3,000,000	14,829,360	17,411,068
Second Language								
♦ Education structure and support	379,002	4,939,720	5,318,722					5,318,722
♦ Program development	125,000	145,000	270,000					270,000
♦ Teacher training - Bursaries		110,000	110,000					110,000
- Other measures	300,000	295,000	595,000					595,000
♦ Student support - Bursaries		62,000	62,000					62,000
- Other measures	100,000	75,000	175,000					175,000
Total	904,002	5,626,720	6,530,722					6,530,722
TOTAL	1,955,430	7,157,000	9,112,430	10,879,360	950,000	3,000,000	14,829,360	23,941,790

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

	2001 - 2002 OLEP			2001 - 2002 Special Measures				TOTAL
	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
Minority Language								
♦ Education structure and support	652,778	328,650	981,428	10,072,360		1,686,000	11,758,360	12,739,788
♦ Program development	155,000	885,000	1,040,000		475,000	435,000	910,000	1,950,000
♦ Teacher training - Bursaries		10,000	10,000		237,500		237,500	247,500
- Other measures	228,650	145,000	373,650			35,000	35,000	408,650
♦ Student support - Bursaries		26,630	26,630		237,500		237,500	264,130
- Other measures	15,000	135,000	150,000	807,000		44,000	851,000	1,001,000
Total	1,051,428	1,530,280	2,581,708	10,879,360	950,000	2,200,000	14,029,360	16,611,068
Second Language								
♦ Education structure and support	379,002	4,939,720	5,318,722					5,318,722
♦ Program development	125,000	145,000	270,000					270,000
♦ Teacher training - Bursaries		110,000	110,000					110,000
- Other measures	300,000	295,000	595,000					595,000
♦ Student support - Bursaries		62,000	62,000					62,000
- Other measures	100,000	75,000	175,000					175,000
Total	904,002	5,626,720	6,530,722					6,530,722
TOTAL	1,955,430	7,157,000	9,112,430	10,879,360	950,000	2,200,000	14,029,360	23,141,790

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

	2002 - 2003 OLEP			2002 - 2003 Special Measures				TOTAL
	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
Minority Language								
♦ Education structure and support	652,778	328,650	981,428	10,072,360		998,000	11,070,360	12,051,788
♦ Program development	155,000	885,000	1,040,000		475,000	256,000	731,000	1,771,000
♦ Teacher training - Bursaries		10,000	10,000		237,500		237,500	247,500
- Other measures	228,650	145,000	373,650			20,000	20,000	393,650
♦ Student support - Bursaries		26,630	26,630		237,500		237,500	264,130
- Other measures	15,000	135,000	150,000	807,000		26,000	833,000	983,000
Total	1,051,428	1,530,280	2,581,708	10,879,360	950,000	1,300,000	13,129,360	15,711,068
Second Language								
♦ Education structure and support	379,002	4,939,720	5,318,722					5,318,722
♦ Program development	125,000	145,000	270,000					270,000
♦ Teacher training - Bursaries		110,000	110,000					110,000
- Other measures	300,000	295,000	595,000					595,000
♦ Student support - Bursaries		62,000	62,000					62,000
- Other measures	100,000	75,000	175,000					175,000
Total	904,002	5,626,720	6,530,722					6,530,722
TOTAL	1,955,430	7,157,000	9,112,430	10,879,360	950,000	1,300,000	13,129,360	22,241,790

FINANCIAL PLANNING
FORECAST PROVINCIAL/FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION

Minority Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

2003 - 2004 OLEP		
Provincial	Federal	Total
		0
		0
		0
		0
		0
		0
0	0	0

2003 - 2004 Special Measures			
Provincial	OLEP	Federal	Total
		538,000	538,000
		137,000	137,000
			0
		11,000	11,000
			0
		14,000	14,000
0	0	700,000	700,000

TOTAL
538,000
137,000
0
11,000
0
14,000
700,000

Second Language

♦ Education structure and support	
♦ Program development	
♦ Teacher training	- Bursaries
	- Other measures
♦ Student support	- Bursaries
	- Other measures
Total	

0	0	0

0
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TOTAL

0	0	0
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0	0	700,000	700,000
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700,000

OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
1. Educational Structure and Support							
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities. <ul style="list-style-type: none"> Support for full-day kindergarten programs. Support for communication and promotional activities. Support for "projets éducatifs." Support for the establishment of PEC (partenariats éducatifs et communautaires) in CSF schools. 	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. Children will be prepared to integrate fully into the school system as early as grade one. Students will have adequate opportunities to develop required competencies in French. A promotional plan and activities will be developed in consultation with francophone partners. Effective communication plan is implemented. Continue to provide schools with information and support the PECs that are already established. 	<ul style="list-style-type: none"> Students will be able to participate fully in a safe and supportive school environment. Full-day kindergarten implemented in all CSF schools. Increase in school enrolments of entitled students over the next five (5) years. Consultation mechanism is in place. PECs fully established in all CSF schools. 			2000/01 - 10,072,360 2001/02 - 10,072,360 2002/03 - 10,072,360		2000/01 - 2,298,000 2001/02 - 1,686,000 2002/03 - 998,000 2003/04 - 538,000
1.2 Contribution to Fédération des parents francophones de la Colombie-Britannique.	<ul style="list-style-type: none"> Parents support and participate in pre-school activities. Parents and community are active participants in the CSF initiatives for their children. 	<ul style="list-style-type: none"> Pre-school services are available to francophone parents. Effective "francisation" strategies are in place for parents and children. Increased parent involvement within the francophone school structure. 	2000/01 - 125,450 2001/02 - 125,450 2002/03 - 125,450	2000/01 - 62,350 2001/02 - 62,350 2002/03 - 62,350			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
1. Educational Structure and Support (cont'd)							
1.3 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélire Maillardville Nous tous un Soleil Théâtre La Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-culture activities and events which support their cultural identity within the community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of francophone students. 	<ul style="list-style-type: none"> Increased number of francophone cultural events. Increased number of students involved in francophone cultural activities. 	2000/01 - 84,078 2001/02 - 84,078 2002/03 - 84,078	2000/01 - 46,300 2001/02 - 46,300 2002/03 - 46,300			
1.4 Contribution to Éducacentre in support of career counseling, job training, skills upgrading, high school completion certification and francophone adult educational support.	<ul style="list-style-type: none"> Support and training programs are meeting the need of the francophone community, adults and students. 	<ul style="list-style-type: none"> Increased enrolment in programs offered. 	2000/01 - 343,250 2001/02 - 343,250 2002/03 - 343,250	2000/01 - 195,000 2001/02 - 195,000 2002/03 - 195,000			
1.5 Administration by the Province for legislation and policies in support of minority first-language education.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Minority language educational programs are consistent with majority language programs. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Legislation is in place under the BC School Act for minority language education. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000			
2. Program Development			Provincial	Federal	Provincial	OLE	Federal
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system. <ul style="list-style-type: none"> Develop continuous submission process for French language resources. Contribution to purchase French learning resources. 	<ul style="list-style-type: none"> The CSF will be able to offer educational programs parallel to the English language programs. French learning resources will support the learning outcomes in IRP's. 	<ul style="list-style-type: none"> Increased courses available for francophone students. All curriculum documents are available in French to francophone educators in K-12 system. Increase in the number of resources in French available for francophone programs. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 250,000 2001/02 - 250,000 2002/03 - 250,000			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
2. Program Development (cont'd) 2.2 CSF will develop program support materials which meet the educational needs of their students. <ul style="list-style-type: none"> Develop a student support manual for "Francisation". Develop a program and materials for students experiencing linguistic difficulties at the secondary level. Develop a support program and materials for "gifted" students. 	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. Determination of the short and long term needs of students in "Francisation". Program and materials developed are appropriate for students in secondary levels. Program and materials are fully developed. 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for "Francisation" and other support projects. A comprehensive report of the consultation findings. Increase in enrolment and retention of secondary students. List of available enrichment learning resources are distributed to schools. 		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 522,000 2001/02 - 383,000 2002/03 - 225,000 2003/04 - 120,000
2.3 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. 	<ul style="list-style-type: none"> Educators will have access to assessment materials that will assist in evaluating student performance. 		2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000			
2.4 Translate and adapt the yearly "Foundation Skills Assessment" program.	<ul style="list-style-type: none"> Student progress will be able to be tracked over time. 	<ul style="list-style-type: none"> Increase in the number of students writing in French. 	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000	2000/01 - 30,000 2001/02 - 30,000 2002/03 - 30,000			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
2. Program Development (cont'd)			Provincial	Federal	Provincial	OLE	Federal
2.5 CSF will undertake the development of projects that will support the needs of the francophone education system. • Develop district wide assessment instruments to measure students progress. • Develop course materials for distant education.	 • Will add to the linguistic and cultural goals of the CSF's educational mandate. • A fully developed distant education program and delivery model to meet the needs of francophone students in B.C.	 • Reliable mechanisms of evaluation of the CSF system and student achievement are fully developed and implemented. • Students participating in distant education are able to meet their educational goals.		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 72,000 2001/02 - 52,000 2002/03 - 31,000 2003/04 - 17,000
2.6 Develop, translate grade 12 provincial examinations for francophone students.	 • Grade 12 provincial examinations are available in French for francophone students.	 • Increase in the number of students registered to write provincial examinations. • Increase in the number of examinable subjects available in French over the next five-years.	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000	2000/01 - 25,000 2001/02 - 25,000 2002/03 - 25,000			
2.7 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	 • CSF will be able to purchase resources in French for their programs. • Curriculum and resources will be available in French for francophone education in the western jurisdictions.	 • Increase in the number of resources in French available for francophone programs.		2000/01 - 280,000 2001/02 - 280,000 2002/03 - 280,000			
3. Teacher Training			Provincial	Federal	Provincial	OLE	Federal
3.1 Bursaries to enable B.C. francophone teachers to participate in courses and training workshops.	 • Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills.	 • Increase number of teachers applying for bursaries.		2000/01 - 10,000 2001/02 - 10,000 2002/03 - 10,000			
3.2 Develop effective instructional strategies for multi-graded classes. • Develop orientation program for new teachers.	 • Teachers are able to be effective in multi-graded classes. • New teachers have the necessary training and resource materials to be effective in the classroom.	 • Resource manual is completed for teacher use. • Increase in classroom teachers.		2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000		2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 48,000 2001/02 - 35,000 2002/03 - 20,000 2003/04 - 11,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
3. Teacher Training (cont'd)							
3.3 Contribution to Association canadienne d'éducation de langue française (ACELF).	• Will assist in the costs of hosting the annual conference.	• Conference will take place August 3-5, 2000.	2000/01 - 208,650 2001/02 - 208,650 2002/03 - 208,650	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000			
3.4 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	• Post-secondary institutes develop and offer courses in French.	• Increased enrolment in post-secondary institutions for teacher training and upgrading.	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000	2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000			
4. Student Support							
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	• Francophone graduates can continue their post-secondary studies in French.	• Increase in student participation for bursaries.		2000/01 - 26,630 2001/02 - 26,630 2002/03 - 26,630			
4.2 Student Exchange programs (6 months).	• Students have the opportunity to enrich their language and cultural identities.	• Increased participation for minority language student.	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000	2000/01 - 15,000 2001/02 - 15,000 2002/03 - 15,000			
4.3 CSF will develop policies and activities which will enrich their students cultural heritage and sense of community.				2000/01 - 120,000 2001/02 - 120,000 2002/03 - 120,000	2000/01 - 807,000 2001/02 - 807,000 2002/03 - 807,000	2000/01 - 237,500 2001/02 - 237,500 2002/03 - 237,500	2000/01 - 60,000 2001/02 - 44,000 2002/03 - 26,000 2003/04 - 14,000
• Develop CSF student exchange policy.	• On-going exchange programs of various types are introduced and implemented.	• District wide policy is in place.					
• Support for cultural activities.	• Facilitate the organization of cultural activities.	• Cultural events are permanently organized and increasingly offered in all CSF schools.					
TOTAL AMOUNT FOR 2000/2001			1,051,428	1,530,280	10,879,360	950,000	3,000,000

**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none"> Contribution to school districts to revitalize Immersion programs. 	<ul style="list-style-type: none"> School districts are in a position to offer majority community students complete access to quality second-language programs. 	<ul style="list-style-type: none"> Increase in number of schools offering Immersion programs. Increased number of students enrolled in programs. Increase in number of subjects available in French. Increase in number of students enrolled in Core French courses. 		2000/01 - 4,528,045
1.2 Contribution to the Canadian Parents for French.	<ul style="list-style-type: none"> Parent chapters are active in supporting activities in French to enrich their children's language skills and enhance the French cultural identity. 	<ul style="list-style-type: none"> Cultural activities in French are organized and undertaken by parent groups. 	2000/01 - 244,925 2001/02 - 244,925 2002/03 - 244,925	2000/01 - 57,850 2001/02 - 57,850 2002/03 - 57,850
1.3 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> Idélie Maillardville Nous tous un Soleil Théâtre La Seizième 	<ul style="list-style-type: none"> Students will be involved in socio-culture activities and events which will enrich their language skills and understanding of French culture. 	<ul style="list-style-type: none"> Increase number of cultural events. Increase number of students participating. 	2000/01 - 84,077 2001/02 - 84,077 2002/03 - 84,077	2000/01 - 33,825 2001/02 - 33,825 2002/03 - 33,825
1.4 Administration by the Province for policies in support of official second-language programs.	<ul style="list-style-type: none"> Ministry will ensure policies supporting second-language instruction are clearly articulated. 	<ul style="list-style-type: none"> Increase in enrollment for second-language programs. 	2000/01 - 50,000 2001/02 - 50,000 2002/03 - 50,000	2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
1.5 Contribution to Independent Schools.	<ul style="list-style-type: none"> Independent schools will be able to offer quality second language programs and courses. 	<ul style="list-style-type: none"> Increase enrollment in second language programs. 		2000/01 - 315,000 2001/02 - 315,000 2002/03 - 315,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
2. Program Development				
2.1 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.	<ul style="list-style-type: none"> Parents and educators will be better informed on students progress. 	<ul style="list-style-type: none"> Educators will have access to assessment materials that will assist in evaluating student performance. 		2000/01 - 20,000 2001/02 - 20,000 2002/03 - 20,000
2.2 Develop and translate grade 12 provincial examinations for official second language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for second language students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations. 	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000	2000/01 - 65,000 2001/02 - 65,000 2002/03 - 65,000
2.3 Contribution to Independent Schools.	<ul style="list-style-type: none"> Quality French programs are offered in Independent Schools. 	<ul style="list-style-type: none"> Increase in programs and enrichment of existing French programs. 	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000	2000/01 - 60,000 2001/02 - 60,000 2002/03 - 60,000
3. Teacher Training				
3.1 Bursaries to enable B.C. Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		2000/01 - 110,000 2001/02 - 110,000 2002/03 - 110,000
3.2 Contribution to (APPIPC) Association provinciale des professeurs d'immersion et du programme cadre.	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place October 19-21, 2000. 		2000/01 - 5,000 2001/02 - 5,000 2002/03 - 5,000
3.3 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrollment in post-secondary institutes for teacher training and upgrading. 	2000/01 - 300,000 2001/02 - 300,000 2002/03 - 300,000	2000/01 - 290,000 2001/02 - 290,000 2002/03 - 290,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
4. Student Support				
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. 		2000/01 - 62,000 2001/02 - 62,000 2002/03 - 62,000
4.2 Student Exchange programs. <ul style="list-style-type: none"> 6 month Short term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritage. 	<ul style="list-style-type: none"> Increased participation for second-language students. 	2000/01 - 100,000 2001/02 - 100,000 2002/03 - 100,000	2000/01 - 75,000 2001/02 - 75,000 2002/03 - 75,000
TOTAL AMOUNT FOR 2000/2001			904,002	5,626,720

24/11/2000
8122-2-00

Micheline,
As-tu glissé ceci au dossier ?
Néni / Siri

(Samedi 2 septembre 2000 | L'Express du Pacifique 3

Actualité

Le français à l'université

Une leçon de patience

sup.
copie pour Jocelyne B.
Micheline
Duroi

VÉRONIQUE GOYETTE

À l'heure où la langue française se résorbe sur les bancs d'école, faut-il s'inquiéter quant aux universités hors Québec? En Colombie-Britannique, l'accession aux études supérieures en français est en mauvaise posture. La mise sur pied d'un programme d'éducation postsecondaire dans la province prendra-t-il justement pied?

Les quelques milliers d'étudiants qui obtiennent chaque année leur diplôme d'études secondaires via le programme francophone ou d'immersion en Colombie-Britannique se heurtent à des avenues universitaires restreintes. À moins de se diriger en linguistique, les programmes français sont absents des prospectus des universités britannico-colombiennes. «À SFU, le bac et la maîtrise sont offerts en français, mais il faut que l'étudiant s'intéresse à la langue, à la littérature ou à la linguistique», confirme Guy Poirier, directeur du département de français à l'université Simon Fraser (SFU). «Quant on sort de la 12^e année, si on veut vrai-

ment étudier par exemple les affaires ou les sciences en français, il faut aller à l'extérieur de la province.

C'est là que le bât blesse aux dires de la présidente de l'Association des professeurs et professeures d'immersion et du programme cadre. Selon les données de ce regroupement, seuls 10 % à 15 % des élèves prolongent leurs études en français, langue maternelle ou d'adoption. «Les jeunes ne poursuivent pas en français à cause des choix de cours disponibles. Ils doivent se limiter aux Arts et à Simon Fraser.» Il n'est donc pas rare que les étudiants choisissent la voie des programmes anglophones déjà établis. Dans l'autre cas, certains optent pour l'Université Laurentienne de Sudbury en Ontario ou la Faculté Saint-Jean d'Edmonton en Alberta. Cette dernière offre des baccalauréats ès arts, en éducation, en administration des affaires et en sciences. Pour l'année 1998-1999 par exemple, la provenance des nouveaux étudiants à la Faculté touchait les 12 % pour la C.-B., un chiffre notable comparé aux autres provinces canadiennes, à l'exception de l'Alberta.

Plan d'attaque

L'Association des professeurs et professeures d'immersion et du programme cadre organise un forum, à raison de deux ou trois fois par année, afin de discuter des écueils entourant l'éducation postsecondaire en français. Les parents, le Canadian Parents for French (CPF) et les universités SFU et UBC y sont invités à partager leur point de vue. La Fédération des francophones de la Colombie-Britannique (FFCB) se penche elle aussi sur le dossier. La Fédération a obtenu des fonds de 30 000 \$ de la part du ministère de l'Éducation provincial, par l'entremise du ministère du Patrimoine canadien pour l'avancement du projet. Or, la FFCB est actuellement à la recherche d'un organisme pouvant compléter le financement.

«À mon avis personnel, l'éducation en français à l'université, c'est un but à long terme. Il faut mieux travailler avec les universités», fait savoir le directeur du CPF-Colombie-Britannique, Adrian Dix. Même son de cloche chez Anne-Louise MacFurlan. «Il faudrait établir des liens plus proches entre la 12^e année et les universités. Les professeurs d'uni-

versités devraient prendre connaissance de leur clientèle directement dans les salles de classe de la 12^e année et les professeurs du secondaire devraient visiter les salles de classe de la première année universitaire.»

Parce qu'il y aurait carence d'information selon elle. «Les attentes sont trop élevées. Oui, les universités devraient avoir une meilleure connaissance de leur clientèle. C'est une clientèle d'immersion, pas une clientèle francophone.» Mme MacFurlan fait référence à l'épreuve écrite et orale à laquelle les élèves doivent se soumettre afin d'être admis à l'Université de la Colombie-Britannique (UBC) «C'est un problème qui se discute avec UBC et SFU, mais ils se protègent; les standards sont à un niveau approprié pour eux. Il faut y aller doucement.» Le directeur de CPF veut quant à lui donner une voix plus forte aux parents. «Nous pouvons faire avancer les choses par alliance avec les parents pour peser sur le gouvernement et se faire valoir auprès des universités. Il y a des milliers et des milliers d'étudiants francophones qui démontrent la puissance du système francophone.» Mais Adrian Dix tombe d'ac-

cord quand on lui demande si les choses pourraient prendre un rythme plus accéléré avec l'intervention du gouvernement provincial.

Voir plus loin

«C'est important pour la communauté francophone de développer un postsecondaire en français», insiste le directeur du département de français de SFU. M. Poirier y voit même une plus-value pour l'économie de la province. «Sur le marché du travail, c'est un atout pour la Colombie-Britannique, poursuit-il. Dans les affaires, pour ne nommer que ce secteur, la connaissance d'autres cultures est valorisée.» De là le crédit que revêt l'intronisation de programmes français au sein des établissements postsecondaires; un garde-fou à une «fuite de cerveaux» en Colombie-Britannique. «Les jeunes en viennent aussi à se demander: "si on poursuit en français ailleurs, est-ce qu'on va revenir?"» Guy Poirier est d'ailleurs membre d'un comité qui vise à conseiller la FFCB dans le projet de mettre en place des programmes d'éducation postsecondaire.

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Committee
Consultative

Subject: Position on OLE action plans

The OLE action plan committee considered various matters, which were discussed with managers. We agreed that we would put forward the following position for Canadian Heritage during our discussions with the provinces/territories about the action plans.

1) **Current status**

We will ask the provinces/territories to prepare a short document describing the current status of official languages in their educational system. This document can include the education act, additional costs for OLE, the number of school boards, the number of schools, enrolment, the programs offered, the types of immersion programs and core French programs. This information will serve as a baseline for comparison of the results over the next three years.

This document will be made public as a preamble to the action plans.

2) **Additional costs**

We would like the action plans to include the additional costs provinces incur for official language education. We do not want a full list of all education costs. The interpretation of additional costs will be included in the description of the current status.

3) **Complementary action plans**

We prefer to sign bilateral agreements and special measures at approximately the same time. We must be aware of all provincial/territorial needs before we sign the first agreement. We would like to avoid duplication and special funding being gradually rolled into regular funding. The two plans must therefore be analyzed together to ensure they are complementary. The activities funded through special measures will be presented in an action plan. Most agreements will be separate and each will also have an action plan. A single agreement covering OLE funding and special measures is more likely in the case of lesser amounts for special measures.

4) **Additional funding**

Additional funding will be set out in a manner similar to the action plan (activity, results, anticipated results, performance indicators) and will be indicated in a separate part of the action plan for regular funding. Activities submitted for additional funding will be approved annually and we will make every effort to stick to annual funding commitments. Capital projects are an exception to this procedure and will be the subject of auxiliary agreements.

5) **Approval of action plan**

In the recommendation to the Minister regarding the action plan subject to regular funding, we will request the Minister's approval for the next three years, with delegated authority to Hilaire for reallocation or amendments to the action plan.

6) **Consultation**

The consultation clause proposed in the model bilateral agreement reflects our initial position. If the provinces/territories do not agree, we would soften the wording as follows: "the province/territory agrees to consult interested associations and groups during the annual preparation and updating of its action plan. If this second position is not accepted, our fallback position is the clause in the Memorandum of Understanding approved for all provinces/territories under the aegis of the CMEC.

We must remember that the Minister would like the provinces/territories to consult parents and CPF before she approves the action plan. These documents will be public and we wish to avoid major criticism of the action plans, so it is in the interest of both parties that stakeholders are well prepared. The Minister made commitments to these groups when she announced additional funding for education. I am sending you a copy of the memo and accompanying letters. If we agree with one province/territory to use the clause in the Memorandum of Understanding, the province/territory should indicate in a letter the consultations that were held on the action plan.

I hope this information will be useful for your future discussions with your counterparts. I will be pleased to answer any questions you may have.

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Commentaires du Comité avisé
Plan d'action de la Colombie-Britannique 2000-2001

COMMENTAIRES GÉNÉRAUX

- Indiquer dans le préambule que l'immobilisation est une priorité de la province
- Devrait y avoir une clause dans l'entente qui dirait que la province fera mention des projets d'immobilisation dans le rapport annuel qui remplace les annexes (voir modèle de Summerside)
- Financement : 50/50 par catégorie d'appui / même chose pour les mesures spéciales
- Peut-être indiquer dans le tableau des fonds réguliers, que 950 000 \$ servira aux mesures spéciales, mais dans le plan d'action ne pas faire la distinction - les fonds réguliers s'élèvent à 8 107 000 \$ et les mesures spéciales à 3 0000 \$ pour le fédéral
- Indicateurs adaptés aux nouveaux résultats

LANGUE DE LA MINORITÉ

Educational Structure and Support :

Une catégorie par point, avec montant prévu pour chacune des catégories

- Monitor
même chose*
- 1.1 Pris des mesures spéciales? Est-ce vraiment des coûts supplémentaires? Octrois aux Conseils scolaires (habituellement LOE régulier)
- 1.2 Pourquoi demander subventions pour kindergarten - Est-ce que la province paie pour les programmes anglais? Si c'est nouveau, demander pour développement première année (doit justifier). Quel genre d'appui financier pendant 4 ans (répartition annuelle). Province paie habituellement K-12 *(contre)*
- 1.4 Définir projets éducatifs - quel genre de mécanisme de consultation est en place
- 1.5 Enlever Continue - dire tout simplement provide schools.... - ajouter satisfaction des PEC

Les frais d'administration doivent être séparés. Identifier les montants par items. Pas de fonds régulier donné aux écoles dans les mesures spéciales. Aucun frais d'administration ne doit paraître dans les mesures spéciales

- 1.6 Décrire activités ou mettre dans résultats - nombre de participants - Satisfaction des parents / Effective et Increased sont des résultats visés *# of*

1.7 Événements culturels = dans le contexte scolaire ou activités volontaires? Devrait être sous développement de programme

1.8 Sans commentaire - *# of programs*

1.9 Satisfaction des intervenants par rapport aux politiques. Minority... = indicateurs de rendement / Legislation is in place.... = résultat

*1 Eto pour C.B
planned*

Program development

2.2 Précisez + ajouter résultats et indicateurs

2.3 Sous résultat - Ajouter IRP's results will be enhanced

*(priorité pour les 3 prochains
projets math.)*

Enlever CSF will develop program support materials which meet the education needs of their students

2.4 Consultation process (mesurer comment?) - Ajouter niveau de satisfaction des intervenants

2.6 Reprendre résultats de 2.5 - Program and materials are appropriate for gifted students + Répond aux besoins des surdoués

2.7 Ajouter dans indicateurs - Distribution and use of assessment materials

2.8 Sous résultats - Changer par Better monitoring of student progress / sous indicateurs ajouter writing **adequately** in French + enhancement in the results of students in the french writing assessment

QUELLE EST LA DIFFÉRENCE ENTRE 2.7 ET 2.8?

2.9 Which assessment instruments to mesure students progress (nouveau ou les deux spécifiés à 2.7 et 2.8?) - sous résultats - what are the goals? - sous indicateurs - ajouter results of assessment

Enlever students participating ... et mettre Number of courses + Number of participants

2.10 Sous indicateurs - ajouter number of francophone student writing examinations

2.11 Sous résultats - ajouter maximisation des ressources

↳ Maths?

Sous support

Teacher Training

3.2 Sous indicateur - ajouter distribution et utilisation du matériel au point 1 Reporter Increase in classroom teachers aux résultats et insérer Satisfaction des enseignants aux indicateurs

*déplacement des pns ?
of enseignant.*

- 3.3 Résultats - Will have access to material developed by ACELF - Indicateur : number of meeting attended - distribution of material (Interrogation au niveau des résultats et indicateurs - assist in the costs of hosting conference / held in August 2000 - Same amount for 3 years 208 650 \$)

3.4. Which institutions from ?

- 4.3 Develop CSF student exchange policy - ajouter - **and programs** - Décrire types d'échanges - ajouter satisfaction des participants et nombre d'échanges

Support for cultural activities - peut faire partie des mesures spéciales mais quelle est la différence avec le 1.7 du régulier

LANGUE DE LA MAJORITÉ

Educational Structure and Support :

- 1.1 Ajouter - supplementary - *Pourquoi \$ 2000 - 2001 seulement*
- 1.2 Indicateur - ajouter nombre d'activités + description - *anglais & protocole CPF C.F.B.*
- 1.3 Est-ce vraiment for minority students
- 1.4 Précisez - clearly articulated ? *[* Y a t'il contribution des écoles? Si oui, mettre coûts de la province.
- 2.1 Identique au 2.7 de la LM - quelle est la différence? - *répartir équitablement*
- ~~3.1~~
- 3.2 Indicateurs - ajouter satisfaction des enseignants qui participent
- 3.3 Naming principle institutions*
- 4.1 Indicateurs - Number of students participating
- 4.2 Indicateurs - Number of students participating - Number of exchanges

Educ. support vs Prog. der - compenser \$

Postsecondaire - Rien p le F.F.C.B.

**FINANCIAL PLANNING
FORECAST PROVINCIAL/ FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION**

Plus Michel
Archives

	2000 - 2001 OLEP			2000 - 2001 Special Measures				TOTAL
Minority Language	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
- Education structure and support	652,778	808,650	1,461,428	7,822,030	950,000	3,000,000	11,722,030	13,233,458
- Program development	155,000	645,000	800,000					800,000
- Teacher training		10,000	10,000					10,000
- Bursaries								
- Other measures	228,650	25,000	253,650					253,650
- Student support		26,000	26,000					26,000
- Bursaries								
- Other measures	15,000	15,000	30,000					30,000
Total	1,051,428	1,529,650	2,581,078	7,822,030	950,000	3,000,000	11,772,030	14,353,108
Second Language								
- Education structure and support	379,002	4,939,720	5,318,722					5,318,722
- Program development	125,000	145,000	270,000					270,000
- Teacher training		110,000	110,000					110,000
- Bursaries								
- Other measures	300,000	295,000	595,000					595,000
- Student support	0	62,000	62,000					62,000
- Bursaries								
- Other measures	100,000	75,000	175,000					175,000
Total	904,002	5,626,720	6,530,722					6,530,722
TOTAL	1,955,430	7,156,370	9,111,800					20,883,830

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**FINANCIAL PLANNING
FORECAST PROVINCIAL/ FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION**

	2001 - 2002 OLEP			2001 - 2002 Special Measures				TOTAL
	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
Minority Language								
- Education structure and support					950,000	2,200,000		
- Program development								
- Teacher training								
- Bursaries								
- Other measures								
- Student support								
- Bursaries								
- Other measures								
Total					950,000	2,200,000		
Second Language								
- Education structure and support								
- Program development								
- Teacher training								
- Bursaries								
- Other measures								
- Student support								
- Bursaries								
- Other measures								
Total								
TOTAL								

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**FINANCIAL PLANNING
FORECAST PROVINCIAL/ FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION**

	2002 - 2003 OLEP			2002 - 2003 Special Measures				TOTAL
	Provincial	Federal	Total	Provincial	OLEP	Federal	Total	
Minority Language								
- Education structure and support					950,000	1,300,000		
- Program development								
- Teacher training								
- Bursaries								
- Other measures								
- Student support								
- Bursaries								
- Other measures								
Total					950,000	1,300,000		
Second Language								
- Education structure and support								
- Program development								
- Teacher training								
- Bursaries								
- Other measures								
- Student support								
- Bursaries								
- Other measures								
Total								
TOTAL								

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**FINANCIAL PLANNING
FORECAST PROVINCIAL/ FEDERAL CONTRIBUTIONS
OFFICIAL LANGUAGES IN EDUCATION
SPECIAL INVESTMENT MEASURES IN EDUCATION**

	2003 - 2004 OLEP			2003 - 2004 Special Measures				TOTAL	COMBINED TOTAL 2000-2004
Minority Language	Provincial	Federal	Total	Provincial	OLEP	Federal	Total		
- Education structure and support					950,000	700,000			
- Program development									
- Teacher training									
- Bursaries									
- Other measures									
- Student support									
- Bursaries									
- Other measures									
Total					950,000	700,000			
Second Language									
- Education structure and support									
- Program development									
- Teacher training									
- Bursaries									
- Other measures									
- Student support									
- Bursaries									
- Other measures									
Total									
TOTAL									

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**OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
1. Educational Structure and Support							
1.1 Contributions to the CSF in support of continuing expansion; community enhancements; district administration, small class configurations and implementation activities. <ul style="list-style-type: none"> • Support for full-day kindergarten programs. • Support for communication and promotional activities. • Support for "projets éducatifs." • Support for the establishment of PEC (partenariats éducatifs et communautaires) in CSF schools. 	<ul style="list-style-type: none"> • The CSF will be in a position to offer Francophone education to entitled students within the K-12 educational system. • Children will be prepared to integrate fully into the school system as early as grade one. • students will have adequate opportunities to develop required competencies in French. • A promotional plan and activities will be developed in consultation with Francophone partners. • Effective communication plan is implemented. • Continue to provide schools with information and support the PECs are establishing. 	<ul style="list-style-type: none"> • Students will be able to participate fully in a safe and supportive school environment. • Full-day kindergarten implemented in all CSF schools. • Increase in school enrolments of entitled students over the next five (5) years. • Consultation mechanism is in place. • PECs fully established in all CSF schools. 		480,000	7,822,030	950,000	2,600,000
1.2 Contribution to Federation de parents Francophone de la Colombie-Britannique	<ul style="list-style-type: none"> • Parents support and participate in pre-school activities. • Parents and community are active participants in the CSF initiatives for their children. 	<ul style="list-style-type: none"> • Pre-school services are available to Francophone parents. • Effective "francisation" strategies are in place for parents and children. • Increased parent involvement within the Francophone school structure. 	125,450	62,350			375,000

*3,000,000
to be
split in
4 categories*

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
1. Educational Structure and Support (cont'd)							
1.3 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none"> • Idelire • Mallardville • Nous tous un Soleil • Théâtre La Seizième 	<ul style="list-style-type: none"> • Students will be involved in socio-culture activities and events which support their cultural identity within the community. • Organizations will continue to offer services that will strengthen and enrich the cultural identity of Francophone students. 	<ul style="list-style-type: none"> • Increased number of francophone cultural events. • Increased number of students involved in Francophone cultural activities. 	84,078	46,300			
1.4 Contribution to Educacentre in support of career counseling, job training, skills upgrading, high school completion certification and Francophone adult educational support.	<ul style="list-style-type: none"> • Support and training programs are meeting the need of the Francophone community, adults and students. 	<ul style="list-style-type: none"> • Increased enrolment in programs offered. 	343,250	195,000			
1.5 Administration by the Province for legislation and policies in support of minority first-language education.	<ul style="list-style-type: none"> • Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. • Minority language educational programs are consistent with majority language programs. 	<ul style="list-style-type: none"> • Ministry policies recognize and support the francophone educational objectives. • Legislation is in place under the BC School Act for minority language education. 	100,000	25,000			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
2. Program Development							
2.1 Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system.	<ul style="list-style-type: none"> The CSF will be able to offer educational programs parallel to the English language programs. 	<ul style="list-style-type: none"> Increased courses available for francophone students. 	80,000	130,000			
<ul style="list-style-type: none"> Develop continuous submission process for French language resources. 		<ul style="list-style-type: none"> All curriculum documents are available in French to francophone educators in K-12 system. 	20,000	20,000			
<ul style="list-style-type: none"> Contribution to purchase French learning resources. 	<ul style="list-style-type: none"> French learning resources will support the learning outcomes in IRP's. 	<ul style="list-style-type: none"> Increase in the number of resources in French available for francophone programs. 		100,000			
2.2 CSF will develop program support materials which meet the educational needs of their students							
<ul style="list-style-type: none"> Develop a student support manual for "Francisation". 	<ul style="list-style-type: none"> Intervention models (strategies and tools) are appropriate to meet the needs of students at various entry levels in the CSF system. 	<ul style="list-style-type: none"> Consultation process in place for administrative officers, teachers, parents and other professionals for "Francisation" and other support projects. 					
<ul style="list-style-type: none"> Develop a program and materials for students experiencing linguistic difficulties at the secondary level. 	<ul style="list-style-type: none"> Program and materials developed are appropriate for students at secondary levels. 	<ul style="list-style-type: none"> a comprehensive report of the consultation fundings. 					
<ul style="list-style-type: none"> Develop a support program and materials for "gifted" students. 	<ul style="list-style-type: none"> Program and materials are fully developed. 	<ul style="list-style-type: none"> Increase in enrolment and intention of secondary students. 					
		<ul style="list-style-type: none"> List of available enrichment learning resources are distributed to schools. 					
2.3 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.	<ul style="list-style-type: none"> Parents and educators will be better informed on student's progress. 	<ul style="list-style-type: none"> Educators will have access to assessment materials that will assist in evaluating student performance. 		60,000			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
			Provincial	Federal	Provincial	OLE	Federal
2. Program Development (cont'd) 2.4 Translate and adapt the yearly "Foundation Skills Assessment" program. 2.5 CSF will undertake the development of projects that will support the needs of the Francophone education system. <ul style="list-style-type: none"> Develop district wide assessment instruments to measure students progress. Develop course materials for distant education 2.6 Develop, translate grade 12 provincial examinations for Francophone students. 2.7 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> Student progress will be able to be tracked over time. Will add to the linguistic and cultural goals of the CSF's educational mandate. A fully developed distant education program and delivery model to meet the needs of Francophone students in B.C. Grade 12 provincial examinations are available in French for Francophone students. CSF will be able to purchase resources in French for their programs. Curriculum and resources will be available in French for Francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> Increase in the number of students writing in French. reliable mechanisms of evaluation of the CSF system and student achievement are fully developed and implemented. Students participating in distant education are able to meet their educational goals. Increase in the number of students registered to write provincial examinations. Increase in the number of examinable subjects available in French over the next five-years. Increase in the number of resources in French available for Francophone programs. 	30,000	30,000			
			25,000	25,000			
				280,000			

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03		Special Investment Measures 2000/01 - 2003/04		
3. Teacher Training 3.1 Bursaries to enable B.C. francophone teachers to participate in courses and training workshops. 3.2 Develop effective instructional strategies for multi-graded classes. <ul style="list-style-type: none"> Develop orientation program for new teachers. 3.3 Contribution to Association Canadienne d'éducation de langue française (ACELF). 3.4 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. Teachers are able to be effective in multi-graded classes. New teachers have the necessary training and resource materials to be effective in the classroom. Will assist in the costs of hosting the annual conference. Post-secondary institutes develop and offer courses in French. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. Resource manual is completed for teacher use. Increase in classroom teachers. Conference will take place August 3-5, 2000. Increased enrolment in post-secondary institutions for teacher training and upgrading. 		10,000 5,000 20,000			
4. Student Support 4.1 Fellowships for minority language students to continue their post-secondary education in their first language. 4.2 Student Exchange programs (6 months). 4.3 CSF will develop policies and activities which will enrich their students cultural heritage and sense of community. <ul style="list-style-type: none"> Develop CSF student exchange policy. Support for cultural activities. 	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. Students have the opportunity to enrich their language and cultural identities. On-going exchange programs of various types are introduced and implemented. Facilitate the organization of cultural activities. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. Increased participation for minority language student. District wide policy is in place. Cultural events are permanently organized and increasingly offered 	15,000	26,000 15,000			

		in all CSF schools.					
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Add Total

**OFFICIAL LANGUAGES IN EDUCATION
SECOND LANGUAGE EDUCATION
2000-2001 to 2002-2003**

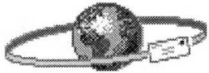
Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2002/03	
			Provincial	Federal
1. Educational Structure and Support				
1.1 Contribution to school districts to cover additional costs related to second-language instruction (Immersion) and Core French at the elementary and secondary levels. <ul style="list-style-type: none">Contribution to school districts to revitalize Immersion programs.	<ul style="list-style-type: none">School districts are in a position to offer majority community students complete access to quality second-language programs.	<ul style="list-style-type: none">Increase in number of schools offering Immersion programs.Increased number of students enrolled in programs.Increase in number of subjects available in French.Increase in number of students enrolled in Core French courses.		4,528,045
1.2 Contribution to the Canadian Parents for French.	<ul style="list-style-type: none">Parent chapters are active in supporting activities in French to enrich their children's language skills and enhance the French cultural identity.	<ul style="list-style-type: none">Cultural activities in French are organized and undertaken by parent groups.	244,925	57,850
1.3 Contribution to various francophone organizations in support of cultural activities for minority students: <ul style="list-style-type: none">IdelireMallardvilleNous tous un SoleilThéâtre La Seizième	<ul style="list-style-type: none">Students will be involved in socio-culture activities and events which will enrich their language skills and understanding of French culture.	<ul style="list-style-type: none">Increase number of cultural events.Increase number of students participating.	84,077	33,825
1.4 Administration by the Province for policies in support of official second-language programs.	<ul style="list-style-type: none">Ministry will ensure policies supporting second-language instruction are clearly articulated.	<ul style="list-style-type: none">Increase in enrollment for second-language programs.	50,000	5,000
1.5 Contribution to Independent Schools.	<ul style="list-style-type: none">Independent schools will be able to offer quality second language programs and courses.	<ul style="list-style-type: none">Increase enrollment in second language programs.		315,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
2. Program Development				
2.1 Translate and adapt "Performance Standards" in reading, writing and numeracy for classroom assessment.	<ul style="list-style-type: none"> Parents and educators will be better informed on students progress. 	<ul style="list-style-type: none"> Educators will have access to assessment materials that will assist in evaluating student performance. 	0	20,000
2.2 Develop and translate grade 12 provincial examinations for official second language students.	<ul style="list-style-type: none"> Grade 12 provincial examinations are available in French for second language students. 	<ul style="list-style-type: none"> Increase in the number of students registered to write provincial examinations. 	65,000	65,000
2.3 Contribution to Independent Schools.	<ul style="list-style-type: none"> Quality French programs are offered in Independent Schools. 	<ul style="list-style-type: none"> Increase in programs and enrichment of existing French programs. 	60,000	60,000
3. Teacher Training				
3.1 Bursaries to enable B.C. Immersion and Core French teachers to participate in courses and training workshops.	<ul style="list-style-type: none"> Immersion and Core French teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase number of teachers applying for bursaries. 		110,000
3.2 Contribution to (APPIPC) Association provinciale des professeurs d'immersion et du programme Cadre.	<ul style="list-style-type: none"> Provincial conference will meet the needs of French as a second-language educators and partners. 	<ul style="list-style-type: none"> Conference will take place October 19-21, 2000. 		5,000
3.3 Contributions to post-secondary institutions in B.C. for pre-service and in-service courses in French.	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrollment in post-secondary institutes for teacher training and upgrading. 	300,000	290,000

Measures	Expected Outcomes	Performance Indicators	OLE 2000/01 - 2003/04	
			Provincial	Federal
4. Student Support				
4.1 Fellowships for second language students to continue their post-secondary education in French.	<ul style="list-style-type: none"> Immersion graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in student participation for bursaries. 		62,000
4.2 Student Exchange programs. <ul style="list-style-type: none"> 6 month Short term 	<ul style="list-style-type: none"> Student have the opportunity to live and go to school in Quebec, enhance their linguistic skills and understanding of cultural heritages. 	<ul style="list-style-type: none"> Increased participation for second-language students. 	100,000	75,000

Michèle

C.B.



"Butler, Fran EDUC:EX" <Fran.Butler@gems3.gov.bc.ca> on 06/21/2000
05:35:38 PM

To: Michèle Blais-Chauvin/HullOttawa/PCH/CA@PCH
cc:
Subject FW: Draft Business Plan Minority Language
:

Avais-tu déjà copié
de ceci au dossier?
Utile dans le dérou-
lement des étapes
du plan d'action LOE?

Merci / Fran

Let's try again.

> -----
> From: Butler, Fran EDUC:EX
> Sent: Wednesday, June 21, 2000 2:32 PM
> To: 'michele blais_chauvin@pch.gc.ca'
> Subject: Draft Business Plan Minority Language
>
> Michele,
>
> I am enclosing a draft business plan for Minority Language Education in
> B.C.
> I have not indicated any dollar allocations on this plan at this time, as
> I want to get some feed back on the appropriateness of how we have set
> this up.
> Please read through and see if the Measures are clear, the Expected
> outcomes are relevant to the Measures and the Performance indicators are
> appropriate.
> This exercise has taken longer than expected due to the financial
> restructuring around the CSF deficit.
>
> I look forward (I hope) to your comments and suggestions or improvements.
> I will be available to discuss this plan early (my time tomorrow) 8:30 am
> to 10:30am, then I have a branch staff meeting until noon. (I will see if
> I can get out of this)
> I have one more organization that is not showing on this plan,
> Educacentre, who will receive funding. However given their business plan I
> am unsure where they fit.. Can you assist in this.
> Also where in this plan do you feel the funding for the 11.2M for Special
> Investment Measures should go. I have recommended under 1.1 of Educational
> Structure and Support. My Director is leaning to a separate proposal. Your
> suggestions will be appreciated.
> I'll talk to you tomorrow.
>
> Fran
>
>
>
>
>
>
> <<BusinessPlan>>
>
>



- BusinessPlan.doc

**OFFICIAL LANGUAGES IN EDUCATION
MINORITY LANGUAGE EDUCATION
2000-2001 to 2002-2003**

Measures	Expected Outcomes	Performance Indicators	Annual Forecast Investment
1. Educational Structure and Support			
1.1 Contributions to Conseil scolaire francophone (CSF) in support of governance issues and special investment measures for their school administration and program development.	<ul style="list-style-type: none"> The CSF will be in a position to offer francophone education to entitled students within the K-12 educational system. Administration structure for district and schools is in place. Full day kindergarten established. 	<ul style="list-style-type: none"> Increase in school enrolments of entitled students over the next 5 years. CSF will submit to the Province each year a program expenditure report certifying how federal funds were utilized. CSF will be able to expand their educational program, leading to more options for their students. 	<ul style="list-style-type: none"> Provincial \$ Federal \$1,430,000 Total for 3 years: \$
1.2 Contribution to support the francophone parents involvement within their schools.	<ul style="list-style-type: none"> Parents throughout the province will have an active role in their children's education. Parents will develop preschool programs that responds to the needs of their children. 	<ul style="list-style-type: none"> Increase number of preschool programs in the province. Increase parent involvement within the francophone school structure. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
1.3 Contributions to various francophone organizations in support of cultural activities for minority students.	<ul style="list-style-type: none"> Students will be involved in socio-cultural activities and events which will support their cultural identity within their community. Organizations will continue to offer services that will strengthen and enrich the cultural identity of the francophone students. 	<ul style="list-style-type: none"> Increased number of francophone cultural events. Increased student's involvement in francophone cultural activities. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
1.4 Administration, by the Province for legislation and policies in support of official first language education.	<ul style="list-style-type: none"> Ministry will ensure standards for francophone students in the K-12 educational system are consistent with established ministry policies. Minority language educational programs are consistent with majority language programs. 	<ul style="list-style-type: none"> Ministry policies recognize and support the francophone educational objectives. Legislation is in place under the BC School Act for minority language education. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$

Measures	Expected Outcomes	Performance Indicators	Annual Forecast Investment
2. Program Development			
2.1 The CSF will be able to offer educational programs parallel to the English language programs.	<ul style="list-style-type: none"> Develop/translate/adapt/revise educational materials for the francophone students in the K-12 educational system. Develop continuous submission process for French language resources. 	<ul style="list-style-type: none"> Increased courses available for francophone students. All curriculum documents are available in French to francophone educators in K-12 system. Increase in the number of resources in French available for francophone programs. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
2.2 Educators will have access to assessment materials that will assist in evaluating student performance.	<ul style="list-style-type: none"> Translate and adapt Performance Standards (in reading, writing, numeracy) for classroom assessment. 	<ul style="list-style-type: none"> Parents and educators will be better informed on students progress. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
2.3 Grade 12 provincial exams leading to graduation are available in French for francophone students.	<ul style="list-style-type: none"> Translate and develop grade 12 provincial exams for francophone students. 	<ul style="list-style-type: none"> Increase in number of francophone students registered to write provincial exams. Increase in number of exams available in French over the next 5 years. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
2.4 Western Canadian Protocol (WCP) partnership to develop and translate common core curriculum and related resources for francophone education.	<ul style="list-style-type: none"> Curriculum and resources will be available in French for francophone education in the western jurisdictions. 	<ul style="list-style-type: none"> CSF will be able to purchase resources in French for their programs. Increase in the number of resources in French available for francophone programs. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
3. Teacher Training			
3.1 Bursaries to enable BC teachers to participate in courses or training workshops in French.	<ul style="list-style-type: none"> Francophone teachers will have the opportunity to upgrade their teaching and linguistic skills. 	<ul style="list-style-type: none"> Increase in teacher participation for bursaries. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$

Measures	Expected Outcomes	Performance Indicators	Annual Forecast Investment
3.2 Contribution to the national francophone education organization.	<ul style="list-style-type: none"> Will assist in supporting the annual conference expenses. 	<ul style="list-style-type: none"> They will offer an annual conference for francophone educators and francophone educational administrators. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
3.3 Contributions to post-secondary institutions for pre-service and in-service courses in French.	<ul style="list-style-type: none"> Post-secondary institutions develop and offer courses in French. 	<ul style="list-style-type: none"> Increased enrolment in post-secondary institutions for teacher training and upgrading. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
4. Student Support			
4.1 Fellowships for minority language students to continue their post-secondary education in their first language.	<ul style="list-style-type: none"> Francophone graduates can continue their post-secondary studies in French. 	<ul style="list-style-type: none"> Increase in number of students continuing their education in their first language. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$
4.2 To enable minority language students the opportunities to enrich their language and cultural identities.	<ul style="list-style-type: none"> Student exchange programs. 	<ul style="list-style-type: none"> Increased participation for minority language students. 	<ul style="list-style-type: none"> Provincial \$ Federal \$ Total for 3 years: \$



Patrimoine canadien Canadian Heritage
Sous-ministre Deputy Minister
Hull (Québec) Hull, Quebec
K1A 0M5 K1A 0M5

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8128-2-00
8128-3-00
CH 2000-13745
Memo
C10 LOP
06-00

NOTE À L'INTENTION DE L'HONORABLE SHEILA COPPS

GESTION SCOLAIRE ET IMMOBILISATION
EN COLOMBIE-BRITANNIQUE

(Pour signature)

RÉSUMÉ

- ° Les discussions se poursuivent avec le ministère de l'Éducation de la Colombie-Britannique afin d'en venir à un accord concernant deux dossiers : 1) le renouvellement de l'Entente spéciale de gestion (expirée le 31 mars 1999); 2) le plan d'immobilisation proposé par le Conseil scolaire francophone (CSF).
- ° À la suite d'une rencontre, qui s'est tenue le 11 mai dernier, entre des représentants du ministère de l'Éducation et de Patrimoine canadien, le gouvernement de la Colombie-Britannique aimerait connaître le niveau de financement et la répartition annuelle proposés par Patrimoine canadien pour la période allant de 1999-2000 à 2003-2004, et ce, pour les deux dossiers précités.

Contexte

- ° Le 11 mai dernier, des représentants du ministère de l'Éducation et de Patrimoine canadien se sont rencontrés pour en venir à une entente de collaboration sur les dossiers relatifs à l'Entente spéciale de gestion et au plan d'immobilisation.
- ° La première Entente spéciale de gestion scolaire de 10,5 M\$ sur 3 ans, a expiré en mars 1999. Comme nous n'avons pas encore signé une nouvelle entente, vous avez approuvé à la fin mars un montant de 4 M\$ en vertu des Mesures spéciales afin de permettre la poursuite, en 1999-2000, des initiatives entreprises selon la première Entente.

.../2

- 2 -

Considérations

- ° Pour l'Entente spéciale de gestion, nous avons offert à la province un montant de 15 M\$ sur cinq ans. De ce montant, 11,2 M\$ proviendront des Mesures spéciales et 3,8 M\$ du financement régulier du Programme des langues officielles dans l'enseignement (PLOE).
- ° Dès 2000-2001, la province utilisera une portion de son financement régulier évalué à 8,1 M\$ par année pour des initiatives de gestion scolaire, ce qui assurera une base appréciable dès la fin des Mesures spéciales prévue en 2003-2004.
- ° Nous poursuivons notre travail avec les représentants du ministère de l'Éducation quant au plan d'action proposé par la Colombie-Britannique. Lorsque nous aurons terminé nos discussions, nous serons en mesure de finaliser le texte d'Entente spéciale et de vous le proposer pour signature.
- ° En ce qui a trait au plan d'immobilisation élaboré par le CSF en collaboration avec le ministère de l'Éducation, le gouvernement provincial prévoit déboursier 51,8 M\$ entre 2000 et 2004 pour la construction / rénovation de 10 écoles, incluant Vancouver. La province a déposé à Patrimoine canadien la demande du CSF pour le volet communautaire, évaluée à 33 M\$. Ce montant servirait à des installations pour la pré-maternelle, la garderie et des espaces communautaires. Nous avons prévu un montant de 15 M\$ en vertu des Fonds supplémentaires.
- ° Le ministère de l'Éducation souhaite recevoir un engagement formel de votre part concernant le niveau de financement de l'Entente spéciale de gestion et de la contribution fédérale pour le volet communautaire du plan d'immobilisation. Dès que la province connaîtra la contribution fédérale, elle nous soumettra une nouvelle proposition pour les projets d'immobilisation. Nous finaliserons alors un texte d'Entente auxiliaire pour votre approbation.

.../3

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Recommandation

- ° Nous vous recommandons de signer la lettre ci-jointe à la ministre de l'Éducation de la Colombie-Britannique, M^{me} Penny Priddy, dans laquelle vous confirmez l'engagement financier de Patrimoine canadien jusqu'en 2003-2004, pour des initiatives de gestion scolaire et des projets d'immobilisation pour la minorité francophone.



Alex Himelfarb

Pièces jointes

Préparée par :

Micheline Guilbeault, Programmes d'appui aux langues officielles, 994-4060

Norman Moyer, Identité canadienne, 994-2164

Minister
of Canadian Heritage



Ministre
du Patrimoine canadien

Ottawa, Canada K1A 0M5

JUN 16 2000

The Honourable Penny Priddy, MLA
Minister of Education
Government of British Columbia
Parliament Buildings
Victoria, British Columbia
V8V 1X4

Dear Ms. Priddy:

I am writing to you concerning the renewal of the Special Agreement on Francophone School Governance in British Columbia, and the *Conseil scolaire francophone's* capital plan.

Following discussions between our respective officials, I am pleased to confirm federal funding of \$15 million over five years (1999-2000 to 2003-2004), including \$4 million already approved for 1999-2000, to improve the quality of programs offered for Francophone school governance. Of this amount, \$11.2 million will come from the new Special Investment Measures in Education envelope and \$3.8 million from the regular Official Languages in Education envelope.

It is my understanding that discussions are progressing well on a multi-year action plan to 2004. As soon as this work has been completed, we will be in a position to sign a Special Agreement that will allow us to pursue in partnership the work done since 1997 in Francophone school governance in British Columbia.

With regard to your Capital Plan submitted on April 18, 2000, and further to discussions among our officials, I would like to confirm a federal contribution of \$15 million over four years for expenditures related to community needs. I am confident that we could rapidly sign an agreement following submission of a detailed plan confirming which projects the province is prepared to support and the federal portion that you will seek for Francophone community needs.

.../2

Canada

- 2 -

Thank you for your close co-operation. I look forward to your continued support in matters relating to official languages in education.

Please accept my best wishes.

Yours sincerely,

A handwritten signature in cursive script, reading "Sheila Copps".

Sheila Copps

8123-2-00

PROGRAMMES D'APPUI AUX LANGUES OFFICIELLES OFFICIAL LANGUAGES SUPPORT BRANCH

NOM/NAME

FRANÇAIS/FRENCH	8123-2-00 : ENTENTE CANADA-COLOMBIE- BRITANNIQUE; ENSEIGNEMENT DANS LA LANGUE DE LA MINORITÉ ET L'ENSEIGNEMENT DE LA LANGUE SECONDE
ANGLAIS/ENGLISH	

MODIFICATIONS

X	NOUVEAU DOSSIER / NEW FILE
	NOUVEAU VOLUME / NEW VOLUME #
	ANNULER NOUVEAU DOSSIER / CANCEL REQUEST
	CHANGEMENT DU NOM FRANÇAIS
	CHANGE IN THE ENGLISH NAME

COMMENTAIRES/COMMENTS

PROGRAMME D'APPUI AUX LANGUES OFFICIELLES S.V.P. ME RETOURNER LE DOSSIER. MERCI CYNTHIA PLOUFFE- 953-5125 MERCI! / THANK YOU!
--

DEMANDÉ PAR / REQUESTED BY:

Cynthia Plouffe

SIGNATURE

23 MARS 2001

DATE