



Ministry of
Education

Resource Management Division

OPERATING GRANTS MANUAL

2011/12

2012/13

2013/14

March 2011

OVERVIEW OF PROVINCIAL FUNDING

The Ministry of Education will be providing a total of \$4.721 billion in operating grants to boards of education in the 2011/12 school year. This is an increase of \$58 million over 2010/11.

School Year	Operating Grants (\$ billions)
2010/11	\$4.663
2011/12	\$4.721
2012/13	\$4.725
2013/14	\$4.725

The General Operating Grants have been estimated using the Funding Allocation System formulae contained in this manual. The calculations are detailed in the following sections.

Tables showing funding amounts for every district are included in a separate, supplementary document. These tables are updated following each enrolment count that occurs during the school year: September, February and May.

The General Operating Grants do not include special purpose or discretionary grants. Details on these grants will be provided as they are released.

ALLOCATION OF FUNDING TO SCHOOL BOARDS

The Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each school district.

The General Operating Grants are calculated based on estimated enrolment data provided by school districts. The operating grants will be updated based on actual enrolment and other data collected from school districts throughout the school year:

- July enrolment count
 - Summer Learning
- September enrolment count
 - Basic Enrolment-Based Funding
 - Standard Schools enrolment
 - Continuing Education
 - Distributed Learning
 - Alternate Schools
 - Home School Students
 - Supplement for Enrolment Decline
 - Supplement for Unique Student Needs
 - Special Needs
 - English as a Second Language
 - Aboriginal Education
 - Adult Education
 - Supplement for Salary Differential
 - Funding Protection
- February enrolment count
 - Basic Enrolment-Based Funding
 - Distributed Learning
 - Continuing Education
 - Special Needs Enrolment Growth
 - Newcomer Refugees
- May enrolment count
 - Basic Enrolment-Based Funding
 - Distributed Learning
 - Continuing Education

These grants are calculated based on data collected from the previous school year:

- Course challenges
- Supplement for Significant Cumulative Enrolment Decline
- Supplement for Unique Geographic Factors
 - Small Community Supplement
 - Low Enrolment Factor
 - Rural Factor
 - Climate Factor
 - Sparseness Factor

FUNDING ALLOCATION SYSTEM TABLES

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TABLE 2b
ENROLMENT-BASED FUNDING (SEPTEMBER)

Basic Allocation

☒ For each eligible school-age full-time equivalent (FTE) student enrolled in Standard (Regular), Continuing Education and Alternate schools and reported in the September enrolment count, 2011/12 **\$6,784**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning schools and reported in the September enrolment count, 2011/12 **\$5,851**

Home School Students

For each registered home school student (headcount) reported in the September enrolment count **\$250**

Course Challenges

For each eligible course challenge from the previous school year
1/32 of the Basic Allocation for enrolment in Standard schools

TABLE 2c
FULL-DAY KINDERGARTEN

Full-day Kindergarten is being phased-in over a two-year period beginning with partial implementation in 2010/11. In 2011/12, every Kindergarten student will now be enrolled for the full day, and all eligible Kindergarten students will be funded as 1.0 FTE.

Table 2c summarises the additional funding for full-day Kindergarten that is being provided to boards of education in 2011/12. Please note that the amounts listed on Table 2c are included in tables elsewhere in this Manual.

TABLE 3a

SUPPLEMENT FOR ENROLMENT DECLINE

For each school-age FTE student greater than a 1% decline, but less than or equal to a 4% decline from the previous September:

50% of the Basic Allocation for enrolment in Standard schools

For each school-age FTE student greater than a 4% decline from the previous September:

75% of the Basic Allocation for enrolment in Standard schools

For 2011/12, with full-day Kindergarten implementation being phased in, all Kindergarten students will be excluded from the Supplement for Enrolment Decline calculation.

(Note: Decline is the change in enrolment between September 30 enrolment of the current school year and the September 30 enrolment of the previous school year.)

TABLE 3b

SUPPLEMENT FOR SIGNIFICANT CUMULATIVE ENROLMENT DECLINE

For each school-age FTE student greater than a 7% decline between the previous September and the September two years prior to that:

50% of the Current Year Basic Allocation for enrolment in Standard schools

☒ For 2011/12 and 2012/13, due to the implementation of full-day Kindergarten and the change to multiple enrolment counts for Continuing Education, all Kindergarten and Continuing Education students will be excluded from the Supplement for Significant Cumulative Enrolment Decline calculation.

(Note: For 2011/12, the decline is the change in enrolment between the September 30, 2008 and September 30, 2010 enrolments.)

TABLES 4a and 4b
SUPPLEMENT FOR UNIQUE STUDENT NEEDS

	2011/12 per student
TABLE 4a – SPECIAL NEEDS STUDENTS	
For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$36,600
For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$18,300
For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$9,200
TABLE 4b – OTHER UNIQUE STUDENT NEEDS	
For each English/French as a Second Language headcount student	\$1,340
For each Aboriginal Education headcount student (Targeted)	\$1,160
For each non-graduated Adult Education FTE student (September only)	\$4,430

Note: The funding amounts above are provided only for September enrolment. Please see Tables 11 and 14 for Adult Education funding for the February and May enrolment counts, Table 12 for mid-year special needs enrolment growth, and Table 13 for ESL funding for Newcomer Refugee enrolment for the February enrolment count.

Note: Adult Education students who have already graduated are funded separately through a discretionary grant as part of the Education Guarantee.

TABLE 5
SUPPLEMENT FOR SALARY DIFFERENTIAL

The Supplement for Salary Differential provides additional funding to districts with higher average teacher salaries. The estimated Supplement for 2011/12 is based on average educator salaries as at September 30, 2010. This Supplement will be recalculated in the autumn based on actual educator salaries as at September 30, 2011.

The calculation for the supplement uses the following data and process:

The count for regular teachers includes all those who are classroom teachers, helping teachers, other instructional support, department heads and regular teachers receiving administrative allowances other than department heads. Teachers reported as Distributed Learning Educators, Continuing Education, or Exchange Teachers are included, but teachers reported in Provincial Resource Programmes (PRPs), Youth Custody/Residential Attendance Centres, and the Conseil Scolaire Francophone are excluded. Teachers who were reported with no grid category are also excluded, with the exception of Continuing Education teachers reported by SD 39 (Vancouver).

Base salary is added to isolation allowance to arrive at total salary. In addition, as most vice-principals also teach in the classroom, the number of FTE vice-principals is included at the Category 6 maximum teacher salary. The increments, as reported after September 30, 2011, will be included as part of the average educator salary calculation.

Each district's average teacher salary is compared to the provincial average and the variance is shown in the second column. The variance is then multiplied by an estimated number of educators, which is calculated by taking the total district (school-age and adult) enrolment divided by 18, the estimated average student/educator ratio for the province. The estimated number of educators is then multiplied by the salary differential for each district to generate the Provincial Average Salary Differential.

Following this, a per FTE amount is allocated based on total district enrolment (school-age and adult). The Provincial Average Salary Differential and the per FTE allocation comprise the Supplement for Salary Differential.

TABLE 6a

**SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS –
SMALL COMMUNITY SUPPLEMENT**

The Small Community Supplement is provided when a student population within a defined area does not exceed 250 elementary students and/or 635 secondary students. This defined area is the number of FTE students in a single school, or the combined total of FTE students of all schools located within 5 kilometres by the shortest road distance for elementary schools and 25 kilometres by the shortest road distance for secondary schools. Only standard (regular) schools are eligible for this supplement.

The Small Community Supplement is based on the previous year's enrolment. For 2011/12, the Supplement is determined using funded FTE enrolment as at September 30, 2010.

The Supplement is calculated for each "community" by placing the number of FTEs into the applicable formula that appears below for each of the three categories. The totals for each community are then aggregated to provide a total district funding amount for the Small Community Supplement.

A. Elementary Small Community Funding

Eligibility: Communities with 250 or fewer elementary school-age FTE students:

For each community with 110 or fewer elementary FTEs:

Lesser of \$157,500 or $(\$12,200 \times \text{FTE})$

For each community with 110 to 250 elementary FTEs:

$\$157,500 - (\$1,125 \times (\text{FTE} - 110))$

B. Secondary Small Community Funding

Eligibility: Communities with 635 or fewer secondary school-age FTE students:

For each community with 100 or fewer secondary FTEs: $\text{FTEs} \times \$4,547.50$

For each community with 100 to 635 secondary FTEs: $\$454,750 - (\$850 \times (\text{FTEs} - 100))$

C. Grade 11 and 12 Small Community Funding

Eligibility: Communities eligible for the Secondary Small Community Funding, and with school-age enrolments in Grades 11 and/or 12:

For each community with 15 or fewer Grade 11 & 12 FTEs: $\$12,200$ per FTE

For each community with more than 15 and less than 215 Grade 11 & 12 FTEs:

$\$183,000 - ((\text{FTE} - 15) \times \$915)$

TABLE 6b
SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS –
LOW ENROLMENT FACTOR

The Low Enrolment Factor is based on the previous year's enrolment. For 2011/12, the Low Enrolment Factor is determined using enrolment as at September 30, 2010.

Eligibility: 300 or fewer District school-age FTEs: \$1,375,000

Eligibility: Greater than 300, but 500 or fewer District school-age FTEs: \$935,000

Eligibility: Greater than 500, but 2,500 or fewer District school-age FTEs:
\$935,000 + (\$220 x (FTE – 500))

Eligibility: Greater than 2,500, but fewer than 15,000 District school-age FTE:
\$1,375,000 – (\$110 x (FTE – 2,500))

Districts where school-age enrolment exceeds 15,000 FTE are not eligible for this supplement.

TABLE 6c
SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – RURAL FACTOR

The Rural Factor is calculated using:

- Population of city in which the Board office is located
- Distances from Board office to Vancouver and the nearest regional centre*

$$\frac{(5 - \text{Population Scale}) \times 100 + \text{km to Vancouver} + \text{km to Regional Ctr}}{100} = \text{Rural Index (\%)}$$

For each school district, the Rural Index is multiplied by the previous September's Basic Allocation funding. The Rural Factor is weighted at 20%.

Regional Centres are defined as population centres with a minimum population base of 70,000, according to Statistics Canada, 2006 Census.

*Additional weighting is applied to distances to Vancouver and to the nearest regional centre where there is a water separation that requires ferry travel.

TABLE 6d

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – CLIMATE FACTOR

Degree Days of Cooling

The number of Degree Days of Cooling is taken from Environment Canada’s “Canadian Climate Normals, 1971-2000”, and represents the number of degrees that the mean temperature for a given day is **above** 18 degrees Celsius. These Days are averaged by month and year using the 30-year average. Days of Cooling are used to estimate the additional cooling requirements of buildings as a part of the Climate Factor funding.

Degree Days of Heating

The number of Degree Days of Heating is also taken from Environment Canada’s “Canadian Climate Normals, 1971-2000”, and represents the number of degrees that the mean temperature for a given day is **below** 18 degrees Celsius. These Days are averaged by month and year using the 30-year average. Days of Heating are used to estimate the additional heating requirements of buildings as a part of the Climate Factor funding.

The Degree Days of Cooling and the Degree Days of Heating for each district have been added together to reach the **Total Climate Degree Days**. Total Climate Degree Days have been indexed to the provincial minimum of 2,836.3 Climate Days (SD 39 – Vancouver). The Climate Index, therefore, represents the additional heating and cooling days above the provincial minimum (Total Climate Days – Provincial Minimum).

For each district, the Climate Index is multiplied by their previous year’s Basic Allocation funding. Climate Factor funding is weighted at 5%.

The Climate Factor is calculated as follows:

$$\frac{\text{Total Climate Days} - \text{provincial minimum}}{10,000} \times \text{previous year's Basic Allocation} \times 5\%$$

TABLE 6e

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – SPARSENESS FACTOR

The Sparseness Index addresses the fact that certain districts have a greater financial burden than others resulting from the separation of schools from the board office. Additional costs arise from increased travel.

Columns 1 to 3 show the total paved, gravel and water distance in kilometres which separate dispersed schools from their board office. A school is eligible for inclusion in the Sparseness Index calculation if that school is more than 40 kilometres from its board office or if it is separated by water. 40 kilometres is known as the “threshold distance”.

The Sparseness Index is calculated as follows:

1. Column 5 is the Total Weighted Distance of dispersed schools from their board office. It is calculated as the sum of paved road distance, gravel road distance weighted by 1.5, and water distance weighted by 7.5. To reflect waiting times for ferries, 150 kilometres is added to the Total Weighted Distance for each dispersed school separated by water (Column 4).
2. Column 6 indicates the Average Distance of dispersed schools from their board office. It is arrived at by dividing Total Weighted Distance (Column 5) by the number of dispersed schools (Column 11).
3. Column 7 is the Average Distance to Threshold Ratio. It is arrived at by dividing Column 6 from the board office by the threshold distance (40 km).
4. Column 10 is the Dispersed FTE Enrolment (Column 9) as a percentage of total FTE Enrolment (Column 8). Enrolment is all school-age FTE excluding Distributed Learning students as of September 30 of the previous year.
5. The Sparseness Index is derived as follows:
 - [Average Distance-to-Threshold Ratio (Column 7)]
 - X [Sparse Enrolment Percentage (Column 10)]
 - X [Number of Eligible Schools (Column 11) plus Board (taken as 5)]

The product of these factors is then divided by 100 to convert to the percentage known as the Sparseness Index.

For each district, the Sparseness Index is multiplied by their previous year’s Basic Allocation funding. Sparseness Factor funding is weighted at 12%.

TABLE 7

SUPPLEMENT FOR TRANSPORTATION AND HOUSING

The Supplement for Transportation and Housing provides funding to districts to assist with regular and contract transportation services and housing.

TABLE 8

FORMULA TRANSITION

Formula Transition provides notification of the changes in funding resulting from the reallocation of the former Supplement for Labour Settlements.

Formula Transition was determined by applying the replacement formula for Labour Settlements to 2009/10 and comparing this result to actual 2009/10 total district funding.

☒ Both increases and decreases in funding resulting from this formula change are being phased in. In 2010/11, the transition provided was 100% of the difference, and in 2011/12 is being provided at 50% of the difference. By 2012/13, the replacement formula will be entirely phased in and no Formula Transition will be provided.

Formula Transition amounts for 2011/12 are listed for every district on Table 8.

TABLE 9

FUNDING PROTECTION

Funding Protection is an additional amount provided to eligible school districts to ensure that funding as at autumn 2011 is at least what those districts received as at autumn 2010.

Funding Protection is determined by comparing the total recalculated operating grants from the summer and autumn of the previous school year to total summer and autumn operating grants for the current year. For districts where there is a negative difference, Funding Protection will provide additional funding in an amount to offset that negative difference.

☒ Funding Protection does not include any one-time grants. In the determination of Funding Protection, audit adjustments will be deducted from districts' previous school year's operating grants. In addition, audit adjustments will be recovered from districts where applicable, including those eligible for Funding Protection.

Funding Protection will only be updated during the recalculation of the 2011/12 operating grants in autumn 2011. Funding Protection is under review and is not confirmed for future years.

TABLE 10
SUMMER LEARNING

Funding is provided to boards of education for non-graduate school-age students who enrol in summer learning courses that lead to graduation based upon a set funding schedule.

The funded amount depends on the category of summer course. Boards of Education may report the number of course enrolments for those courses started after July 1 and completed before August 31 in the same calendar year. Funding will be provided in the following amounts:

Grades 1 through 7:

Courses that align with the provincial curriculum and have a minimum of 40 hours of instruction will be funded at \$200 per student (headcount).

Grades 8 through 9:

Courses that align with the provincial curriculum and have a minimum of 40 hours of instruction will be funded at \$200 per course.

Grades 10 through 12:

Partial courses that align with the provincial or board/authority authorised curriculum and have a minimum of 40 hours of instruction will be funded at \$200 per course.

Four-credit courses that meet all provincial or board/authority authorised learning outcomes within the provincial curriculum will be funded at \$400 per course.

The types of instruction for which the Ministry will **not** provide funding include summer camps, Distributed Learning, Provincial Resource Programmes, students not resident in British Columbia, students who have not yet completed Kindergarten, adult students, school-age graduates, exchange students, and students who are only registered to write the General Education Development (GED) examination.

Students eligible for summer learning funding who also qualify for English/French as a Second Language, Aboriginal Education and/or special needs funding will be funded at 1/16 of the appropriate supplement(s).

TABLE 11
ENROLMENT-BASED FUNDING (FEBRUARY)

CONTINUING EDUCATION

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Continuing Education and reported in the February enrolment count **\$6,784**

Non-Graduated Adult Education Students

For each eligible non-graduated adult education full-time equivalent (FTE) student enrolled in Continuing Education and reported in the February enrolment count **\$4,430**

DISTRIBUTED LEARNING

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Kindergarten to Grade 9 and reported in the February enrolment count **\$2,926**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Grades 10 to 12 and reported in the February enrolment count **\$5,851**

Non-Graduated Adult Education Students

For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Distributed Learning and reported in the February enrolment count **\$4,430**

Note: Adult students who have already graduated are funded separately through a discretionary grant as part of the Education Guarantee.

TABLE 12

SPECIAL NEEDS ENROLMENT GROWTH (FEBRUARY)

The total number of special needs full-time equivalent (FTE) students enrolled in regular, continuing education, alternate and distributed learning schools reported in the February enrolment count are compared to those reported in the previous September enrolment count.

Where, in each of Levels 1, 2 and 3, enrolment is greater in February than it was the previous September, 50% of the supplemental special needs per FTE funding amount is provided. No adjustment is made for any declines in enrolment.

	2011/12 per student (enrolment growth only)
For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$18,300
For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$9,150
For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$4,600

TABLE 13

NEWCOMER REFUGEES (FEBRUARY)

To assist districts with the costs associated with enrolling refugees who enrol subsequent to the September enrolment count, additional funding is provided for newcomer refugees enrolled by the time of the February enrolment count. Supplemental funding for English/French as a Second Language is also provided at 50% of the full year amount, if the student is eligible.

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student with documentation of refugee status who is enrolled in a standard or alternate school in the February enrolment count and who was not reported in the previous September enrolment count

\$3,392

For each school-age full-time equivalent (FTE) newcomer refugee student above who also qualifies for English/French as a Second Language

\$670

TABLE 14
ENROLMENT-BASED FUNDING (MAY)

CONTINUING EDUCATION

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Continuing Education and reported in the May enrolment count **\$6,784**

Non-Graduated Adult Education Students

For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Continuing Education and reported in the May enrolment count **\$4,430**

DISTRIBUTED LEARNING

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Kindergarten to Grade 9 and reported in the May enrolment count **\$1,950**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Grades 10 to 12 and reported in the May enrolment count **\$5,851**

Non-Graduated Adult Education Students

For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Distributed Learning and reported in the May enrolment count **\$4,430**

Note: Adult Education students who have already graduated are funded separately through a discretionary grant as part of the Education Guarantee.