



BC Ministry of Education Funding Model Review: Stakeholder Perspectives

Prepared for:
The BC Ministry of Education

Prepared by:
R.A. Malatest & Associates Ltd.

www.malatest.com

January 2018

300, 10621 – 100 Avenue
Edmonton, AB T5J 0B3

1201, 415 Yonge St
Toronto, ON M5B 2E7

858 Pandora Avenue
Victoria, BC V8W 1P4

500, 294 Albert Street
Ottawa, ON K1P 6E6

1301-1959 Upper Water Street
Halifax, NS B3J 3N2



THE VIEWS AND OPINIONS EXPRESSED IN THIS REPORT ARE THOSE OF ITS AUTHOR(S) AND NOT THE OFFICIAL POLICY OR POSITION OF THE GOVERNMENT OF BRITISH COLUMBIA



This report was prepared by R.A. Malatest & Associates Ltd. for the Ministry of Education towards fulfillment of a BC Funding Model Review Project.

Authors

Robert A. Malatest, Michelle Vanchu-Orosco

Executive Summary

In October 2017, the BC government launched a funding model review to fulfill its commitment to ensure the K-12 public education system receives stable and predictable funding. The sector management partners (e.g. Board Chairs, Superintendents and Secretary Treasurers) familiar with the funding allocation system were surveyed in 2017 to help inform the funding model review.

This Summary Report highlights the key findings from the BC Ministry of Education Perspectives Funding Model Review Survey. The analysis is based on the information provided by stakeholders in BC's education system who participated in a survey commissioned by the Ministry of Education and conducted by R.A. Malatest & Associates Ltd. (Malatest). The information contained in this report reflects the views and perspectives of more than 130 education stakeholders who participated in the survey process.

SCHOOL DISTRICT CHALLENGES

Overall, operational challenges related to service delivery to vulnerable populations, recruiting and retaining staff, and the ability of School Districts to deliver a variety of educational programs were indicated by respondents. While service delivery to vulnerable populations was particularly challenging to all, respondents in the Fraser Valley, Metro & South Coast and Kootenay/Boundary regions found delivering services to this group extremely challenging, as did those respondents who worked in smaller School Districts (under 1,000).

Of note, respondents associated with smaller School Districts (under 1,000) found dealing with geographic and weather-related conditions challenging, with similar results for School Districts with 3,000-7,000 FTEs spread over a wide geographic area.

While not seen as one of the top challenges, those in smaller districts (under 1,000 FTEs) and those serving a wide geographic area were less likely to see their ability to implement personalized learning as an issue compared to those in larger districts with higher student population densities. In addition, small-sized districts (up to 3,000 FTEs) found providing extra-curricular activities more of a challenge than larger districts.

Facilities challenges were centered on maintenance, overall school facilities operating costs, and capacity utilization. Although access to modern equipment was not seen as an issue in the aggregate, it was problematic for survey respondents who resided in the Fraser Valley, Metro & South Coast and Kootenay/Boundary regions.

Internet connectivity was not seen as a major challenge. However, those in the Kootenay/Boundary and Fraser Valley, Metro & South Coast regions felt this was more problematic than those in the North Coast/Northern Interior region.

BASIC ALLOCATION AND FUNDING

The current funding mix was perceived as relying more on basic allocation than unique student and geographic supplements. However, the suggested funding mix was a 48:52 funding model, as compared to the current mix which was perceived as 62:38, on average across all responses. The actual provincial average is approximately 80:20.

All stakeholders proposed a new funding model that gives greater weight to supplemental funding than the basic allocation model, with the exception of larger-sized School Districts (7,000 to 15,000 FTEs).

Overall, stakeholders felt student headcount should matter more than course registration of individual students, though not to the exclusion of course registration. Many stakeholders believe that, providing there is course-based funding, it should be based on course registration to help with resource allocation.

Personalized and competency-driven curriculum was seen to result in operational challenges and stakeholders believe changes need to be made to the Funding Allocation System to support the new curriculum.

DISTRIBUTED LEARNING

Many School Districts (81%) operate Distributed Learning programs. The three most commonly identified challenges identified were high program costs coupled with lack of funding (13%), staffing issues centering on recruitment, retention and qualifications (11%), and restrictive policies and contract arrangements (11%).

Survey respondents, in general, are not aware of the effectiveness of the Funding Allocation System when it comes to capturing students who take courses across multiple School Districts or independent schools.

GEOGRAPHIC SUPPLEMENTS

While there is divergence in response, overall aggregate information suggests that both basic per student allocations and unique geographic factors need to be reconsidered. However, small-sized School Districts and those spread out geographically feel that their unique geographic factors require a funding formula that is more reflective of geographic considerations as opposed to stakeholders associated with urban/metro School Districts.

Generally speaking, a School District's unique factors are not captured by the geographic supplements for the current model.

SPECIAL STUDENT POPULATIONS

Opinions expressed regarding Special Student Populations often differed by particular subgroup (e.g. Students with Unique Needs, Aboriginal students).

Targeted Aboriginal Funding was seen as adequate. However, North Coast/Northern Interior and small-sized School Districts felt the funding was not adequate. It must be noted that 36% of North Coast/Northern Interior School Districts are small in size and all districts have a greater proportion of aboriginal students (i.e. 19-96%) compared to the provincial average (i.e. 11%).

English/French Language Learning services and educational needs of special student population were considered adequate. However, those in the North Coast/Northern Interior, and small-sized and geographically wide-spread School Districts found funding less adequate. These findings may relate to the number of and distribution of students requiring these services (e.g. a 1.5 FTE allocation for students spread over a large geographic area).

Non-graduated Adult Education funding was largely seen as adequate.

Overall, funding and alignment with medical conditions were not seen as adequate for Students with Special Needs. A hybrid funding model for these students was suggested.

FACILITY USE AND CONDITION

Eighty-eight percent of stakeholders did not feel they had sufficient funds for upgrading, right-sizing, or maintenance in their School Districts. Participants indicated that changes to the Operating Fund could reduce Capital Costs, however, many survey participants were unsure if this was possible.

Overall, survey respondents felt satisfied with facility use during school hours and evenings. They indicated that facility use during weekends, the summer, and public holidays was adequate. The biggest challenges to increasing facility use cited were increased demand on staffing, the cost and time associated with maintenance and upkeep, and outside groups use of the facilities.

Challenges to increasing use of facilities from current levels included the costs associated with custodial staff, maintenance and security.

SOURCES OF INCOME

Province-wide, School Districts indicated the Ministry of Education has a role in helping School Districts access or secure additional funding.

Frequently cited recommendations to aid with access or secure additional funding included having the Ministry provide: funds, guidance on additional resources, and supports for inter-agency cooperation.

Table of Contents

SECTION 2: BACKGROUND	1
SECTION 3: METHODOLOGY	2
3.1 SCOPE OF THE WORK.....	2
3.2 DEVELOPMENT OF THE PERSPECTIVES SURVEY	2
3.3 DEVELOPMENT OF THE TECHNICAL SURVEY	3
3.4 ANALYSIS TASKS.....	3
3.4.1 DATA COLLECTION	3
3.4.2 CODING QUANTITATIVE AND QUALITATIVE DATA	3
3.4.3 DATA ANALYSIS AND REPORTING	6
3.5 RESEARCH LIMITATIONS	6
SECTION 4: KEY FINDINGS	8
4.1 RESPONDENT ROLE AND BACKGROUND	8
4.2 FUNDING CHALLENGES	9
4.3 BASIC ALLOCATION AND FUNDING	12
4.4 PERSONALIZED AND COMPETENCY-DRIVEN LEARNING	18
4.5 DISTRIBUTED LEARNING	21
4.6 GEOGRAPHIC SUPPLEMENT.....	22
4.7 SPECIAL STUDENT POPULATIONS	24
4.8 FACILITY USE AND CONDITION	31
4.9 SOURCES OF INCOME.....	35
4.10 OTHER COMMENTS.....	36
SECTION 5: SUMMARY OF KEY FINDINGS	37
SECTION 6: APPENDICES	39
APPENDIX A: TOP EDUCATIONAL CHALLENGES BASED ON OPERATIONS BY REGION.....	39
APPENDIX B: TOP EDUCATIONAL CHALLENGES BASED ON OPERATION BY DISTRICT SIZE (FTE)	39
APPENDIX C: TOP EDUCATIONAL CHALLENGES BASED ON FACILITIES BY REGION.....	40
APPENDIX D: TOP EDUCATIONAL CHALLENGES BASED ON FACILITIES BY DISTRICT SIZE (FTE)	40
APPENDIX F: SUGGESTED BASIC ALLOCATION: HEADCOUNT VS. COURSE REGISTRATION BY REGION	42
AND DISTRICT SIZE (FTE).....	42
APPENDIX G: SUGGESTED COURSE-BASED FUNDING: COURSE REGISTRATION VS. COURSE COMPLETION	43
BY REGION AND DISTRICT SIZE (FTE	43
APPENDIX H: CAPTURING STUDENTS TAKING COURSES ACROSS MULTIPLE DISTRICTS: IS FAS EFFECTIVE?	44
BY REGION AND DISTRICT SIZE (FTE).....	44

APPENDIX I: CAPTURING STUDENTS TAKING COURSES ACROSS DISTRICTS WITH INDEPENDENT SCHOOLS: IS FAS EFFECTIVE? BY REGION AND DISTRICT SIZE (FTE) 44

APPENDIX J: SUGGESTED FUNDING PROPORTION: BASIC PER STUDENT VS. UNIQUE GEOGRAPHIC FACTORS..... 45

BY REGION AND DISTRICT SIZE (FTE)..... 45

APPENDIX K: SPECIAL NEEDS AMOUNT: EFFICACY IN ADDRESSING STUDENTS WITH SPECIAL NEEDS SERVICE AND EDUCATIONAL NEEDS: PROVINCE-WIDE AND BY REGION AND DISTRICT-SIZE..... 46

APPENDIX L: SPECIAL NEEDS MEDICAL CONDITION ALIGNMENT: EFFICACY IN ADDRESSING STUDENTS WITH SPECIAL NEEDS SERVICE AND EDUCATIONAL NEEDS: PROVINCE-WIDE AND BY REGION AND DISTRICT SIZE 47

APPENDIX M: SATISFACTION WITH FACILITIES USE: PROVINCE-WIDE AND BY REGION AND DISTRICT SIZE 48

Tables and Figures

LIST OF TABLES

TABLE 3-1: SCHOOL DISTRICTS BY BCASBO ZONE.....	4
TABLE 3-2: SCHOOL DISTRICTS BY SIZE (FTE).....	5
TABLE 4-1: ROLE BY REGION AND DISTRICT SIZE.....	9
TABLE 4-2: SCHOOL DISTRICT FUNDING MIX BY REGION AND DISTRICT SIZE: PERCEIVED CURRENT AND SUGGESTED	14
TABLE 4-3: SUGGESTED BASIC ALLOCATION: HEADCOUNT VS. COURSE REGISTRATION BY REGION AND DISTRICT SIZE (FTE)	16
TABLE 4-4: DELIVERY OF PERSONALIZED AND COMPETENCY-DRIVEN LEARNING AND OPERATIONAL CHALLENGE	18
TABLE 4-5: ARE FAS CHANGES NEEDED TO DELIVER PERSONALIZED AND COMPETENCY-DRIVEN LEARNING?	19
TABLE 4-6: CURRENT COURSE-BASED FUNDING MODEL AND NEW CURRICULAR COURSE CHOICES	20
TABLE 4-7: DOES YOUR SCHOOL DISTRICT OPERATE A DISTRIBUTED LEARNING PROGRAM?.....	21
TABLE 4-8: SCHOOL DISTRICT UNIQUE FACTORS NOT CAPTURED BY CURRENT GEOGRAPHIC SUPPLEMENTS.....	22
TABLE 4-9: SUGGESTED FUNDING PROPORTION: BASIC PER STUDENT VS. UNIQUE GEOGRAPHIC FACTORS.....	24
TABLE 4-10: ARE THERE STUDENTS REQUIRING ADDITIONAL SERVICES AND SUPPORTS NOT DESIGNATED?	28
TABLE 4-11: SUGGESTED FUNDING MODEL FOR STUDENTS WITH SPECIAL NEEDS.....	30
TABLE 4-12: ARE THERE ADDITIONAL AREAS FOR PARTNERING WITH OTHER PARTIES?	33
TABLE 4-13: DOES YOUR SCHOOL DISTRICT HAVE SUFFICIENT FUNDS FOR UPGRADING, RIGHT-SIZING OR MAINTENANCE? 34	
TABLE 4-14: COULD CHANGES TO THE OPERATING FUND REDUCE CAPITAL FACILITIES COSTS?	34
TABLE 4-15: MINISTRY ROLE IN FUNDING ACCESS	35

LIST OF FIGURES

FIGURE 4-1: RESPONDENT ROLE.....	8
FIGURE 4-2: TOP EDUCATIONAL CHALLENGES BASED ON OPERATIONS.....	10
FIGURE 4-3: TOP EDUCATIONAL CHALLENGES BASED ON FACILITIES	11
FIGURE 4-4: PERCEIVED CURRENT SCHOOL DISTRICT FUNDING MIX.....	13
FIGURE 4-5: SUGGESTED SCHOOL DISTRICT FUNDING MIX	13
FIGURE 4-6: SUGGESTED BASIC ALLOCATION: HEADCOUNT VS. COURSE REGISTRATION.....	16
FIGURE 4-7: SUGGESTED COURSE-BASED FUNDING PAYMENT: COURSE REGISTRATION VS. COURSE COMPLETION	17
FIGURE 4-8: SUGGESTED FUNDING PROPORTION: BASIC PER STUDENT VS. UNIQUE GEOGRAPHIC FACTORS.....	23
FIGURE 4-9: TARGETED ABORIGINAL EDUCATION FUNDING EFFICACY ADDRESSING ABORIGINAL EDUCATION PROGRAMS 25	
FIGURE 4-10: ENGLISH/FRENCH LANGUAGE LEARNING HEADCOUNT AMOUNT: EFFICACY ADDRESSING STUDENTS WITH UNIQUE NEEDS REQUIREMENTS.....	26
FIGURE 4-11: NON-GRADUATED ADULT EDUCATION FTE AMOUNT: EFFICACY ADDRESSING STUDENTS WITH UNIQUE NEEDS REQUIREMENTS.....	27
FIGURE 4-12: SPECIAL NEEDS AMOUNT EFFICACY FOR STUDENTS WITH SPECIAL NEED BY LEVEL	29
FIGURE 4-13: SPECIAL NEEDS MEDICAL CONDITIONS ALIGNMENT FOR STUDENTS WITH SPECIAL NEED BY LEVEL	29
FIGURE 4-14: HOW IMPORTANT ARE THE FOLLOWING FOR DETERMINING STUDENT VULNERABILITY?	31
FIGURE 4-15: SATISFACTION WITH FACILITIES USE DURING THE FOLLOWING TIMES:	32

SECTION 2: BACKGROUND

British Columbia's provincial government and 60 elected Boards of Education co-manage the K-12 educational system in British Columbia. Annual provincial funding allocations to school districts are determined by using a funding formula and the grant funds are then distributed to each Board.¹ Boards manage and allocate their funding allocation based on local spending priorities. Additionally, Board finances are augmented through supplemental government funds for special programs and capital funding.

The current model was first implemented in 2002 with the Funding Allocation System (FAS)² distributing over \$5.65B of provincial funding among 60 Boards of Education using two key mechanisms under the *School Act*:

- S.106.3 Operating Grants - \$5.0B, and
- S.115.1.a Special Purpose Grants - \$650M

The Ministry of Education ('the Ministry') assembles the Technical Review Committee (TRC) every year, comprised of representatives from the BC Association of School Business Officials (BCASBO), the BC School Superintendents Association (BCSSA), and Ministry staff. The TRC meets, as required, to examine the operating grant funding formula and to review possible changes. For the past several years the TRC has submitted advice to the Ministry recommending a review, as well as structural changes to the formula.³

The provincial government has committed to reviewing the current FAS, under the leadership of the Ministry, in an effort to move BC's public school system to a more stable, and sustainable model. This broad and inclusive review includes consultation with key K-12 sector management partners. The announcement of the new model will be at the end of 2018, with the first grants announced under the new model on March 15th 2019 with implementation for the 2019/20 school year.

As part of the fact-finding mission, R.A. Malatest & Associates Ltd. (Malatest) was engaged by the Ministry to support the funding model review by undertaking a survey of key K-12 public education system stakeholders' in order to have a better understanding of their perceptions of the main funding issues.

¹ See <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation>.

² FAS, through the Technical Review Committee (TRC) administers grant funding for public education annually, using a funding formula, allocating these funds to Boards of Education.

³ See <https://www2.gov.bc.ca/gov/content/education-training/administration/resource-management/k-12-funding-and-allocation/k-12-public-education-funding-model-review>.

SECTION 3: METHODOLOGY

3.1 Scope of the Work

The general scope of work for this project is outlined below:

- provide advice on the structure of the survey questions and response options to elicit required information,
- administer a technical survey to Secretary-Treasurers collecting information in ten key technical areas and deliver the compiled data.
- administer a Perspectives Survey to key K-12 public education system stakeholders collecting information in seven key policy areas,
- compile, code, and data analysis for the Perspective Survey, and
- prepare a topline report for the Perspective Survey results.

3.2 Development of the Perspectives Survey

The Ministry consulted with the TRC on early drafts of a funding model survey. Following the consultation the Ministry and Malatest, jointly, developed a comprehensive survey instrument with questions designed to obtain insights as to key funding issues. Malatest met with the Ministry between October 26 and November 9, 2017 to discuss survey design, including content, number, and type of questions. Malatest carried out a field test of the online survey instrument between November 16-21, 2017, with eight K-12 stakeholder representatives from across British Columbia and four members of the Ministry. The finalized survey was sent to invited participants on November 27, 2017, with data collection concluding on January 2, 2018.

The Perspectives Survey was developed to be comprehensive, with a mix of 57 questions: 27 open-ended and 30 closed-ended questions. Respondents were encouraged to allow one to two hours to complete the survey. Respondents were able to provide narrative responses to questions on each of the seven key policy areas, as well as providing additional feedback on issues not covered in the survey. Question sets within the survey were designed to collect information on the following seven key policy funding allocation areas:

- funding challenges,
- basic allocation strategies,
- distributed learning funding,
- geographic supplements,
- funding for special student populations,
- facility use and condition, and
- the Ministry's role with respect to additional sources of income.

The Perspectives survey was programmed using Malatest's CallWeb online survey system so that K-12 public education system stakeholders could complete the survey online. The programmed survey instrument was subjected to internal testing to ensure the text and survey flow performed as intended.

3.3 Development of the Technical Survey

The Ministry and Malatest, jointly, developed a comprehensive survey instrument with questions designed to obtain funding model technical information. The Technical Survey, developed as a fillable PDF form, was sent to all 60 School District Secretary-Treasurers on December 4, 2017, with data collection concluding on January 15, 2018. Forty-two completed Technical Surveys were returned, representing a 70% response rate. The survey data were provided to the Ministry and will not be included in this report.

3.4 Analysis Tasks

The vendor performed the following activities for this project.

3.4.1 Data Collection

An e-mail invitation, with links to the online survey and unique access codes, was sent to 281 public education system stakeholders. Data were gathered from 155 respondents using the CATI/CAWI software system. Of those responding, 155 responded to at least the first question, with 132 completing the survey. This represents an overall gross response rate of 47%. Those completing the survey represented 58 out of 60 School Districts, and provided coverage across all grouping variables employed in the analysis: BC Association of School Business Officials (BCASBO) zone⁴ and School District size.

Respondents' current role was described as Trustee (32.0%), Superintendent (21.7%), Secretary-Treasurer (22.6%), and Other, for example senior business official, (25.6%). It should be noted that some respondents provided a group response to the survey (e.g. a single survey might have been completed on behalf of all Trustees, all Senior Staff, the Superintendent, and the Secretary-Treasurer (ST)). While some respondents informed Malatest of this choice (10), others may have provided a group response without informing Malatest of this practice.

3.4.2 Coding Quantitative and Qualitative Data

School Districts were assigned two codes to categorize the quantitative and qualitative data. The first was a region code based on the district's location in the province, using defined BCASBO zones. The distribution of districts by region is provided in Table 3-1.

⁴ See <http://bcasbo.ca/about-bcasbo/zones/>

Table 3-1: School Districts by BCASBO Zone

BCASBO Zone	Number of School Districts	School Districts
1 Kootenay/Boundary	6	SD 5 Southeast Kootenay, SD 6 Rocky Mountain, SD 8 Kootenay Lake, SD 10 Arrow Lakes, SD 20 Kootenay-Columbia, SD 51 Boundary
2 Thompson/Okanagan	9	SD 19 Revelstoke, SD 22 Vernon, SD 23 Central Okanagan, SD 53 Okanagan Similkameen, SD 58 Nicola-Similkameen, SD 67 Okanagan Skaha, SD 73 Kamloops/Thompson, SD 74 Gold Trail, SD 83 North Okanagan-Shuswap
3 North Coast/Northern Interior	14	SD 27 Cariboo-Chilcotin, SD 28 Quesnel, SD 49 Central Coast, SD 50 Haida Gwaii, SD 52 Prince Rupert, SD 54 Bulkley Valley, SD 57 Prince George, SD 59 Peace River South, SD 60 Peace River North, SD 81 Fort Nelson, SD 82 Coast Mountains, SD 87 Stikine, SD 91 Nechako Lakes, SD 92 Nisga'a
4 Fraser Valley, Metro & South Coast	18	SD 33 Chilliwack, SD 34 Abbotsford, SD 35 Langley, SD 36 Surrey, SD 37 Delta, SD 38 Richmond, SD 39 Vancouver, SD 40 New Westminster, SD 41 Burnaby, SD 42 Maple Ridge & Pitt Meadows, SD 43 Coquitlam, SD 44 North Vancouver, SD 45 West Vancouver, SD 46 Sunshine Coast, SD 48 Sea to Sky, SD 75 Mission, SD 78 Fraser Cascade, SD 93 Conseil Scolaire Francophone
5 Vancouver Island	13	SD 47 Powell River, SD 61 Greater Victoria, SD 62 Sooke, SD 63 Saanich, SD 64 Gulf Islands, SD 68 Nanaimo-Ladysmith, SD 69 Qualicum, SD 70 Alberni, SD 71 Comox Valley, SD 72 Campbell River, SD 79 Cowichan Valley, SD 84 Vancouver Island West, SD 85 Vancouver Island North
Total Number of School Districts	60	

The second grouping was a size code based on the number of full-time equivalent (FTE) students provided by the Ministry. As may be seen in Table 3-2, the six codes assigned range from fewer than 1,000 FTE students to 15,000+ FTE students.

Table 3-2: School Districts by Size (FTE)

Size Code	Number of School Districts	School Districts
1 Under 1,000	7	SD 10 Arrow Lakes, SD 49 Central Coast, SD 50 Haida Gwaii, SD 81 Fort Nelson, SD 84 Vancouver Island West, SD 87 Stikine, SD 92 Nisga'a
2 1,000 to 3,000	11	SD 19 Revelstoke, SD 47 Powell River, SD 51 Boundary, SD 52 Prince Rupert, SD 53 Okanagan Similkameen, SD 54 Bulkley Valley, SD 58 Nicola-Similkameen, SD 64 Gulf Islands, SD 74 Gold Trail, SD 78 Fraser Cascade, SD 85 Vancouver Island North
3 3,000 to 7,000 with schools located over a wide geographic area	9	SD 5 Southeast Kootenay, SD 6 Rocky Mountain, SD 8 Kootenay Lake, SD 27 Cariboo-Chilcotin, SD 59 Peace River South, SD 60 Peace River North, SD 82 Coast Mountains, SD 91 Nechako Lakes, SD 93 Conseil Scolaire Fancophone
4 3,000 to 7,000 with most schools located in close proximity to one another	11	SD 20 Kootenay-Columbia, SD 28 Quesnel, SD 40 New Westminster, SD 45 West Vancouver, SD 46 Sunshine Coast, SD 48 Sea to Sky, SD 67 Okanagan Skaha, SD 69 Qualicum, SD 70 Alberni, SD 72 Campbell River, SD 75 Mission
5 7,000 to 15,000	12	SD 22 Vernon, SD 33 Chilliwack, SD 42 Maple Ridge & Pitt Meadows, SD 57 Prince George, SD 62 Sooke, SD 63 Saanich, SD 68 Nanaimo-Ladysmith, SD 71 Comox Valley, SD 73 Kamloops/Thompson, SD 79 Cowichan Valley, SD 83 North Okanagan-Shuswap
6 15,000+	10	SD 23 Central Okanagan, SD 34 Abbotsford, SD 35 Langley, SD 36 Surrey, SD 37 Delta, SD 38 Richmond, SD 39 Vancouver, SD 41 Burnaby, SD 43 Coquitlam, SD 44 North Vancouver, SD 61 Greater Victoria
Total Number of School Districts	60	

Qualitative responses were stored in a separate database for coding. Inductive content analysis of the qualitative responses was performed, allowing for identification of key themes.

In analysing and reporting results, similarities and differences in responses between the respondents were noted and highlighted. In addition, the following guidelines were used when “quantifying” open-ended responses:

- Few/Very Few: only one or two individuals expressed a particular opinion or example;
- Several/Some: between one-quarter and one-half of the respondents reported a particular opinion or example;

- Many/Most: the majority of, but not all, respondents held similar perceptions regarding a selected issue or provided similar examples; and,
- All: consensus across all respondents.

3.4.3 Data Analysis and Reporting

Following data extraction from the CATI/CAWI software system, the quantitative data were subject to statistical analyses. Analyses were aggregated across all School Districts to understand provincial trends, and by BCASBO region and district size levels. Analyses conducted were descriptive in nature (i.e. frequencies, cross-tabulations, and means for opinion scales). Quantitative survey data were not weighted; every survey completion counts equally in the analyses.

Qualitative data were coded using an iterative, inductive approach, used to identify emerging themes highlighting challenges and opportunities. The themes were then compared to Ministry developed key policy areas and themes. Following this, the coded themes were quantitatively analyzed to further tease out trends. In addition to creating a final report of findings across the seven key policy funding allocation areas for the Ministry, high-level findings are also expected to be shared with the TRC.

3.5 Research Limitations

Potential limitations to this study centered on population universe, survey sample, survey-taking fatigue, and group response.

Population Universe: The population universe for the survey consisted of individuals from 60 School Districts which varied in size. The contact list provided by the Ministry had varying numbers of individuals and roles within each district that had been identified to the Ministry by School Districts as appropriate staff to send survey invitations to. All School District's Board of Education chairs, secretary-treasurers, and superintendents received invitations while some districts included staff in other roles (e.g. principal, teacher). The number of school board members (trustees) receiving survey invitations varied with only one contacted in some districts and as many as seven in other districts. It must also be noted that some districts have individuals with 'dual roles' (e.g. secretary-treasurer/superintendent). Additionally, there were as few as two to as many as 46 individuals invited to participate in a single district. Thus, it is difficult to provide a clear picture of the survey's 'population universe'. Without a clear understanding of the population, caution is recommended when interpreting the results or making generalizations. However, no School District had more than eight respondents which reduced the risk of over-representation of a single School District when analyzing the data.

Survey sample: The survey sample includes responses from 90% of School Districts with representation from all geographic regions and districts sizes. The number of individual surveys completed within each district varies from one to eight such that districts with higher numbers of survey completions will contribute more weight to the overall survey results. This potential limitation to the data may be lessened considering that survey results are presented by district size and region, providing context for geographical and district size differences in opinions. This will allow for interpretation of results taking differences of opinion by district type (i.e. region and size) into account.

Respondent fatigue: As the survey could take two or more hours to complete, survey-taking, or respondent fatigue is a potential issue. Steps were taken to mitigate this issue by allowing respondents to enter and exit the survey as many times as desired, bookmarking their last point of exit to the survey, and extending the deadline to complete the survey. It should be noted that the average time to complete the survey, removing data from ten respondents who took over four hours to complete the survey, was 1.5 hours.

Group versus individual response: As previously noted, some single surveys from School Districts were completed by more than one individual, thus may represent the opinions of all those invited to participate in that district, and possibly others who were not invited to participate (e.g. a single survey represented the views of all school trustees, the superintendent, the secretary/treasurer, and others). While some School Districts informed us they were providing a group response, other School Districts may have had a group fill out a single survey but did not inform Malatest. Factoring in the collective responses, the actual participation rate was likely higher by a minimum of 15%.

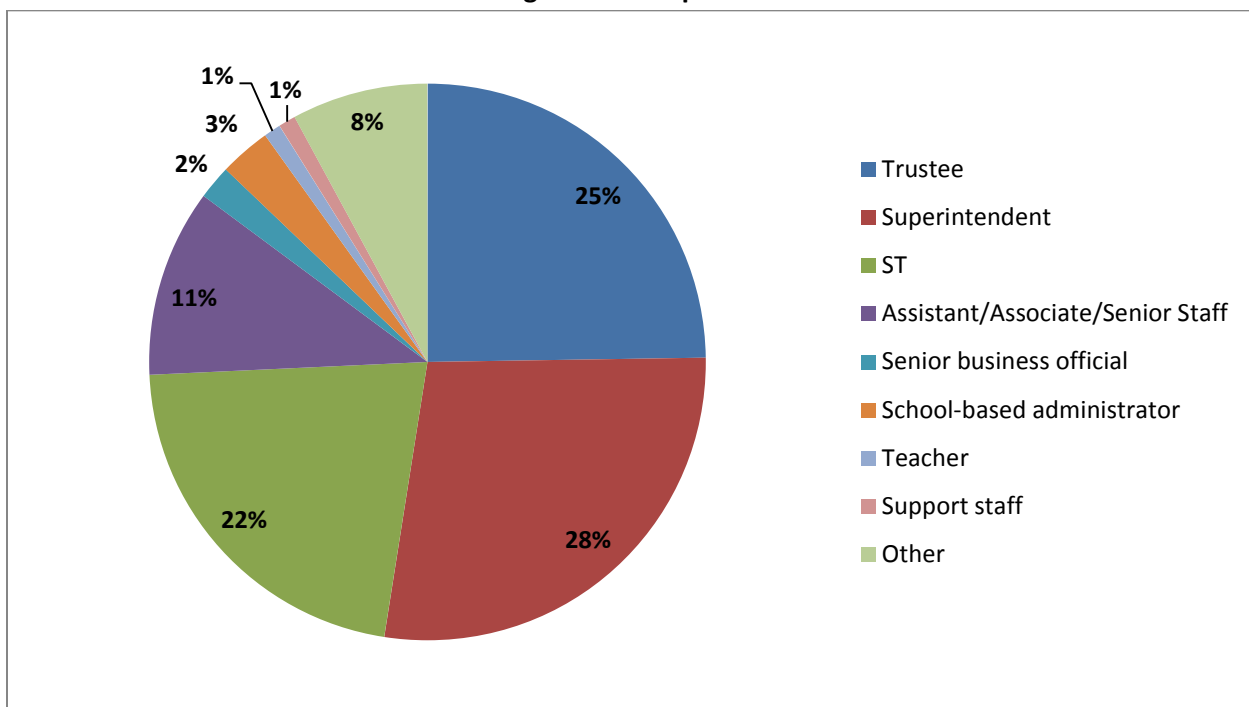
SECTION 4: KEY FINDINGS

Highlighted in this section are the key findings of the research, starting with respondent/respondent group background, followed by information on each of the seven key policy funding allocation areas for 132 submitted surveys.

4.1 Respondent Role and Background

Respondents' current role was described as Trustee (25%), Superintendent (28%), ST (22%), Assistant/Associate superintendent or senior educational staff (11%), Senior business official (2%), School-based administrator (3%), Teacher (1%), Support staff (1%), or Other (8%), see Figure 4-1. The average length of service in these roles ranged from three to ten years for Trustees (61%), one to ten years for Superintendents, (76%), and three to 15 years for STs (66%). It should be noted that 10 submissions (8% of total submissions) included group responses that covered individuals from multiple positions within a given School District. Therefore, the survey responses with respect to role and length of service may not represent the distributions for all contributors to the survey.

Figure 4-1: Respondent Role



Analysis of the respondent profile on the basis of current role in the K-12 Educational system by BCASBO zone (region) and by district size demonstrates representation for all roles across the zones and different size districts with one exception; no Trustees are represented in School Districts with under 1,000 FTEs. However, Trustees were represented in group responses for two districts of this size, with the grouped response surveys being recorded as 'other' role. It is recommended that all results for small-sized districts (under 1,000 FTEs) be interpreted with caution as there are only 6 respondents for small-sized districts.

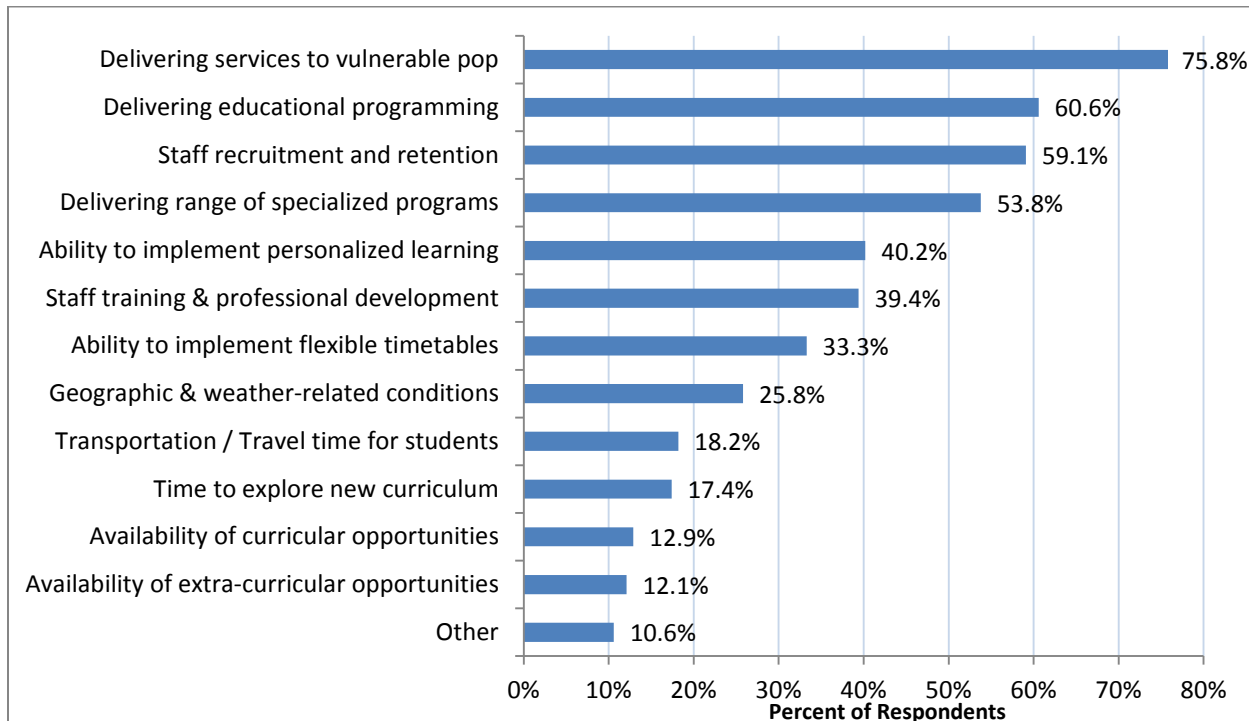
Table 4-1: Role by Region and District Size

	Trustee	Superintendent	ST	Other	Surveys (n)
Province-wide	25.5%	28.0%	22.0%	25.0%	132
Region					
Kootenay/Boundary	27.3%	45.5%	18.2%	9.1%	11
Thompson/Okanagan	27.8%	22.2%	22.2%	27.8%	18
North Coast/Northern Interior	14.8%	37.0%	22.2%	25.9%	27
Fraser Valley, Metro & South Coast	25.6%	20.9%	16.3%	37.2%	43
Vancouver Island	30.3%	27.3%	30.3%	12.1%	33
School District Size (FTE)					
Under 1,000	0.0%	50.0%	33.3%	16.7%	6
1,000 - 3,000	25.8%	29.0%	29.0%	16.1%	31
3,000 to 7,000 FTE (over wide geographic area)	21.1%	36.8%	15.8%	26.3%	19
3,000 - 7,000 (located in close proximity)	24.2%	24.2%	12.1%	39.4%	33
7,000 - 15,000	26.3%	26.3%	31.6%	15.8%	19
15,000+	33.3%	20.8%	20.8%	25.0%	24
Number of surveys	33	37	29	33	132

Fifty-three percent of those responding indicated they had other positions in the BC K-12 educational system. Taking into account multiple-roles, just under one-third (29%) of respondents indicated that they had been teachers, with almost one-quarter (22%) holding roles as school-based administrators, to one-fifth working as STs (20%). Of those providing information for length of service in a past role (92%), a considerable number (39%) indicated they had worked in the BC K-12 public education sector for over 25 years. It is expected this number includes the number of years in the respondents current role.

4.2 Funding Challenges

When asked what their top 5 operational and educational challenges to delivering educational programs were, most respondents indicated that delivering services to vulnerable students (76%), delivering a range of educational programming (61%), and staff recruitment and retention (59%) were the most challenging.

Figure 4-2: Top Educational Challenges Based on Operations

n=132

Sum of individual responses greater than 100% due to multiple response selection

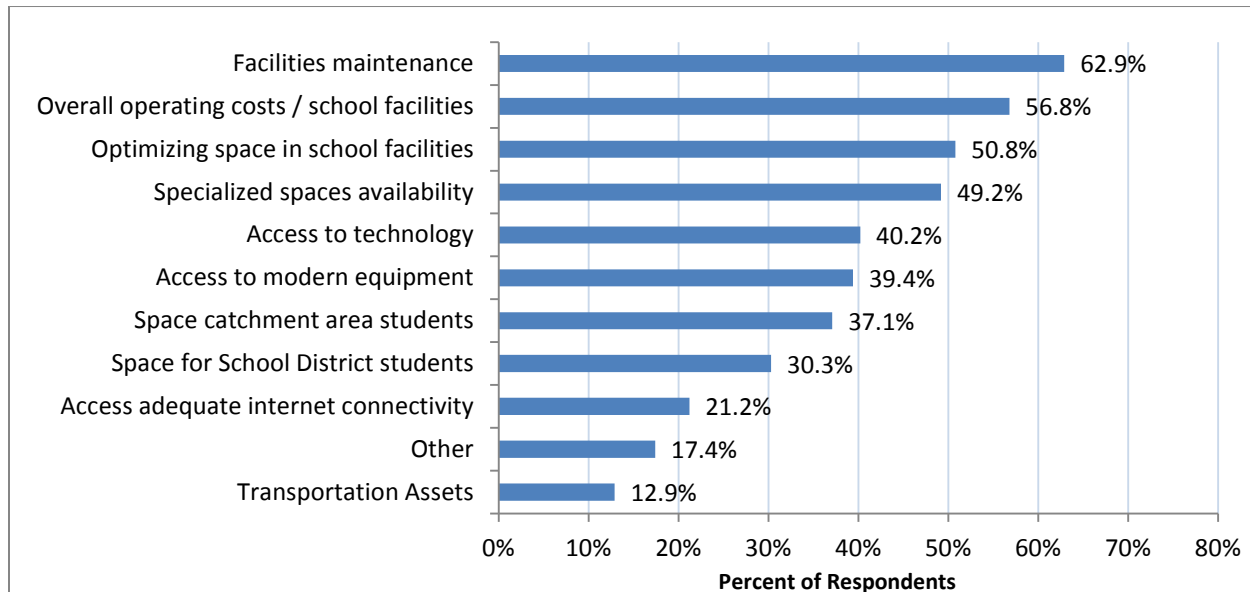
Examining operational and educational challenges within each region, some regional variation was seen. While all respondents found delivering services to vulnerable students and delivering a range of educational programming a challenge, those in the Kootenay/Boundary region (27%) and on Vancouver Island (33%) did not find staff recruitment and retention as much of a challenge as compared to respondents in other regions of the province. Respondents in the Kootenay/Boundary region (64%) and on Vancouver Island (70%) found delivering a range of specialized programs challenging. Respondents in North Coast/Northern Interior (63%) indicated geographic and weather-related conditions were an issue. Additionally, those in smaller districts (under 1,000 FTEs) and those serving a wide geographic area were less likely to see their ability to implement personalized learning as an issue, 0% and 16% respectively. Further, small-sized districts (up to 3,000 FTEs) found providing extra-curricular activities more of a challenge, 33% and 32% (see Appendix A and Appendix B).

Exploring operational and educational programming challenges by district size, the survey results revealed variation for some types of School Districts. For example, mid-size districts with schools spread over a wide geographic range and large districts did not find delivering educational programming as challenging, 39% and 46%, respectively, as compared to stakeholders in other regions of the province. Stakeholders from mid-size districts with schools in close proximity and those with 7,000 - 15,000 FTEs did not find staff recruitment and retention as much of a challenge, 49% and 43%, respectively. The survey results also revealed additional areas of challenge for some School Districts. Stakeholders from small districts and mid-size districts with school spread over a wide geographic range found geographic and weather-related conditions to be an issue, 83% and 68%,

respectively. Additionally, mid-size districts with school spread over a wide geographic range found transportation and travel time for students challenging (53%) (see Appendix B).

Province-wide, the top facilities and educational challenges selected were maintenance (63%), overall operating costs (57%), optimizing space/capacity utilization (51%), and availability of specialized spaces (49%).

Figure 4-3: Top Educational Challenges Based on Facilities



n=132

Sum of individual responses greater than 100% due to multiple response selection

Variation to these trends was seen both regionally and by district size. Kootenay/Boundary found availability of specialized spaces less challenging (18%), with access to modern equipment more challenging (73%). This was consistent province-wide and within each region. In the Thompson/Okanagan region, optimizing space in school facilities and the availability of specialized spaces was seen to be less challenging, 39% and 33%, respectively. The Fraser Valley, Metro & South Coast region found overall operating costs and the availability of specialized spaces to be less of a challenge, 44% and 35%, respectively. However, space for catchment area students and for School District students was seen more challenging, 58% and 56%, respectively. Of note, internet connectivity was not seen as one of the major issues with those in the Kootenay/Boundary (36%) and Fraser Valley, Metro & South Coast (36%) seeing this as more problematic than those in the North Coast/Northern Interior (11%). Additionally, transportation assets were felt to be more challenging in the North Coast/Northern Interior (33%), while this was not seen for any other region (see Appendix C). For the Kootenay/Boundary region, those adding explanatory information (15%) pointed to issues such as equity of access, seismic upgrades, and utility cost increases. Of the six respondents who from districts with under 1,000 FTEs, all found availability of specialized spaces problematic, as well as access to modern equipment (n=5). These respondents found facilities maintenance (n=2) and optimizing space in school facilities (n=1) less challenging. Smaller districts (3,000 FTEs and fewer) found access to modern equipment an issue. Larger districts (7,000 – 15,000 FTEs) indicated that it was challenging to find space for catchment area students (see Appendix D).

The qualitative analysis provided support for the predominance of the top two operational and educational challenges, with 119 of survey participants providing comments. Of those comments provided, 26% focused on staffing recruitment/retention and 20% focused on Special Needs (vulnerable students) as the biggest challenges impacting School District operational costs. As well, issues with the costs associated with an outdated Collective Agreement associated costs (20%) was one of the themes found across respondents. An additional theme, garnering the most responses (33%), centered on infrastructure and aging facilities. Examples of comments on challenges include:

Recruitment and retention of excellent, qualified personnel

Support for inclusion of students with special educational needs is generally the most challenging area to address with the current system

The need to deal with ongoing maintenance of facilities that are aging and are not configured or furnished in ways that support our educational transformation agenda

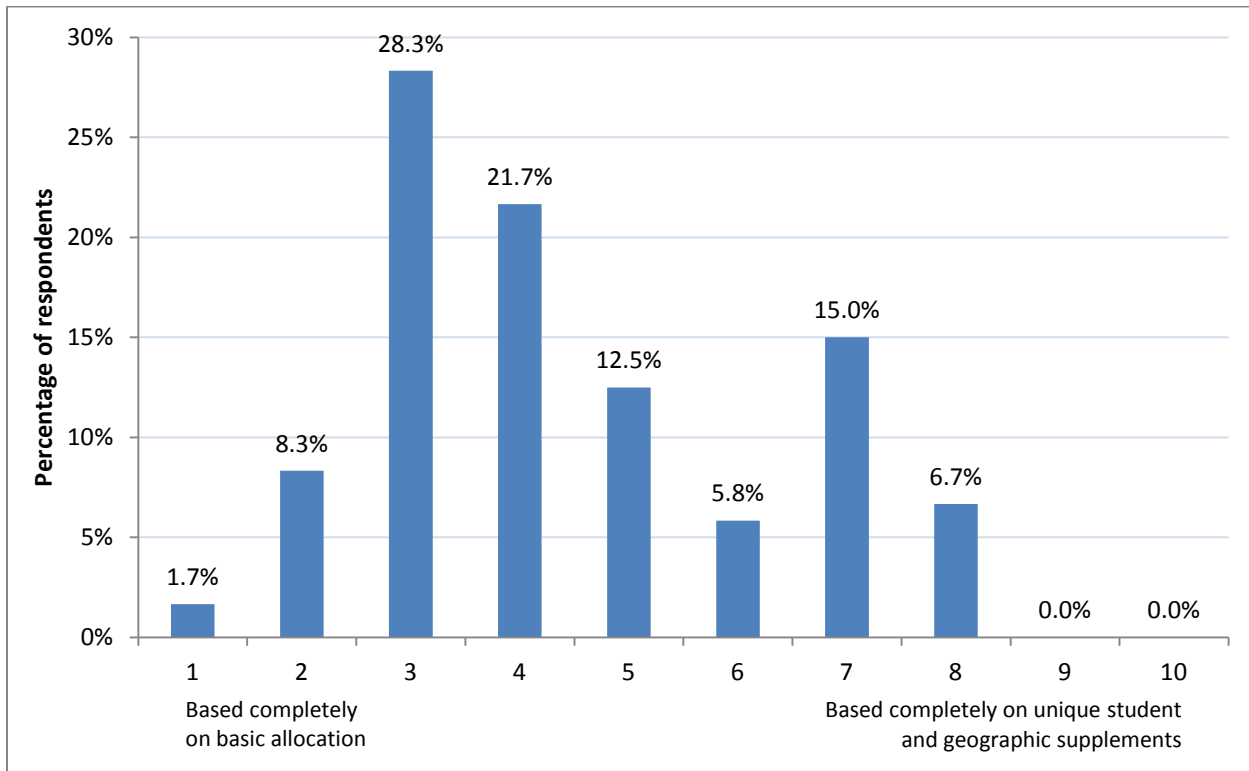
Thirty-one percent of the comments were unique and could not be classified.

4.3 Basic Allocation and Funding

Respondents were asked to indicate, on a 10-point scale, their district's current funding mix between basic allocation and geographic supplements. They were also asked to suggest what the funding mix should be, in their view. The results are presented in Figure 4-4 and Figure 4-5. The response varied by district. Overall, 63% of districts perceived that the majority of their funding was from basic allocations (scores of 1 through 5) with 10% indicating that they felt it was entirely, or almost entirely, from basic allocation (responses of 1 or 2). The remaining 28% indicated that the majority of their district's funding was from unique student and geographic supplements (scores 6 through 8), with none indicating that supplements provide all or almost all of their funding. The 2017/18 operating grant allocation formula is 80:20; for more information refer to Appendix E.

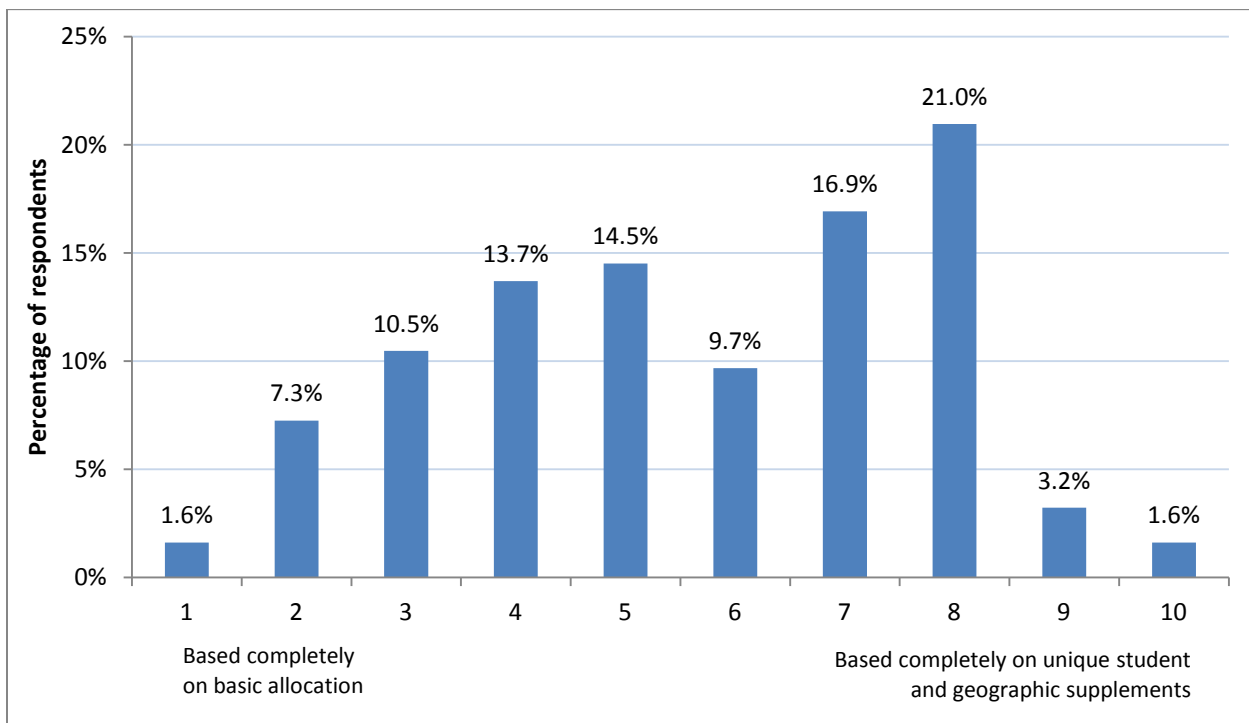
The survey results show that most respondents would prefer funding allocations to be based more on unique student and geographic allocations. While almost half (48%) believe that the majority of funding should still be from basic allocation, as illustrated in Figure 4-5, there is a significant shift towards a preference for the majority of funding allocation to be based on unique student and geographic supplements.

Figure 4-4: Perceived Current School District Funding Mix



n=120

Figure 4-5: Suggested School District Funding Mix



n=124

Theoretical average funding mix ratios, derived from the mean score for a scale distribution, were calculated for the overall data, and by region and district size, as a simplified way of summarizing the average response across School Districts. While not showing variability in response, which may exist, the average ratios represent the mean response taking into account both basic allocation, at one end of the scale, and student and geographic supplements, at the other end of the scale. The province-wide average ratio of 62:38 for districts' perceptions of the current funding mix illustrates the averaging of responses from all respondents, with the average suggested mix being 48:52. Of course, these average ratios do not illustrate the variability of the responses by School Districts presented in the preceding charts (Figure 4-4 and Figure 4-5, respectively), but they illustrate the trend that most districts would prefer greater emphasis on supplements.

While analysis of the data suggests that there was little variation in opinion of the basis of region, opinion did vary on the basis of size of district. For example, as highlighted in Table 4-2, respondents associated with smaller School Districts (e.g. under 1,000 FTE; 33:67) indicated a preference for more supplemental funding as compared to respondents who were associated in larger districts, particularly those with 15,000 or more FTEs (74:26). However, all respondents except those associated with School Districts that had 7,000 to 15,000 student FTE's proposed a funding model that gave greater weight to supplemental funding rather than the perceived basic allocation model. As highlighted in Table 4-2, it appears that in contrast to the perceived current funding model in which funding respondents believe the current allocation is a ratio of 2/3 from the basic allocation and 1/3 from the supplement, survey participants would prefer that the future model adopt a formula in which each funding stream share equal weight in the overall funding provided to the School District.

Table 4-2: School District Funding Mix by Region and District Size: Perceived Current and Suggested

		Theoretical average ratio (basic allocation:supplement)	
		Perceived Current Average Funding Mix	Suggested Average Funding Mix
Province-wide		62:38	48:52
Region	Kootenay/Boundary	58:42	40:60
	Thompson/Okanagan	55:45	45:55
	North Coast/Northern Interior	67:33	31:69
	Fraser Valley, Metro & South Coast	65:35	58:42
	Vancouver Island	62:38	56:44
District Size (FTE)	Under 1,000	33:67	20:80
	1,000 - 3,000	52:48	43:57
	3,000 - 7,000 wide geographic area	66:34	39:61
	3,000 - 7,000 schools in close proximity	66:34	45:55
	7,000 - 15,000	59:41	57:42
	15,000+	74:26	69:31

There were 122 respondents providing further information on the need to review or change the current funding mix, with responses supporting the trend seen above. Several recommended emphasis on special and unique students needs (31%) and more support for geographic or location based funding (21%). Of note, 18% of responses referred to changes needing to be made to account for infrastructure, technology and facility updates. Of the comments supplied, 37% were unique and could not be classified to a common theme. Explanations for the changes 77 respondents recommended ranged from assessing every School District as each district has unique needs (25%) to maintaining or increasing funding for geographic supplements (23%). These

comments do align with the challenges noted by survey participants in Section 4.2 (Funding Challenges). It must be noted that an even split of comments called for increases to the current model and for no change to the current model as is it seen as working well (13% each). For comments regarding suggested funding mix, 31% were unique and could not be classified. Examples of illustrative responses included:

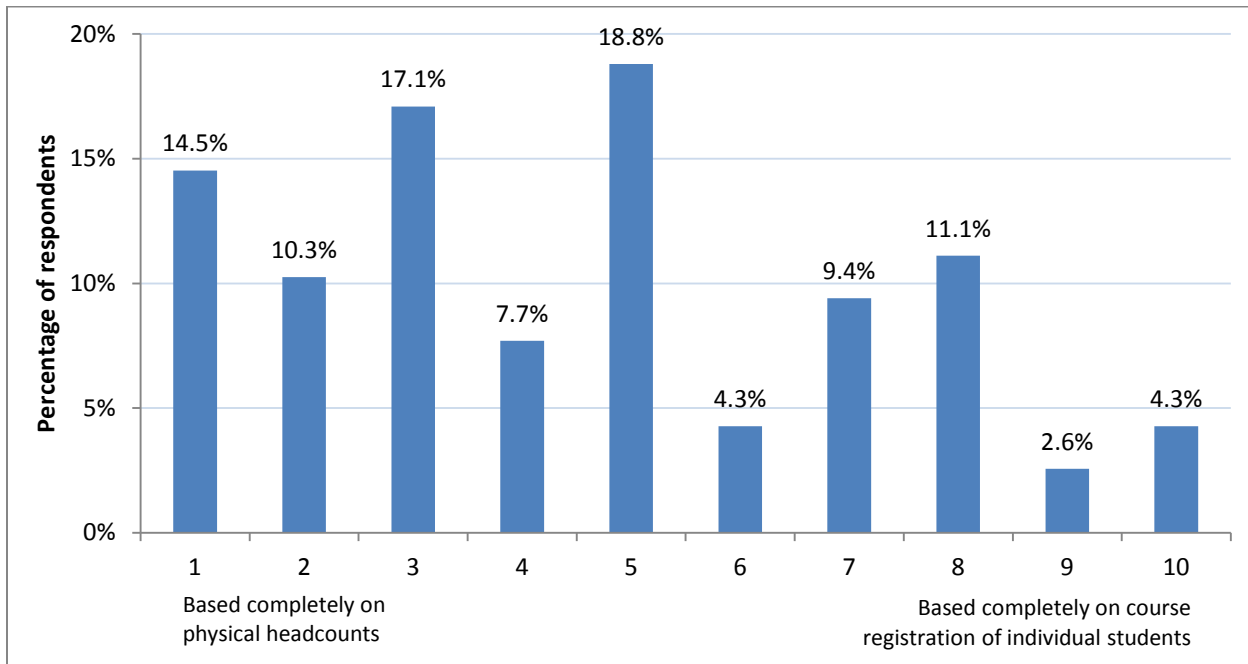
Unique student needs funding must be more reflective of ... students ... (poverty, children in care, social services index, student with special needs).

Review of funding protection grant ensuring that rural and remote are not placed in a deficit position.

[The] formula needs to recognize the unique characteristics of each school district.

Maintain Geographic adjustments.

Respondents were asked their opinion on an appropriate basis for funding allocation balanced between physical head count and course registration. Their suggestions showed variability by school district, but leaned towards headcount as having a larger share of funding allocation. Figure 4-6 illustrates the distribution of the responses across the 10-point scale used to elicit opinions on suggested basic allocation amounts, considering both physical headcount, at one end of the scale, and course registration of students at the other end of the scale. Table 4-3 summarizes the average responses across School Districts, by region and by size, using the average theoretical funding ratio. Again, readers are reminded that the ratio represents the average across all respondents, and does not reveal the variability in response for individual districts (see Appendix F for scale distribution information by region and size).

Figure 4-6: Suggested Basic Allocation: Headcount vs. Course Registration

For the most part, there were no regional or district size deviations. However, Kootenay/Boundary (82:18) and small districts with 1,000 to 3,000 FTEs (72:28) were more inclined to select headcount as a preferred source for basic allocation, as well as showing less variability across the scale. Close to half of the respondents in the Kootenay/Boundary region (46%) and a similar number in small districts with 1,000 to 3,000 FTEs (41%) indicated the basic allocation should be based completely on headcount (see Appendix F).

Table 4-3: Suggested Basic Allocation: Headcount vs. Course Registration by Region and District Size (FTE)

		Theoretical average ratio (physical headcount:course registration)
Province-wide		60:40
Region	Kootenay/Boundary	82:18
	Thompson/Okanagan	56:44
	North Coast/Northern Interior	62:38
	Fraser Valley, Metro & South Coast	56:44
	Vancouver Island	59:41
District Size (FTE)	Under 1,000	67:33
	1,000 to 3,000	72:28
	3,000 to 7,000 schools located over a wide geographic area	61:39
	3,000 to 7,000 most schools located in close proximity	61:39
	7,000 to 15,000	43:57
	15,000+	55:45

Bolded text indicates response patterns differing from Province-wide results.

When elaborating on suggested basic allocation with reference to headcount and course registration, for the 83 survey participants who commented, two themes appear salient: headcounts should be the primary driver for

funding allocation (36%) and funding allocation depends on course and grade level (28%). Illustrative comments include:

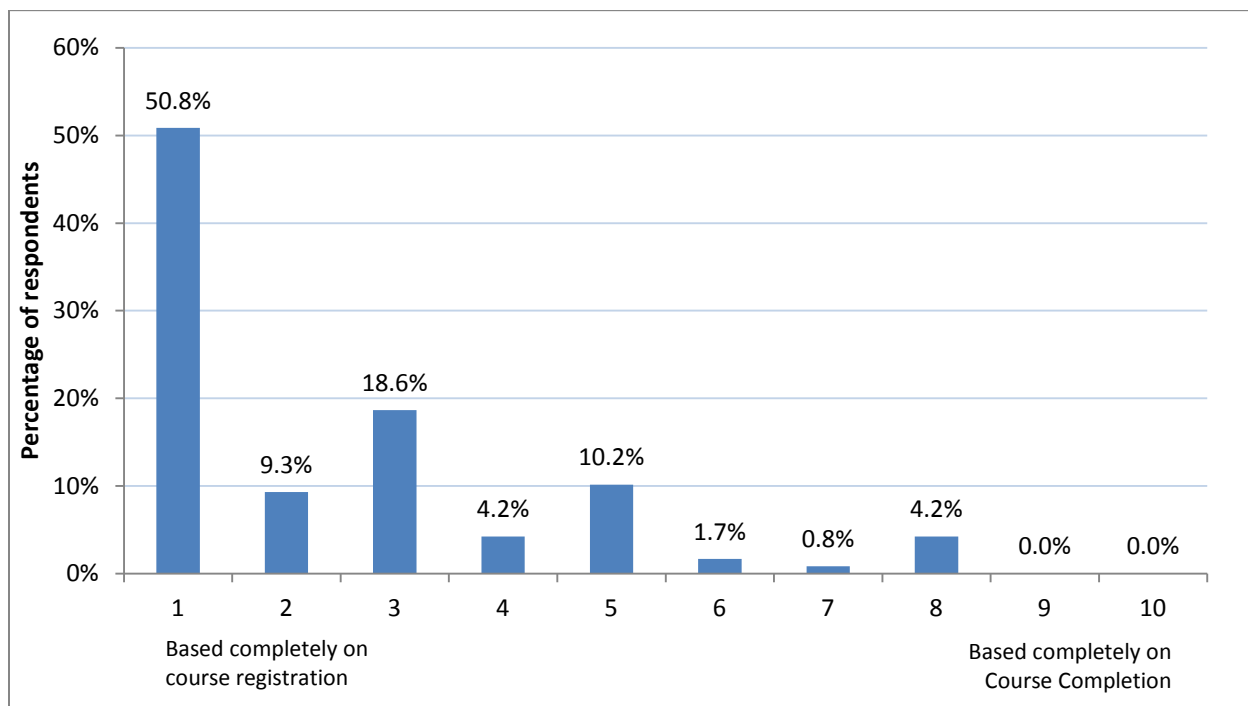
Physical headcount allows for maximum flexibility in meeting the needs of diverse learner populations.

Headcount for elementary and middle, course registration for secondary, course completion for Distance Learning.

Of the comments supplied, 27% were unique and could not be classified.

Survey respondents were also asked about their preferences for determining course-based funding payments. More than half of all respondents indicated that if there is course-based funding then it should be completely based on course registration (51%). This is supported by the average ratio (84:16). Further, there were no regional or district size deviations. Additionally, little variability in the distribution of response was seen (see Appendix G).

Figure 4-7: Suggested Course-based Funding Payment: Course Registration vs. Course Completion



Seventy-five respondents provided comments regarding course-based funding. Overall, the comments mirrored the results seen in the quantitative data, with 51% of comments suggesting headcounts be the primary driver for course-based funding and 32% of comments raising the issue of unintended negative consequences of basing funding on course completion. Examples of comments include:

Once a student registers for a course the district has resources committed for the school year.

If based on course completion [it] may prove difficult to hire appropriately.

For comments given, 43% were unique and could not be classified.

4.4 Personalized and Competency-Driven Learning

Almost three-quarters of respondents (74%) indicated that delivering personalized and competency-driven learning results in operational challenges. Province-wide results are mirrored by regional and district size strata, with three exceptions: 26% of respondents in the North Coast/Northern Interior region, 21% of large School Districts (15,000+ FTE) and 50% of small School Districts (under 1,000 FTE) do not see delivery of personalized and competency-driven learning generally affecting operations. There are two caveats that should be noted: 11% of respondents indicated that they did not know if delivering this type of learning resulted in operational challenges and there are few respondents in small districts (5% of the total sample, n=6, may contain one or more surveys based on group-collaboration).

Table 4-4: Delivery of Personalized and Competency-Driven Learning and Operational Challenge

		Yes	No	Don't Know	TOTAL
Province-wide		73.5%	15.9%	10.6%	100.0%
Region	Kootenay/Boundary	100.0%	0.0%	0.0%	100.0%
	Thompson/Okanagan	72.2%	16.7%	11.1%	100.0%
	North Coast/Northern Interior	59.3%	25.9%	14.8%	100.0%
	Fraser Valley, Metro & South Coast	67.4%	14.0%	18.6%	100.0%
	Vancouver Island	84.8%	15.2%	0.0%	100.0%
District Size (FTE)	Under 1,000	50.0%	50.0%	0.0%	100.0%
	1,000 to 3,000	71.0%	19.4%	9.7%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	78.9%	5.3%	15.8%	100.0%
	3,000 to 7,000 most schools located in close proximity	69.7%	18.2%	12.1%	100.0%
	7,000 to 15,000	94.7%	0.0%	5.3%	100.0%
	15,000+	66.7%	20.8%	12.5%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

Of those who felt personalized and competency-driven learning was a challenge, 96 stakeholders provided examples. They suggested changes to teaching practice (31%), facility modernization, including technology and classroom updates (28%), and challenges in providing funding support for staffing and administration (24%) are required to deliver address deliver this type of learning. Representative stakeholder comments include:

Supporting and training educators on this shift is a major challenge.

Existing facilities are not supporting the new delivery model.

Increased costs for professional learning and time for collaboration.

Of the comments supplied, 42% were unique and could not be classified.

Province-wide, well over half of respondents (65%) felt FAS changes are needed to support personalized competency-driven learning. However, almost one-fifth (17%) indicated that they did not know whether changes were needed or not. There was little variation in opinion of the basis of region or district size, although respondents in the Kootenay/Boundary region felt more strongly (82%) and large School Districts felt less strongly (54%) that the FAS changes are needed. A caveat to this generalization is that anywhere from 12% to 25% of respondents indicated that they did not know whether FAS changes are needed or not. For those who selected “Don’t Know”, it is possible that their response reflects the fact that the Personalized and Competency-driven Learning curriculum has not been rolled out for grades 10-12. Additionally, of the comments provided by 85 respondents, several indicated that changes are necessary (19%) or that funding needs to be increased (35%). With “[f]unding ... based on an out-dated education model” some suggested “we just need an overall increase in funding”. For comments given, 32% were unique and could not be classified.

Table 4-5: Are FAS Changes Needed to Deliver Personalized and Competency-driven Learning?

		Yes	No	Don't Know	TOTAL
Province-wide		65.2%	18.2%	16.7%	100.0%
Region	Kootenay/Boundary	81.8%	18.2%	0.0%	100.0%
	Thompson/Okanagan	66.7%	16.7%	16.7%	100.0%
	North Coast/Northern Interior	63.0%	18.5%	18.5%	100.0%
	Fraser Valley, Metro & South Coast	53.5%	23.3%	23.3%	100.0%
	Vancouver Island	75.8%	12.1%	12.1%	100.0%
District Size (FTE)	Under 1,000	66.7%	16.7%	16.7%	100.0%
	1,000 to 3,000	71.0%	16.1%	12.9%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	63.2%	15.8%	21.1%	100.0%
	3,000 to 7,000 most schools located in close proximity	72.7%	15.2%	12.1%	100.0%
	7,000 to 15,000	57.9%	26.3%	15.8%	100.0%
	15,000+	54.2%	20.8%	25.0%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

With respect to whether the current course-based funding model captures student course choice in the new curriculum, results at the provincial level suggest that there is equal proportion of stakeholders who hold positive, negative and “unknown” perspectives. Regional and district size results, while aligning with overall results for the most part, showed variability in the Kootenay/Boundary and Fraser Valley, Metro & South Coast regions and smaller- (under 1,000 to 3,000 FTEs) and larger- (7,000 – 15,000 FTEs) sized districts. While small districts with under 1,000 FTEs were evenly split on current course-based funding, the results are based on a small group (n=6) and may contain one or more surveys based on group-collaboration, thus caution is recommended in terms of interpreting these results. Further caution is suggested when interpreting results for the different strata, as anywhere from just under one-fifth (18%) to almost one-half (47%) of respondents indicated that they did not know. Again, for those who selected “Don’t Know”, it is possible that their response was due to the fact that the 10-12 Personalized and Competency-driven Learning curriculum has not been rolled out. Notwithstanding the percentage of respondents who indicated they do not know, many believe the current Funding Model is not adequate.

Table 4-6: Current Course-based Funding Model and New Curricular Course Choices

		Yes	No	Don't Know	TOTAL
Province-wide		36.4%	30.3%	33.3%	100.0%
Region	Kootenay/Boundary	27.3%	54.5%	18.2%	100.0%
	Thompson/Okanagan	22.2%	38.9%	38.9%	100.0%
	North Coast/Northern Interior	37.0%	25.9%	37.0%	100.0%
	Fraser Valley, Metro & South Coast	41.9%	16.3%	41.9%	100.0%
	Vancouver Island	39.4%	39.4%	21.2%	100.0%
District Size (FTE)	Under 1,000	50.0%	50.0%	0.0%	100.0%
	1,000 to 3,000	25.8%	48.4%	25.8%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	31.6%	21.1%	47.4%	100.0%
	3,000 to 7,000 most schools located in close proximity	30.3%	33.3%	36.4%	100.0%
	7,000 to 15,000	52.6%	21.1%	26.3%	100.0%
	15,000+	45.8%	12.5%	41.7%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

Forty respondents provided comments regarding course-based funding capturing student course choice in the new curriculum. Comments from those who did not believe the current model captures student course choice, several (40%) appeared to feel that there are funding limitations which restrict the variety of new curricular course offerings. Examples of comments include:

Current model creates false pressures that do not support student learning and success for all students.

Smaller schools do not have the student population to provide a variety of course choices for students.

Course based funding limits the choices available and means that courses students need are often not available.

As only 40 of the 132 survey participants provided responses and over half of respondents (60%) provided a unique comment that could not be classified, care is recommended in interpreting the results. Again, respondents may not be inclined to provide information as the curricular changes are new or have yet to be implemented, thus making the level of uncertainty expressed to be expected.

4.5 Distributed Learning

Among stakeholders who responded to the survey, more than four-fifths (81%) indicated that their district has a distributed learning program.

Table 4-7: Does your School District operate a distributed learning program?

		Yes	No	Don't Know	TOTAL
Province-wide		81.1%	17.4%	1.5%	100.0%
Region	Kootenay/Boundary	63.6%	36.4%	0.0%	100.0%
	Thompson/Okanagan	94.4%	5.6%	0.0%	100.0%
	North Coast/Northern Interior	74.1%	22.2%	3.7%	100.0%
	Fraser Valley, Metro & South Coast	81.4%	16.3%	2.3%	100.0%
	Vancouver Island	84.8%	15.2%	0.0%	100.0%
District Size (FTE)	Under 1,000	33.3%	66.7%	0.0%	100.0%
	1,000 to 3,000	48.4%	51.6%	0.0%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	94.7%	0.0%	5.3%	100.0%
	3,000 to 7,000 most schools located in close proximity	93.9%	6.1%	0.0%	100.0%
	7,000 to 15,000	100.0%	0.0%	0.0%	100.0%
	15,000+	91.7%	4.2%	4.2%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

For those School Districts with a distributed learning program, 97 of the 107 stakeholders with a Distributed Learning Program provided comments. Stakeholder issues related to challenges in operating their program were:

- high program costs coupled with lack of funding (22%);
- restrictive policies and contract arrangements (20%); and
- staffing issues centering on recruitment, retention, and qualification (19%).

An illustrative comment is:

DL programming in our district at the Secondary level is mainly used to support students who need to make up courses in order to graduate. This typically results in the need for additional support, which we provide, and comes at a cost. We spend significantly more on DL support than the funding formula provides because it helps get more of our students to graduation.

For comments provided, almost an equal number (18%) were unique and could not be classified.

Of those in School Districts operating a distributed learning program, there is an even split between those who believe the funding allocation system is effective at capturing students taking courses across multiple School Districts (35%), those who do not (31%), and those who do not know (35%). With the exception of the Kootenay/Boundary region, caution is advised with any interpretation of regional and district size results as many respondents don't know (22% to 100%) if the FAS captures students taking courses across multiple

districts (see Appendix H). When asked to explain their responses, participants noted cost and funding related challenges (40%). Of the 43 participants providing comments provided, one-tenth (35%) were unique and could not be classified.

When asked about the efficacy of the funding allocation system in capturing students taking courses across their School District with independent schools, the overwhelming majority did not know (66%), while relatively few thought the funding allocation system was (16%), or was not (18%) effective (see Appendix I). The 28 participants commenting reflected this uncertainty, with almost one-third (32%) indicating lack of knowledge regarding the differences between public and independent schools.

4.6 Geographic Supplement

A majority of respondents (63%) felt there are additional unique factors in their School Districts that are not captured by the current geographic supplements. Just under one-quarter (24%) thought the supplements do capture these factors, while 13% indicated that they did not know. Smaller districts with under 1,000 FTEs (95%) and those in the Kootenay/Boundary region (91%) do not consider current geographic supplements adequate to capture their unique needs. In addition, respondents located in northern and rural regions were also critical in terms of whether funding provided as part of geographic supplements was adequate. For participants who indicated current geographic supplements are not adequate (83 answered yes), 82 provided further explanation, several (35%) suggested “[t]ransportation costs are not correctly captured”, often pointing to factors such as “costs of transporting students” as issues not covered by the supplements. Of the responses given, over one-fifth (22%) were unique and could not be classified.

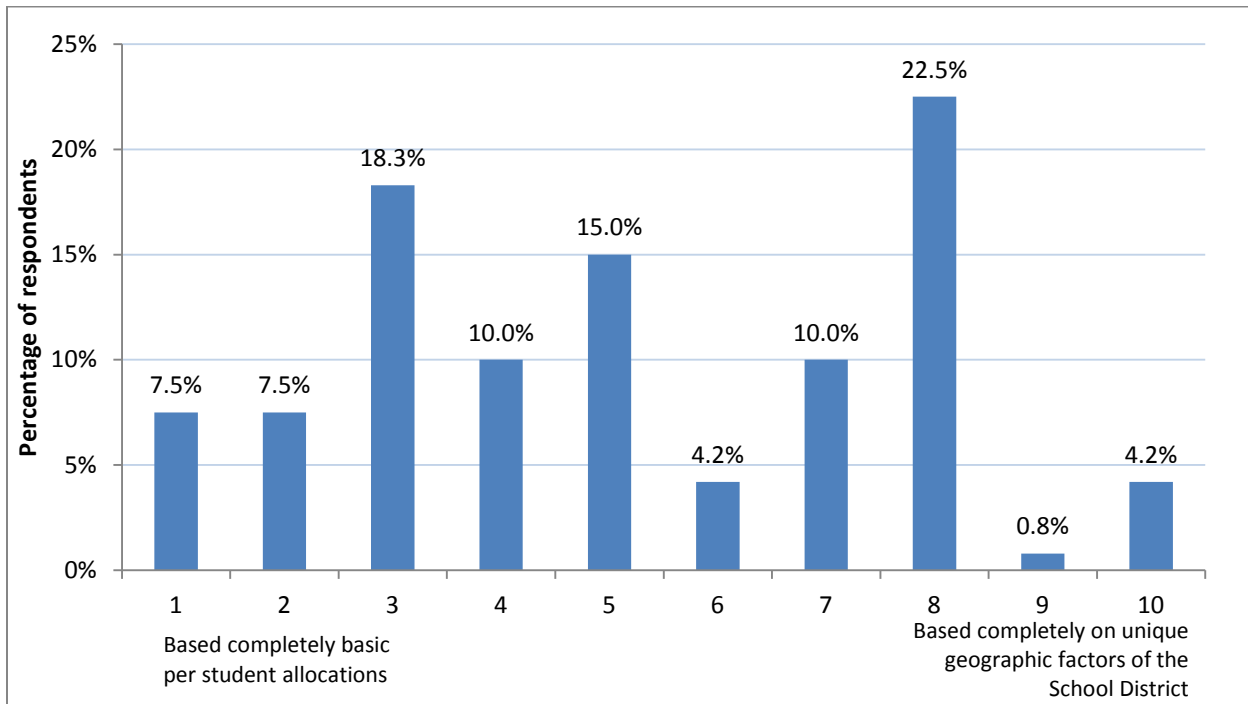
Table 4-8: School District Unique Factors not Captured by Current Geographic Supplements

		Yes	No	Don't Know	TOTAL
Province-wide		62.9%	24.2%	12.9%	100.0%
Region	Kootenay/Boundary	90.9%	0.0%	9.1%	100.0%
	Thompson/Okanagan	61.1%	22.2%	16.7%	100.0%
	North Coast/Northern Interior	74.1%	14.8%	11.1%	100.0%
	Fraser Valley, Metro & South Coast	58.1%	23.3%	18.6%	100.0%
	Vancouver Island	51.5%	42.4%	6.1%	100.0%
District Size (FTE)	Under 1,000	66.7%	16.7%	16.7%	100.0%
	1,000 to 3,000	64.5%	22.6%	12.9%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	94.7%	0.0%	5.3%	100.0%
	3,000 to 7,000 most schools located in close proximity	48.5%	30.3%	21.2%	100.0%
	7,000 to 15,000	52.6%	36.8%	10.5%	100.0%
	15,000+	62.5%	29.2%	8.3%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

When considering the best proportional distributions of funding considering basic per student allocation and unique geographic factors the results of the study suggests that there is considerable divergence in opinion across survey respondents.

Figure 4-8: Suggested Funding Proportion: Basic per Student vs. Unique Geographic Factors



The province-wide average ratio of 54:46 for districts' suggested funding proportions point to the need to consider both basic per student allocation and unique geographic factors. However, it should be noted that there is much variability in the underlying distribution. There were regional and district size deviations from the overall average ratio. The Kootenay/Boundary (31:69) and North Coast/Northern Interior (34:66) regions, and small-sized districts with under 1,000 FTEs (26:74) and mid-sized districts with schools spread over a wide geographic area (25:75). At the other end, the Fraser Valley, Metro & South Coast region (73:27) and large-sized School Districts (84:16) (which would be predominantly urban based School Districts) suggest that they would prefer that funding proportions primarily use basic per student allocations.

Some overlap between the regions and district size (FTEs,) most likely explains this alignment (Appendix J provides information on the variability in distribution across regions and School District size). Some of the region and size categories coincide for many of the same districts. For example, 3 of the 6 districts in the Kootenay/Boundary region are also included in the size category of the 7 mid-sized districts (3,000 – 7,000 FTEs) spread over a wide geographic area.

Table 4-9: Suggested Funding Proportion: Basic per Student vs. Unique Geographic Factors

		Theoretical average ratio (basic per student allocation:unique geographic factors)
Province-wide		54:46
Region	Kootenay/Boundary	31:69
	Thompson/Okanagan	52:48
	North Coast/Northern Interior	34:66
	Fraser Valley, Metro & South Coast	73:27
	Vancouver Island	63:37
District Size (FTE)	Under 1,000	26:74
	1,000 to 3,000	45:55
	3,000 to 7,000 schools located over a wide geographic area	25:75
	3,000 to 7,000 most schools located in close proximity	56:44
	7,000 to 15,000	65:35
	15,000+	84:16

Bolded text indicates response patterns differing from Province-wide results.

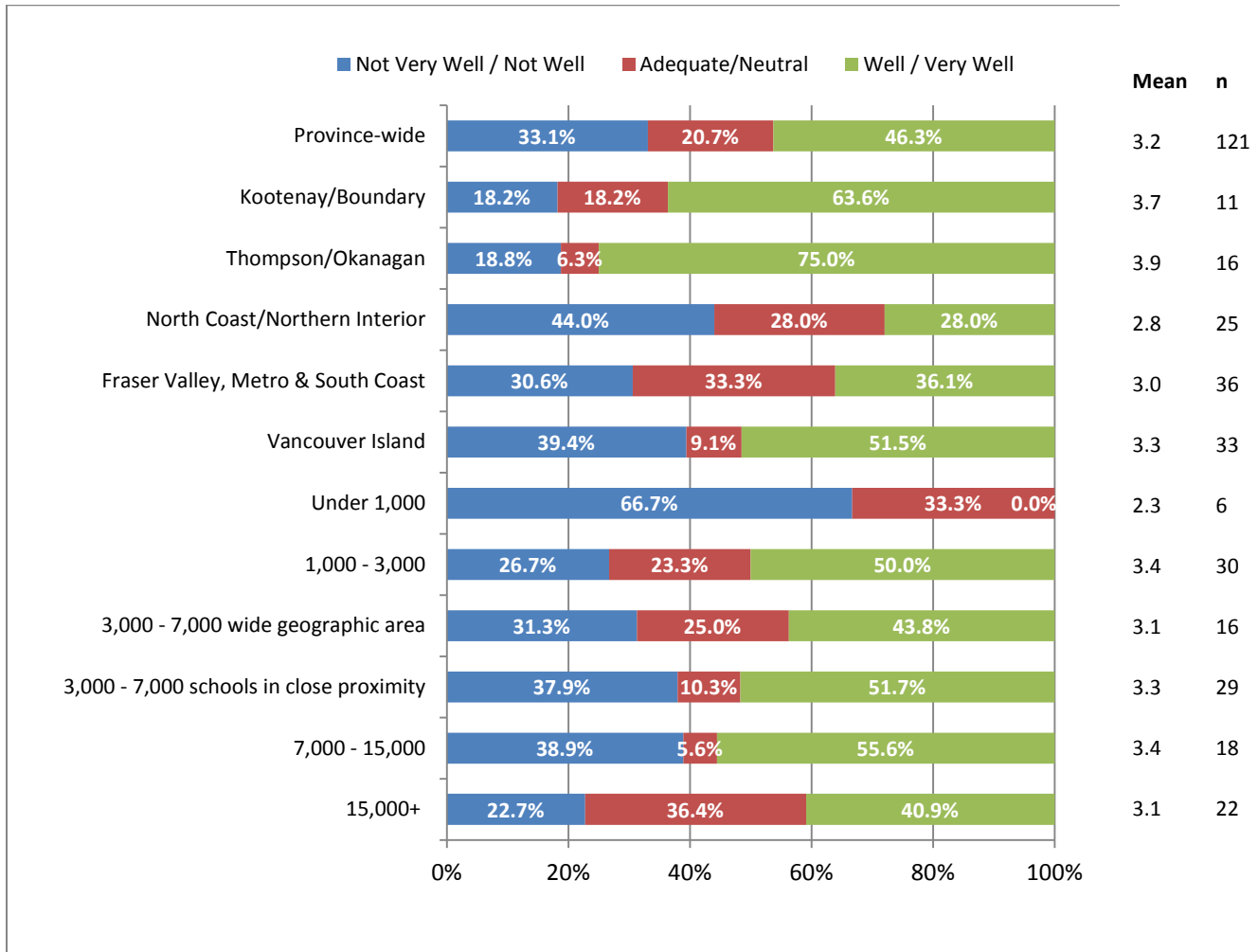
Participant comments regarding best proportion of funding were more supportive of proportional funding that considers unique geography, with several (36%) indicating that more factors, such as size of School District area and cost of transportation, should be included for FAS. Of those participants providing responses, close to one-half (45%) were unique and could not be classified.

4.7 Special Student Populations

Respondents were asked to address questions surrounding vulnerable students that may require additional services and support, including those receiving Targeted Aboriginal Funding and those classified under Unique Student Needs.

Almost one-half of respondents province-wide indicated that Targeted Aboriginal Funding addresses the development and delivery of Aboriginal education programs and services in their School District, with 46% selecting Well or Very Well. This distribution varied across regions with those in the Kootenay/Boundary and Thompson/Okanagan regions seeing the Targeted Aboriginal Funding more positively, with 64% of the Kootenay/Boundary respondents and 75% of the Thompson/Okanagan respondents selecting Well or Very Well. In contrast, stakeholders in districts located in northern regions of the province tended to be more critical of the adequacy of funding for Aboriginal students. For example, as detailed in Table 4-8, only 28% of respondents in Northern/Interior districts indicated that they were satisfied with the level of funding provided for Aboriginal programming. Exploring respondents options by district size, the survey results generally mirror district trends. However, small-size districts (less than 1,000 FTEs) indicated Targeted funding does not address development and delivery of Aboriginal programs, with four expressing negative options (Not Well and Not Very Well) and two suggesting the funding is adequate. It should be noted that small-sized school districts participating in this survey have a greater proportion of Aboriginal students (i.e. 19 - 96%) when compared to the provincial average (i.e. 11%). Additionally, the results are based on a small group (n=6) and may contain one or more surveys based on group-collaboration, thus caution is recommended with interpreting these results.

Figure 4-9: Targeted Aboriginal Education Funding Efficacy Addressing Aboriginal Education Programs



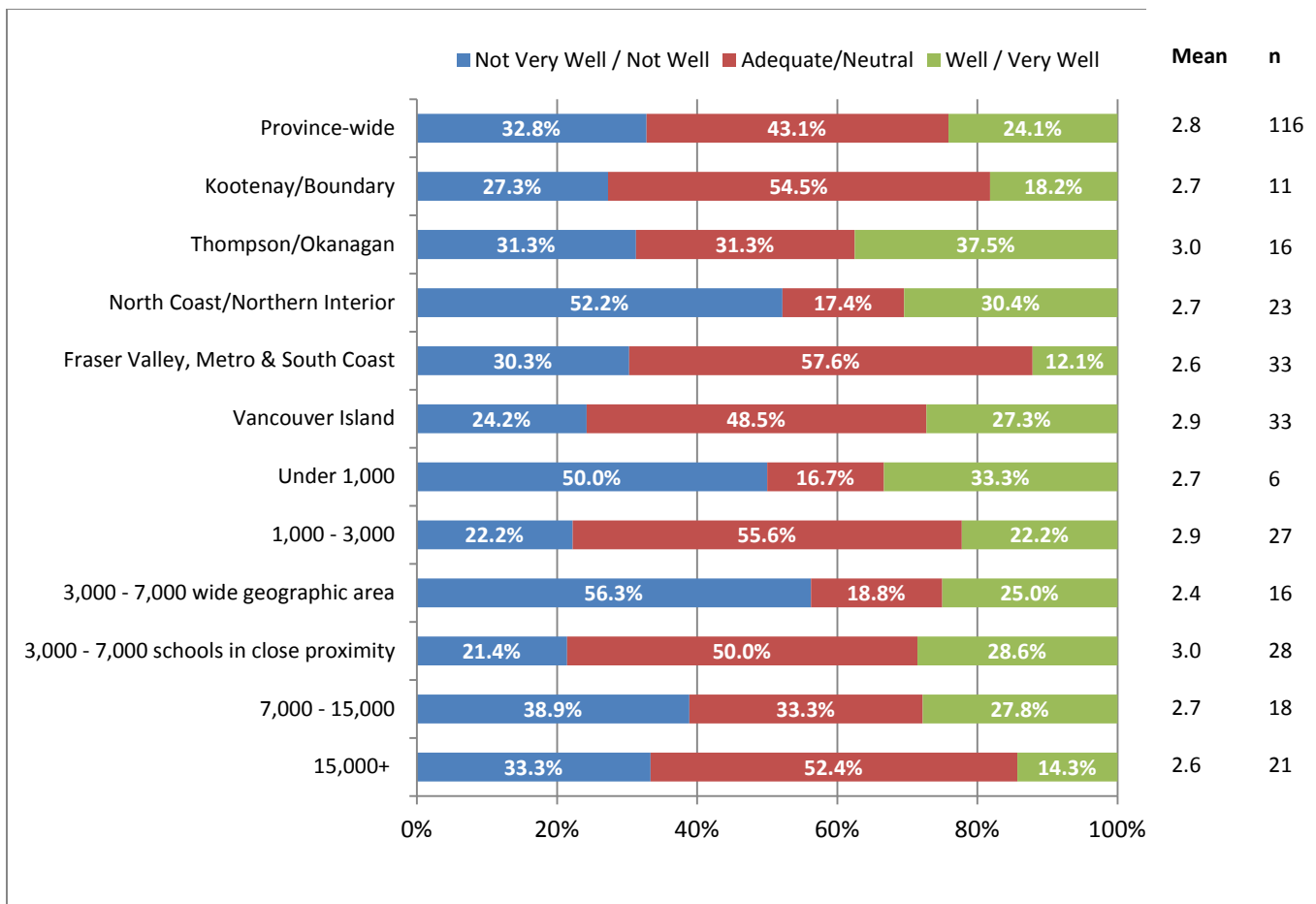
Only 6 of the 40 respondents provided comments; the common theme of the responses was centred on the inadequacy of the Targeted Aboriginal Funding. However, 71% of total survey participants provided opinions regarding what change could be made to Targeted Aboriginal Funding that would improve Aboriginal educational outcomes. Two themes were more salient: increase total funding amounts and increase staff and training. A comment illustrating this is:

We are Aboriginal with high community expectations to provide a substantive language and culture program on top of the regular Ministry of Education program. Given the poverty levels and mental wellness issues this is challenging. We need to be able to provide significant wrap around services inside the parameters of education.

Similar to Aboriginal funding, respondents were also asked to comment on the adequacy of funding for English/French Language Learning (E/FLL). Province-wide, close to one-half of all survey participants (43%) felt the E/FLL headcount student funding adequately addresses the services and educational requirements

necessary for Students with Unique Needs. Thirty-three percent of those who responded did not feel the amount was adequate, while 24% felt the amounts provided did well, or very well, to address services and needs of Students with Unique Needs. While it may be expected that districts having higher proportions of E/FLL students would be more critical of funding levels, this did not appear to be the case. Rather, regional variation was seen, with those in the North Coast/Northern Interior indicating the amount doesn't address the needs of these students, with 52% selecting Not Very Well or Not Well. Similar variation was seen for mid-sized districts (3,000 – 7,000 FTEs with schools spread over a wide geographic area), with 56% selecting Not Very Well or Not Well. Small-sized School Districts appear to feel the same way with 3 of the 6 participants selecting Not Very Well or Not Well; however, the results are based on a small number of respondents so some caution is suggested when interpreting these results (n=6). With this caveat in mind, it does suggest that the number of students requiring services do not provide adequate densities to support the required resources, particularly in very small School Districts (under 1,000 FTEs) or where schools are located over a wide geographic area.

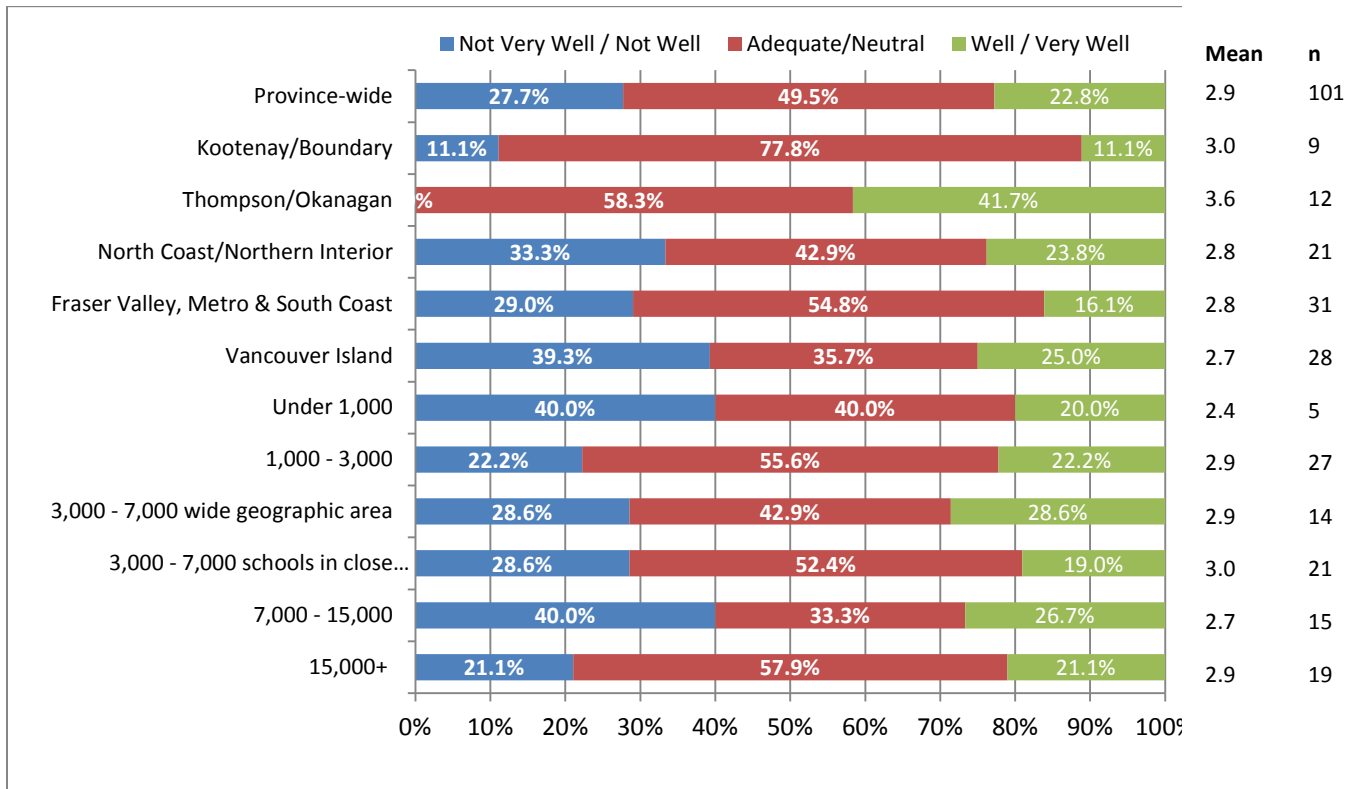
Figure 4-10: English/French Language Learning Headcount Amount: Efficacy Addressing Students with Unique Needs Requirements



Analogous to questions regarding the adequacy of funding for E/FLL students, respondents were asked to comment on the adequacy of Non-Graduated Adult Education funding. Across British Columbia, one-half of survey respondents (50%) indicated the Non-graduated Adult Education student amount adequately addresses the services and educational requirements necessary for Students with Unique Needs, with an almost even split

between those who feel this was not so (selecting Not Well or Not Very Well) and those feeling the amount does address these students needs (selecting Well or Very Well), 28% and 23%, respectively. There was regional and district-wide divergence from this trend, with most those in the Kootenay/Boundary (79%) indicating the amount is a adequate and those in the Thompson/Okanagan (42%) expressing a more positive view of the amount. Moderate-size districts (7,000 – 15,000 FTEs) indicated less satisfaction with the Non-Graduated Adult Education FTE amount, with 40% selecting Not Well or Not Very Well.

Figure 4-11: Non-Graduated Adult Education FTE Amount: Efficacy Addressing Students with Unique Needs Requirements



When those selecting Not Well or Not Very Well were asked to comment on their response to the E/FLL headcount student amount and Non-graduated Adult Education student amount, several pointed to inadequate E/FLL student headcount amounts, difficulties hiring specialized staff, and that funding amounts for adults and students should be similar as the associated costs are the same.

A high proportion of stakeholders surveyed (77%) felt that currently there are students not receiving appropriate services and supports associated with the Unique Student Needs designation. In contrast, only 8% of respondents believe that all students are receiving services and supports, while 14% had no opinion with respect to this issue. This trend is seen across regions and different sized districts, with a few exceptions. Kootenay/Boundary respondents all agreed (100%) there are students who are not receiving the services and supports they require. Smaller districts (1,000 – 3,000 FTEs) and large districts (15,000+ FTEs) also indicated this was the case (88% and 87%, respectively). Some Vancouver Island respondents felt students are receiving the

necessary supports (18%), and several respondents from the North Coast/Northern Interior and from large-sized districts (7,000 – 15,000 FTEs) were unsure (22% and 21%, respectively).

Table 4-10: Are There Students Requiring Additional Services and Supports Not Designated?

		Yes	No	Don't Know	TOTAL
Province-wide		77.3%	8.3%	14.4%	100.0%
Region	Kootenay/Boundary	100.0%	0.0%	0.0%	100.0%
	Thompson/Okanagan	77.8%	5.6%	16.7%	100.0%
	North Coast/Northern Interior	70.4%	7.4%	22.2%	100.0%
	Fraser Valley, Metro & South Coast	76.7%	4.7%	18.6%	100.0%
	Vancouver Island	75.8%	18.2%	6.1%	100.0%
District Size (FTE)	Under 1,000	83.3%	0.0%	16.7%	100.0%
	1,000 to 3,000	87.1%	6.5%	6.5%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	63.2%	5.3%	31.6%	100.0%
	3,000 to 7,000 most schools located in close proximity	69.7%	6.1%	24.2%	100.0%
	7,000 to 15,000	73.7%	21.1%	5.3%	100.0%
	15,000+	87.5%	8.3%	4.2%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

Comments regarding which students are not being recognized for funding focussed on diagnosed and undiagnosed mental health and behavioural issues. Further, costs of assessment were seen as taking away from the funding needed for students. Examples of the types of comment survey respondents provided were:

Students that have unique needs but do not fall completely within one of the categories that are funded; students with parents that will not recognize that their child has special needs and won't have them evaluated; all the grey area students that require additional support.

Many mental wellness issues that are not addressed nor funded.

Students with mental health issues or disorders that may or may not yet be diagnosed.

Intensive Behavior - lack of outside agency support so students cannot be claimed.

[w]e see students who have difficulty regulating their behaviour throughout the day. They are not designated as H students but need support to be successful.

The current individual assessment model consumes significant resources in completing and managing those assessments which could probably be better used to provide direct service.

When considering amount for Level 1 (\$38,140), Level 2 (\$19,070) and Level 3 (\$9,160) funding, more than half of the participants felt that levels of funding were not adequate (56%, 59%, and 65%, by level, respectively). The same pattern was seen when participants were asked about the alignment of medical condition with the three

levels of Special Needs Amount funding (48%, 55%, and 56%, respectively). The results are presented in Figure 4-12 and Figure 4-13. Comments provided suggest the perceived need for more Educational Assistants (EAs) or EA Funding. An example of these comments is:

[F]unding does not cover the cost of the EA.

Figure 4-12: Special Needs Amount Efficacy for Students with Special Need by Level

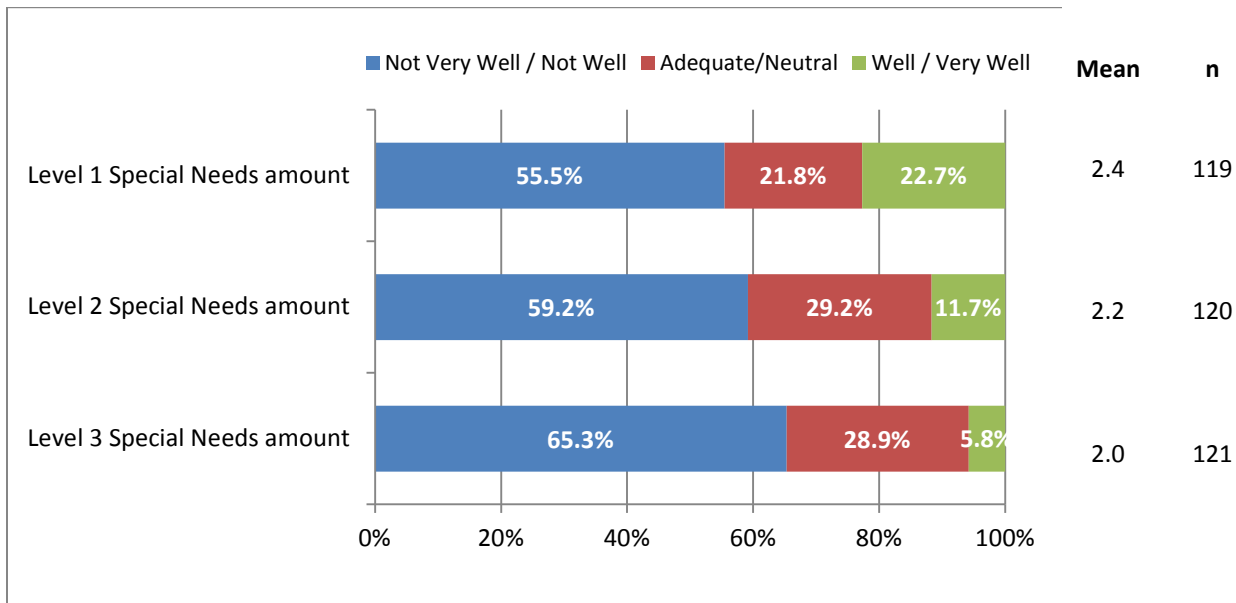
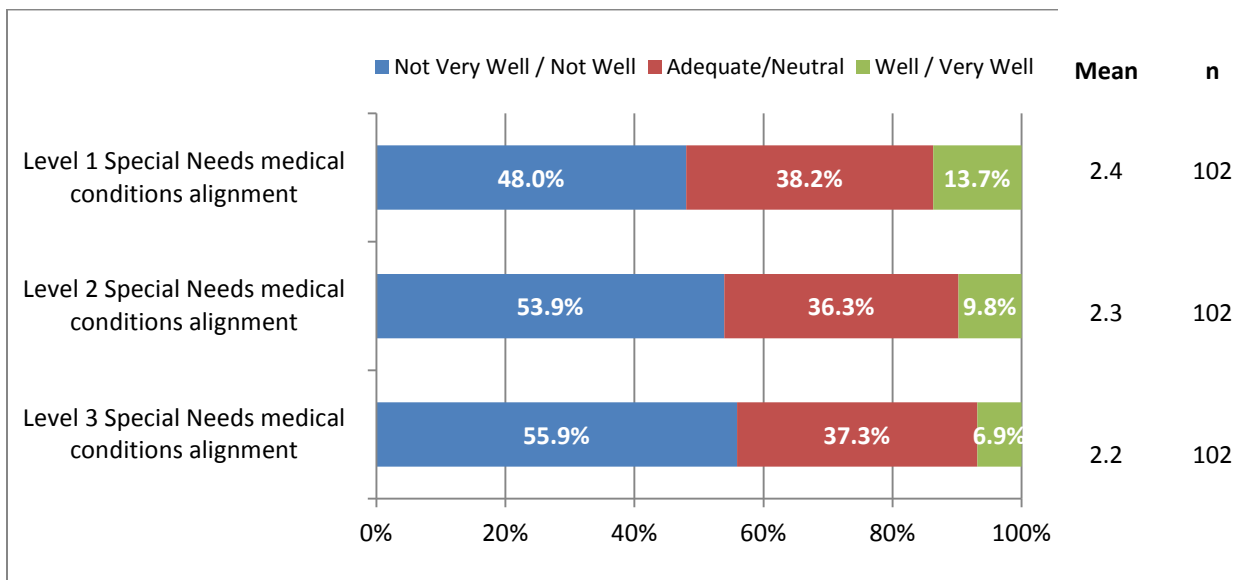


Figure 4-13: Special Needs Medical Conditions Alignment for Students with Special Need by Level



With few exceptions, the regions and different size districts did not vary from this trend. However, survey data for respondents in the Thompson/Okanagan (47%) and in smaller districts (39%) suggest that they feel the

amount of Level 1 Funding is good. Most respondents in the Kootenay/Okanagan indicated that they felt Level 2 (91%) and Level 3 (91%) Special Needs funding for was not adequate. Province-wide results and results by region and district size are presented in Appendix K and Appendix L.

Survey participants were asked about the type of model that should be used for funding Special Needs Students, with the Current Model (now in use), an Alternative Model (based on population characteristics such as the socio-economic status of a catchment area), and a Hybrid Model offered as selections. Province-wide, many participants (63%) suggested that the ‘Hybrid/Other’ model should be used as the basis for Students with Special Needs Funding, while the current (15%) and alternative (12%) models were not as popular. Of note, Kootenay/Boundary had 0% and the North Coast/Northern Interior only 4% in favour of the current model for Special Needs Funding.

Table 4-11: Suggested Funding Model for Students with Special Needs

		Current	Alternative	Hybrid	Don't Know	TOTAL
Province-wide		15.2%	12.1%	62.9%	9.8%	100.0%
Region	Kootenay/Boundary	0.0%	9.1%	81.8%	9.1%	100.0%
	Thompson/Okanagan	16.7%	5.6%	66.7%	11.1%	100.0%
	North Coast/Northern Interior	3.7%	18.5%	66.7%	11.1%	100.0%
	Fraser Valley, Metro & South Coast	25.6%	11.6%	46.5%	16.3%	100.0%
	Vancouver Island	15.2%	12.1%	72.7%	0.0%	100.0%
District Size (FTE)	Under 1,000	33.3%	16.7%	50.0%	0.0%	100.0%
	1,000 to 3,000	16.1%	9.7%	71.0%	3.2%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	5.3%	10.5%	68.4%	15.8%	100.0%
	3,000 to 7,000 most schools located in close proximity	9.1%	15.2%	69.7%	6.1%	100.0%
	7,000 to 15,000	21.1%	10.5%	57.9%	10.5%	100.0%
	15,000+	20.8%	12.5%	45.8%	20.8%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

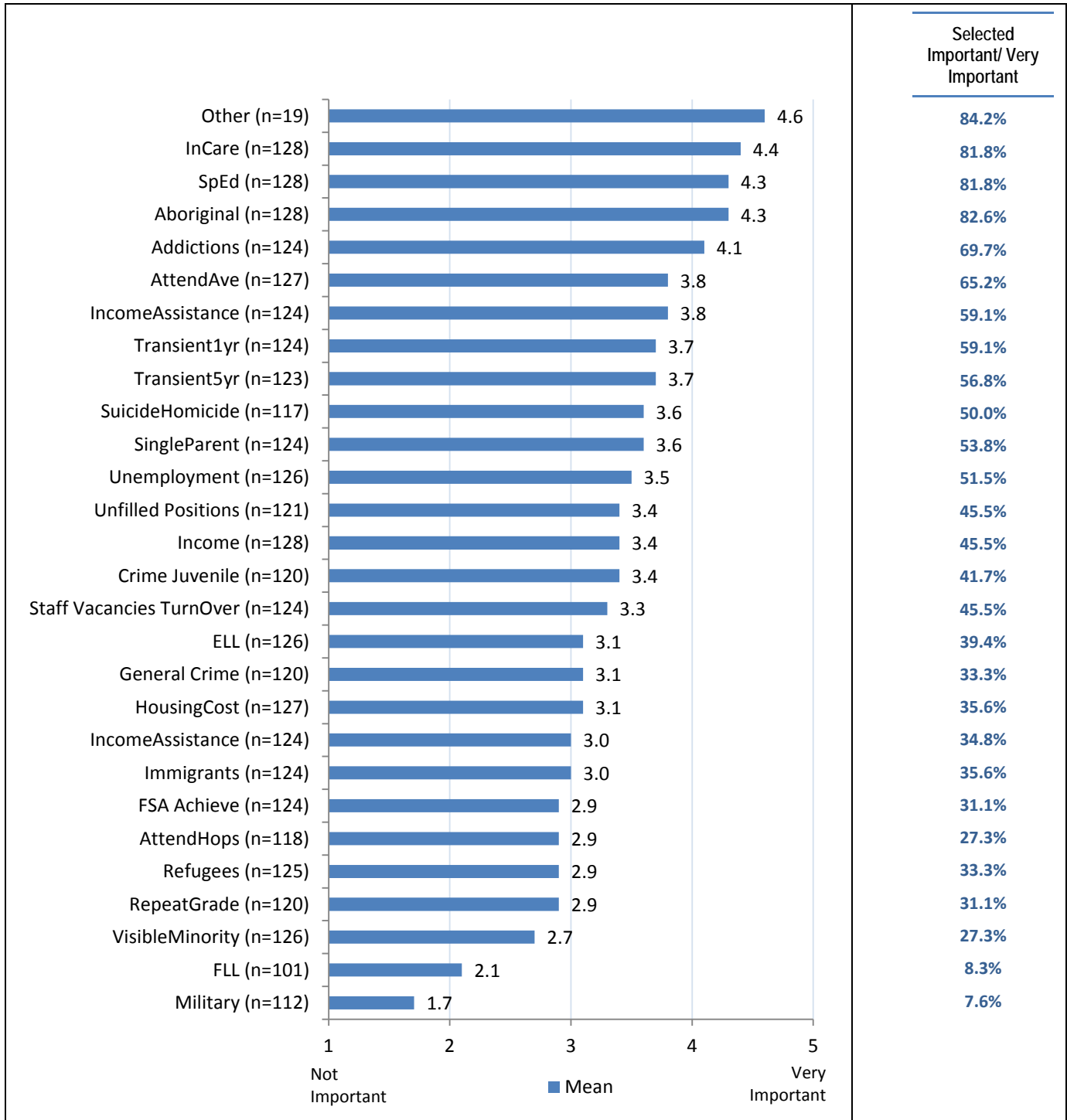
Of the 83 survey participants selecting ‘Hybrid/Other’ model for Special Needs Funding, 74 provided further explanations. The salient theme focused on considering a needs-based model or providing options to apply for funding based on student need (26%). Examples of responses to this theme include:

I feel students should be funded based on their individual needs.

I think we need to look at the needs of the students and what they require...

Examining various indicators for Student Vulnerability on scale ranging from Not Important to Very Important, respondents selected children in care ($\bar{X} = 4.4$), Special Needs students ($\bar{X} = 4.3$), Aboriginal students ($\bar{X} = 4.3$), and students with addictions ($\bar{X} = 4.1$) with few to several indicating these were important or very important (82%, 82%, 83%, and 70%, respectively). While “Other” had the highest mean value ($\bar{X} = 4.6$), few selected this as an Important or Very Important indicator (85%). The themes surrounding their responses were unique.

Figure 4-14: How Important are the Following for Determining Student Vulnerability?

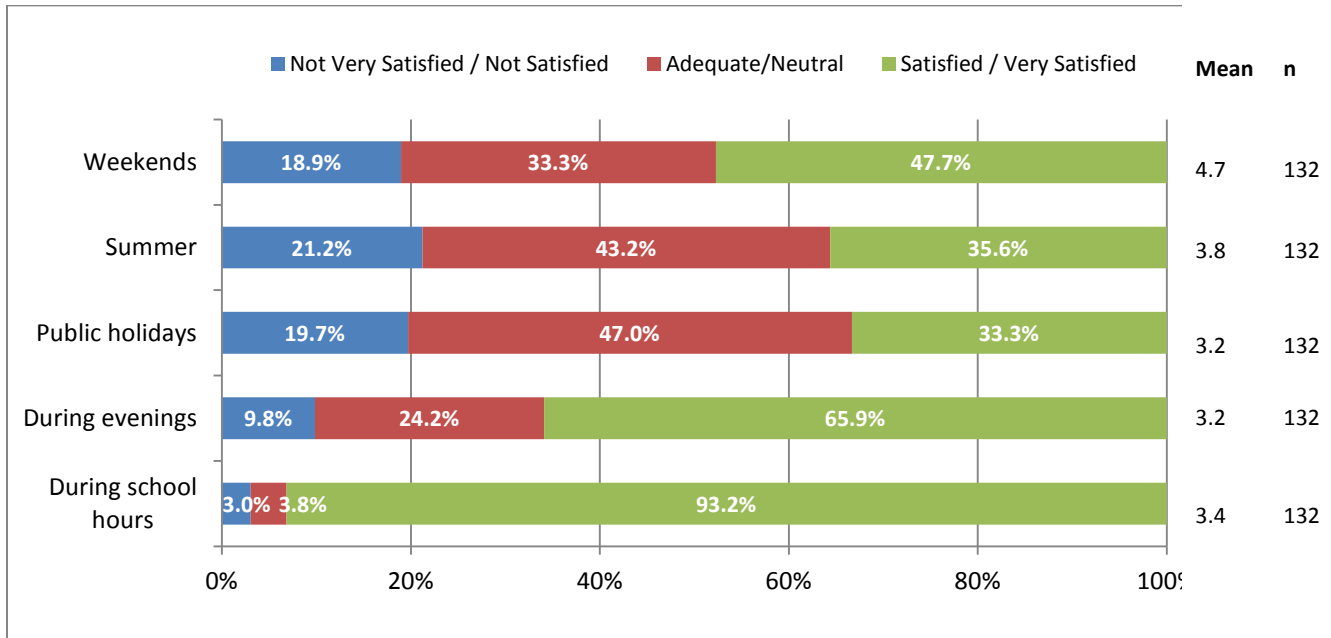


4.8 Facility Use and Condition

When asked to rate their satisfaction with the use of school facilities in their School Districts being used to the highest level possible, province-wide almost all participants were (93%) were Satisfied or Very Satisfied with

school use during school hours. Many (66%) were satisfied with use of school facilities during the evenings or found use during this time adequate (24%). Several were satisfied or found weekend (48%, 33%), summer (37%, 43%), and public holiday use (33%, 47%) to be adequate. There was little deviation from the trend for region and district size (see Appendix M). However, small School Districts did not feel schools were being used to their highest level, with 4 of 6 respondents feeling that school use during weekends, public holidays, and summer was not at the highest levels. As the results are based on a small group (n=6) and may contain one or more surveys based on group-collaboration, caution is recommended with interpreting these results.

Figure 4-15: Satisfaction with Facilities Use During the Following Times:



When asking to comment on the biggest challenge School Districts face when trying to increase facility use, 118 stakeholders provided responses and suggested that the cost and time associated with maintenance and upkeep (31%), the increased demand on staffing (22%), and outside groups using the facilities (20%) were issues. Comments illustrating these challenges are:

Additional costs associated with custodial, maintenance and security; and preserving access to facilities by staff who chose to use the school after regular hours for job-related activities ([e.g.] teacher preparation).

The cost of a rental to a community group does not defray the costs of maintenance, custodial and risk (loss and damage), administration etc. Also, summer use by community users impacts the larger maintenance of the school.

Province-wide, 70% of respondents felt that there are additional areas where they could partner with other parties, with 14% indicating there were no additional areas, and 16% expressing uncertainty. With few exceptions, all 6 participants in small-sized School Districts stating they felt partnering would be possible and

45% of respondents in Kootenay/Boundary indicating partnering was not possible, there was little regional or district size variation to the provincial trend. For those who commented on potential partnerships, some respondents suggested partnering with government agencies or learning communities, while others stated they were already in, or currently working on, partnerships.

Table 4-12: Are There Additional Areas for Partnering with Other Parties?

		Yes	No	Don't Know	TOTAL
Province-wide		69.7%	14.4%	15.9%	100.0%
Region	Kootenay/Boundary	54.5%	45.5%	0.0%	100.0%
	Thompson/Okanagan	66.7%	11.1%	22.2%	100.0%
	North Coast/Northern Interior	77.8%	7.4%	14.8%	100.0%
	Fraser Valley, Metro & South Coast	62.8%	18.6%	18.6%	100.0%
	Vancouver Island	78.8%	6.1%	15.2%	100.0%
District Size (FTE)	Under 1,000	100.0%	0.0%	0.0%	100.0%
	1,000 to 3,000	74.2%	9.7%	16.1%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	63.2%	21.1%	15.8%	100.0%
	3,000 to 7,000 most schools located in close proximity	63.6%	12.1%	24.2%	100.0%
	7,000 to 15,000	78.9%	15.8%	5.3%	100.0%
	15,000+	62.5%	20.8%	16.7%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

Most participants (88%) stated that they did not have sufficient funds for upgrading, right-sizing or maintenance to increase their operational efficiencies. This trend was seen across both regional and district size strata, with very few saying they were unsure. When the 116 survey participants who indicated funds were not sufficient to increase operational efficiencies were asked to comment, 102 (88% of those indicating funds weren't sufficient) provided comments and pointed to insufficient funding, specifically Annual Facility Grants (AFG) and Capital Funding levels (55%). Examples of revealing comments include:

Our current AFG is inadequate given the age of our facilities. Annually, we have to count on saving in operating to create a surplus in order to transfer funds to capital and maintenance. In some years, our budget does not allow for this.

The AFG is not enough to cover a district where the majority of schools are aging.

Our very old schools have millions of dollars in deferred maintenance. ... We do not have the capital funds or the staffing to address most of our maintenance issues.

Table 4-13: Does your School District Have Sufficient Funds for Upgrading, Right-sizing or Maintenance?

		Yes	No	Don't Know	TOTAL
Province-wide		7.6%	87.9%	4.5%	100.0%
Region	Kootenay/Boundary	0.0%	100.0%	0.0%	100.0%
	Thompson/Okanagan	16.7%	83.3%	0.0%	100.0%
	North Coast/Northern Interior	7.4%	88.9%	3.7%	100.0%
	Fraser Valley, Metro & South Coast	9.3%	86.0%	4.7%	100.0%
	Vancouver Island	3.0%	87.9%	9.1%	100.0%
District Size (FTE)	Under 1,000	16.7%	83.3%	0.0%	100.0%
	1,000 to 3,000	12.9%	80.6%	6.5%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	5.3%	94.7%	0.0%	100.0%
	3,000 to 7,000 most schools located in close proximity	6.1%	87.9%	6.1%	100.0%
	7,000 to 15,000	5.3%	89.5%	5.3%	100.0%
	15,000+	4.2%	91.7%	4.2%	100.0%

When asked if changes to the operating fund could reduce capital facilities costs, over two-fifths of respondents (42%) indicated that this could be possible, while 24% thought that this was not possible. Additionally 35% were unsure. The pattern was generally consistent across the regional and district size strata. However, in Kootenay/Boundary there was an even split of those who felt changes to the Operating Fund could and could not reduce capital facilities costs (45%, 45%). In the Thompson/Okanagan, over half of the respondents (56%) were unsure.

When those who indicated change to the Operating Fund were asked to discuss what changes could be made, reference was made to increasing AFG, or increasing funding for a maintenance program or preventative maintenance.

Table 4-14: Could Changes to the Operating Fund Reduce Capital Facilities Costs?

		Yes	No	Don't Know	TOTAL
Province-wide		41.7%	23.5%	34.8%	100.0%
Region	Kootenay/Boundary	45.5%	45.5%	9.1%	100.0%
	Thompson/Okanagan	11.1%	33.3%	55.6%	100.0%
	North Coast/Northern Interior	48.1%	22.2%	29.6%	100.0%
	Fraser Valley, Metro & South Coast	48.8%	18.6%	32.6%	100.0%
	Vancouver Island	42.4%	18.2%	39.4%	100.0%
District Size (FTE)	Under 1,000	33.3%	16.7%	50.0%	100.0%
	1,000 to 3,000	41.9%	29.0%	29.0%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	52.6%	21.1%	26.3%	100.0%
	3,000 to 7,000 most schools located in close proximity	42.4%	15.2%	42.4%	100.0%
	7,000 to 15,000	31.6%	26.3%	42.1%	100.0%
	15,000+	41.7%	29.2%	29.2%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

4.9 Sources of Income

Many survey participants (57%) felt the Ministry had a role in helping School Districts access or secure funding. Just under one-tenth (8%) thought they do not have a role to play in accessing or securing funding for School Districts, while just over one-third (35%) did not know. The Kootenay/Boundary region (82%) and smaller-sized districts with 1,000 to 3,000 FTEs (71%) indicated that the Ministry has a role in helping with funding access. While smaller School Districts (under 1,000 FTEs) and mid-sized School Districts (3,000 – 7,000 FTEs) spread over a wide geographic area were more likely to feel that the Ministry has a role in funding access, no region or district size had less than 40% of survey participants express similar sentiments. Caution is recommended with interpreting these results as anywhere from just under one-fifth (18%) to almost one-half (47%) of respondents indicated that they did not know.

Table 4-15: Ministry Role in Funding Access

		Yes	No	Don't Know	TOTAL
Province-wide		57.6%	7.6%	34.8%	100.0%
Region	Kootenay/Boundary	81.8%	0.0%	18.2%	100.0%
	Thompson/Okanagan	50.0%	5.6%	44.4%	100.0%
	North Coast/Northern Interior	66.7%	7.4%	25.9%	100.0%
	Fraser Valley, Metro & South Coast	58.1%	14.0%	27.9%	100.0%
	Vancouver Island	45.5%	3.0%	51.5%	100.0%
District Size (FTE)	Under 1,000	66.7%	0.0%	33.3%	100.0%
	1,000 to 3,000	71.0%	3.2%	25.8%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	63.2%	5.3%	31.6%	100.0%
	3,000 to 7,000 most schools located in close proximity	54.5%	3.0%	42.4%	100.0%
	7,000 to 15,000	42.1%	10.5%	47.4%	100.0%
	15,000+	50.0%	20.8%	29.2%	100.0%

Bolded text indicates response patterns differing from Province-wide results.

Respondents were invited to expand on the role the Ministry should play in helping access and secure additional funding from alternate sources. Of the 77 individuals who provided comments, several (21%) suggested the Ministry should provide the additional funding rather than districts having to rely on securing additional funding. Others recommended the Ministry provide guidance on available resources (18%) or the Ministry support inter-agency cooperation to help secure funding (17%). Almost one-half of participant responses (44%) were unique and could not be classified.

Additionally, respondents were asked to elaborate on which sources, method to help support, and more effective delivery of support should be provided by the Ministry. 105 survey respondents provided 130 different suggested sources such as increases in capital funding (19%) and increased funding from the Ministry of Health and Child and Youth Mental Health Services to provide support services to vulnerable students (18%), with several unique, unclassifiable responses (50%). Almost 70% of stakeholders (90) provided comments regarding methods to help support access and securing additional funding including the provision of capital increases (19%) and better cooperation between Ministries (17%), with unique responses that could not be classified accounting for almost one-half (48%) of responses. 82 respondents commented on sources of provincial funding that could be delivered more effectively through the Ministry, with several proposing the Ministry support the development of services and programs funded by the Ministry of Child and Family Development that are located

within the school environment (29%) as a way to deliver additional funding more effectively. Nearly one-third of participant responses (31%) were unique and could not be classified.

4.10 Other Comments

Close to one-half (44%) of all participants elected to provide additional comment. Opinions from the “Other Comments” section expressed appreciation for being part of the process. As comments were often unique it was difficult to see general themes emerge. Thus, coding centered on examining positive, neutral, or negative opinions being expressed. Almost one-half, 24 of the 59 participants’ comments, were classified as neutral. Examples of comments include:

We appreciate being part of the review process.

Just glad we are talking about it...

Our current financial forecasts indicate that we will be in a deficit situation within the next two years as a result of declining enrollment at our remote schools, and we have very few cost-reducing measures available to address the anticipated funding losses. Any further reductions in funding resulting from revisions to the existing funding formula could potentially decimate our district.

Rural communities do not have the economy of scale to adequately offer programs and services to our students. There is a need for increased operating funds for rural for staffing and programming.

Stop funding independent school systems. Public education is important and should be funded, districts should not be expected to generate revenue as an independent source.

We believe the key factor in the discussion around the funding formula is that the current formula in and of itself is not dysfunctional. What is needed is MORE funding for the sector overall, not simply a reallocation of the existing pool of funding.

Please be aware of the impact of decreases to the unique geographic factors. Losses could be devastating.

SECTION 5: SUMMARY OF KEY FINDINGS

This summary highlights key findings from the BC Ministry of Education Funding Model Review Perspectives Survey.

Key Findings for Funding Challenges

- ☑ Respondents indicated that operational activities such as delivering services to vulnerable students, delivering a range of educational programming, and staff recruitment and retention were particularly challenging.
- ☑ While not seen as one of the top challenges, those in smaller districts (under 1,000 FTEs) and those serving a wide geographic area were less likely to see their ability to implement personalized learning as an issue, 0.0% and 15.8% respectively compared to those in larger districts with higher student population densities (49% to 63%).
- ☑ When considering facilities, the central challenges identified were maintenance, overall operating costs, optimization of space/capacity utilization, and availability of specialized spaces.
- ☑ Small-sized districts (up to 3,000 FTEs) found providing extra-curricular activities more of a challenge, (33%, 32%) than did larger districts (0% to 9%).
- ☑ Internet connectivity was not seen as a major challenge. However, those in the Kootenay/Boundary (36%) and Fraser Valley, Metro & South Coast (36%) felt this was more problematic than those in the North Coast/Northern Interior (11%).

Key Findings for Basic Allocation Strategies

- ☑ Participants indicated that suggested funding mix include more unique student and geographic supplements.
- ☑ Basic Allocation should consider student headcount, possibly moving from a 66/33 model to a 50/50 funding model.
- ☑ Participant survey responses suggest course-based funding should be based on course registration.
- ☑ Participants indicated that the new curriculum (Personalized and Competency-driven Learning) presents operational challenges.
- ☑ Changes to the FAS are needed to help deliver the new curriculum.

Key Findings for Distributed Learning Funding

- ☑ Many School Districts (81%) operate a Distributed Learning program.
- ☑ Survey respondents, generally, do not know if the FAS is effective at capturing students taking courses across multiple School Districts or taking courses across a School District with independent schools.

Key Findings for Geographic Supplements

- ☑ Many survey participants felt that factors unique to their School District were not captured by current geographic supplements. This was more of an issue for stakeholders in rural, remote, and northern regions.

- ☑ Survey participants suggested funding proportions consider both basic per student allotments and unique geographic factors.

Key Findings for Funding for Special Student Populations

Opinions expressed regarding Special Student Populations generally differed by particular subgroup (e.g. Students with Unique Needs, Aboriginal students).

- ☑ Proportion of special student population subgroups (e.g. Aboriginal students, E/FLL students) typically affected stakeholder opinion.
- ☑ With few exceptions, survey respondents indicated Targeted Aboriginal funding was adequate, did well, or did very well, at addressing the development and delivery of Aboriginal education programs. However, those stakeholders in the North Coast/Northern Interior regions were less satisfied with this funding.
- ☑ Overall, the E/FLL student headcount funding was seen as adequate, doing well, or doing very well to provide services for and meet the educational needs of Students with Unique Needs. Notable exceptions were the North Coast/Northern Interior region and small-sized and geographically wide-spread School Districts findings demonstrating these groups felt funding less adequate. These findings may be related to the number of and distribution of students requiring these services (e.g. a 1.5 FTE allocation for students spread over a large geographic area).
- ☑ Overall, the Non-Graduated Adult Education FTE student amount was considered adequate.
- ☑ Respondents, overall, indicated that funding for Students with Special Needs was not adequate. Further, medical conditions were not well-aligned with the different levels of Special Needs. Many respondents suggested a hybrid model would better serve this population of students.

Key Findings for Facility Use and Condition

- ☑ Overall, many participants felt that they did not have sufficient funds for upgrading, right-sizing or maintenance in order to increase their operational efficiencies.
- ☑ The biggest challenges cited for increasing facility use were increased demand on staffing, the cost and time associated with maintenance and upkeep, and outside groups use of the facilities.
- ☑ In general, participants were satisfied that their facilities were being used to the highest level during school hours and evenings.
- ☑ Participants felt school facilities were being adequately used during public holidays, weekends, and summer.

Key Findings for the Ministry's Role with respect to additional Sources of Income

- ☑ Overall, most respondents (57%) felt the Ministry has a role in helping School Districts access or secure funding.
- ☑ Commonly cited suggestions for the Ministry's role centered around the Ministry providing additional funding rather than districts securing their own additional funding, providing guidance on available resources, or providing support for inter-agency cooperation.

SECTION 6: APPENDICES

In these appendices, caution should be exercised in interpreting the results. Information for small-sized districts is based on a small number of respondents (n=6). Further, there is some overlap between the regions and district size (FTEs). For example, three of the six districts in the Kootenay/Boundary region are also included in the size category of the seven mid-sized districts (3,000 – 7,000 FTEs) spread over a wide geographic area.

Appendix A: Top Educational Challenges Based on Operations by Region

	Kootenay/ Boundary	Thompson/ Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island
Delivering services to vulnerable populations	90.9%	55.6%	59.3%	86.0%	81.8%
Delivering educational programming	72.7%	61.1%	59.3%	53.5%	66.7%
Staff recruitment and retention	27.3%	55.6%	88.9%	69.8%	33.3%
Delivering range of specialized programs	63.6%	44.4%	59.3%	39.5%	69.7%
Ability to implement personalized learning	36.4%	33.3%	14.8%	53.5%	48.5%
Staff training & professional development	27.3%	38.9%	29.6%	46.5%	42.4%
Ability to implement flexible timetables	36.4%	27.8%	22.2%	37.2%	39.4%
Geographic & weather-related conditions	36.4%	5.6%	63.0%	14.0%	18.2%
Transportation / Travel time for students	27.3%	11.1%	25.9%	11.6%	21.2%
Time to explore new curriculum	36.4%	44.4%	3.7%	11.6%	15.2%
Availability of curricular opportunities	0.0%	38.9%	14.8%	11.6%	3.0%
Availability of extra-curricular opportunities	27.3%	22.2%	22.2%	2.3%	6.1%
Other	7.1%	0.0%	7.1%	42.9%	42.9%
Total number of respondents	11	18	27	43	33

Sum of individual responses greater than 100% due to multiple response selection

Appendix B: Top Educational Challenges Based on Operation by District Size (FTE)

	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographic area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
Delivering services to vulnerable populations	66.7%	67.7%	68.4%	78.8%	73.7%	91.7%
Delivering educational programming	83.3%	77.4%	63.2%	39.4%	78.9%	45.8%
Staff recruitment and retention	66.7%	54.8%	84.2%	48.5%	42.1%	70.8%
Delivering range of specialized programs	66.7%	58.1%	36.8%	57.6%	63.2%	45.8%
Ability to implement personalized learning	0.0%	25.8%	15.8%	48.5%	63.2%	58.3%
Staff training & professional development	16.7%	19.4%	31.6%	54.5%	36.8%	58.3%
Ability to implement flexible timetables	33.3%	25.8%	5.3%	54.5%	36.8%	33.3%
Geographic & weather-related conditions	83.3%	29.0%	68.4%	18.2%	5.3%	0.0%
Transportation / Travel time for students	0.0%	19.4%	52.6%	9.1%	26.3%	0.0%
Time to explore new curriculum	0.0%	16.1%	15.8%	27.3%	21.1%	8.3%
Availability of curricular opportunities	16.7%	35.5%	15.8%	0.0%	5.3%	4.2%
Availability of extra-curricular opportunities	33.3%	32.3%	5.3%	9.1%	0.0%	0.0%
Other	0.0%	14.3%	7.1%	14.3%	35.7%	28.6%
Total number of respondents	6	31	19	33	19	24

Sum of individual responses greater than 100% due to multiple response selection

Appendix C: Top Educational Challenges Based on Facilities by Region

	Kootenay/ Boundary	Thompson/ Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island
Facilities maintenance	63.6%	72.2%	66.7%	63.6%	72.2%
Overall operating costs / school facilities	54.5%	55.6%	70.4%	54.5%	55.6%
Optimizing space in school facilities	54.5%	38.9%	29.6%	54.5%	38.9%
Specialized spaces availability	18.2%	33.3%	70.4%	18.2%	33.3%
Access to technology	54.5%	50.0%	29.6%	54.5%	50.0%
Access to modern equipment	72.7%	55.6%	40.7%	72.7%	55.6%
Space catchment area students	27.3%	27.8%	14.8%	27.3%	27.8%
Space for School District students	9.1%	16.7%	14.8%	9.1%	16.7%
Access adequate internet connectivity	36.4%	22.2%	11.1%	36.4%	22.2%
Other	63.6%	0.0%	33.3%	63.6%	0.0%
Transportation Assets	0.0%	5.6%	33.3%	0.0%	5.6%
Facilities maintenance	11	18	27	11	18
Total number of respondents	63.6%	72.2%	66.7%	63.6%	72.2%

Sum of individual responses greater than 100% due to multiple response selection

Appendix D: Top Educational Challenges Based on Facilities by District Size (FTE)

	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographic area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
Facilities maintenance	33.3%	58.1%	84.2%	66.7%	63.2%	54.2%
Overall operating costs / school facilities	66.7%	71.0%	57.9%	54.5%	47.4%	45.8%
Optimizing space in school facilities	16.7%	29.0%	47.4%	69.7%	47.4%	66.7%
Specialized spaces availability	100.0%	58.1%	52.6%	39.4%	63.2%	25.0%
Access to technology	33.3%	38.7%	26.3%	57.6%	31.6%	37.5%
Access to modern equipment	83.3%	51.6%	26.3%	39.4%	26.3%	33.3%
Space catchment area students	0.0%	6.5%	36.8%	24.2%	73.7%	75.0%
Space for School District students	0.0%	3.2%	21.1%	33.3%	57.9%	54.2%
Access adequate internet connectivity	16.7%	29.0%	15.8%	30.3%	10.5%	12.5%
Other	66.7%	25.8%	21.1%	3.0%	21.1%	8.3%
Transportation Assets	16.7%	12.9%	36.8%	6.1%	10.5%	4.2%
Facilities maintenance	6	31	19	33	19	24
Total number of respondents	33.3%	58.1%	84.2%	66.7%	63.2%	54.2%

Sum of individual responses greater than 100% due to multiple response selection

Appendix E: Overview of the 2017/18 Operating Grant Allocation Formula

Provincial Totals

79% allocated through the Basic Allocation

Basic Allocation	
Common per student amount for every FTE student enrolled by school type	
Standard School: \$7,301 per school age FTE	Continuing Education: \$7,301 per school age FTE
Alternate School: \$7,301 per school age FTE	Distributed Learning: \$6,100 per school age FTE

13% allocated to recognize unique student enrolment

Unique Student		
Additional per student funding to address uniqueness of district enrolment and support additional programming		
Level 1 Special Needs: \$38,140 per student	Level 2 Special Needs: \$19,070 per student	Level 3 Special Needs: \$9,610 per student
English/French Language Learning: \$1,395 per student	Aboriginal Education: \$1,210 per student	Adult Education: \$4,618 per FTE
Vulnerable Students: in addition to CommunityLINK		

7.5% allocated to recognize unique district factors

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

0.5% allocated to buffer the effects of declining enrolment

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

All Funding information estimated for the 2017/18 School Year

Appendix F: Suggested Basic Allocation: Headcount vs. Course Registration by Region and District Size (FTE)

	1 ¹	2	3	4	5	6	7	8	9	10 ²
Overall (%)										
Province-wide	14.5	10.3	17.1	7.7	18.8	4.3	9.4	11.1	2.6	4.3
Region (%)										
Kootenay/Boundary	45.5	9.1	9.1	18.2	9.1	9.1	0.0	0.0	0.0	0.0
Thompson/Okanagan	17.6	5.9	0.0	5.9	35.3	5.9	11.8	11.8	0.0	5.9
North Coast/Northern Interior	4.2	12.5	29.2	12.5	20.8	4.2	0.0	12.5	0.0	4.2
Fraser Valley, Metro & South Coast	11.4	11.4	20.0	5.7	11.4	2.9	8.6	14.3	8.6	5.7
Vancouver Island	13.3	10.0	16.7	3.3	20.0	3.3	20.0	10.0	0.0	3.3
District Size (%)										
Under 1,000	0.0	16.7	33.3	0.0	33.3	16.7	0.0	0.0	0.0	0.0
1,000 - 3,000	41.4	3.4	13.8	3.4	20.7	3.4	0.0	6.9	0.0	6.9
3,000 to 7,000 FTE (over wide geographic area)	0.0	13.3	20.0	20.0	26.7	6.7	0.0	13.3	0.0	0.0
3,000 - 7,000 (located in close proximity)	11.1	18.5	14.8	7.4	14.8	3.7	14.8	11.1	0.0	3.7
7,000 - 15,000	0.0	0.0	5.9	11.8	29.4	5.9	23.5	17.6	0.0	5.9
15,000+	8.7	13.0	26.1	4.3	4.3	0.0	13.0	13.0	13.0	4.3

¹ 1 = Based completely on physical headcounts

² 10 = Based completely on course registration of individual students

Appendix G: Suggested Course-based Funding: Course Registration vs. Course Completion
by Region and District Size (FTE)

	1 ¹	2	3	4	5	6	7	8	9	10 ²
Overall (%)										
Province-wide	50.8	9.3	18.6	4.2	10.2	1.7	0.8	4.2	0.0	0.0
Region (%)										
Kootenay/Boundary	36.4	18.2	9.1	0.0	36.4	0.0	0.0	0.0	0.0	0.0
Thompson/Okanagan	38.9	16.7	27.8	5.6	5.6	5.6	0.0	0.0	0.0	0.0
North Coast/Northern Interior	43.5	4.3	21.7	8.7	13.0	0.0	0.0	8.7	0.0	0.0
Fraser Valley, Metro & South Coast	68.4	5.3	10.5	2.6	7.9	2.6	2.6	0.0	0.0	0.0
Vancouver Island	46.4	10.7	25.0	3.6	3.6	0.0	0.0	10.7	0.0	0.0
District Size (%)										
Under 1,000	50.0	16.7	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0
1,000 - 3,000	34.6	3.8	34.6	3.8	15.4	3.8	0.0	3.8	0.0	0.0
3,000 to 7,000 FTE (over wide geographic area)	42.9	7.1	28.6	7.1	14.3	0.0	0.0	0.0	0.0	0.0
3,000 - 7,000 (located in close proximity)	51.6	12.9	12.9	3.2	9.7	0.0	3.2	6.5	0.0	0.0
7,000 - 15,000	44.4	11.1	16.7	5.6	5.6	5.6	0.0	11.1	0.0	0.0
15,000+	78.3	8.7	8.7	0.0	4.3	0.0	0.0	0.0	0.0	0.0

¹ 1 = Based completely on individual student course registration

² 10 = Based completely on individual student course completion

Appendix H: Capturing Students Taking Courses across Multiple Districts: Is FAS Effective?
by Region and District Size (FTE)

		Yes	No	Don't Know	TOTAL
Province-wide		34.6%	30.8%	34.6%	100.0%
Region	Kootenay/Boundary	57.1%	42.9%	0.0%	100.0%
	Thompson/Okanagan	29.4%	41.2%	29.4%	100.0%
	North Coast/Northern Interior	30.0%	45.0%	25.0%	100.0%
	Fraser Valley, Metro & South Coast	28.6%	22.9%	48.6%	100.0%
	Vancouver Island	42.9%	21.4%	35.7%	100.0%
District Size (FTE)	Under 1,000	0.0%	0.0%	100.0%	100.0%
	1,000 to 3,000	26.7%	46.7%	26.7%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	27.8%	50.0%	22.2%	100.0%
	3,000 to 7,000 most schools located in close proximity	41.9%	12.9%	45.2%	100.0%
	7,000 to 15,000	47.4%	26.3%	26.3%	100.0%
	15,000+	27.3%	36.4%	36.4%	100.0%

Appendix I: Capturing Students Taking Courses across Districts with Independent Schools: Is FAS Effective?
Region and District Size (FTE)

		Yes	No	Don't Know	TOTAL
Province-wide		15.9%	17.8%	66.4%	100.0%
Region	Kootenay/Boundary	28.6%	28.6%	42.9%	100.0%
	Thompson/Okanagan	17.6%	11.8%	70.6%	100.0%
	North Coast/Northern Interior	10.0%	20.0%	70.0%	100.0%
	Fraser Valley, Metro & South Coast	17.1%	11.4%	71.4%	100.0%
	Vancouver Island	14.3%	25.0%	60.7%	100.0%
District Size (FTE)	Under 1,000	13.3%	6.7%	80.0%	100.0%
	1,000 to 3,000	16.7%	22.2%	61.1%	100.0%
	3,000 to 7,000 schools located over a wide geographic area	12.9%	16.1%	71.0%	100.0%
	3,000 to 7,000 most schools located in close proximity	15.8%	26.3%	57.9%	100.0%
	7,000 to 15,000	22.7%	18.2%	59.1%	100.0%
	15,000+	13.3%	6.7%	80.0%	100.0%

Appendix J: Suggested Funding Proportion: Basic per Student vs. Unique Geographic Factors
by Region and District Size (FTE)

	1 ¹	2	3	4	5	6	7	8	9	10 ²
Overall (%)										
Province-wide	7.5	7.5	18.3	10.0	15.0	4.2	10.0	22.5	0.8	4.2
Region (%)										
Kootenay/Boundary	0.0	0.0	0.0	0.0	18.2	9.1	0.0	45.5	9.1	0.0
Thompson/Okanagan	12.5	0.0	6.3	6.3	31.3	6.3	18.8	18.8	0.0	0.0
North Coast/Northern Interior	0.0	0.0	0.0	7.7	11.5	7.7	19.2	46.2	0.0	0.0
Fraser Valley, Metro & South Coast	18.9	21.6	24.3	5.4	10.8	0.0	5.4	10.8	0.0	0.0
Vancouver Island	0.0	3.3	40.0	23.3	13.3	3.3	6.7	10.0	0.0	0.0
District Size (%)										
Under 1,000	0.0	0.0	0.0	0.0	0.0	16.7	33.3	33.3	0.0	16.7
1,000 - 3,000	3.4	0.0	6.9	13.8	24.1	3.4	10.3	37.9	0.0	0.0
3,000 to 7,000 FTE (over wide geographic area)	0.0	0.0	0.0	0.0	11.1	5.6	16.7	44.4	5.6	16.7
3,000 - 7,000 (located in close proximity)	3.7	3.7	22.2	14.8	25.9	3.7	11.1	11.1	0.0	3.7
7,000 - 15,000	5.6	11.1	27.8	22.2	11.1	5.6	5.6	11.1	0.0	0.0
15,000+	27.3	27.3	40.9	0.0	0.0	0.0	0.0	4.5	0.0	0.0

¹ 1 = Based completely on basic per student allocation

² 10 = Based completely on unique geographic factors

Appendix K: Special Needs Amount: Efficacy in Addressing Students with Special Needs Service and Educational Needs:
Province-wide and by Region and District-Size

	Overall			Region			District Size					
	Province-wide	Kootenay/ Boundary	Thompson /Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographi c area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
How well does Level 1 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	55.5%	72.7%	41.2%	43.5%	65.7%	54.5%	50.0%	46.4%	37.5%	80.6%	47.1%	52.4%
Adequate/ Neutral	21.8%	18.2%	11.8%	21.7%	22.9%	27.3%	16.7%	14.3%	37.5%	12.9%	23.5%	33.3%
Well / Very Well	22.7%	9.1%	47.1%	34.8%	11.4%	18.2%	33.3%	39.3%	25.0%	6.5%	29.4%	14.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.4	2.1	3.1	2.9	2.0	2.4	3.0	2.9	2.9	1.7	2.6	2.2
n	119	11	17	23	35	33	6	28	16	31	17	21
How well does Level 2 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	59.2%	90.9%	58.8%	56.5%	55.6%	54.5%	50.0%	55.2%	68.8%	64.5%	58.8%	52.4%
Adequate/ Neutral	29.2%	9.1%	35.3%	26.1%	33.3%	30.3%	16.7%	34.5%	25.0%	29.0%	17.6%	38.1%
Well / Very Well	11.7%	0.0%	5.9%	17.4%	11.1%	15.2%	33.3%	10.3%	6.3%	6.5%	23.5%	9.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.2	1.5	2.2	2.4	2.2	2.2	2.8	2.3	2.1	1.9	2.4	2.2
n	120	11	17	23	36	33	6	29	16	31	17	21
How well does Level 3 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	65.3%	90.9%	76.5%	65.2%	56.8%	60.6%	33.3%	76.7%	75.0%	64.5%	64.7%	52.4%
Adequate/ Neutral	28.9%	9.1%	17.6%	26.1%	40.5%	30.3%	33.3%	16.7%	75.0%	32.3%	23.5%	47.6%
Well / Very Well	5.8%	0.0%	5.9%	8.7%	2.7%	9.1%	33.3%	6.7%	0.0%	3.2%	11.8%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.0	1.4	1.9	2.2	2.1	2.1	3.0	2.0	1.8	1.8	2.0	2.2
n	121	11	17	23	37	33	6	30	16	31	17	21

Appendix L: Special Needs Medical Condition Alignment: Efficacy in Addressing Students with Special Needs Service and Educational Needs: Province-wide and by Region and District Size

	Overall			Region			District Size					
	Province-wide	Kootenay/Boundary	Thompson/Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographic area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
How well does Level 1 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	48.0%	72.7%	25.0%	42.9%	54.8%	44.4%	20.0%	45.8%	46.7%	58.3%	62.5%	33.3%
Adequate/Neutral	38.2%	27.3%	33.3%	38.1%	41.9%	40.7%	60.0%	25.0%	46.7%	33.3%	18.8%	66.7%
Well / Very Well	13.7%	0.0%	41.7%	19.0%	3.2%	14.8%	20.0%	29.2%	6.7%	8.3%	18.8%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.4	1.7	3.1	2.6	2.2	2.5	3.0	2.6	2.4	2.2	2.3	2.4
n	102	11	12	21	31	27	5	24	15	24	16	18
How well does Level 2 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	53.9%	90.9%	50.0%	55.0%	54.8%	39.3%	20.0%	50.0%	66.7%	60.0%	66.7%	38.9%
Adequate/Neutral	36.3%	9.1%	25.0%	25.0%	45.2%	50.0%	60.0%	25.0%	26.7%	40.0%	20.0%	61.1%
Well / Very Well	9.8%	0.0%	25.0%	20.0%	0.0%	10.7%	20.0%	25.0%	6.7%	0.0%	13.3%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.3	1.5	2.6	2.4	2.2	2.5	3.0	2.5	2.2	2.0	2.1	2.4
n	102	11	12	20	31	28	5	24	15	25	15	18
How well does Level 3 Special Needs amount address services and educational needs of Students with Special Needs?												
Not Very Well / Not Well	53.9%	90.9%	50.0%	55.0%	54.8%	39.3%	20.0%	50.0%	66.7%	60.0%	66.7%	38.9%
Adequate/Neutral	36.3%	9.1%	25.0%	25.0%	45.2%	50.0%	60.0%	25.0%	26.7%	40.0%	20.0%	61.1%
Well / Very Well	9.8%	0.0%	25.0%	20.0%	0.0%	10.7%	20.0%	25.0%	6.7%	0.0%	13.3%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	2.3	1.5	2.6	2.4	2.2	2.5	3.0	2.5	2.2	2.0	2.1	2.4
n	102	11	12	20	31	28	5	24	15	25	15	18

Appendix M: Satisfaction with Facilities Use: Province-wide and by Region and District Size

	Overall		Region				District Size					
	Province-wide	Kootenay/Boundary	Thompson/Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographic area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
How satisfied are you that facilities are being used to highest level during school hours?												
Not Very Satisfied / Not Satisfied	3.0%	0.0%	0.0%	7.4%	2.3%	3.0%	16.7%	3.2%	10.5%	0.0%	0.0%	0.0%
Adequate/Neutral	3.8%	0.0%	5.6%	7.4%	2.3%	3.0%	0.0%	0.0%	5.3%	3.0%	10.5%	4.2%
Satisfied / Very Satisfied	93.2%	100.0%	94.4%	85.2%	95.3%	93.9%	83.3%	96.8%	84.2%	97.0%	89.5%	95.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	4.7	4.9	4.6	4.4	4.7	4.8	4.2	4.7	4.3	4.7	4.7	4.8
n	132	11	18	27	43	33	6	31	19	33	19	24
How satisfied are you that facilities are being used to highest level during evenings?												
Not Very Satisfied / Not Satisfied	9.8%	0.0%	5.6%	11.1%	11.6%	12.1%	33.3%	6.5%	5.3%	9.1%	21.1%	4.2%
Adequate/Neutral	24.2%	27.3%	16.7%	29.6%	23.3%	24.2%	16.7%	25.8%	31.6%	18.2%	26.3%	25.0%
Satisfied / Very Satisfied	65.9%	72.7%	77.8%	59.3%	65.1%	63.6%	50.0%	67.7%	63.2%	72.7%	52.6%	70.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.8	4.1	4.1	3.7	3.7	3.8	3.3	3.8	3.9	3.9	3.5	3.9
n	132	11	18	27	43	33	6	31	19	33	19	24
How satisfied are you that facilities are being used to highest level during public holidays?												
Not Very Satisfied / Not Satisfied	19.7%	27.3%	16.7%	25.9%	18.6%	15.2%	66.7%	16.1%	15.8%	18.2%	26.3%	12.5%
Adequate/Neutral	47.0%	72.7%	44.4%	55.6%	44.2%	36.4%	33.3%	51.6%	63.2%	36.4%	42.1%	50.0%
Satisfied / Very Satisfied	33.3%	0.0%	38.9%	18.5%	37.2%	48.5%	0.0%	32.3%	21.1%	45.5%	31.6%	37.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.2	2.7	3.3	3.0	3.2	3.5	2.2	3.3	3.1	3.3	3.2	3.2
n	132	11	18	27	43	33	6	31	19	33	19	24
How satisfied are you that facilities are being used to highest level during summer?												
Not Very Satisfied / Not Satisfied	21.2%	27.3%	22.2%	29.6%	14.0%	21.2%	66.7%	16.1%	21.1%	21.2%	36.8%	4.2%
Adequate/Neutral	43.2%	27.3%	50.0%	51.9%	39.5%	42.4%	33.3%	54.8%	47.4%	42.4%	31.6%	37.5%
Satisfied / Very Satisfied	35.6%	45.5%	27.8%	18.5%	46.5%	36.4%	0.0%	29.0%	31.6%	36.4%	31.6%	58.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.2	3.5	3.1	3.0	3.4	3.1	2.2	3.2	3.2	3.2	3.0	3.6
n	132	11	18	27	43	33	6	31	19	33	19	24

	Overall			Region				District Size				
	Province-wide	Kootenay/ Boundary	Thompson /Okanagan	North Coast/Northern Interior	Fraser Valley, Metro & South Coast	Vancouver Island	Under 1,000	1,000 - 3,000	3,000 - 7,000 wide geographi c area	3,000 - 7,000 schools in close proximity	7,000 - 15,000	15,000+
How satisfied are you that facilities are being used to highest level during weekends?												
Not Very Well / Not Well	18.9%	9.1%	16.7%	25.9%	18.6%	18.2%	66.7%	22.6%	5.3%	18.2%	26.3%	8.3%
Adequate/Neutral	33.3%	54.5%	22.2%	33.3%	37.2%	27.3%	33.3%	32.3%	36.8%	30.3%	26.3%	41.7%
Well / Very Well	47.7%	36.4%	61.1%	40.7%	44.2%	54.5%	0.0%	45.2%	57.9%	51.5%	47.4%	50.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Mean	3.4	3.5	3.7	3.3	3.3	3.5	2.2	3.4	3.7	3.5	3.4	3.5
n	132	11	18	27	43	33	6	31	19	33	19	24