



**Central Okanagan
Public Schools**

Together We Learn

ADDITIONAL PUBLIC AGENDA ITEM No. 2 February 12, 2020

NEW INFORMATION ITEM:

11. INFORMATION ITEMS

11.6 BC Ministry of Education Funding Announcement (Attachment)



Memorandum

Date: February 10, 2020
To: Board of Education
From: Ryan Stierman, Secretary-Treasurer/CFO
Information: **BC Ministry of Education Funding Announcement**

1.0 BACKGROUND

On Friday, February 7, 2020, the Government of British Columbia released further details on funding for the 2020-2021 school year. As per the announcement, the Government indicated that the Ministry of Education will implement recommendations with a two-phase plan, beginning with 12 of the 22 recommendations for next school year.

Money allocated for the new priority student supplement will be provided to school boards to deliver services based on local needs and is intended for supports like trauma counselling, school breakfast or lunch programs, additional support in the classroom, transportation services or tutoring.

Recognizing these students for priority funding will ensure that the more than \$6 billion in operating funding is distributed in a way that better represents the number of vulnerable students in B.C. schools. The amount of money allocated for the supplement will be announced following Budget 2020.

Indigenous students will continue to benefit from targeted funding for culturally-appropriate support and services. There will also be added accountability through formal processes, so Indigenous parents, communities and governments can provide input into how educational services are delivered to their children.

Immediate action is also being taken to meet all of the Panel's recommendations to improve public accountability, including ensuring school districts:

- Engage parents, caregivers and community members in the development of school district strategic plans well in advance of setting their budgets to meet student needs.
- Continuously monitor and publicly report on student outcomes, such as numeracy, literacy and graduation rates, so gaps in student achievement are identified and services can be planned based on proven strategies.
- Ensure strategic plans and financial decisions are focused on improving student outcomes and meeting all students' needs, especially students with diverse abilities/disabilities, Indigenous students, children and youth in care, students from low income families and other students that require additional supports in order to be successful.

These new accountability and transparency measures will give parents and caregivers a stronger voice, while making sure students' needs are put first.

During phase two, the Ministry of Education will continue working with partners to:

- Modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field.
- Modernize the delivery of online learning programs over the next three school years to better support the new curriculum and ensure every student has consistent access to a quality education, no matter where they live.
- Support students' transition to post-secondary and the world of work with expanded career-focused programs in their graduation years.

2.0 INFORMATION STATEMENT

District staff is supportive of the delay in implementing the headcount-based secondary school funding and prevalence-based inclusive education supplement and the new supplement to support students in care.

District staff had made the following statements to the Finance and Audit Committee in November regarding the proposed changes to move to secondary headcount-based and prevalence-based funding:

Prevalence-based inclusive education funding

District staff is concerned that a prevalence model will not be responsive enough to reflect the significant growth that our District is experiencing as it will use historical and census data that is not necessarily updated in a timely manner. There is also a significant concern that the new prevalence model will continue to ignore increasing demands to ensure high incidence students are able to be successful, further increasing the amount of operating funding required to support our special needs program. An increase in the differential between funding and supports required will ultimately reduce services for all students.

Headcount-based secondary school funding

District staff is concerned about the impact a move to headcount funding for secondary schools could have on the District's overall budget. In the previous 5 years, the District received the following course load funding over and above what would have been provided in a head count only model:

Year	Additional FTE	\$ at 19/20 rates
2019/20	372.43	2,770,134
2018/19	395.60	2,942,473
2017/18	258.69	1,924,118
2016/17	312.75	2,326,235
2015/15	389.44	2,896,636

Should this funding be eliminated in the 2020/2021 budget year, it would represent an estimated equivalent of removing 196 blocks of teaching time. District staff is concerned that this would have a significant impact on fine arts, dual credit, apprenticeship and low enrollment offerings. Reducing the variety of courses offered could impact graduation rates.

3.0 SECRETARY-TREASURER COMMENTS

District staff is awaiting the Provincial Budget to receive the funding rates and how the new children in care supplement will be allocated. Staff will provide the Board with a detailed analysis on how the government funding announcements will impact the District next school year.