



# The Ministry of Education's K-12 Public Education Funding Allocation System Review:

Submissions of the  
Conseil scolaire francophone  
de la Colombie-Britannique

School District No. 93  
(Conseil scolaire francophone de la Colombie-Britannique)

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## Contents

<b>1. Introduction .....</b>	<b>3</b>
<b>2. The CSF's unique characteristics: a backdrop to its funding needs.....</b>	<b>4</b>
<b>2.1 The CSF's unique purpose .....</b>	<b>4</b>
<b>2.2 The CSF's unique provincial structure.....</b>	<b>5</b>
<b>2.3 The CSF's unique funding needs arising from its constitutional purpose         and province-wide structure.....</b>	<b>5</b>
<b>3. How the Ministry's Funding Allocation System currently attempts to address the     unique needs of the CSF .....</b>	<b>6</b>
<b>4. The Student Location Factor does not address the CSF's transportation needs     even when the CSF factor is applied .....</b>	<b>8</b>
<b>4.1 The CSF must offer transportation services to ensure its schools are         accessible .....</b>	<b>8</b>
<b>4.2 The Student Location Factor.....</b>	<b>8</b>
<b>4.3 The CSF Factor.....</b>	<b>9</b>
<b>4.4 The Student Location Factor formula generates distorted funding results         for the CSF's communities and the CSF Factor does not offset the CSF's         overall transportation costs .....</b>	<b>10</b>
<b>5. The Ministry's current Funding Allocation System does not provide the CSF     with funds for start-up schools .....</b>	<b>12</b>
<b>6. The current Funding Allocation System does not include funding to incentivize     teachers to work at CSF schools.....</b>	<b>13</b>
<b>7. The current Funding Allocation System does not provide adequate special     education funding .....</b>	<b>14</b>
<b>8. The Funding Allocation System must account for inflation.....</b>	<b>15</b>
<b>9. The Funding Allocation System should remain untargeted unless funding is     provided based on actual expenditures .....</b>	<b>15</b>
<b>10. Conclusion.....</b>	<b>16</b>

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## 1. Introduction

[1] The Conseil scolaire francophone de la Colombie-Britannique (the “CSF”) submits this report to the Ministry of Education (the “Ministry”) to assist with the Ministry’s ongoing K-12 Public Education Funding Allocation System Review.

[2] The Ministry’s current Funding Allocation System does not respond to the unique operational needs of the CSF, which is the only school board mandated to provide French-first language instruction to communities across the province. Successive governments have recognized the CSF’s uniqueness such that some adjustments have been made to the Funding Allocation System formulae as applied to the CSF. However, the CSF-specific adjustments apply general increases to the CSF’s operating funding as otherwise determined by the standard formulae and are therefore not flexible enough to address the CSF’s actual needs.

[3] The CSF understands that a six-member independent review panel has been established to assist the Ministry to “provide equitable and predictable funding to boards of education”.<sup>1</sup> According to the Ministry’s press release on this subject, “[a] new funding model should also look to better support vulnerable students, including children in care, children with special needs and Indigenous students, as well as rural and remote school districts, and those with fast-growing student populations.”<sup>2</sup>

[4] The CSF further understands that the independent review panel will consult with key education stakeholders, including reviewing written stakeholder submissions,<sup>3</sup> throughout the spring of 2018, and that its work will be guided by the following criteria:

- a. Responsive – allocate available resources among boards of education in consideration of unique local and provincial operational requirements;
- b. Equitable – facilitate access to comparable levels of education services and opportunities for individual students throughout the province;
- c. Stable and Predictable – support strategic, multi-year planning for educational programming and school district operations;
- d. Flexible – Respect the autonomy of, and not unnecessarily restrict, individual boards of education in the spending of their funding allocations to further student success;

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<sup>1</sup> Ministry of Education Information Bulletin, *Finding a better way to support school districts, student success*, March 1, 2018, available online: [https://archive.news.gov.bc.ca/releases/news\\_releases\\_2017-2021/2018EDUC0004-000306.htm](https://archive.news.gov.bc.ca/releases/news_releases_2017-2021/2018EDUC0004-000306.htm). See also the Terms of Reference, Independent Review Panel for the K-12 Public Education Funding Allocation System Review, February 14, 2018 – August 31, 2018 [Independent Review Panel Terms of Reference], available online: <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/funding-model-review-independent-terms-of-reference.pdf>.

<sup>2</sup> Ministry of Education Information Bulletin, *Finding a better way to support school districts, student success*, March 1, 2018.

<sup>3</sup> Independent Review Panel Terms of Reference, p 2.

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- e. Transparent – calculate funding using a clear and transparent methodology; and
  - f. Accountable – allocate resources to boards of education in the most efficient manner and ensure that resources provided are being utilized as intended.<sup>4</sup>

[5] Thus, the purpose of this report is to assist the Ministry and the independent review panel in understanding the CSF’s unique operational needs to ensure that changes to the Funding Allocation System will respond to those needs and ultimately result in stable and predictable funding to support the CSF in fulfilling its mandate.

## **2. The CSF’s unique characteristics: a backdrop to its funding needs**

[6] The CSF is unique from other school districts operating in British Columbia in its purpose, structure, and financial needs. The CSF is mandated to provide French-first language instruction to select eligible students throughout the province. In order to fulfill its linguistic and cultural mandate province-wide, the CSF has funding needs that are different from other school districts in British Columbia, which unique needs have been recognized by successive governments and by the courts.

### ***2.1 The CSF’s unique purpose***

[7] The CSF is British Columbia’s only province-wide school district, and the only school district that offers the French-first language elementary and secondary education guaranteed in British Columbia by s. 23 of the *Canadian Charter of Rights and Freedoms* (the “*Charter*”). The CSF offers that education to eligible students in communities where the number of such students warrants that instruction.

[8] The particular purpose of French-first language instruction (in addition to the basic educational purpose shared by all school districts) is to transmit the French language and culture to future generations and to protect against assimilation in an environment that is predominantly English-speaking. French-first language schools are guaranteed by the *Charter* in British Columbia because for minority language communities, schools are a primary instrument of linguistic and cultural transmission. Although many English-language schools also provide social gathering space, French-first language schools throughout British Columbia not only serve as community centres, but are the most vital (and often only) institution favouring the survival of the French-speaking minority in any given area.

[9] It is also important to distinguish the CSF’s French-first language programming from French immersion programming, which is offered by some English-language school

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<sup>4</sup> Ministry of Education Information Bulletin, *Finding a better way to support school districts, student success*, March 1, 2018.

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districts in British Columbia. A French-first language program is designed to help transfer the French language and culture to students so that they become and remain a part of that community, despite the dominance of English in everyday life. On the other hand, a French immersion program is designed for English speakers in an English-language majority school environment and teaches French as a second or third language.

## ***2.2 The CSF's unique provincial structure***

[10] A further particularity of the CSF is that it is the only school district in British Columbia that is structured to serve various communities, both urban and rural, throughout the province. That is, the CSF's service areas are not constrained to any particular region or municipality as is the case with most English-language school districts; the CSF's territory is the entire province.

[11] The CSF's province-wide structure, combined with the fact that it serves select eligible students, means that its student population is widely dispersed throughout the province. This is true even where the CSF operates a school serving an urban community, such as in Vancouver or Victoria. The CSF's urban catchment areas are very large and students attending these CSF schools are scattered throughout the catchment area, giving these urban catchment areas the hallmark characteristics of rural communities. Thus, students attending CSF schools, whether rural or urban, often have much longer commuting times than their English-language school counterparts.

[12] The maps attached as **Appendix "A"** illustrate some of the CSF's catchment areas as they existed in the 2012/13 school year (maps of the catchments areas in Vancouver, Coquitlam, Sechelt, Nelson, and Victoria are provided as examples). These maps illustrate the dispersed nature of the CSF's student populations in both rural and urban communities.<sup>5</sup>

## ***2.3 The CSF's unique funding needs arising from its constitutional purpose and province-wide structure***

[13] As a result of its unique constitutional mandate and its province-wide structure, the CSF has different funding needs than other school districts in British Columbia. These unique funding needs have been recognized by successive governments and by the courts.

[14] First, the CSF incurs additional operating costs in order to implement the programs necessary to uphold the Province and CSF's constitutional obligations, including professional, educational, and cultural and linguistic programs. The CSF also

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<sup>5</sup> These maps were created using data from the 2012/13 school year and thus do not reflect the home addresses of the CSF's entire current student body. The maps also do not reflect some recent changes to the CSF's catchment areas (for example, the opening of two annex schools in Vancouver).

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incurs additional expenses in order to ensure its schools are accessible. For example, the CSF must provide transportation services to its dispersed population, including in urban areas where students attending English-language schools may be able to walk.

[15] Second, the CSF also serves communities across the province with differing needs. While English-language school districts differ from one another in part because they serve different types of communities (for example, rural versus urban communities), the CSF, as one school district, must be able to accommodate the needs of different communities.

[16] The Ministry's recently released Draft British Columbia Rural Education Report 2017 (the "Rural Education Report") acknowledges the unique needs of rural school districts, including with regards to transportation, staff recruitment and retention, accessibility to comparable educational programming and extracurricular programs, and funding approaches.<sup>6</sup> The report finds that "[a]lthough the current funding model provides supplements for rural school districts, funding based primarily on enrolment does not reflect the higher costs of delivering comparable programs and services in low enrolment and remote environments", and recommends that the Ministry "[c]ontinue to provide targeted funding outside of regular operating grants to address unique rural issues, such as transportation and housing."<sup>7</sup>

[17] The Rural Education Report then goes on to recommend that the Ministry undertake a comprehensive review of the Funding Allocation System to better reflect the operational and educational realities of operating schools in rural and remote communities.<sup>8</sup> Now that the Ministry is undertaking such a review, it is important to also account for the uniqueness of the CSF, which serves rural communities throughout the province, as well as dispersed populations (the hallmark of a rural community) within urban settings.

### **3. How the Ministry's Funding Allocation System currently attempts to address the unique needs of the CSF**

[18] Despite being unique from all other school districts, the Ministry has determined that the CSF is to be funded in the same way as all other school districts, that is, by way of the Funding Allocation System. The CSF receives enrolment-based funding: a base-per student funding amount, determined annually by the Ministry, that is multiplied by the actual number of students enrolled at the CSF's schools. The CSF's operating funding is also supplemented by certain of the Ministry's established supplementary funding

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<sup>6</sup> Draft British Columbia Rural Education Report 2017, prepared by Linda Larsen, Parliamentary Secretary for Rural Education, available online: <http://s3.documentcloud.org/documents/4411779/Draft-Rural-Education-Report-2017.pdf> [Rural Education Report], pp 6, 11.

<sup>7</sup> Rural Education Report, p 10.

<sup>8</sup> Rural Education Report, p 10.

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grants, as they pertain to the CSF pursuant to the Ministry's Operating Manual. The chart attached as **Appendix "B"** summarizes the Operating Grant Allocation Formula.<sup>9</sup>

[19] To account for some of the CSF's unique characteristics, the Ministry has made some deliberate adjustments to how the Funding Allocation System formula is applied to the CSF. For the most part, however, the adjustments have been applied in an arbitrary manner across all of the CSF's communities, such that they do not actually account for the CSF's unique circumstances or the CSF's individual community needs.

[20] In addition to the adjustment to the CSF's Student Location Factor (discussed in detail below), the CSF receives a 15% operating grant supplement, which is intended to address some of the unique additional costs the CSF incurs to implement programs to fulfill its constitutional mandate.<sup>10</sup> Between 2004 and 2006, the CSF sought such additional funding from the Ministry, submitting a report in March 2006<sup>11</sup> concluding that the CSF would need a 25% increase to its operating funding to put the necessary cultural and linguistic programs in place and to make its schools accessible. After some consideration, in 2006, the Ministry implemented a 15% supplement instead of the 25% the CSF requested.<sup>12</sup> While the 15% supplement has assisted the CSF in funding certain cultural and linguistic programs, it does not provide enough funding to supplement the CSF's transportation costs.

[21] The adequacy of the 15% CSF supplement has not been reviewed since being implemented in 2006, despite the CSF's May 2006 Report to the Ministry proposing that the supplement be reviewed in 2010.<sup>13</sup> In any event, the need for any specialized CSF supplement will need to be evaluated in light of any changes made to the Funding Allocation System following the Ministry and the independent review panel's review.

[22] Lastly, the Student Location Factor, which provides funding to school districts based on standard student enrolment and the school-age population density of communities within that district, is also adjusted as it applies to the CSF. The Ministry has recognized that the established formula for calculating each school district's Student

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<sup>9</sup> Overview of the 2013/2014 Operating Grant Allocation Formula (provided to the CSF by the Ministry). The Funding Allocation System has remained the same since 2013/14 such that, though dated 2013/14, this chart remains a relevant summary of the operating grant formula.

<sup>10</sup> See the chart at **Appendix "B"**, Overview of the 2013/14 Operating Grant Allocation Formula (bottom right hand corner).

<sup>11</sup> Report to the Ministry of Education entitled Funding Requirements for Minority Language Education, March 2006. The CSF had also submitted an earlier report to the Ministry: Funding for Francophone Education: Challenges Facing the Conseil Scolaire Francophone, prepared by Trillium Business Strategies Inc, May 2005.

<sup>12</sup> Letter from Emery Dosdall, Deputy Minister, Ministry of Education to Jean Watters, CEO of the Conseil scolaire francophone de la Colombie-Britannique, dated October 10, 2006 (Ref. 115415).

<sup>13</sup> Report to the Ministry of Education entitled Funding Requirements for Minority Language Education, March 2006, p 16.



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Location Factor does not account for the CSF's dispersed student population. In an attempt to compensate, the Ministry multiplies the Student Location Factor for the CSF by 5 (the "CSF factor") to increase funding generated by that supplement. However, as is described in detail in the next section, the CSF factor was created as an arbitrary fix and thus does not account for actual individual community needs, nor does it generate enough funding overall to support the CSF's transportation system.

#### **4. The Student Location Factor does not address the CSF's transportation needs even when the CSF factor is applied**

##### ***4.1 The CSF must offer transportation services to ensure its schools are accessible***

[23] In order to make its schools more accessible, the CSF attracts eligible families by providing transportation services to its dispersed student population. Transportation free-of-charge is essential for French-language education to flourish, as eligible families usually have closer options in the English-language schools.

[24] The CSF's transportation policy provides that transportation services are to be organized in such a way that school bus travel times are equivalent to the travel times of students attending an English-language school. Although the CSF provides transportation services to all students eligible under its policy, the level of service the CSF offers is limited by its transportation budget. Thus, the CSF's ability to provide accessible education varies from community to community.

##### ***4.2 The Student Location Factor***

[25] The Student Location Factor, introduced into the Funding Allocation System in March 2012, builds transportation funding into the per-student funding formula as one of the Unique District Factors. As described in the 2017/18 Operating Grant Manual, a school district's Student Location Factor is calculated based on: (1) the Small Community Supplement's community clusters; (2) the school-age population for each community cluster as determined based on the 2011 Census; and (3) the number of school-age Full Time Enrolment ("FTE") students enrolled in standard schools from the previous school year, which is weighted according to the community cluster's school-age population density.<sup>14</sup>

[26] As the only Unique District Factor that accounts for the costs imposed by the dispersion of a school district's population, the Student Location Factor is a particularly important part of the per-student funding formula for the CSF. Given the Province and CSF's constitutional obligation to ensure accessibility to its schools, any funding

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<sup>14</sup> Also see the chart at **Appendix "B"**, Overview of the 2013/14 Operating Grant Allocation Formula (bottom right hand corner).



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allocated to the CSF for transportation funds a necessary service. Thus, to the extent that the CSF incurs a transportation deficit as a result of the Ministry's Student Location Factor formula, it must draw from its general operating funds to make up the difference.

[27] Indeed, the CSF is not the only school district receiving insufficient funding for necessary transportation services. The Rural Education Report reported that "[t]ransportation was discussed at every regional open house. Participants suggested that it is impossible to think of a rural school district operating without transportation. Contributors indicated that prior to the Student Transportation Fund a range of bus reductions or fees were considered in many rural areas. They warned that the funding did not offset all of the costs of transportation."<sup>15</sup> As is explained in the following section, the CSF's own transportation supplement – the CSF factor – also does not offset the costs of the CSF's necessary transportation services.

### ***4.3 The CSF Factor***

[28] The Student Location Factor formula, as originally established, does not account for the CSF's unique circumstances. Population density plays a very significant role in determining the amount received under the Student Location Factor because this factor was designed to provide more funding to school districts with schools serving sparsely populated communities. In order to meet this goal, community clusters were weighted based on their school-age population densities, with the community cluster weight decreasing as school-age population density increases.

[29] The Ministry has never calculated the population density of school-aged children eligible to attend a CSF school in any region or community cluster, and thus, the total school-age population density is used to calculate the CSF's funding pursuant to the Student Location Factor. These population densities completely ignore the CSF's circumstances. The Student Location Factor relies on the school-aged population density for certain community clusters as determined by the Census. It takes into account the density population of all school-aged children within a given community cluster, irrespective of whether they are eligible to attend a CSF school. The density of the CSF's student population within any given community cluster is evidently much lower than that of the total population of school-aged children in that same area, as evidenced by the maps attached as **Appendix "A"**.

[30] When the Ministry established the Student Location Factor, it conducted tests using the new formula to determine how school districts fared as compared to the funding generated by the former "Supplement for Transportation and Housing", which funded transportation based on actual costs. At that point, it became apparent to the Ministry that

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<sup>15</sup> Rural Education Report, p 41.

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the CSF would receive comparatively less under the Student Location Factor than it had previously received under the Supplement for Transportation and Housing, the latter having reflected the actual cost of the CSF's transportation system in 2001/02 (before the Ministry froze the Supplement for Transportation and Housing).

[31] To address the discrepancy between the funding the CSF had received under the Supplement for Transportation and Housing in 2001/02 and the decreased levels of funding the CSF would receive under the Student Location Factor, the Ministry determined that multiplying the CSF's Student Location Factor supplement by 5 (the CSF factor) would close the gap. The Ministry continues to multiply the Student Location Factor by 5 for the CSF, but the CSF's transportation system has grown significantly (as its student population has grown), and this adjustment does not close the gap between what the Student Location Factor formula generates before the CSF factor is applied, on the one hand, and the CSF's actual transportation costs, on the other. Thus, even when adjusted with the CSF factor, the Student Location Factor does not adequately address the transportation funding needs of the CSF, leaving the CSF to supplement its transportation funding by drawing from other aspects of its operating funding.

***4.4 The Student Location Factor formula generates distorted funding results for the CSF's communities and the CSF Factor does not offset the CSF's overall transportation costs***

[32] Because the Ministry relies on the total population densities of school-aged children to calculate the Student Location Factor for each CSF community, the individual results for each community are distorted as compared to what the CSF actually spends on transportation. That is, the Student Location Factor does not generate transportation funding for each of the CSF's communities that reflects those communities' actual transportation costs.

[33] Attached as **Appendix "C"** to this report is a table listing the funding the CSF received by community for the 2017/18 school year pursuant to the Student Location Factor. The Student Location Factor amounts included in the table have already been adjusted using the CSF factor. The table also lists the CSF's budgeted transportation costs by community. Thus, **Appendix "C"** illustrates the gap that exists between the CSF's actual transportation costs and the funding it receives pursuant to the Student Location Factor to address those costs.

[34] As an example of the distorted results generated by the Student Location Factor, consider the difference in funding received for Vancouver and Sechelt, as compared to the actual costs of providing transportation services in those communities.

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[35] In Vancouver, there are 856 elementary students enrolled at the CSF's four elementary schools (École Anne-Hébert and its annex at the Vancouver School Board's former Chief Maquinna<sup>16</sup> and École élémentaire Rose-des-vents and its annex at the Vancouver School Board's former Henderson Annex).<sup>17</sup> The CSF provides transportation services to most of its elementary students in Vancouver because, as the maps at **Appendix "A"** illustrate, the students' homes are dispersed throughout the large catchment areas.

[36] Because the Student Location Factor for the CSF's schools in Vancouver is calculated using the total population density of school-age children living in Vancouver, the formula does not account for the CSF's dispersed student population. Even when multiplied by the CSF factor, the Student Location Factor only generates \$44,298 for transportation services for elementary students attending CSF schools in Vancouver.<sup>18</sup> Meanwhile, for the 2017/18 school year, the CSF has budgeted (and is on track to spend) \$1,365,660<sup>19</sup> for those services.

[37] Conversely, for Sechelt, where the CSF operates one school with 67 elementary students, the Student Location Factor generates twice as much transportation funding as for Vancouver; the CSF received \$86,681 pursuant to the Student Location Factor for Sechelt in 2017/18. Meanwhile, the CSF has budgeted (and is on track to spend) \$62,963 in transportation for elementary students in Sechelt.

[38] The disparity between what the Student Location Factor formula generates for Vancouver versus Sechelt is just one example of how the formula does not work for the CSF. The formula generates more funding for many other smaller school communities than it does for Vancouver – see, for example, the results at **Appendix "C"** at the elementary level for Prince George (\$119,025), Powell River (\$137,138), and Penticton (\$173,363). The CSF has far fewer students and thus far fewer bus routes in all of these communities than it does in Vancouver.

[39] There are some communities where the Student Location Factor formula generates more transportation funding than is actually spent on transportation services. Sechelt is an example, and as shown on **Appendix "C"**, there are other smaller communities where this is the case. However, these margins are slight, and do not make

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<sup>16</sup> For the location of this school, see number 8 on the map at page 2 of **Appendix "A"**. The CSF began leasing this school this year (2017/18) in order to accommodate overflow at École Anne-Hébert.

<sup>17</sup> For the location of this school, see number 22 on the map at page 2 of **Appendix "A"**. The CSF began leasing this school this year (2017/18) in order to accommodate overflow at École Rose-des-vents.

<sup>18</sup> See **Appendix "C"**.

<sup>19</sup> The table at **Appendix "C"** shows a total budget of \$1,609,226 for transportation in Vancouver. \$243,566 of that budget is for the CSF's secondary students in Vancouver attending École Jules-Verne. As an additional point, the Student Location Factor generates \$203,227 in transportation funding for 314 secondary students in Vancouver (attending École Jules-Verne), much more than the \$44,298 it generates for the CSF's 856 elementary students in Vancouver.

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up for the communities where the CSF receives considerably less than what it spends (in Vancouver alone the CSF is underfunded \$1,361,701). Indeed, the CSF has an overall transportation deficit of \$3,317,982 for the 2017/18 school year.<sup>20</sup>

[40] It is important to note that beginning in 2004, before the CSF's 15% supplement was implemented, the CSF made a number of difficult changes to its transportation system in order to decrease expenditures. For example, the CSF amended its transportation policy to replace its door-to-door transportation services with a group pick-up point system, which reduced the distance and bus time of the CSF's bus routes. The CSF also replaced a number of small buses with large buses to accommodate more students on fewer routes and to alleviate some of the pressure of increasing enrolment on the CSF's frozen transportation budget. Lastly, the CSF introduced a competitive bidding process to contract its bus services. The effect of these changes was to make the CSF's transportation system as efficient as possible.

[41] Thus, while the Ministry has nominally attempted to adjust the Student Location Factor to fit the CSF's needs, the application of a blanket increase across the CSF's communities fails to account for those individual communities' transportation needs, and fails to generate enough transportation funding for the CSF overall. A new funding model must better account for the CSF's uniqueness. Most importantly with regards to transportation funding, a new model must account for the CSF's dispersed population, even in urban areas of the province. A model that funded actual transportation costs, like the former Supplement for Transportation and Housing Supplement, would provide responsive transportation funding that is stable and predictable. Indeed, as mentioned above, the Rural Education Report recommended that the Ministry continue to provide targeted funding for transportation and housing.<sup>21</sup>

## **5. The Ministry's current Funding Allocation System does not provide the CSF with funds for start-up schools**

[42] In accordance with the CSF's mandate to provide programs where numbers warrant and where eligible parents request access to French-first language education,<sup>22</sup> the CSF's programs continue to grow across the province, including with the opening of new schools. The CSF continues to open new schools in communities where it already operates schools (for example, the CSF opened two annex schools in Vancouver for the 2017/18 school year), as well as in new communities where French-first language

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<sup>20</sup> This report uses the 2017/18 school year as the most recent example of the CSF's transportation deficit, but the Student Location Factor (including the CSF Factor) has failed to generate enough funding to support the CSF's transportation system since being introduced. Thus, the CSF's transportation system has been chronically underfunded.

<sup>21</sup> Rural Education Report, p 10.

<sup>22</sup> Pursuant to section 23 of the *Charter* and according to the *School Act*, RSBC 1996 c 412.

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education did not previously exist (for example, the CSF opened a school in Fernie for the 2013/14 school year and in Revelstoke for the 2012/13 school year).

[43] Many of the CSF's existing programs have started with few students and grown quickly. For example, at the request of eligible parents, the CSF opened a program in Kamloops in 2001/02 with enrolment of 12 students. This year (2017/18), 84 students are enrolled in that program. Similarly, at the request of eligible parents, the CSF opened a program in Nelson in 2006/07 with enrolment of 8 students. This year (2017/18), 85 students are enrolled in that program. Small starter programs such as these usually begin operating within a facility shared with an English-language school, or in a small rented space, and expand as needed.

[44] In either case – whether the CSF opens a new school in an existing CSF community or whether it opens a program in a new community – there are costs associated with a starter program that are not accounted for by the Ministry's current Funding Allocation System. None of the supplements are intended to assist school districts in establishing new programs, and the base per-student funding formula does not generate enough money to even cover general operating costs such as teacher salaries and transportation services. Similarly, where the CSF opens an annex to alleviate overcrowding at another school, the Funding Allocation System does not account for the associated increased operational expenses. Such specialized funding does not exist primarily because other school districts are not mandated to establish new programs in the same way as the CSF. While the CSF receives a unique 15% supplement, this funding is not intended to fund start-up schools, nor does it provide adequate funding to do so.

[45] It is important that the CSF receive adequate operating funding to allow new schools to grow, as this takes time, especially in smaller communities. On the other hand, the CSF does not expect to continue to invest money in a program that is not successful once given a legitimate chance. In determining what makes educational sense in terms of the CSF's starter programs, the Province and CSF's constitutional obligation must be a primary consideration. The CSF's starter programs must be given a chance to take hold in a community, with adequate support through operating funding, as the CSF's schools are the only option for French-first language education in British Columbia.

## **6. The current Funding Allocation System does not include funding to incentivize teachers to work at CSF schools**

[46] Rural school districts have highlighted recruiting and retaining qualified staff for educational, administrative, and operational positions as one of their greatest challenges.<sup>23</sup> The CSF faces similar challenges, exacerbated by the facts that it operates rural schools across the Province, its staff must speak French, and it must compete

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<sup>23</sup> Rural Education Report, p 10.

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against urban school districts offering positions to French-speakers for their French-immersion programs.

[47] In response to the Rural Education Report’s finding that rural school districts are struggling with recruiting and retaining staff, Parliamentary Secretary Larson (author of the Rural Education Report) and the Minister of Education (the “Minister”) determined that immediate assistance was needed.<sup>24</sup> The Minister created a one-time \$1.5 million Rural and Remote Workforce Sustainability Fund (RRWSF) to help address the recruitment and retention priority in rural communities. An additional half million dollars has been provided to the British Columbia Public School Employers’ Association to provide centrally-coordinated recruitment supports to rural school districts.<sup>25</sup>

[48] The federal government has also pledged to provide funding to address the recruitment and retention of teachers who teach French as a second language. This means federal funding supplements will be provided for English-language school districts to attract French immersion teachers. These federal funds would not provide funding to the CSF for recruiting and retaining teachers who teach French-first language education. Thus, it is important that the CSF’s needs be addressed through the provincial operating budget.

[49] It is important that school districts be able to respond to salary changes – whether negotiated into collective agreements or needed on an individualized basis to recruit and retain specialized staff – through their operating budget. For example, the CSF’s difficulties in recruiting staff are not only due to the fact it operates schools in rural communities, but also because it needs to attract French-speaking teachers and other staff who also have the option of teaching at French immersion schools in more desirable communities (i.e. urban centers). The CSF requires flexibility in its operating budget to enable it to incentivize teachers and other staff to work at its schools.

## **7. The current Funding Allocation System does not provide adequate special education funding**

[50] Many rural school districts have complained that lack of access to specialist services, long travel times, and high costs in rural schools and communities are contributing to long wait times for special needs assessments and, therefore, delays in receiving services.<sup>26</sup> Again, these problems are exacerbated for the CSF because it serves several rural communities across the province, and because it must offer special needs assessments in French.

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<sup>24</sup> Rural Education Report, p 12.

<sup>25</sup> Rural Education Report, p 12.

<sup>26</sup> Rural Education Report, pp 8, 35.



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[51] The Rural Education Report also raised the need for funding to support English as a Second Language programming.<sup>27</sup> Again, the need for specialized language training is exacerbated for the CSF. Its schools must offer Francization programs to transition some students into French-first education (some students come from an English-speaking home and need extra attention to bring their French up to speed) as well as to ensure that students' English-language skills are strong.

[52] It is important that the Funding Allocation System respond to the province-wide need for greater funding for special education, but that it also be able to respond to school districts' unique needs – including the CSF – to ensure that comparable special education services can be provided across the province.

## **8. The Funding Allocation System must account for inflation**

[53] The current Funding Allocation System does not account for inflation. Set rates of funding like the per-student base amount is not adjusted annually based on inflation. Therefore, school districts are actually losing per-student funding at the rate of inflation. Any changes to the Funding Allocation System should account for an inflation adjustment to ensure that school districts can continue to offer at least the same level of services from one year to the next.

## **9. The Funding Allocation System should remain untargeted unless funding is provided based on actual expenditures**

[54] As the Ministry's Operating Grants Manual explain, almost all operating funding provided by the Ministry is untargeted.<sup>28</sup> This means that school districts have autonomy in deciding how operating funds are spent, regardless of the particular supplement that generated the funding. The exception is funding provided for Aboriginal Education, which is fixed.<sup>29</sup>

[55] The CSF understands why Aboriginal Education funding is fixed, and does not suggest that any changes be made to that funding supplement. However, the fact that all other funding is provided untargeted gives school districts flexibility to address their individual needs, which is one of the guiding principles of the independent review panel's mandate.<sup>30</sup> It is important to recognize the unique operating funding needs of individual school districts, particularly the CSF because of its unique mandate and its province-wide structure.

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<sup>27</sup> Rural Education Report, p 28.

<sup>28</sup> Operating Grants Manual, March 2017.

<sup>29</sup> Operating Grants Manual, March 2017, Tables 4a and b.

<sup>30</sup> Ministry of Education Information Bulletin, *Finding a better way to support school districts, student success*, March 1, 2018.



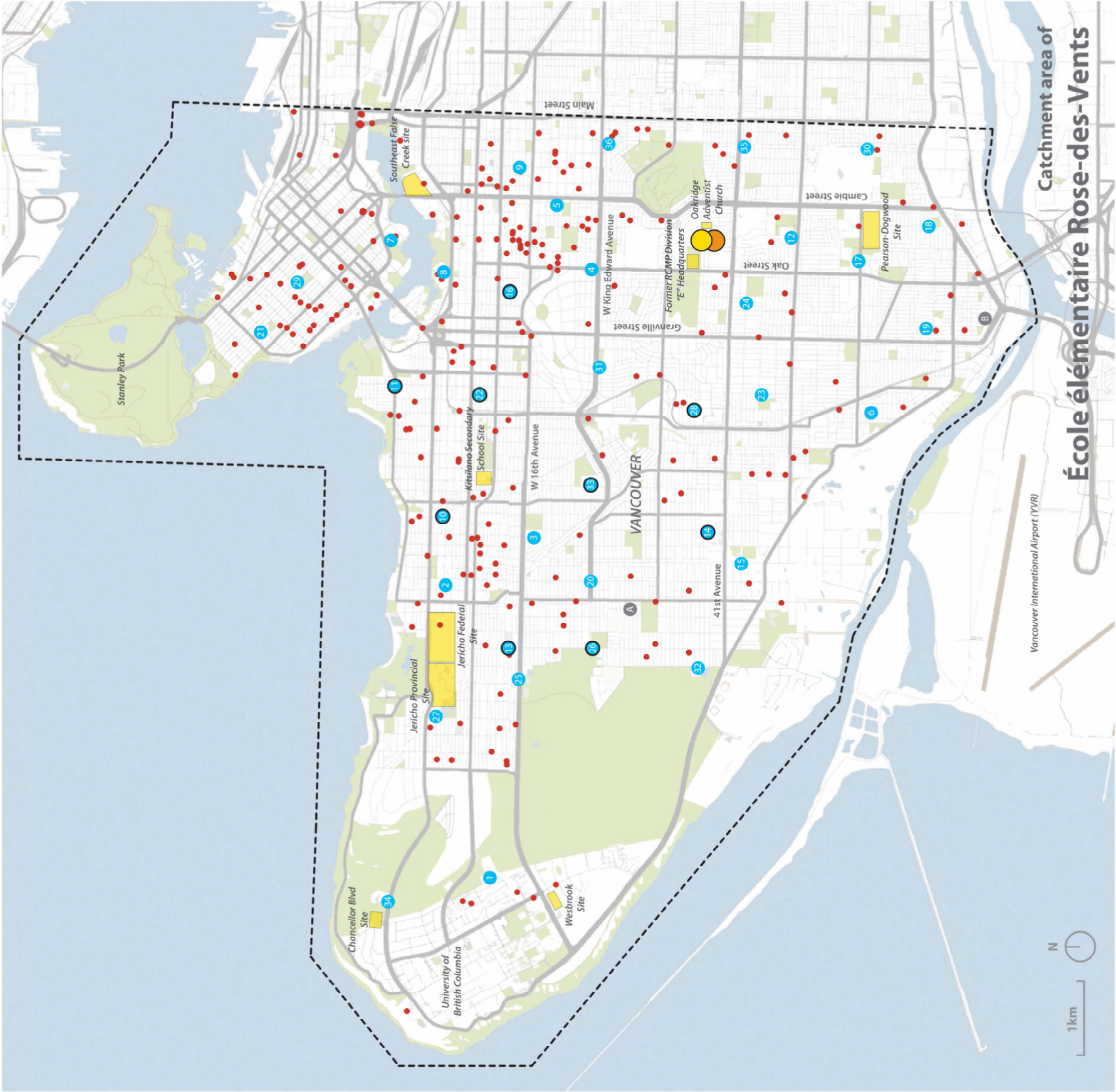
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[56] Thus, the CSF requests that the Funding Allocation System continue to provide untargeted funding, with the exception of the Aboriginal Education Supplement, unless the Funding Allocation System is amended so as to provide funding based on actual expenditures.

## **10. Conclusion**

[57] Thank you for considering the CSF's submissions to assist the Ministry and the independent review panel's review of the Ministry's Funding Allocation System. Any further questions regarding the CSF's submission should be directed to Sylvain Allison, Secretary Treasurer, at **sallison@csf.bc.ca** or **604-214-2606**.

[58] The CSF looks forward to an amended Funding Allocation System that provides stable and predictable funding that meets the CSF's unique needs.



- École élémentaire Rose-des-Vents
- École secondaire Jules-Verne
- 5445 Baillie Street, Vancouver, BC V5Z 3M6
- Addresses of École élémentaire Rose-des-Vents students in the 2012/2013 school year
- École élémentaire Rose-des-Vents catchment area
- SD39 English-language elementary schools
- English-language schools offering French immersion
- Park

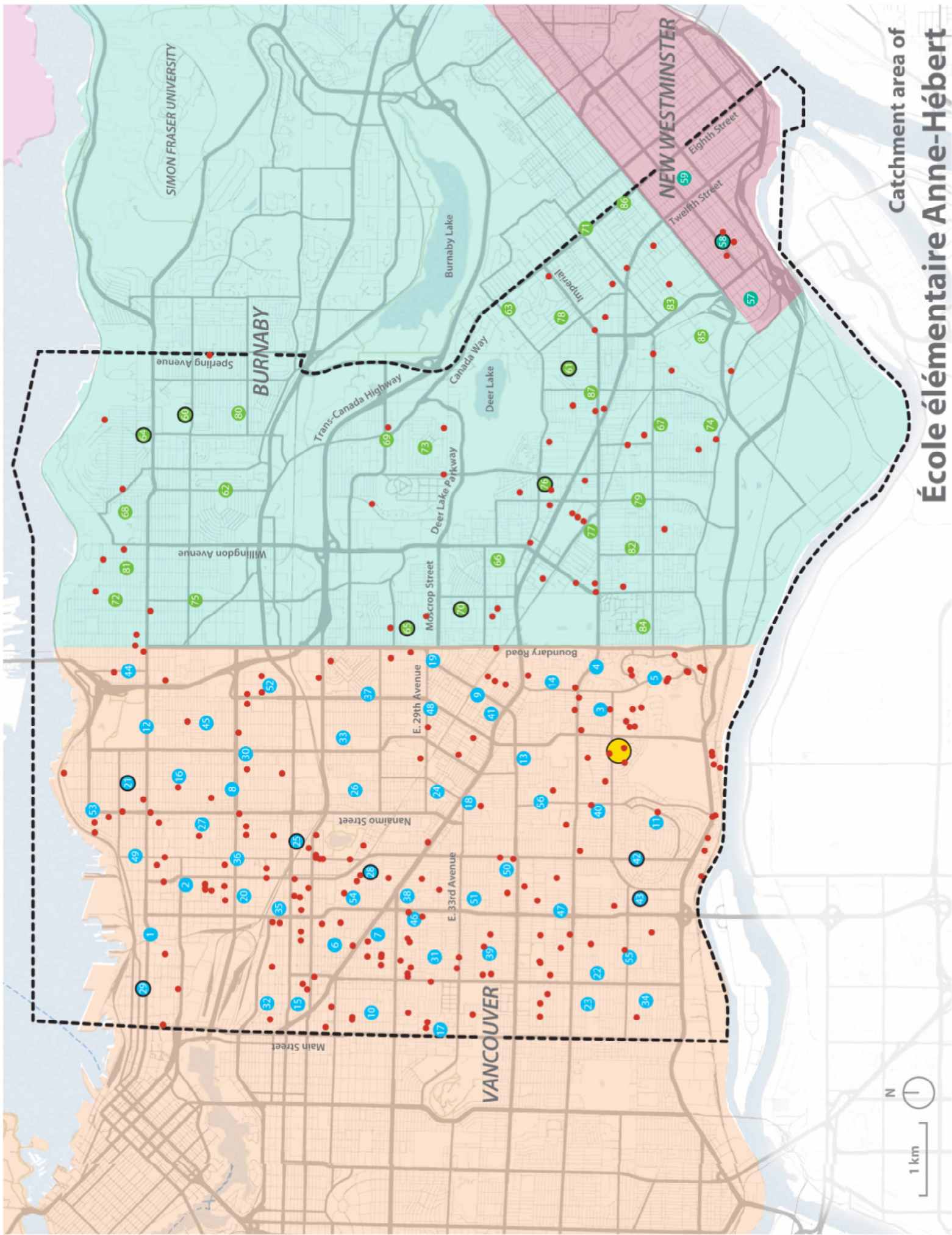
- |   |   |  |  |
|---|---|--|--|
| 1 Acadia Road Elementary<br>2890 Acadia Road<br>2896 W. 60th Avenue | 10 General Gordon Elementary<br>8570 Center Street    | 19 Lloyd George Elementary<br>8570 Center Street           | 28 Quilchena Elementary<br>5380 Maple Street               |
| 2 Bayview Elementary<br>2251 Collingwood Street                     | 11 Henry Hudson Elementary<br>1551 Cypress Street     | 20 Lord Kitchener Elementary<br>3455 W. King Edward Avenue | 29 Roberts Annex Elementary<br>1156 Nelson Street          |
| 3 Carnarvon Elementary<br>3480 Blalock Street                       | 12 Jamieson Elementary<br>4350 Tisdall Street         | 21 Lord Roberts Elementary<br>1105 Blalock Street          | 30 Sexsmith Elementary<br>7425 Ontario Street              |
| 4 Carr Elementary<br>4070 Oak Street                                | 13 Jules Quesnel Elementary<br>3050 Crown Street      | 22 Lord Tennyson Elementary<br>1988 W. 10th Avenue         | 31 Shaughnessy Elementary<br>4258 Algonquin Street         |
| 5 Cavell Elementary<br>508 W. 26th Avenue                           | 14 Kerrisdale Elementary<br>5551 Carnarvon Street     | 23 Maple Grove Elementary<br>4929 Cypress Street           | 32 Southlands Elementary<br>5371 Combs Street              |
| 6 Dr. R.E. McKechnie Elementary<br>7455 Maple Street                | 15 Kerrisdale Annex Elementary<br>3250 W. 43rd Avenue | 24 Osler Elementary<br>3970 Selkirk Street                 | 33 Trafalgar Elementary<br>4778 Trafalgar Street           |
| 7 Elsie Roy Elementary<br>1301 Dunbar Street                        | 16 L'École Bilingue Elementary<br>1168 W. 14th Avenue | 25 Queen Elizabeth Elementary<br>4102 W. 16th Avenue       | 34 University Hill Elementary<br>5397 Chancellor Boulevard |
| 8 False Creek Elementary<br>900 School Green                        | 17 Laurier Elementary<br>7350 Laurier Street          | 26 Queen Elizabeth Annex Elementary<br>4275 Crown Street   | 35 Van Horne Elementary<br>8855 Ontario Street             |
| 9 Fraser Elementary<br>108 W. 13th Avenue                           | 18 Laurier Annex Elementary<br>380 W. 60th Avenue     | 27 Queen Mary Elementary<br>2000 Hendrick Street           | 36 Wolfe Elementary<br>4251 Ontario Street                 |

Former locations of École élémentaire Rose-des-Vents:

- |             |  |
|-------------|--|
| 1997 - 1998 | A Three-storey Townhouse<br>3641 W. 26th Avenue      |
| 1998 - 2000 | B St. Anthony's Parish<br>1380 W. 73rd Avenue        |
| 2000 - 2001 | 25 Queen Elizabeth Elementary<br>4112 W. 16th Avenue |

Note: seventeen (17) student addresses are located outside of the catchment area





### École élémentaire Anne-Hébert

7051 Killarney Street, Vancouver, BC V5S 2Y6

Addresses of École élémentaire Anne-Hébert students in the 2012/2013 school year

Catchment area of École élémentaire Anne-Hébert

SD39 English-language elementary schools

SD40 English-language elementary schools

SD41 English-language elementary schools

English-language schools offering French immersion

- 1 Admiral Seymour 1110 Keefer Street
- 2 Britannia Elementary 1110 Cotton Drive
- 3 Captain James Cook 3340 E. 4th Avenue
- 4 Champlain Heights 6955 Frodo Street
- 5 Champlain Heights Annex (K-3) 7835 Champlain Crescent
- 6 Charles Dickens 1910 E. 17th Avenue
- 7 Charles Dickens Annex (K-3) 3872 Elm Drive
- 8 Chief Maquinna 2848 E. 2nd Avenue
- 9 Collingwood Neighbourhood (Bruce Annex) (K-3) 3417 Euclid Avenue
- 10 David Livingstone 315 E. 2nd Avenue
- 11 David Oppenheimer 2421 Sarsboro Street
- 12 Dr. A.R. Lord 555 Joliet Street
- 13 Dr. George M. Weir 2800 E. 4th Avenue
- 14 Dr. H.N. MacCorkindale 6100 Harrison Street
- 15 Florence Nightingale 2740 Guelph Street
- 16 Garibaldi Annex (K-4) 1025 Slocan Street
- 17 General Brock 4860 Main Street
- 18 George T. Cunningham 2180 E. 17th Avenue
- 19 Graham D Bruce 3633 Gower Street
- 20 Grandview 2055 Woodland Drive
- 21 Hastings 2625 Franklin Street
- 22 Henderson Annex (K-5) 801 E. 54th Avenue

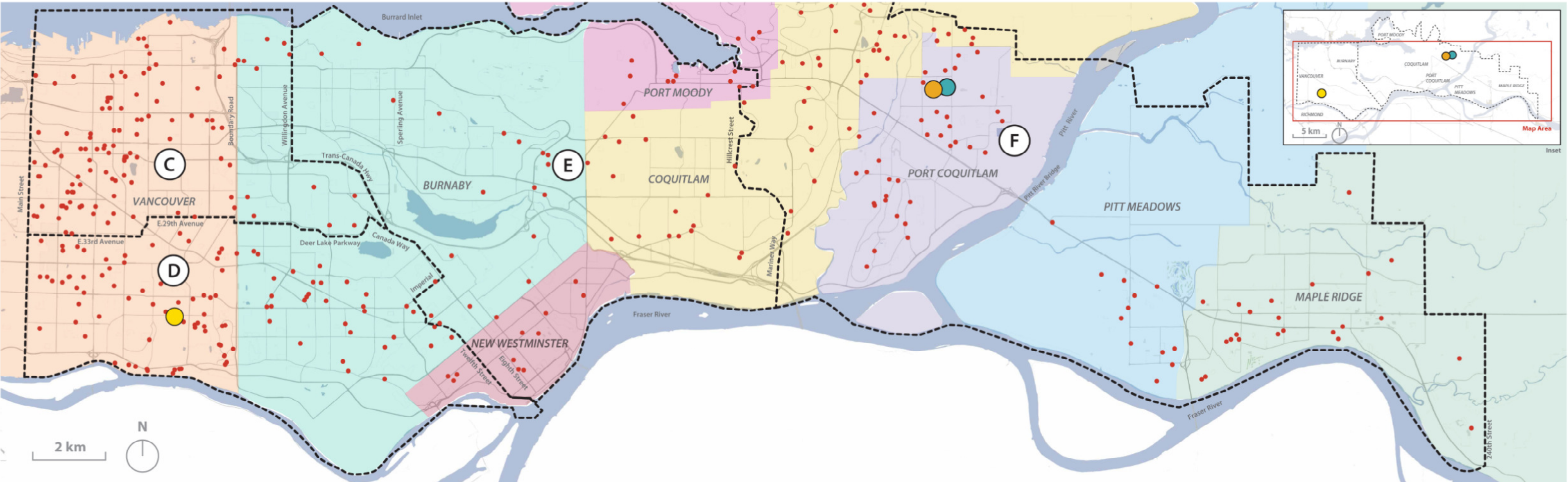
- 23 John Henderson 411 E. 53 Avenue
- 24 John Norquay 4710 Sussex Street
- 25 Laura Secord 2300 Lakeside Drive
- 26 Lord Beaconsfield 3663 Penitence Street
- 27 Lord Nelson 2235 Kitchener Street
- 28 Lord Selkirk 1750 E. 22nd Avenue
- 29 Lord Strathcona 592 E. Penner Street
- 30 Maquinna Annex (K-3) 2848 E. 2nd Avenue
- 31 McBride Annex (K-3) 4750 St. Catherine's Street
- 32 Mount Pleasant 2300 Guelph Street
- 33 Nootka 3372 Nootka Street
- 34 Pierre Elliott Trudeau 449 E. 62nd Avenue
- 35 Queen Alexandra 1300 E. Broadway
- 36 Queen Victoria (Nelson Annex) (K-5) 1850 E. 3rd Avenue
- 37 Renfrew 3315 E. 22nd Avenue
- 38 Selkirk Annex 4444 Dumfries Street
- 39 Sir Alexander Mackenzie 960 E. 38th Avenue
- 40 Sir Charles Kingsford-Smith 6907 Elmer Street
- 41 Sir Guy Carleton 3250 Langway
- 42 Sir James Douglas 2550 Victoria Drive
- 43 Sir James Douglas Annex (K-3) 7668 Borden Street
- 44 Sir John Franklin 250 S. Steena Street

- 45 Sir Matthew Begbie 14301 Alouet Street
- 46 Sir Richard McBride 1301 E. 29th Avenue
- 47 Sir Sandford Fleming 1401 E. 49th Avenue
- 48 Sir Wilfred Grenfell 3323 Wellington Avenue
- 49 Sir William MacDonald 1951 E. Hastings Street
- 50 Tecumseh 1850 E. 41st Avenue
- 51 Tecumseh Annex (K-3) 1551 E. 17th Avenue
- 52 Thunderbird 2325 Cassar Street
- 53 Tillicum Annex (Hastings) (K-4) 2455 Cammergate Street
- 54 Tye 3525 Dunbrine Street
- 55 Walter Moberly 1000 E. 59th Avenue
- 56 Waverley 6111 Elmer Street
- 57 Connaught Heights Elementary School 2201 London Street
- 58 Lord Tweedsmuir Elementary School 1714 Eighth Avenue
- 59 Lord Kelvin Elementary 1010 Hamilton Street
- 60 Aubrey Elementary 1025 Stanford Avenue
- 61 Brantford Elementary 6512 Burnford Avenue
- 62 Brentwood Park Elementary 1455 Delta Avenue
- 63 Buckingham Elementary 6966 Buckingham Avenue
- 64 Capitol Hill Elementary 350 Holsom Avenue
- 65 Cascade Heights Elementary 4343 Smith Avenue
- 66 Chaffey-Burke Elementary 4424 Swale Street
- 67 Clinton Elementary 9698 Clinton Street
- 68 Confederation Park 4715 Pandora Street
- 69 Douglas Road Elementary 4801 Canada Way
- 70 Ecole Inman Elementary 3963 Brandon Street
- 71 Edmonds Community 7651 18th Avenue
- 72 Gilmore Community Elementary 305 S. Gilmore Avenue
- 73 Gilpin Elementary 5480 Gilpin Street
- 74 Glenwood Elementary 5787 Marine Drive
- 75 Kitchener Elementary 1331 Gilmore Avenue
- 76 Marlborough Elementary 6900 Marlborough Avenue
- 77 Maywood Community School 4567 Imperial Street
- 78 Morley Elementary 7355 Morley Street
- 79 Nelson Elementary 4850 Inman Street
- 80 Parkcrest Elementary 6025 Halliwell Street
- 81 Rosser Elementary 4325 Pandora Street
- 82 South Slope Elementary 4448 Harding Street
- 83 Stride Avenue Community School 7014 Stride Avenue
- 84 Suncrest Elementary 3883 Burnside Street
- 85 Taylor Park Elementary 7500 Mission Avenue
- 86 Twelfth Avenue Elementary 7622 12th Avenue
- 87 Windsor Elementary 6166 Imperial Street

Note: municipalities distinguished by colour

Note: two (2) student addresses are located outside of the catchment area





Proposed catchment areas for  
CSF elementary students between Main Street in Vancouver and 240th Street in Maple Ridge

- École élémentaire Anne-Hébert  
7051 Killarney Street, Vancouver, BC V5S 2Y6

École des Pionniers  
3550 Wellington Street, Port Coquitlam, BC V3B 3Y5

CSF Board office in Port Coquitlam  
3550 Wellington Street, Port Coquitlam, BC V3B 3Y5

Addresses of École élémentaire Anne-Hébert and École des Pionniers elementary students (K-6 only) in the 2012/2013 school year
- C

Proposed catchment area for a CSF elementary school in Vancouver, east of Main Street (North)

D

Proposed catchment area for a CSF elementary school in Vancouver, east of Main Street (South)

E

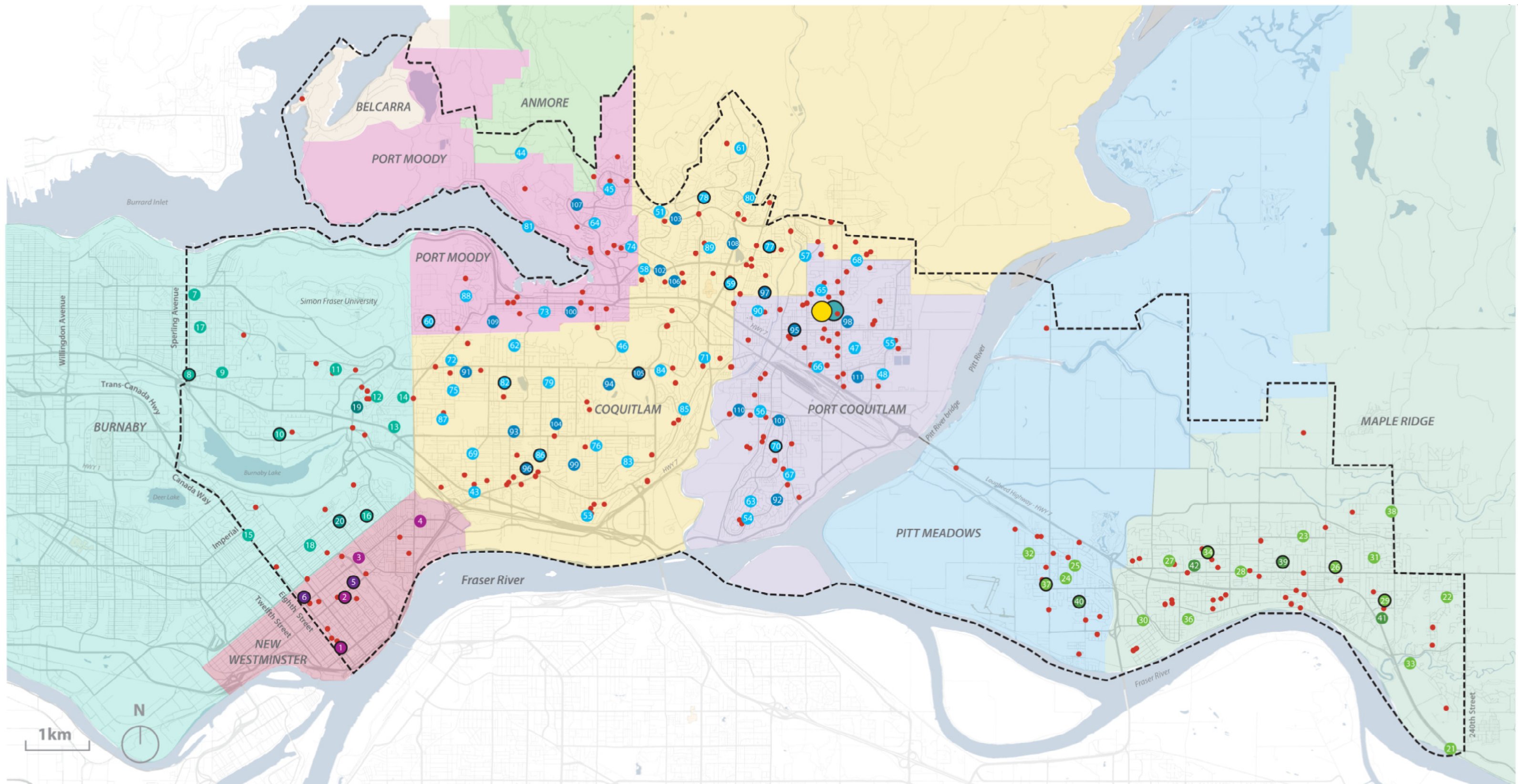
Proposed catchment area for CSF elementary students (K-6) at École des Pionniers

F

Proposed catchment area for a CSF elementary school in eastern Burnaby, central Coquitlam, northern New Westminster, and southern Port Moody

Note: municipalities distinguished by colour  
Note: thirteen (13) student addresses are located outside of the catchment area





**École des Pionniers**

3550 Wellington Street, Port Coquitlam, BC V3B 3Y5



**CSF Board Office in Port Coquitlam**

3550 Wellington Street, Port Coquitlam, BC V3B 3Y5



Addresses of École des Pionniers students  
in the 2012/2013 school year



École des Pionniers catchment area



SD40 English-language elementary schools



SD40 English-language middle/secondary schools



SD41 English-language elementary schools



SD41 English-language middle/secondary schools



SD42 English-language elementary schools



SD42 English-language secondary schools



SD43 English-language elementary schools



SD43 English-language middle/secondary schools



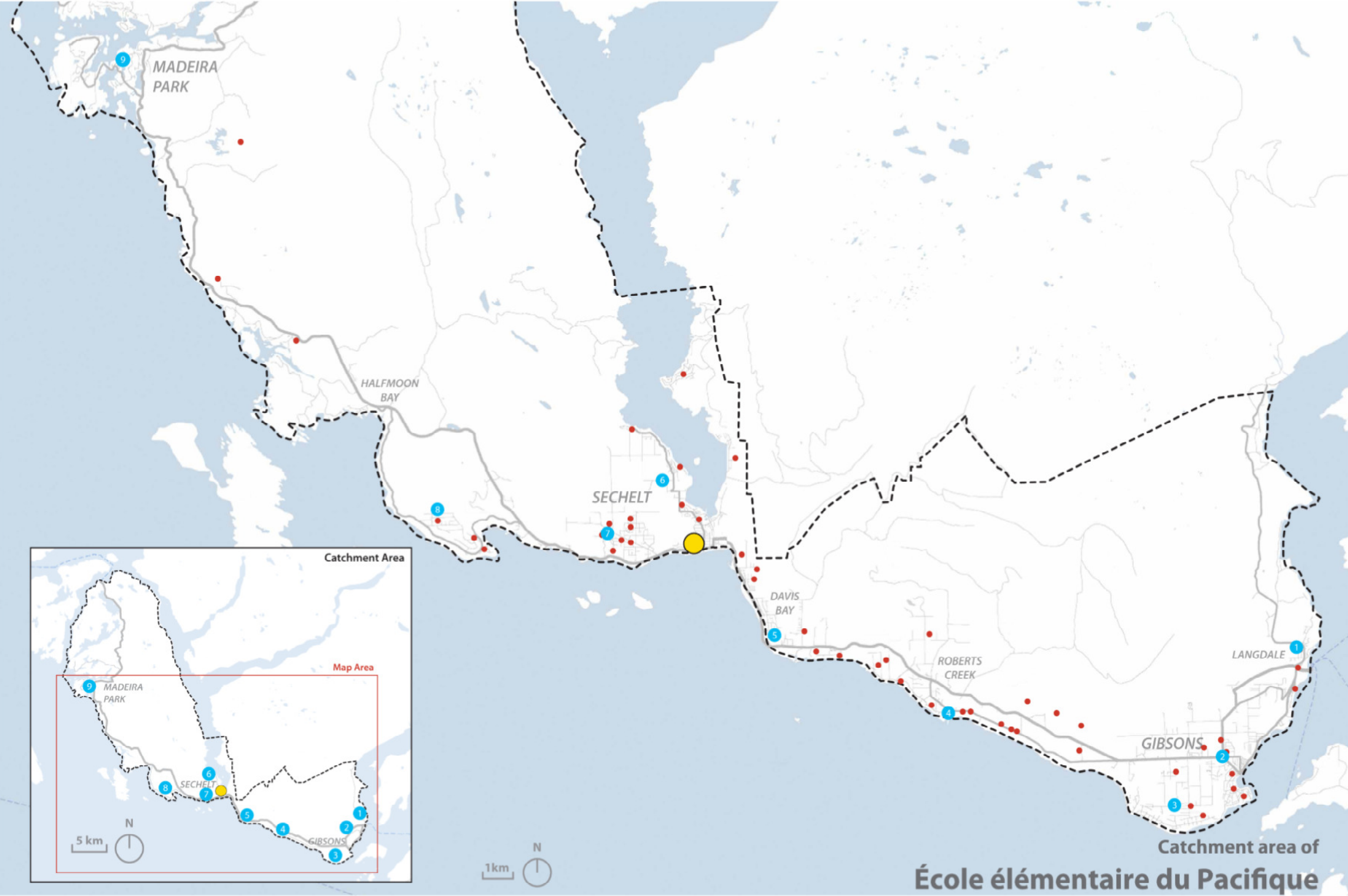
English-language schools offering French immersion

## Catchment area of École des Pionniers (K-12)

Note: municipalities distinguished by colour

Note: thirteen (13) students live outside of the catchment area





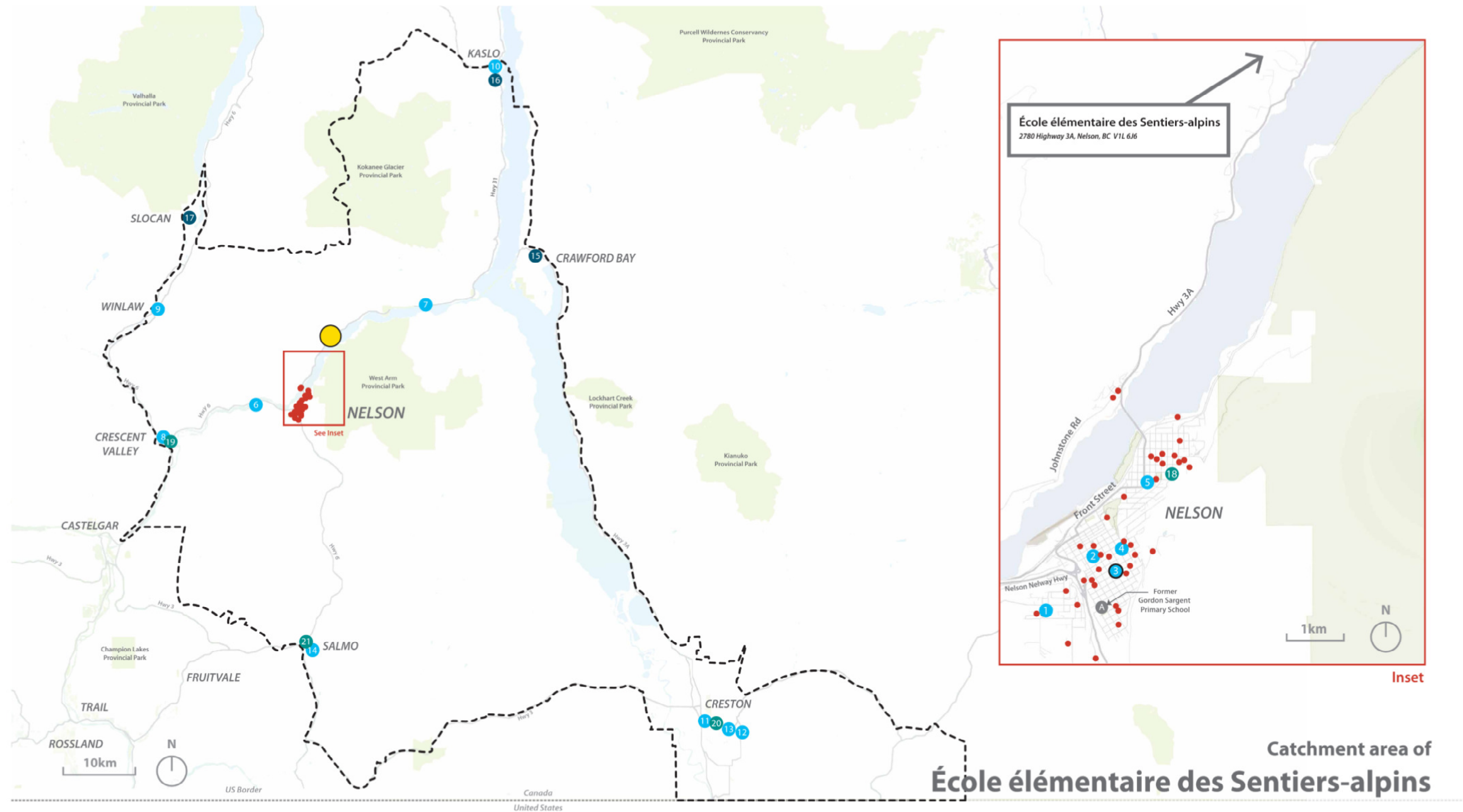
Catchment area of  
**École élémentaire du Pacifique**

- École élémentaire du Pacifique**  
5538 Shorncliffe, Sechelt, BC V0N 3A0
- Addresses of École élémentaire du Pacifique students in the 2012/2013 school year
- École élémentaire du Pacifique catchment area
- SD46 English-language elementary schools

- |   |   |   |
|---|---|---|
| <b>Langdale Elementary School</b><br>1551 Johnson Road, Gibsons<br>28.3 km    | <b>Roberts Creek Community Elementary School</b><br>1088 Roberts Creek Road, Roberts Creek<br>13 km | <b>West Sechelt Elementary</b><br>5609 Mason Road, Sechelt<br>3.6 km                          |
| <b>Gibsons Elementary School</b><br>783 School Road, Gibsons<br>22.6 km       | <b>Davis Bay Elementary School</b><br>5078 Davis Bay Road, Sechelt<br>6 km                          | <b>Halfmoon Bay Elementary Community School</b><br>8088 Northwood Road, Halfmoon Bay<br>11 km |
| <b>Cedar Grove Elementary School</b><br>1196 Chester Road, Gibsons<br>23.4 km | <b>Kinnikinnick Elementary School</b><br>6030 Lighthouse Avenue, Sechelt<br>3.5 km                  | <b>Maideira Park Elementary School</b><br>5012 Gonzales Road, Maideira Park<br>31.9 km        |

Note: distance from École élémentaire du Pacifique to English-language schools indicated below school address calculated using Google Maps distance calculator

Note: one (1) student address is located outside of the catchment area



**École élémentaire des Sentiers-alpins**  
2780 Highway 3A, Nelson, BC V1L 6J6

- Addresses of École élémentaire des Sentiers-alpins students in the 2013/2014 school year
- École élémentaire des Sentiers-alpins catchment area
- SD08 English-language elementary/middle schools
- SD08 English-language elementary/secondary schools
- SD08 English-language secondary schools
- English-language schools offering French immersion

Note: no students live outside the catchment area

- 1 Rosemont Elementary**  
1605 Crease Avenue, Nelson  
15 km
- 2 Wildflower Elementary/Middle**  
811 Stanley Street, Nelson  
13 km
- 3 Trafalgar Middle**  
1201 Josephine Street, Nelson  
13 km
- 4 South Nelson Elementary**  
814 Latimer Street, Nelson  
13 km
- 5 Hume Elementary**  
310 Nelson Avenue, Nelson  
11 km
- 6 Blewett Elementary**  
2605 Blewett Road, Nelson  
19 km

- 7 Redfish Elementary**  
265 Bryan Road, Nelson  
15 km
- 8 Brent Kennedy Elementary**  
1092 Highway 6, Crescent Valley  
35 km
- 9 Winlaw Elementary**  
Box 10, Winlaw  
62 km
- 10 Jewett Elementary**  
Box 550 Meadow Creek Road, Kaslo  
57 km
- 11 Adam Robertson Elementary**  
421.9 Avenue N RR 4, Creston  
136 km
- 12 Erickson Elementary**  
3403 Erickson Street, Central Kootenay  
140 km

- 13 Canyon Lister Elementary**  
Box 959, Canyon  
145 km
- 14 Salmo Elementary**  
Drawer 220-650 Glendale Avenue, Salmo  
54 km
- 15 Crawford Bay Elementary-Secondary**  
16150 Walkley Road, Crawford Bay  
35 km
- 16 J. V. Humphries Elementary - Secondary**  
500 6th Street, Kaslo  
57 km
- 17 W.E. Graham Community School (K-10)**  
915 Harold Street, Slocan  
81 km
- 18 L.V. Rogers Secondary**  
1004 Cottonwood Street, Nelson  
11 km

- 19 Mount Sentinel Secondary**  
1014 Playmore Road, South Slocan  
35 km
- 20 Prince Charles Secondary**  
223 18th Avenue, South Creston  
136 km
- 21 Salmo Secondary**  
715 Davies Street, Salmo  
54 km

Former locations of École élémentaire des Sentiers-alpins

- 2006-2008 2 Wildflower Elementary Middle**  
811 Stanley Street, Nelson  
13 km
- 2008-2010 A Former Gordon Sargent Primary School**  
1623 Falls Street, Nelson  
14 km

Note: distance from École élémentaire des Sentiers-alpins to English-language schools indicated below school address calculated using Google Maps distance calculator



# École Victor-Brodeur

637 Head Street, Victoria, BC V9A 5S9

670 Lampson Street, Victoria, BC V9A 6A4

Addresses of École Victor-Brodeur students in the 2012/2013 school year

--- École Victor-Brodeur catchment area

● SD61 English-language elementary schools

● SD61 English-language middle/secondary schools

● SD62 English-language elementary schools

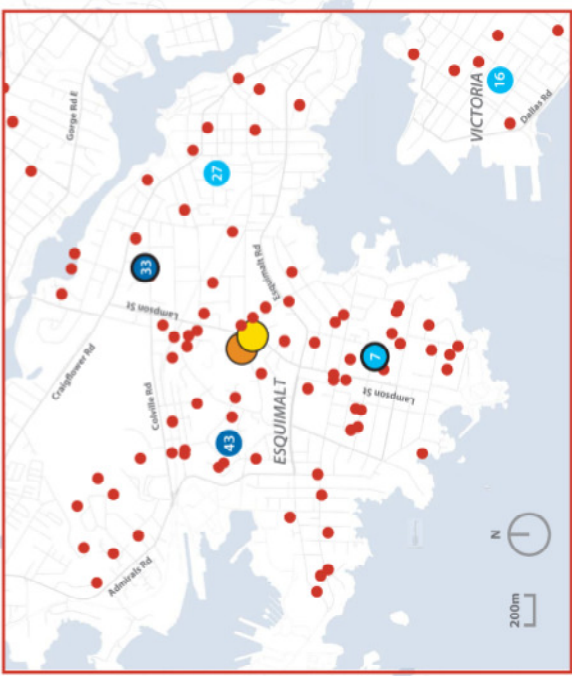
● SD62 English-language middle/secondary schools

● SD63 English-language elementary schools

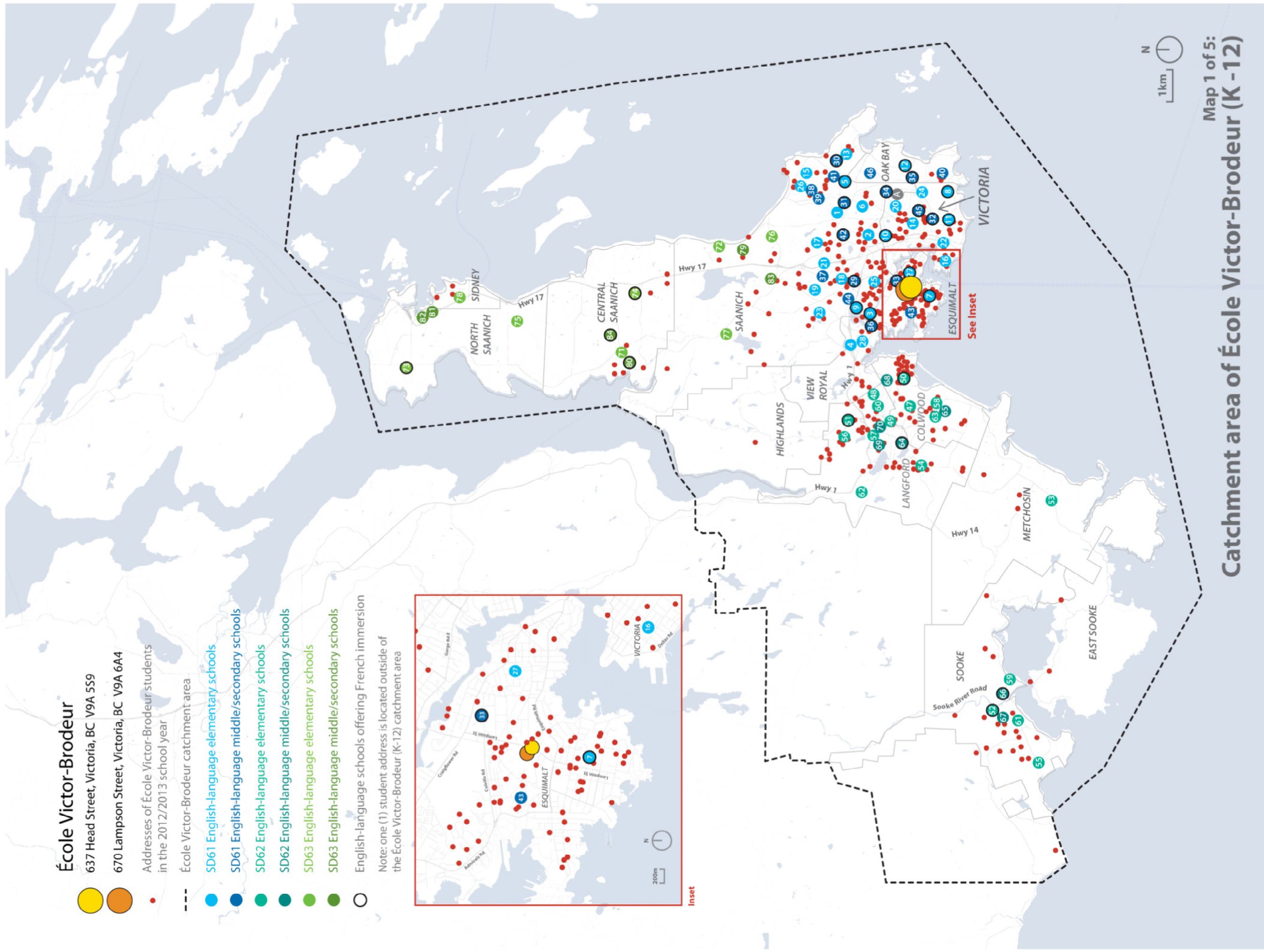
● SD63 English-language middle/secondary schools

○ English-language schools offering French immersion

Note: one (1) student address is located outside of the École Victor-Brodeur (K-12) catchment area



Inset



Map 1 of 5:  
Catchment area of École Victor-Brodeur (K -12)



# Legend for École Victor-Brodeur maps

Map 1 of 5: Catchment area of École Victor-Brodeur (K-12)

Map 2 of 5: Proposed catchment areas for CSF elementary students in Greater Victoria (K-7)

Map 3 of 5: Proposed catchment area for a CSF elementary school in Victoria West (K-7)

Map 4 of 5: Proposed catchment area for CSF elementary students in Victoria Central (K-7)

Map 5 of 5: Proposed catchment area for a CSF elementary school in Victoria East (K-7)

- SD61 English-language elementary schools
- SD61 English-language middle/secondary schools
- SD62 English-language elementary schools
- SD62 English-language middle/secondary schools
- SD63 English-language elementary schools
- SD63 English-language middle/secondary schools
- English-language schools offering French immersion
- Ⓐ

École Quadra Elementary is located at 2780 Richmond Road for the 2013-2014 school year (Former location of Richmond Elementary School)

- 1

Braefoot Elementary  
1440 Harrop Road
- 2

Cloverdale Traditional Elementary  
3427 Quadra Street
- 3

Craigflower Elementary  
2766 Admirals Road
- 4

Eagle View Elementary  
97 Talbot Road
- 5

École Campus View Elementary  
3900 Gordon Head Road
- 6

École Doncaster Elementary  
1525 Rowan Street
- 7

École Macaulay Elementary  
1010 Wychbury Avenue
- 8

École Margaret Jenkins Elementary  
1624 Fairfield Road
- 9

École Marigold Elementary  
3751 Grange Road
- 10

École Quadra Elementary Ⓐ
- 11

École Sir James Douglas Elementary  
401 Moss Street
- 12

École Willows Elementary  
2290 Musgrave Street
- 13

Frank Hobbs Elementary  
3875 Hero Road
- 14

George Jay Elementary  
1118 Princess Avenue
- 15

Hillcrest Elementary  
4421 Greentree Terrace
- 16

James Bay Community  
140 Oswego Street
- 17

Lake Hill Elementary  
1031 Luca Avenue
- 18

McKenzie Elementary  
4005 Raymond Street North
- 19

Northridge Elementary  
4190 Carey Road
- 20

Oaklands Elementary  
2827 Belmont Avenue
- 21

Rogers Elementary  
765 Rogers Avenue
- 22

South Park Family Elementary  
508 Douglas Street
- 23

Strawberry Vale Elementary  
4109 Rosedale Avenue
- 24

Sundance Elementary  
1625 Blank Street
- 25

Tillicum Community  
3155 Albina Street
- 26

Torquay Elementary  
4413 Torquay Drive
- 27

Victoria West Elementary  
750 Front Street
- 28

View Royal Elementary  
218 Helmcken Road
- 29

Colquitz Middle  
905 Dumaresq Street
- 30

École Arbutus Global Middle  
2306 Edgewood Street
- 31

École Cedar Hill Middle  
3910 Cedar Hill Road
- 32

École Central Middle  
1280 Port Street
- 33

École Esquimalt Secondary  
867 Cobhill Road
- 34

École Lansdowne Middle  
1765 Lansdowne Road
- 35

École Oak Bay Secondary  
2151 Cranmore Road / 2101 Cadboro Bay Road
- 36

École Shoreline Community Middle  
2730 Shoreline Drive
- 37

Glanford Middle  
4140 Glanford Avenue
- 38

Gordon Head Middle  
1671 Kenmore Road
- 39

Lambrick Park High  
4139 Torquay Drive
- 40

Monterey Middle  
651 Monterey Avenue
- 41

Mount Douglas Secondary  
3970 Gordon Head Road
- 42

Reynolds Secondary  
3963 Borden Street

- 43

Rockheights Middle  
1250 Highrock Avenue
- 44

Spectrum Community  
957 West Burnside Road
- 45

Victoria High  
1260 Grant Street
- 46

Victoria International High (Uplands Campus)  
3407 Henderson Road
- 47

Colwood Elementary  
3000 Wicks Road
- 48

Crystal View Elementary  
2662 Silverstone Way
- 49

David Cameron Elementary  
675 Meador Avenue
- 50

École John Stubbs Memorial (K-9)  
301 Zenious Crescent
- 51

École Millstream Elementary  
620 Hoy Lake Road
- 52

École Poirier Elementary  
PO 940, 6526 Thoup Road
- 53

Hans Helgesen Elementary  
4983 Rocky Point Road
- 54

Happy Valley Elementary  
3291 Happy Valley Road
- 55

John Muir Elementary  
7179 West Coast Road
- 56

Lakewood Elementary  
2363 Satchfield Avenue
- 57

Ruth King Elementary  
2764 Jacklin Road
- 58

Sangster Elementary  
3325 Metchem Road
- 59

Saseenos Elementary  
6006 Sooke Road
- 60

Savory Elementary  
2721 Granger Road
- 61

Sooke Elementary  
6550 Sooke Road
- 62

Willway Elementary  
2939 Mt. Wells Drive
- 63

Wishart Elementary  
3310 Wicks Road
- 64

Belmont Secondary  
3067 Jacklin Road
- 65

Dunsmuir Middle  
3341 Painter Road
- 66

Edward Milne Community  
6218 Sooke Road
- 67

École Journey Middle  
6522 Thoup Road
- 68

Pacific Secondary  
109 - 1830 Island Highway
- 69

Spencer Middle  
1026 Goldstream Avenue
- 70

Westshore Learning Centre  
101 - 814 Goldstream Avenue
- 71

Brentwood Elementary  
2785 Wallace Drive
- 72

Cordova Bay Elementary  
5238 Cordova Bay Road
- 73

École Deep Cove Elementary  
10975 West Sparrow Road
- 74

École Keating Elementary  
6845 Central Saanich Road
- 75

Kelset Elementary  
1809 Forest Park Drive
- 76

Lochside Elementary  
1145 Royal Oak Drive
- 77

Prospect Lake Elementary  
321 Prospect Lake Road
- 78

Sidney Elementary  
2281 Henry Avenue
- 79

Claremont Secondary  
4989 Wesley Road
- 80

École Bayside Middle  
1101 Newton Place
- 81

North Saanich Middle  
10400 McDonald Park Drive
- 82

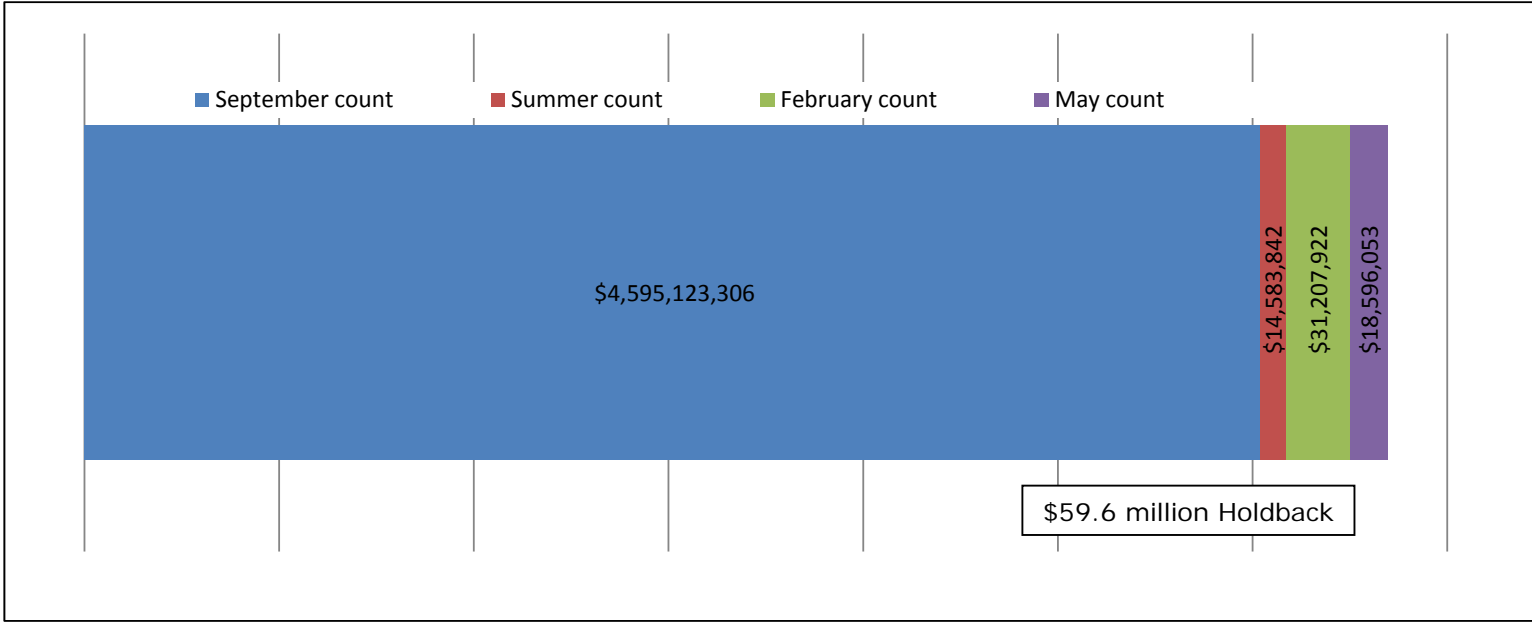
Parkland Secondary  
10640 McDonald Park Road
- 83

Royal Oak Middle  
751 Trivino Lane
- 84

Stelly's Secondary  
1627 Stelly's Cross Road

Overview of the 2013/14 Operating Grant Allocation Formula

Allocation of the total Operating Block and Enrolment counts  
(2013/14 estimated as at March 2013)



Funding Adjustments:

- Districts' preliminary allocations are adjusted after each of the enrolment counts; September 30<sup>th</sup>, February and May;
- District preliminary allocation will increase if actual enrolment is higher than district estimated enrolment; and consequently decline if actual enrolment is lower than district estimated enrolment;
- Funding Protection is calculated at the September enrolment count only – this supplemental grant is calculated *last* and ensures that districts do not experience a funding decline of greater than 1.5% compared to the previous year *for the September count*;
- The "Holdback" is used as a contingency to fund districts for enrolment greater than the district estimated enrolment and preliminary allocation. Holdback not required for this purpose becomes available for allocation to all districts;
- The full operating block, including holdback, must be allocated to districts by June 30 of the current school year;
- Funding is disbursed in a "just in time" manner to closely match district cash needs.

Provincial  
Totals

79%  
allocated  
through the  
Basic  
Allocation

Basic Allocation

Common per student amount for every FTE student enrolled by school type

<b>Standard School:</b> \$6,900 per school age FTE	<b>Continuing Education:</b> \$6,900 per school age FTE
<b>Alternate School:</b> \$6,900 per school age FTE	<b>Distributed Learning:</b> \$5,851 per school age FTE

12%  
allocated to  
recognize  
unique  
student  
enrolment

Supplemental Funding

Unique Student

Additional per student funding to address uniqueness of district enrolment and support additional programming

<b>Level 1 Special Needs:</b> \$36,600 per student	<b>Level 2 Special Needs:</b> \$18,300 per student	<b>Level 3 Special Needs:</b> \$9,200 per student
<b>English/French Language Learning:</b> \$1,340 per student	<b>Aboriginal Education:</b> \$1,160 per student	<b>Adult Education:</b> \$4,430 per FTE
<b>Vulnerable Students:</b> in addition to CommunityLINK		

8%  
allocated to  
recognize  
unique  
district  
factors

Unique District

Additional funding to address uniqueness of district factors

<b>Small Community:</b> for small schools located a distance away from the next nearest school	<b>Low Enrolment:</b> for districts with low total enrolment	<b>Rural Factor:</b> located some distance from Vancouver and the nearest large regional population centre	<b>Climate Factor:</b> operate schools in colder/ warmer climates additional heating or cooling requirements	<b>Sparseness Factor:</b> operate schools that are spread over a wide geographic area
<b>Student Location Factor:</b> based on population density of school communities			<b>Supplemental Student Location:</b> Level 1 and 2 special needs enrolment	
<b>Salary Differential:</b> Funding to districts that have higher average educator salaries				

1%  
allocated to  
buffer the  
effects of  
declining  
enrolment

Funding Protection / Enrolment Decline

<b>Enrolment Decline:</b> funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	<b>Funding Protection:</b> funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
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CSF Supplement – district receives a 15% funding premium on allocated funding

## Appendix "C"

Funding the CSF received pursuant to the Student Location Factor  
and amount budgeted for transportation services, by community, for the 2017/18 school year

Community	Student Location Factor (Elementary Funding)	Student Location Factor (Secondary Funding)	Total Student Location Factor Funding	CSF Transportation budget	Difference between Student Location Funding amount and actual costs*
Campbell River	\$ 113,850.00	\$ 44,850.00	\$ 158,700.00	\$ 86,212.00	\$72,488.00
Chilliwack	\$ 80,213.00	\$ -	\$ 80,213.00	\$ 130,092.00	-\$49,879.00
Comox	\$ 248,400.00	\$ 86,034.00	\$ 334,434.00	\$ 216,210.00	\$118,224.00
Coquitlam	\$ 53,691.00	\$ 237,403.00	\$ 291,094.00	\$ 728,026.00	-\$436,932.00
Delta	\$ 67,275.00	\$ -	\$ 67,275.00	\$ 121,480.00	-\$54,205.00
Kamloops	\$ 103,500.00	\$ -	\$ 103,500.00	\$ 146,354.00	-\$42,854.00
Kelowna	\$ 194,063.00	\$ 65,766.00	\$ 259,829.00	\$ 437,782.00	-\$177,953.00
Langley	\$ 116,438.00	\$ -	\$ 116,438.00	\$ 254,084.00	-\$137,646.00
Mission	\$ 125,494.00	\$ 12,075.00	\$ 137,569.00	\$ 258,145.00	-\$120,576.00
Revelstoke	\$ 71,156.00	\$ -	\$ 71,156.00	\$ 106,202.00	-\$35,046.00
Nanaimo	\$ 148,781.00	\$ 82,584.00	\$ 231,365.00	\$ 173,787.00	\$57,578.00
North Vancouver	\$ 51,750.00	\$ 39,675.00	\$ 91,425.00	\$ 395,359.00	-\$303,934.00
Port Alberni	\$ 36,225.00	\$ -	\$ 36,225.00	\$ 84,848.00	-\$48,623.00
Penticton	\$ 173,363.00	\$ 92,719.00	\$ 266,082.00	\$ 243,212.00	\$22,870.00
Powell River	\$ 137,138.00	\$ 51,966.00	\$ 189,104.00	\$ 109,335.00	\$79,769.00
Prince George	\$ 119,025.00	\$ 80,428.00	\$ 199,453.00	\$ 213,817.00	-\$14,364.00
Richmond	\$ 66,628.00	\$ -	\$ 66,628.00	\$ 224,043.00	-\$157,415.00
Rosland	\$ 80,213.00	\$ -	\$ 80,213.00	\$ -	\$80,213.00
Sechelt	\$ 86,681.00	\$ 62,963.00	\$ 149,644.00	\$ 75,000.00	\$74,644.00
Surrey	\$ 20,234.00	\$ 173,039.00	\$ 193,273.00	\$ 917,663.00	-\$724,390.00
Terrace	\$ 49,163.00	\$ -	\$ 49,163.00	\$ 28,600.00	\$20,563.00
Vancouver	\$ 44,298.00	\$ 203,227.00	\$ 247,525.00	\$ 1,609,226.00	-\$1,361,701.00
Victoria	\$ 29,549.00	\$ 145,223.00	\$ 174,772.00	\$ 649,972.00	-\$475,200.00
Howe Sound (Squamish, Whistler, Pemberton)	\$ 525,262.00	\$ -	\$ 525,262.00	\$ 186,062.00	\$339,200.00
Fernie	\$ 28,463.00	\$ -	\$ 28,463.00	\$ 8,429.00	\$20,034.00
Nelson	\$ 93,150.00	\$ 18,975.00	\$ 112,125.00	\$ 36,720.00	\$75,405.00
<i>Reserve for growth/new school</i>	\$ -	\$ -	\$ -	\$ 138,252.00	-\$138,252.00
<b>TOTAL</b>			\$ 4,260,930.00	\$ 7,578,912.00	-\$3,317,982.00

\*Deficits are represented in red.