



PROVINCE OF BC  
MINISTRY OF EDUCATION

PROVINCIAL RESOURCE PROGRAMS  
HANDBOOK OF PROCEDURES

2021-22

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## INTRODUCTION

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The BC Ministry of Education funds Provincial Resource Programs (PRPs) operated through the administrative oversight of select school districts within BC to support school districts, independent school authorities and First Nations schools to meet the needs of a diverse student population.

PRPs are grouped into two types of programs:

1. **Provincial Outreach Programs (POPs)** provide outreach services to support educators, students, families and community to effectively respond to the needs of students with disabilities and diverse abilities; or
2. **Provincial Inter-ministerial Programs (PIPs)** are funded as a PRP when the majority of students attending the program are not enrolled in a single catchment district. PIPS provide an educational program for school age children and youth while attending:
  - a. an inter-ministerial program established and operated through a provincial ministry or authority such as, hospital, mental health, substance use, or custody program; or
  - b. a full-time program, that receives inter-ministerial funding or support, in a centralized provincial centre with a specific focus.

The School Act, Section 168 (2)(f) provides legislative authority for PRPs: The Minister may make an order "establishing and causing to be operated Provincial Resource Programs and Provincial Schools in British Columbia and providing in them specialized types of education". The Minister of Education has the authority to approve new programs or discontinue existing programs.

Refer to the [Catalogue of PRPs](#) for a full listing of programs and services.

## PRP MANDATE

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Each PRP operates within a mandate that defines the nature of the services provided, the clients served and the overall intent of the program.

Program mandates are approved by the Ministry of Education and any changes made to an existing program mandate must be approved by the Ministry.

## PRP CRITERIA

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### PROVINCIAL INTER-MINISTERIAL PROGRAM (PIP)

For the Ministry of Education to consider a PIP there must be a requirement for an education program where:

- ✓ there is a program or service established and operated or funded through an inter-ministerial agreement by a provincial ministry or authority such as:
  - *Youth Custody Program*
  - *Substance Use Program*
  - *Hospital Program*
  - *Mental Health Program*

- ✓ children & youth cannot attend or be supported by their home school district because of extenuating circumstances; and
- ✓ more than one district throughout BC must be represented by children and youth attending the program; and
- ✓ the proposed student:teacher ratios meet guidelines established by the Ministry; and
- ✓ government funding must be available to support the program.

*Note: Once a PIP is approved, the program will be evaluated annually to ensure the criteria is still valid.*

## PROVINCIAL OUTREACH PROGRAM (POP)

For the Ministry of Education to consider creating/designating a POP the following criteria must be met:

- ✓ the POP is essential to support the current government’s mandate and priorities; and
- ✓ there is evidence that school districts and independent school authorities require the specialized supports and services; and
- ✓ no existing POP can provide the specialized supports and services being requested; and
- ✓ the POP will be able to provide supports and services both virtually and in person to public, independent and First Nations schools throughout the province; and
- ✓ a school district host needs to be identified; and
- ✓ government funding must be available to support the program.

*Note: Once a POP is approved, the program will be evaluated annually to ensure the criteria is still valid.*

## ROLES AND RESPONSIBILITIES

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### MINISTRY OF EDUCATION ROLES AND RESPONSIBILITIES

The Ministry of Education provides provincial oversight, funding and direction to the PRP/school district. The Ministry of Education will provide:

#### **Program Management**

- Ensure the PRP mandates aligns with government priorities and direction
- Establish and maintain PRP policies, procedures and inter-ministerial protocols
- Review applications for new programs or changes to existing programs and submit for ministerial approval where appropriate

#### **Budget Management**

- Manage a provincial budget adhering to established government financial processes
- Disseminate funds through an annual budget submission process
- Communicate approved annual budget allocation to the PRP and school district
- Electronically disburse funding monthly throughout the school year

- Provide an established fee to the host school district for administrative oversight of the program
- Review surplus funds reported in the Ministry's Financial Audit Reports and recover unspent/unutilized funds as deemed appropriate

### **Accountability Reporting**

- Establish and manage an accountability process that provides the Ministry with program information and data to ensure continuous growth and improvement
- Establish and maintain a Quality Review process to ensure each program:
  - aligns with current government priorities;
  - operates within their approved mandate; and
  - provides valued supports and services within the K-12 education sector.

## **HOST SCHOOL DISTRICT ROLES AND RESPONSIBILITIES**

### **Program Management**

- Provide and maintain appropriate infrastructure, furniture and fixtures not included by partnering ministries as per the [Inter-Ministerial Protocols for the Provision of Support Services to Schools](#)
- Unless there is a specific program agreement in place, the host district will provide the following services:
  - Human Resources (see section on [Hiring](#))
  - Information Technology Support
  - Accounting
  - Custodial
- Assign or appoint a program lead (administrator or head teacher as determined by the district) to provide daily oversight of the program. The role and responsibilities of the program lead include but are not limited to the following:
  - Monitoring the overall effectiveness of the program and ensuring educational services are in keeping with the program's established mandate through regular communication (e.g., observations, conferencing with staff, monitoring of key indicators and performance measures).
- Assign or appoint a district administrator to oversee all PRPs hosted by the school district. The roles and responsibilities of the district administrator include but are not limited to the following:
  - Serve as liaison between the programs and the Ministry of Education.
  - Ensure qualified staff are in place and that performance reviews are conducted in accordance with district policy.
  - Ensure staffing and expenditures align with approved budget and are in keeping with district policy.
  - Ensure educational commitments as outlined in the *Inter-Ministerial Protocols for the Provision of Support Services to Schools* are being addressed appropriately.

- Collaborate with the program lead to prepare and submit annual budget submissions to the Ministry.
- Collaborate with the program lead to prepare and submit annual outcome reports to the Ministry.
- Represent the district (or appoint a designate) on student admission/selection committees as required.

### **Hiring**

- Ensure the PRPs are staffed with qualified individual(s) who have the knowledge, experience, and competencies needed to effectively contribute to the overall effectiveness of the program in alignment with school district staffing practices, program requirements, and approved budgets.
- Consult with Ministry of Education, Inclusive Education Branch staff if there are staffing/human resources issues that may affect the administration or overall effectiveness of the PRP.

### **Student Records**

- Follow district policy for the management of student records.
- Where possible, pertinent educational information created for a student should follow the student back to their home school.
- In British Columbia, a permanent student record shall be stored or archived for a period of 55 years from the date that student withdraws or graduates from the BC public school system, as outlined in [Permanent Student Record Ministerial Order 082/09](#).
- Specific legislation is in place for the maintenance of different types of confidential files (e.g. medical or custody order etc.). School district legal counsel will be able to provide advice on the specific legislation requirements related confidential records.

## **PROVINCIAL RESOURCE PROGRAMS ROLES AND RESPONSIBILITIES**

### **Provincial Outreach Programs (POPs)**

POPs provide outreach services to support educators, students and families to meet the needs of students with disabilities and diverse abilities. Staff are subject matter experts who work to ensure the academic, physical, social and emotional needs of students are met. Outreach staff are hired by the school district in which the program resides.

Each POP has a distinctive mandate and operates under its own service delivery model; however, the following services are generally provided by all programs:

- build and sustain the capacity of school-based teams to provide effective and ongoing supports and services
- travel throughout the province or use on-line mechanisms to provide support and learning opportunities
- create and deliver online learning opportunities and webinars
- remain leaders in the relevant area of specialization by participating in continuing education and training
- research, evaluate and share evidence-based practice and resources

- liaise with school-based teams, caregivers, tertiary programs and professional associations for the benefit of diverse learners in and out of their home school environment
- facilitate peer to peer interactions
- host and/or participate in annual district partner meetings

Auditory Outreach, Provincial Resource Centre for Visually Impaired (PRCVI) and Special Education Technology-BC (SETBC) are Outreach programs that provide the following services to support students to access their education.

- develop accessible textbooks/resources for students (PRCVI only)
- acquire equipment through vendors that have been researched and vetted as reputable
- maintain equipment for effectiveness
- manage equipment inventory
- loan and provide training of equipment

### **Provincial Inter-ministerial Programs (PIPs)**

PIPs provide an education program for school age children and youth while attending:

- a. an inter-ministerial program established and operated through a provincial ministry or authority such as, hospital, mental health, substance use, or custody programs.

Staff working within these centers receive program specific professional learning to ensure the academic, physical, social and emotional needs of students are met. Inter-ministry staff are hired by the school district in which the program resides.

Each PIP has a distinctive mandate and operates under its own service delivery model; however, the following services are generally provided by all programs:

- support student transitions into and out of the program
  - communicate with the home school to develop or update a student learning plan
  - contribute to a multidisciplinary team approach to supporting student needs
  - provide equipment and resources to allow student access to provincial curriculum
  - keep student records in accordance with school district policies
- b. a full-time program, that receives inter-ministerial funding or support, in a centralized provincial centre with a specific focus.

Staff have qualifications and experience that enable them to ensure the academic, physical, social and emotional needs of students are met. Education staff are hired by the school district in which the program resides:

Each program has a distinctive mandate and operates under its own service delivery model; however, the following services are provided:

- support student transitions into and out of the program
- provide equipment and resources to allow student access to provincial curriculum
- keep student records in accordance with school district policies



- provide in person education specific to the needs of the student population
- ensure staff have qualifications and experience to support student learning
- customize the learning environment to meet the specific needs of the student

## BUDGET PROCESS AND OUTCOME REPORTING

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### BUDGET PROCESS

#### Budget Submission

The PRP/school district collaborate on the development of an annual budget submission. Budgets must be submitted on the Ministry approved Budget Submission Template. Budget must be submitted by the deadline included as a part of the reporting instructions sent each year. See [Appendix 2](#) for sample Budget Submission Template.

#### Budget Review and Approval

Final approved budgets for all programs must remain within the overall Ministry Provincial Resource Program funding envelope as approved by the Minister of Education.

The Ministry will review all budget submissions and make recommendations for approval based on the following criteria:

- previous year’s approved budget allocation
- increased operating costs will be taken into consideration
- justification for any substantial increases or new requests
- staffing based on student enrollment reported in preceding school year (for PIPs only - excluding full-time programs) based on the following ratios:
  - Hospital, Mental Health and Substance Use Programs.....10:1 Student:Teacher Ratio
  - Custody Programs .....6:1 Student:Teacher Ratio

The school district/PRP will be contacted if clarification is required. The Ministry will advise the school district/PRP of the final approved budget (refer to [Timelines Section](#)).

### SURPLUS REPORTING

The Special Purpose Funds Audited Financial Statement are reviewed each reporting year by the Ministry to identify PRP surplus.

PRPs can retain 3% of the surplus reported, the remaining surplus will be recovered at the discretion of the Ministry unless previously identified and approved for a specific project/purpose. The Ministry will advise the PRP/school district in March of each school year of the amount to be recovered and how the recovery will be actioned.

## FUNDING DISBURSEMENT

Funding will be processed electronically through the Common Disbursement System (CDS) to the host school district. Payments are processed in 10 equal monthly installments at the beginning of each month from September– June unless alternate arrangements have been made.

## OUTCOME REPORTING

The PRP/school district will work collaboratively to complete the annual Outcome Reporting Template by August each school year. The Report provides the Ministry with required information including program goals, outcomes, successes and challenges, enrolment, clients served and other pertinent data.

See [Appendix 3](#) for Outcome Reporting Template.

## TIMELINES

Each host school district/PRP is required to complete a Budget Submission (see [Appendix 2](#)) and Outcome Report (see [Appendix 3 & 4](#)) on an annual basis. Reporting templates will be emailed to district contacts.

School districts are also required to report on PRP financial expenditures through the Ministry of Education’s Special Purpose Funds Audited Financial Statement.

The following reporting schedule is set by the Ministry and may vary slightly from year to year:

Month	Form Requirement	Responsibility	Action
September	<a href="#">Outcome Reporting</a>	Ministry	Ministry sends Outcome Reporting Template to identify reporting requirements for the upcoming school year
January	<a href="#">Budget Submission</a>	Ministry	Ministry sends the Budget Submission Template to school district/PRP to complete
March	<a href="#">Budget Submission</a>	District/PRP	School district/PRP sends completed Budget Submission Template to Ministry for review
March	<a href="#">Surplus Reporting</a>	Ministry	Ministry reviews Ministry audited financial statements for reported PRP surplus. Approved budgets for the upcoming school year will be reduced by surplus, unless plans for the surplus have been identified by district/PRP and approved by Ministry
May	<a href="#">Budget Approval</a>	Ministry	Ministry advises school district/PRP of approved budget for the upcoming school year
August	<a href="#">Outcome Reporting</a>	District/PRP	School district/PRP sends completed Outcome Reporting Template for the school year to the Ministry

# APPLICATION PROCEDURES FOR NEW PROGRAMS OR PROGRAM EXPANSION

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New programs or the expansion of existing programs require approval by the Minister of Education. Contact the Ministry at [inclusive.education@gov.bc.ca](mailto:inclusive.education@gov.bc.ca) to inquire about program expansions or new programs.

## DISPUTE RESOLUTION

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Disagreements among PRP partners or service recipients should be addressed early and informally at the source to preserve respectful working relationships and ensure services are provided in keeping with the mandate of the program.

Program staff are required to follow the professional codes of conduct as established by their employer and any professional organizations of which they hold membership.

Should dispute resolution become necessary at a provincial level, host districts, program leads (where applicable), and Ministry staff will collaborate to resolve issues.

## PROGRAM QUALITY REVIEWS

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### PURPOSE

The Ministry of Education relies on school districts to provide the necessary administrative oversight to ensure that PRPs are both well managed (effective stewardship is exercised over the financial resources) and well led (the provision of quality services aligned with the PRP's mandate is an organizational imperative).

Program Quality Reviews take place approximately every five years, or at the discretion of the Ministry of Education. Quality Reviews are intended to:

- assist school districts to identify and provide quality services and ensure resources are effectively managed;
- assist the Ministry to identify province-wide needs to inform future planning and resourcing;
- ensure PRPs are aligned with current and emergent provincial needs;
- confirm that time and resources are aligned with program and Ministry stated mandates;
- identify effective practices and assist programs in providing quality service and planning for continuous improvement;
- ensure programs are sustainable over time; and
- identify common areas of growth for all programs and particularly those offering similar services.

## PROCESS

Quality Reviews (QR) are undertaken by a team appointed by the Ministry of Education who work with the host school district and the program to conduct the QR. The team size and the length of the site visit is determined by the size of the program and the degree of complexity involved in the QR. The QR team will examine evidence derived from:

- an internal review with specific criteria with supporting documentation;
- program descriptions, outcomes reports and budget submissions for the most recent three-year period;
- additional data that supports and affirms program operations;
- written policies and procedures for the program;
- information available on the program's website or in print material (if applicable);
- interviews with administration and teaching staff;
- interviews with inter-agency partners (if applicable;)
- financial records (POPs only);
- a sector scan involving surveys and telephone interviews with representatives from school districts and independent school authorities across BC (if applicable).

The QR will culminate with the preparation of a report to the Ministry, district, and program outlining the findings of the review and recommendations for improvement.

## SCOPE

Program Reviews for all Provincial Resource Programs consider the following areas:

- Administrative oversight
- Supervision of the program
- Financial records
- Confirmation of reported expenditures
- Educational program and services
- Current and emergent issues
- Staffing
- Student outcomes
- Budget preparation processes
- Learning resources / instructional space
- Growth change and improvement

## INTER-MINISTERIAL PROTOCOLS

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[Inter-Ministerial Protocols for the Provision of Support Services to Schools](#) guide the coordinated delivery of support services to school aged children and youth within BC at school or in their homes and communities. The Protocols, although not legally binding, provide clarification of the respective roles and responsibilities across jurisdictions.

The following sections of the Protocols specifically address Provincial Resource Programs:

- Agreement Overview – Background, Purpose, Scope, Review, Principles (pp 1-3)
- Audiological Support Services (pp 4-10)

- Educational Programs in Youth Custody Services Centres, the Maples Adolescent Treatment Centre and Court-Ordered Residential Attendance Programs (pp 28-33)
- Educational Programs in In-Hospital, Hospital Outpatient or Residential Treatment Programs (pp 35-40)
- Services for Children and Youth with Mental Health Problems and Disorders and/or Substance Abuse Problems (pp 47-54)

# APPENDICES

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## APPENDIX 1: CATALOGUE OF SERVICES – PROVINCIAL RESOURCE PROGRAMS



CATALOGUE.pdf

The following templates are used on an annual basis for reporting purposes. These templates may vary slightly from year to year:

### TEMPLATE SAMPLES

## APPENDIX 2: BUDGET SUBMISSION TEMPLATE



Budget  
Template.xlsx

Instructions for completing each section are outlined on the template's 'Instructions' tab.

## APPENDIX 3: OUTCOME REPORTING TEMPLATE – POPS



APPENDIX 3  
Outcome Reporting



APPENDIX 3  
Outreach Outcomes

## APPENDIX 4: OUTCOME REPORTING TEMPLATE – PIPS



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Support & Educatio



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