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# **GRANTS FOR FRENCH LANGUAGE EDUCATION**

**(Français, French Immersion and  
Basic French)**

**Bureau de l'éducation française Division**

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## INTRODUCTION

Bill 113, adopted unanimously by the Manitoba Legislative Assembly on July 16, 1970 acknowledges the rights of those who so desire, to enroll their children in a public school where instruction would be available in French from Kindergarten to Senior 4.

Since then, the Department of Education, Citizenship and Youth, through the Bureau de l'éducation française (BEF) Division, has established a financial support system by which grants are distributed to school divisions/districts where a Français or a French Immersion program, or Basic French courses, are taught in one or more of their schools. ***These grants are intended to be used to cover only the additional costs incurred in delivering these programs or courses and not the total costs of educating a child.***

Over the last few years, the BEF has been fielding a greater number of questions with respect to the use of French language categorical grants received by school divisions. Many stakeholders such as the Canadian Parents for French (CPF), parent groups, the *Éducatrices et éducateurs francophones du Manitoba (EFM)* and the Manitoba Teachers' Society (MTS) are requesting a greater degree of transparency and accountability with respect to the spending of these grants.

The following guidelines pertaining to the French language grants are provided as recommendations intended to help school divisions/districts better administer and distribute the grants as well as to ensure that these grants are used as intended. These guidelines flow from existing statutes and regulations governing French as a language of instruction. However, school divisions/districts are ultimately responsible for the allocation of resources and may establish program objectives that take precedence on the recommendations presented herein. For example, in a given year, a school division may decide to upgrade all French textbooks in all their French Immersion schools. But to do so, some other expenditures for linguistic/cultural activities may be compromised.

Thus, to provide greater clarity, we are asking school divisions to clearly identify on the forms provided only the additional expenditures covered in whole or in part by the categorical grants received and to provide a brief rationale or reason.

Also, in order to keep on qualifying for these grants, a school division/district must follow the curriculum policies of the various programs and curricula endorsed by the Department of Education, Citizenship and Youth.

If school division officials have any questions with respect to the reporting of additional expenditures or require more detailed information with respect to the grants received, such as a breakdown of French language grants by school, they are welcomed to contact either one of the following persons:

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Educational Support Services Branch  
Room 509, 1181 Portage Avenue  
Winnipeg MB R3G 0T3  
Telephone: (204) 945-6939  
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Marcel Bilodeau, Education Officer  
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## RULES AND REGULATIONS GOVERNING GRANTS FOR FRENCH LANGUAGE EDUCATION

### French as a first language (Français) and French as a second language – French Immersion and Basic French

#### I. DIVISION

"*Division*" means a school division established under Part I of the Manitoba Public Schools Act and includes a school district.

#### II. FRENCH LANGUAGE EDUCATION COSTS

"*French language education costs*" means additional costs incurred in the delivery of minority language and second language education programs and services.

#### III. FRENCH LANGUAGE EDUCATION GRANT

"*French language education grant*" means the amount payable to a school division for the costs associated with minority language and second language education programs and services.

#### IV. FULL-TIME EQUIVALENCY (FTE)

- "*Full-time equivalency*" for ***Français and French Immersion programs*** means the product of enrollment and the percentage of instructional time in the minority language divided by 75. No student can earn more than 1.25 FTE. Each Kindergarten student is counted as one.
- "*Full-time equivalency*" for the ***Basic French course and the Early Start French module*** means the product of enrollment and the percentage of instructional time taught in French. (e.g. for Basic French, 30 minutes divided by 300 minutes per school day equals 10.0%)

#### V. PUPIL/CREDIT

One "*pupil/credit*" represents one pupil taking a one credit course taught in French at the high school level (Senior 1 to 4).

## **POLICIES FOR FRENCH AS A FIRST LANGUAGE (FRANÇAIS) AND FRENCH AS A SECOND LANGUAGE – IMMERSION AND BASIC FRENCH**

### **A. FRENCH AS A FIRST LANGUAGE (FRANÇAIS)**

#### **I. Definition of the Français School**

The “*Français school*” means a school in which students become functionally bilingual, through the use of French as a first language, and in which the students are exposed to the French Canadian culture.

#### **II. The Objective of the Français School**

The objective of the Français school is to prepare French-speaking students to work and to be creative by giving expression to their distinctive identity within a predominantly anglophone society.

#### **III. Entry Points**

The Français program begins in Kindergarten and/or Grade 1 and continues through to Senior 4. The program of studies is that provided by the Department of Education, Citizenship and Youth and is based on criteria established in the definition of the Français school, which states that all subjects are taught in French, with the exception of the English Language Arts course. By statute, the latter is compulsory from the Grade 4 level.

#### **IV. The Organization of the Français School**

Français schools should promote the learning of French as a first language. French is the language of communication and administration within the school; the French ambiance both inside and outside the classroom situation is such that the student's cultural and linguistic growth are encouraged.

#### **V. Funding**

- ***Funding will consist of \$225 per full-time equivalency (FTE) for all Kindergarten to Grade 8 students inclusively*** enrolled in a Français program as described in numbers I to IV. The Bureau de l'éducation française Division will be flexible in the application of this regulation during the development period of a Français school.
- ***To qualify for a grant of \$42.20 per pupil/credit at the secondary level (Senior 1 to 4)***, a school will have to offer a sufficient number of courses so that students may complete their studies according to the criteria set out in numbers I to IV.
- All other forms of instruction in French will fall under the classification of "Basic French" and will be funded accordingly.

- ***The payments of the Français grant are based on the September 30<sup>th</sup> enrolment figures of the current academic year*** and are included as part of the operating advances paid by the Public Schools' Finance Board for the period starting from July 1<sup>st</sup> of one year to June 30<sup>th</sup> of the following year.

## **VI. Reporting**

The "Additional Expenditures" reports for the appropriate fiscal year must be submitted as requested by the Bureau de l'éducation française Division in accordance with guidelines set by the Department of Education, Citizenship and Youth. The enclosed forms must be used for this purpose. The signatures of the superintendent, the secretary-treasurer and the principal must be affixed to these reports at the school level. The divisional report must be signed by the chairperson of the school board, the superintendent and the secretary-treasurer.

The monthly advance related to French language education could be withheld if the "Additional Expenditures" reports are not received by the Bureau de l'éducation française Division on the date requested. Payments will resume upon reception and approval of said reports by the Bureau.

## **B. FRENCH AS A SECOND LANGUAGE – IMMERSION**

### **I. The Objective of the French Immersion Program**

The French Immersion program in Manitoba is designed for students who possess little or no knowledge of the French language upon entry into the program, but who wish to become functionally bilingual with French as a second language. A functionally bilingual individual is one who has developed a mastery of his/her first language as well as linguistic competence in a second language on a personal as well as a professional basis.

### **II. Entry Points**

- Early Immersion:

The Early Immersion program begins in Kindergarten or Grade 1 and continues through to Senior 4. The program of studies followed is that provided by the Department of Education, Citizenship and Youth, based on the following percentages of instruction in the French language:

- ❖ 100% in Kindergarten;
- ❖ a minimum of 75% in grades 1 to 6;
- ❖ a minimum of 50% in grades 7 to Senior 4;
- ❖ alternative points of entry.

While Early Immersion is the preferred and, according to research, the most effective method of achieving functional bilingualism, it is possible to begin this program at other levels. The following points of entry are also recognized:

- the Middle Immersion program beginning at the Grade 4 level, and
- the Late Immersion program beginning at the Grade 7 level.

In each of these two cases, the minimum percentage of instructional time in the French language is 75% up to and including Senior 1. From Senior 2 to Senior 4, the minimum percentage of instructional time in the French language is 50%. It will thus be possible to group students from Early, Middle and Late Immersion programs starting in Senior 2.

### III. The Organization of French Immersion Education

The French Immersion program can be based on different models. Each of the three models described below offers a different French milieu or environment within the school which can affect the level of bilingualism achieved by the student.

The organizational models:

- The **Immersion School** model promotes second language learning by students who wish to become functionally bilingual. The school's French ambiance is ensured by a bilingual staff and the use of French as the language of administration and communication within the school. The student is thus provided with the opportunity to function in French both inside and outside the classroom situation.
- An **Immersion Centre** can be established in an English language school if it is not possible to create an Immersion school. Such a centre has its own administration and facilities and is, for all intents and purposes, an independent school operating in the same physical space as an English language school.
- If neither the Immersion School or the Immersion Centre are possible to establish, the **Dual-Track School** model can be chosen. In such a situation, the regular English program and a French Immersion program are headed by a single administration. Although, the staff associated with the Immersion program is bilingual, the school's ambiance is not truly French, since the use of French is limited to academic courses.

## IV. Funding

- Funding will consist of \$225 per full-time equivalency (FTE) for all Kindergarten to grade 8 students inclusively registered in an Immersion program as described in numbers I to III. The Bureau de l'éducation française Division will be flexible in the application of this regulation during the development period of a French Immersion program.
- To qualify for a grant of \$42.20 per pupil/credit at the secondary level (Senior 1 to Senior 4), a school will have to offer a sufficient number of courses so that students may complete their studies according to the criteria set out in numbers I to III.
- All other forms of instruction in French will fall under the classification of "Basic French" and will be funded accordingly.
- ***The payments of this grant are based on the September 30<sup>th</sup> enrolment figures of the current academic year*** and are included as part of the operating advances paid by the Public Schools' Finance Board for the period starting from July 1<sup>st</sup> of one year to June 30<sup>th</sup> of the following year.

## V. Reporting

"Additional Expenditures" reports for the appropriate fiscal year must be submitted as requested by the Bureau de l'éducation française Division in accordance with guidelines set by the Department of Education, Citizenship and Youth. The enclosed forms must be used for this purpose. The signatures of the superintendent, the secretary-treasurer and the principal must be affixed to these reports at the school level. The divisional report must be signed by the chairperson of the school board, the superintendent and the secretary-treasurer.

The monthly advance related to French language education could be withheld if the "Additional Expenditures" reports are not received by the Bureau de l'éducation française Division on the date requested. Payments will resume upon reception and approval of said reports by the Bureau.

## C. FRENCH AS A SECOND LANGUAGE – BASIC FRENCH COURSES

### I. The Objective of Basic French Courses

The objective of Basic French courses is to provide students with an appreciation of and a basic level of competence in the French language by the end of Senior 4. The student should be able to participate in a simple conversation, have a basic knowledge of the language and grammar, and be able to read, with the help of a dictionary, standard texts on subjects of interest.

### II. Entry Points

- Grade 4 is considered to be the only entry point (or the grade level) where Basic French should begin.

- An "Early Start French" support document has been developed by the Bureau de l'éducation française Division for schools wishing to offer French as a second language in Kindergarten to Grade 3.

### **III. Course Designations**

- Basic French (Grade 4 to Senior 4)
- "Early Start French" (Kindergarten to Grade 3)

### **IV. Conditions of Implementation for Basic French Courses**

- Recommended time allotments:

For grades 4 to 6, a minimum of 30 minutes per day, or 150 minutes of French instruction per week (180 minutes per 6-day cycle) is strongly recommended. Based on a 300 minute school day, this represents a percentage of instruction time of 10.0%.

For grades 7 and 8, a minimum of 35 minutes per day, or 175 minutes of French instruction per week (210 minutes per 6-day cycle) is strongly recommended. Based on a 330 minute school day, this represents a percentage of instruction time of 10.6%.

At the high school level from Senior 1 to 4, to meet the minimum requirement of 110 hours of French instruction per credit, a minimum of 33 minutes per day, or 165 minutes a week (198 minutes per 6-day cycle) is strongly recommended. Based on a 330 minute school day, this represents a percentage of instruction time of 11.0%.

- Teachers involved should be proficient in the French language and be knowledgeable in second language methodology. They should also attend implementation workshops organized by the Bureau de l'éducation française Division.
- Schools involved will utilize the materials developed and/or recommended by the Bureau de l'éducation française Division of the Department of Education, Citizenship and Youth.
- A suitable locale will be provided for the teaching of French.

### **V. Funding**

Funding will consist of:

- \$90 per FTE for all students in the Basic French course where the percentage of French taught is greater than or equal to the recommended percentage of instruction time stipulated in the guidelines to a maximum of 13.3%; and,
- \$45 per FTE for the "Early Start French", as well as Basic French where the

percentage of French taught is less than the minimum percentage of instruction time stipulated in the guidelines.

The payment of grants for Basic French and related courses is based on the September 30<sup>th</sup> enrolment figures of the current academic year and are included as part of the operating advances paid by the Public Schools' Finance Board for the period starting from July 1<sup>st</sup> of one year to June 30<sup>th</sup> of the following year.

## **VI. Reporting**

An "Additional Expenditures" report must be submitted in accordance with guidelines set by the Department of Education, Citizenship and Youth. The enclosed forms must be used for this purpose. The "Additional Expenditures" report for Basic French courses must be signed by the chairperson of the school board, the superintendent and the secretary-treasurer.

The monthly advance related to French language education could be withheld if the "Additional Expenditures" report is not received by the Bureau de l'éducation française Division on the date requested. Payments will resume upon reception and approval of said report by the Bureau.

## ADDITIONAL EXPENDITURES REPORTING

### Recommendations to facilitate the completion of “Additional Expenditures” Reports for French as a first language (Français) and French as a second language Immersion programs as well as Basic French courses

#### ADDITIONAL EXPENDITURES

These expenditures are in fact additional costs related to minority language education. This refers to a series of expenditures linked directly to overcoming disparities which exist between the minority group and the majority group in a number of specific areas. Additional expenditures are categorized to facilitate the preparation of budgets.

If we consider the issue of additional personnel, it is important to note that, in the past, several school divisions identified as an additional expenditure, a teacher who taught regular courses such as French, Social Studies, etc. At the developmental stage of Français and French Immersion programs, this occurred frequently since a majority of the classes had a lower enrolment. Although this situation still exists in some areas, this factor does not seem to be as important where program development has been completed. ***Statistics reveal that additional expenditures do not pertain to regular instruction but, rather, to special services within schools offering French language programs*** such as linguistic and cultural activities, as well as professionals or paraprofessionals who help students experiencing difficulties in the acquisition of two languages.

#### A. SCHOOL LEVEL ADDITIONAL EXPENDITURES

##### I. Personnel (specialists, e.g. resource teachers, librarians and paraprofessionals)

The type of personnel mentioned above would surely be considered as an additional expenditure at the school level. However, it should be specified that only the percentage of instruction or work done in French may be paid by French language grants. Also the hiring of an additional regular teacher due to lower enrollments would also be considered as an additional expenditure.

##### II. Supplies

Amounts earmarked for the French language programs in excess of the regular amounts allocated to schools should be identified in this section.

According to a study conducted by the Department of Education, Citizenship and Youth, the cost of French school supplies is about 30% more than the equivalent English school supplies.

***Thus, it would be acceptable to calculate the cost of items described in the "Supplies" section of the form and to charge 30% of the total cost to the French grants.***

### **III. Linguistic/Cultural Activities**

These activities are an important corollary in the learning of French, whether as a first or a second language. They are also an integral component of a language program whose objective is either to reinforce a young Franco-Manitoban's cultural identity or to initiate French Immersion students to various aspects of the French culture.

Expenditures to be identified under this heading are in effect additional costs which exceed amounts associated with regular instruction and/or extra-curricular activities for which the division has already allocated funds to the schools. It is possible to add more activities to those already suggested and listed on the form.

The proportion of total grants received to be allocated to these linguistic/cultural activities depends on the magnitude of the program that each school jurisdiction wishes to establish. ***It is suggested that 5 to 6% of the total grants received should be earmarked and distributed to schools for such activities.***

## **B. DIVISIONAL LEVEL ADDITIONAL EXPENDITURES**

### **I. Additional Costs Related to Transportation**

An amount not to exceed 25% of the total grant may be charged to this category.

### **II. General Administration**

The school division may charge up to 10% of the French grant for general administration. However, if this amount exceeds \$5,000 a detailed calculation shall be provided.

### **III. Others**

All other items considered to be additional expenditures should be identified in this section.

## **C. BASIC FRENCH FORM**

The instructions given in Sections A and B also apply to this section with the exception of the paragraph dealing with Personnel and Transportation.

## CALCULATION OF THE GRANT RECEIVABLE – EXAMPLES

### I. FRENCH AS A FIRST LANGUAGE (FRANÇAIS) AND FRENCH AS A SECOND LANGUAGE – IMMERSION

			Calculation of...	
Grade	# of pupils	% of French	FTE	Grant
K	20	100	$20 \times (100 / 75)$ 1.25 maximum $10 \times 1.25 = 25.00$	$25.00 \times \$225 = \$5,625.00$
K	15	90	$15 \times (90 / 75)$ $15 \times 1.2 = 18.00$	$18.00 \times \$225 = \$4,050.00$
1	18	80	$18 \times (80 / 75)$ $18 \times 1.07 = 19.26$	$19.26 \times \$225 = \$4,333.50$
3	16	75	$16 \times (75 / 75)$ $16 \times 1.00 = 16.00$	$16.00 \times \$225 = \$3,600.00$
7	13	70	$13 \times (70 / 75)$ $13 \times 0.933 = 12.13$	$12.13 \times \$225 = \$2,729.25$
S2	20	6 credits each in French	$6 \times 20 = 120$ pupil/credits	$120 \times \$42.20 = \$5,064.00$
S4	6	5 credits each in French	$(6 \times 5) + (6 \times 4) =$ $30 + 24 = 54$ pupil/credits	$54 \times \$42.20 = \$2,278.80$
	6	4 credits each in French		

**II. FRENCH AS A SECOND LANGUAGE – BASIC FRENCH AND EARLY START FRENCH**

Grade	# of pupils	% of French	Calculation of...	
			FTE	Grant
1	22	30 min./day in French (6 day cycle) 300 min. instruction time per day 180 / 1800 = 10.0%	$22 \times .10 = 2.20$	$2.20 \times \$45.00 = \$99.00$
4	25	35 min./day in French (6 day cycle) 300 min. instruction time per day 210 / 1800 = 11.7%	$25 \times .117 = 2.925$	$2.925 \times \$90.00 = \$263.25$
5	20	20 min./day in French (5 day cycle) 300 min. instruction time per day 100 / 1500 = 6.7%	$20 \times .067 = 1.340$	$1.340 \times \$45.00 = \$60.30$
7	15	40 min./day in French (6 day cycle) 330 min. instruction time per day 240 / 1980 = 12.1%	$15 \times .121 = 1.815$	$1.815 \times \$90.00 = \$163.35$
S2	30	25.0% of instruction time in French for the first semester only – on an annual basis $25.0 / 2 = 12.5\%$	$30 \times .125 = 3.750$	$3.750 \times \$90.00 = \$337.50$



**C. LINGUISTIC ACTIVITIES**

- Cultural activities \$ \_\_\_\_\_
  - Professional development \$ \_\_\_\_\_
  - Recreational and sports activities \$ \_\_\_\_\_
  - Promoting the use of French (projects, outings) \$ \_\_\_\_\_
  - Remedial classes etc. \$ \_\_\_\_\_
  - Others (describe) \_\_\_\_\_ \$ \_\_\_\_\_
- Total** \$ \_\_\_\_\_

**Brief explanation / rationale** (please identify activities, outings or projects): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GRAND TOTAL** \$ \_\_\_\_\_

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Secretary-Treasurer

\_\_\_\_\_  
Superintendent

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
day month year

**MANITOBA EDUCATION, CITIZENSHIP AND YOUTH**

**Forms for French as a first language (Français) and  
French as a second language (Immersion) programs**

**Divisional Level  
Additional Expenditures Report  
July 1<sup>st</sup>, 2005 to June 30<sup>th</sup>, 2006**

Division \_\_\_\_\_

**A. TRANSPORTATION**

$$\left( \underline{\hspace{10em}} \right) - \underline{\hspace{10em}} \left) \times \underline{\hspace{10em}} = \$ \underline{\hspace{10em}}$$

Average divisional cost per transported student
Divisional grant per transported student
# of students for Français/Immersion

Must not exceed 25% of total grant

**B. GENERAL ADMINISTRATION**

*Items (please provide a brief explanation):*

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

Must not exceed 10% of total grant \$ \_\_\_\_\_

**C. OTHERS**

*Items (please provide a brief explanation):*

Professional development \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

Must not exceed 10% of total grant Total \$ \_\_\_\_\_

**DIVISIONAL GRAND TOTAL \$ \_\_\_\_\_**

- Summary -

**French as a first language (Français) and  
French as a second language (Immersion) programs**

**Additional Expenditures Report  
July 1<sup>st</sup>, 2005 to June 30<sup>th</sup>, 2006**

Division \_\_\_\_\_

**School Expenditures**

Personnel \$ \_\_\_\_\_

Supplies \$ \_\_\_\_\_

Linguistic Activities \$ \_\_\_\_\_

**Total \$ \_\_\_\_\_**

**Divisional Expenditures**

Transportation \$ \_\_\_\_\_

General administration \$ \_\_\_\_\_

Others \$ \_\_\_\_\_

**Total \$ \_\_\_\_\_**

**GRAND TOTAL \$ \_\_\_\_\_**

**Revenue Forecast:**

**Total grant projected for the period extending  
from July 1<sup>st</sup>, 2005 to June 30<sup>th</sup>, 2006**

**\$ \_\_\_\_\_**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Secretary-Treasurer

\_\_\_\_\_  
School Board Chairperson

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
day month year

**MANITOBA EDUCATION, CITIZENSHIP AND YOUTH  
BASIC FRENCH COURSES ADDITIONAL EXPENDITURES REPORT**

School Division \_\_\_\_\_

July 1<sup>st</sup>, 2005 to June 30<sup>th</sup>, 2006  
Proposed budget

School Expenditures	Name(s) of Schools									DIVISIONAL TOTAL
Supplies										
Cultural Activities										
Professional Development										
Summer Courses										
Others										
<b>TOTAL</b>										

Divisional Expenditures:

General Administration	_____
Professional Development	_____
Others	_____
<b>TOTAL</b>	_____
<b>GRAND TOTAL</b>	_____
<b>REVENUE FORECAST</b>	_____
<b>SURPLUS (DEFICIT)</b>	_____

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Secretary-Treasurer

\_\_\_\_\_  
School Board Chairperson