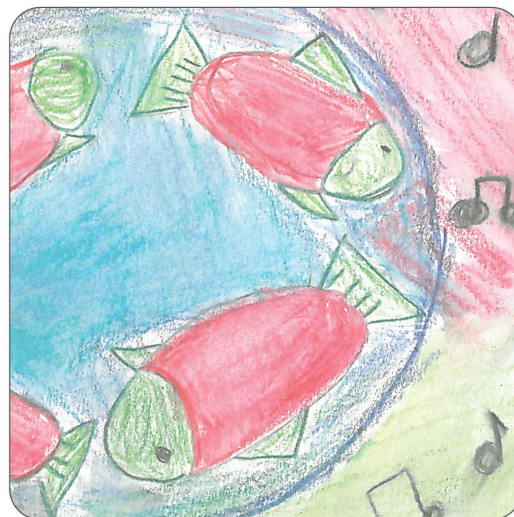


BC Tripartite Education Agreement (BCTEA)
Supporting First Nation Student Success

BC First Nations Education Funding Handbook

Definitions and Explanations to Accompany
the BCTEA Funding Table

2023-2024



www.fnesc.ca/bctea

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What is new for 2023/2024?

Permanent Revision to Definition of “School Age Student” (Students Aged 4 to 21)

To align with the BC Tripartite Education Agreement (BCTEA), effective as of the 2023-2024 school year, Indigenous Services Canada (ISC) has revised the BC Region Nominal Roll report eligible age range for “school age students” to include ages 4 through 21 (previously, the range was ages 4 through 19) for those students who are ordinarily resident on-reserve and enrolled in a First Nations, public or private/independent school. This change is anticipated to result in expanded funding available through the BCTEA funding formula and student accommodation supports eligibility (see below).

- **First Nation School Funding Formula:** School-age students in this expanded age range (20 to 21) will be included in the following additional BCTEA funding components as reported on the 2023-2024 Nominal Roll report: English language learning, Indigenous education, student location factor, language and culture, rural supplement, climate supplement, and small community supplement. Additional funding will be incorporated into the Elementary/Secondary School program funding provided to First Nations when the budget adjustments for the 2023-2024 school year are finalized in June 2024.
- **Student Accommodation Supports:** As a result of this change to the school age student range, students up to age 21 who must leave their home community due to availability of programs/grades, medical reasons or other circumstances may now be eligible for accommodation supports beginning in the 2023-2024 school year. If you have questions regarding the eligibility of current and/or new students for accommodation, please reach out to the ISC BC Education Programs team at bceducation@sac-isc.gc.ca.

First Nations Adult Education Investment Funding – Enhancement of the BCTEA Formula from 2023-2024 through 2026-2027 (Students Aged 22 and Older)

Budget 2021 announced \$350 million over 5 years, beginning in 2022-2023, intended to expand access for adult learners ordinarily resident on-reserve to receive ISC support, to help them complete and upgrade secondary education. In consultation with the First Nations Education Steering Committee (FNESC), BC region’s total funding allocation of \$24.1 million will be condensed into four years (approximately \$6 million annually), which will be implemented in the BC region starting in 2023 until the end of March 2027. A portion of this annual funding will be distributed by ISC to First Nations as adaptations to the BCTEA funding formula for ISC-approved First Nation schools and Adult Education Centres. Specifically, students age 22 and older will generate funding at the same level as students under the age of 22.”

Important reminders:

- All First Nations communities and schools are required to participate in ISC’s annual Nominal Roll data collection process within ISC-set deadlines.
- The BCTEA funding formula is a funding rate, not a spending rate. First Nation School Governing Authorities can set their own budgets based on their local needs and priorities.

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Introduction

This Handbook is prepared by the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSEA) to explain Indigenous Services Canada’s (ISC’s) British Columbia Tripartite Education Agreement (BCTEA) Funding Formula – Budget Report Table, which is sent to First Nations each year. That report shows the components of the BCTEA funding calculations for First Nations schools in British Columbia (BC).

This Handbook is meant to support consistency, transparency and accountability for education operating funding for First Nations schools, and to assist with tracking school funding to allow for long-term budgeting and financial planning.

This document explains the differences between the K-12 operational funding for BC public schools and First Nations schools. The BCTEA funding formula mirrors public school funding, with several adaptations to reflect the unique circumstances of First Nations schools.

Finally, several other funding programs for First Nation schools that are not directly linked to the BCTEA funding formula are also described herein.

FNESC has prepared a “[BCTEA Funding Estimator Tool](#)” as a resource for First Nations and First Nations schools, which can be used to help First Nations education staff forecast their school funding, based on projected enrolments.

This Handbook will be updated and redistributed annually as the BCTEA funding components change.

Overview of BCTEA Funding for BC First Nations Schools

This Handbook explains each row of the BCTEA Funding Detail Budget Report Table that is sent to First Nations each year. That Table shows the components of the BCTEA funding calculations.

- The funding formula for First Nations schools in BC is established under BCTEA. All First Nation schools, with the exception of schools operated by First Nations that have signed treaties or self-government agreements, are funded using this formula. The BCTEA funding formula is based on the BC Ministry of Education’s funding model for public schools with specific adaptations to reflect the unique circumstances of First Nations schools. The Ministry’s funding model is described in detail in its Operating Grants Manual ([OGM](#)).
- The BCTEA funding formula calculates First Nations schools’ funding allocations using individual enrolment data and factors that apply specifically to each school. The enrolment data reflects the information provided for each First Nation school on ISC’s annual Nominal Roll.
- ISC calculates and provides First Nations schools’ funding allocations using its BCTEA Funding Detail Budget Report Table, enclosed as Appendix One.
- Each year, ISC provides each First Nation with its unique Budget Report Table showing the specific funding calculations for each of its First Nations schools.

This Handbook is written to align with ISC’s Budget Report Table (Appendix One). It does not follow the exact sequence of the Ministry of Education’s OGM. The factors included in First Nations schools’ funding allocations, along with the corresponding component of the OGM, are described in Table 1.

Budgeting and Financial Management

- Although this Handbook provides information on the data and factors that result in the overall funding for First Nations schools, **it does not represent the budget for the school**. School principals, with approval from the School Governing Authority, should use the total funding available to the school to develop a budget that meets their unique needs and circumstances. For example, some schools may need to allocate additional funding for bussing and transportation to address their geographic circumstances. Other schools that include secondary grade levels may need to allocate more funding for technology or specialized classrooms, such as science labs. First Nations are encouraged to use the BCTEA funding flexibly to address their specific school needs; spending does not have to match the components used to calculate the overall funding amount for each school.
- The BCTEA funding model for First Nations schools has been in place since 2018 and provides First Nations schools with a stable and predictable funding model (although it is based on enrolment and will fluctuate with changing student population numbers). This allows School Governing Authorities to develop multi-year financial plans and identify funding and resources to support the school's operational needs, school improvement efforts, and improved educational outcomes for students.
- Any surpluses that result from the First Nation school's operating funds should be monitored by the First Nation and the School Governing Authority in order to plan and ensure the use of the surplus funds for specific purposes to address priorities for the First Nation school, including minor capital projects.
- For more information regarding School Governing Authorities and their financial management responsibilities please refer to: ***A Handbook For First Nation School Governing Authorities***, found in [FNESC's publication catalogue](#).

Table 1: Comparison of the OGM And BCTEA Funding Formula Components

OGM Table Reference	BCTEA Formula Factor/Funding Component	Exact Duplicate of OGM or BCTEA Adaptation
Table 2b	Basic Amount	OGM
Table 3a/3b	Enrolment Decline	OGM
Table 4b	Adult Amount	OGM/BCTEA Adaptation
Table 4b	ELL	OGM/BCTEA Adaptation
Table 4b	Aboriginal Students	OGM
Table 4c	Equity of Opportunity Supplement	OGM/BCTEA Adaptation
Table 5	Salary Differential	OGM/BCTEA Adaptation
Table 6a	Small Community Supplement	OGM
Table 6b	Low Enrolment Factor	OGM/BCTEA Adaptation
Table 6c	Rural Factor	OGM/BCTEA Adaptation
Table 6d	Climate Factor	OGM/BCTEA Adaptation
Table 6f	Student Location Factor	OGM/BCTEA Adaptation
Table 7	Funding Protection	OGM
Table 8	Curriculum & Learning Support	OGM/BCTEA Adaptation
N/A	Non-OGM Funding	BCTEA Adaptation
N/A	Technology Support (BCeSIS)	BCTEA Adaptation
N/A	Technology Support (Connectivity)	BCTEA Adaptation
N/A	Education Minor Capital (O&M)	BCTEA Adaptation
N/A	Transportation Component	BCTEA Adaptation
N/A	Language and Culture	BCTEA Adaptation

OGM is available at:

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

The BCTEA funding formula is related to federally-funded students who are included on ISC's annual Nominal Roll. Students who are funded through the **Reciprocal Tuition Agreement** with the BC Ministry of Education are **not included** in the BCTEA funding calculations and are not addressed in this Funding Handbook.

You can find more information about the **Reciprocal Tuition Agreement** in the [Reciprocal Tuition Handbook for Non-Independent First Nations Schools](#).

Row-by-Row Explanation:

BCTEA Funding Detail Budget Report Table 2023/24

In this Handbook, the reference to “row number” corresponds to the row in ISC’s BCTEA Funding Detail Budget Report Table, included in Appendix One.

ISC’s Table also includes a column showing “Factor” and “Amount.” The “*Factor times the Amount*” determines the “Allocation.” The relevant Factor and Amount for each row are described in this Handbook.

ROW 1: BASIC AMOUNT

The BCTEA funding formula includes a basic amount for each eligible school-age (ages 4 through 21) full-time equivalent (FTE) student (K4 to Grade 12) enrolled in a First Nations school and reported in the ISC Nominal Roll September enrolment count.

First Nations schools’ funding allocations include: **\$8,625 (Amount) for each school-age FTE student (Factor).**

ROW 2: ADULT EDUCATION

The BCTEA funding formula provides a basic amount for adult students (age over 21) who are eligible to be reported in the ISC Nominal Roll September enrolment count.

First Nations schools’ funding allocations include: **\$8,625 (Amount) for each adult student FTE (Factor).**

ROWS 3 – 5: ENROLMENT DECLINE

Corresponding with the provincial funding model, the BCTEA funding formula includes a factor to account for declining enrolments, calculated as follows.

FTEs 1 Year Previous

- For each school-age FTE student greater than a 1% decline, but less than or equal to a 4% decline from the previous September: **50% of the current year’s Basic Amount (see Row 1 Basic Amount explanation)**
- For each school-age FTE student greater than a 4% decline from the previous September: **75% of the current year’s Basic Amount (see Row 1 Basic Amount explanation)**

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

FTEs 3 Years Previous

- For each school-age FTE student greater than a 7% decline between the previous September and the September two years prior: **50% of the current year's Basic Amount (see Row 1 Basic Amount explanation)**

ROW 6: ENGLISH LANGUAGE LEARNING (ELL)

To correspond with English Language Learning (ELL) grants provided in the provincial funding model, the BCTEA funding formula includes ELL funding to support improvements in literacy for students in First Nations schools. 22.6% was determined as a proxy for the rate of ELL students using historical data. This rate is under consideration.

First Nations schools' funding allocations include: **\$1,735 (Amount) times 22.6% of total school-age headcount students.**

ROW 7: INDIGENOUS EDUCATION

To correspond with the Indigenous Education grants (also known as targeted funds) provided in the provincial education system, First Nations schools' funding allocations include: **\$1,710 (Amount) for each school-age headcount student (Factor).**

ROWS 8 – 11: SMALL COMMUNITY SUPPLEMENT

In the provincial funding model, a Small Community Supplement is provided to school districts with a student population that is below an established minimum enrolment number. The Small Community Supplement is based on the previous year's enrolment. For example, for the 2023/24 school year, the supplement was determined using the funded FTE enrolment as of September 30, 2022. First Nations schools' funding allocations include a corresponding supplement, calculated using the following formulas.

Elementary

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

For schools with fewer than 8 elementary FTEs:	\$115,425 for each community
For school with 8 to 110 elementary FTEs:	\$242,452 for each community
For schools with 111 to 250 elementary FTEs:	The \$242,452 maximum minus \$1,732 for each elementary school-age FTE student over 110

or Elementary Remote

Eligibility: Schools with 75 or fewer elementary school-age FTE students **AND** meeting at least one of the following criteria:

- The school is located at least 40 km by road from the next nearest First Nation or public elementary school
- The school is located at least 5 km from the next nearest First Nation or public elementary school *that can only be accessed by gravel road, logging road or by water*

For schools with 15 or fewer elementary FTEs: **\$246,000 base amount per each community**

For schools with 16 to 75 elementary FTEs: **\$276,500 base amount per each community**

Note: a community can only be eligible for **one of Elementary or Elementary Remote**.

Secondary

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

For schools with 100 or fewer secondary FTEs: **\$6,971.05 per school-age FTE student**

For schools with 101 to 635 secondary FTEs: **\$697,105 maximum minus \$1,303 for each school-age secondary FTE student over 100**

and Grade 11 and 12

Eligibility: Schools eligible for the Secondary Small School Supplement (above), **and** with school-age FTE students in Grades 11 and/or 12

For schools with 15 or fewer Grade 11 & 12 FTEs: **\$18,830 per school-age FTE student**

For schools with 16 to 215 Grade 11 & 12 FTEs: **\$282,450 maximum minus \$1,412 for each school-age grade 11 & 12 FTE student over 15**

ROWS 12 – 14: LOW ENROLMENT

A Low Enrolment Factor in the provincial funding model is calculated based on the previous year's enrolment.

For comparability, the BCTEA funding formula includes a Low Enrolment supplement that is based on the provincial calculation for the 5 smallest school districts (eg. No. 50 Haida Gwaii; No. 49 Central Coast; No. 84 Vancouver Island West; No. 92 Nisga'a; and No. 87 Stikine) .

Specifically, First Nations schools' funding allocations include: **a \$40,946 base amount for each school plus \$1,638 for each school-age and adult FTE student.**

ROW 15: RURAL SUPPLEMENT

In the provincial funding model, a Rural Factor is calculated based on a consideration of the population of the city in which the School Board office is located and distances from the Board office to Vancouver and the nearest regional centre.

The BCTEA funding formula includes a comparable supplement, calculated using the public school rural index for the school district in which the First Nation school is located and the current year's Basic Amount (Row 1).

First Nations schools' funding allocations include: **(Basic Amount as per Row 1 x school-age FTE students) x Rural Index x 20% weighting factor.**

ROW 16: SALARY DIFFERENTIAL

In the provincial funding model, a supplement for Salary Differential provides additional funding to school districts that pay higher than average teacher salaries.

Corresponding to this provincial funding, the BCTEA funding formula includes an amount that is based on the average salary differential in the provincial system.

Specifically, First Nations schools' funding allocations include: **\$180.33 (Amount) for each school-age and adult FTE student (Factor).**

ROW 17: CLIMATE SUPPLEMENT

In the provincial funding model, a Climate Index is calculated for each school district, representing the number of heating and cooling days above the provincial minimum.

The BCTEA funding formula includes a comparable supplement, calculated using the Climate Index for the school district in which the First Nation school is located and the current year's Basic Amount (Row 1).

First Nations schools' funding allocations include: **(Basic Amount as per Row 1 x school-age FTE students) x Climate Index x 5% weighting factor.**

ROW 18: CURRICULUM & LEARNING SUPPORT

Since 2013/2014, the provincial funding model includes a supplement to assist school districts with implementing initiatives as part of the Province of BC's Education Plan.

The BCTEA funding formula includes a corresponding supplement, which was renamed Curriculum and Learning Support beginning in 2019/20.

First Nations schools' funding allocations include: **\$9 (Amount) for each school-age and adult FTE student (Factor).**

ROW 19: STUDENT LOCATION FACTOR

Until 2011/2012, the provincial funding model included a supplement for Transportation. In 2012/2013, the Ministry of Education eliminated the transportation funding allocation and replaced it with the supplement for Unique Geographic Factors – Student Location Factor. The Student Location Factor provides funding to districts based on enrolment and the school-age population density of communities within that district.

The BCTEA funding formula includes a corresponding supplement for Student Location, which is calculated based on the per FTE amount of funding allocated to the school district in which the First Nation school is located, applied to the school's school-age FTEs.

First Nations schools' funding allocations include: **the relevant school district's student location factor per pupil amount x the total number of school-age FTE students.**

Note: For Rows 15, 17, and 19 (the Rural and Climate supplements and Student Location Factor), First Nations schools' funding allocations are based in part on factors determined by the "associated school district" or the school district in which the First Nation is located. For ISC's list of First Nations and their associated school districts, see Appendix Two.

ROW 20: NON-OGM FUNDING

This element of the BCTEA funding formula is **not** included in the provincial OGM, but it corresponds to other **Special Purpose Grants** provided to public Boards of Education. Those special purpose grants include funding for programs such as the Learning Improvement Fund, Pay Equity, and Classroom Enhancement Fund. These grants provide Boards of Education anywhere from 10% - 20% of funding in addition to their operating grants.

Specifically, the non-OGM funding for First Nations schools is calculated as: **14.04% of the total school FTE funding.**

The list of Special Purpose Grants in the 2023/24 school year is:

1. Next Generation Network
2. Classroom Enhancement Fund
3. Learning Improvement Fund
4. Annual Facility Grant (Operating Portion)
5. Pay Equity
6. Student Transportation Fund
7. Mental Health in Schools
8. MyEdBC
9. Support Staff Benefits and
10. CommunityLINK.
11. FSA Scorer Grant
12. Labour settlement
13. Feeding Futures Fund (School Food Program) **NEW**

Further details of these Special Purpose Grants are in [Appendix three](#).

ROWS 21 - 23: TECHNOLOGY SUPPORT

BCeSIS

The provincial funding model provides annual funding to Boards of Education for the operation of BCeSIS (now named MyEdBC).

The BCTEA model provides a corresponding allocation to address student information requirements.

First Nations schools' funding allocations include Technology Funding calculated as: **BCeSIS funding (\$20) for each school-age and adult headcount student.**

Technology Funding

The provincial funding model provides annual funding to Boards of Education for Next Generation Network (formerly the Provincial Learning Network or PLNet).

The BCTEA model provides a corresponding allocation to address internet connectivity requirements.

First Nations schools' funding allocations include Technology Funding calculated as: the **Internet Connectivity funding that is provided directly by ISC to each First Nations community in 2023/24.**

ROW 24: EQUITY OF OPPORTUNITY

In the provincial funding model, until 2019/20, a funding supplement was provided to school districts to assist with the provision of services to Vulnerable Students. That supplement was in addition to provincial CommunityLINK special purpose grants.¹

Beginning in 2020/21, the Vulnerable Student Supplement and a portion of Curriculum and Learning Support fund were replaced with a new supplement called Equity of Opportunity. This new supplement provides funding to districts to support additional services to students, recognizing children and youth in care, children and youth receiving non-clinical mental health supports, and low-income families in the school district.

Corresponding to this funding, the BCTEA funding formula includes a **non-operating grant amount** that is determined based on the provincial CommunityLINK funding plus the supplemental Equity of Opportunity funding that is provided to School District No. 92 (Nisga'a), which has the largest Indigenous student population.

First Nations schools' funding allocations include: **\$130.42 for each school-age and adult FTE student (Factor).**

¹ CommunityLINK (Learning Includes Nutrition and Knowledge) funding is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs. CommunityLINK provides \$59.2 million in funding to all 60 school districts.

ROW 25: EDUCATION MINOR CAPITAL

The provincial funding model provides an Annual Facility Grant (AFG) to Boards of Education for capital maintenance and improvements to school buildings, such as mechanical and electrical upgrades, roofing, upgrades to interior and exterior building envelopes, addressing risk management issues, accessibility, and other functional improvements to schools.

First Nations schools' funding allocations include a corresponding calculation of Education Minor Capital (replacing Operations and Maintenance (O&M): **\$120 (Amount) for each school-age and adult FTE student (Factor)**).

This calculation represents a historical amount transferred by ISC's Community Infrastructure Program.

Note: Funding for major capital is not included in BCTEA.

ROW 26: LANGUAGE AND CULTURE FUNDING

Federal funding of \$3.6 million was provided in Budget 2016 for Language and Culture, originally funded under the New Paths for Education program. Since the New Paths for Education program ended, this funding is now part of the BCTEA funding formula, calculated as: **\$1,195 (Amount) for each school-age headcount student**.

ROW 27: TRANSPORTATION FUNDING

The supplement for Unique Geographic Factors – Student Location Factor provides funding generally intended to fund transportation of students to schools.

Funding provided to First Nations under the Student Location Factor has been recognized as inadequate to transport First Nation students to schools on reserve. As a result, additional funding of \$2 million has been allocated for Transportation.

The Transportation funding is now allocated in the BCTEA funding model based on Weighted Eligible Enrolment (WEE) multiplied by prescribed transportation per student rates, and determined as follows:

Enrolment Weighting Factors

- K4 to Grade 3: 100%
- Grade 4 to 12: 80%
- Adults: 50%

Total Weighted Eligible Enrolment (WEE) = (K4-3 Enrol.) x 100% + (Grade 4-12 Enrol.) x 80% + (Adult Enrol.) x 50%

Transportation Student Rate based on WEE

- If WEE is: [0 to 23] \$993.50

- If WEE is: (23 to 35] \$864.60
- If WEE is: (35 to 47] \$713.80
- If WEE is: > 47 \$547.30

Total Transportation Funding = Total Weighted Eligible Enrolment x Transportation Student Rate

ROW 28: FUNDING PROTECTION

A Funding Protection mechanism is being implemented based on the Ministry of Education funding formula. Funding Protection is intended to ensure that First Nations are provided with stable, sustainable, and predictable funding. Funding Protection is an additional amount to protect against any funding decline larger than 1.5% when compared to the previous year.

- Funding protection is determined by comparing the total operating grants calculated by the BC First Nations Education Funding Model for the previous school year to the total operating grants for the current school year; and
- Funding Protection will apply to all components of the BC First Nations Education Funding Model as set out in this BC First Nations Education Funding Handbook.

FIRST NATION SCHOOL FUNDING ADMINISTERED BY FNEC

First Nations Language Program Funding

(This funding is not within the scope of the K-12 BCTEA formula; it is BCTEA funding managed by FNEC and FNFA)

<http://www.fnfa.ca/language-and-culture>

BCTEA includes annual funding to support the First Nations Language and Culture programming of First Nations schools in BC. This funding is in addition to the federal commitment of \$3.6 million through Budget 2016 for Language and Culture – which was originally funded under New Paths and now is allocated as part of the BCTEA funding allocation (calculated as \$1,195 for each school-age headcount student).

FNLCF funding of approximately \$14 million is allocated directly to First Nations schools through a school-grant allocation process.

Schools are provided a base amount of funding (allocated per First Nation, not per school), recognizing that needs exist in all First Nations schools in the province. That base amount is supplemented by a per capita-determined allocation to account for differing school sizes.

First Nations schools access their FNLCF grants through the submission of workplans that detail the activities to be undertaken according to the eligible expenditures.

Collective activities also are implemented each year, including in-school and virtual coaching for language and culture teaching, as well as professional development and information sharing opportunities.

For more information, contact languagefunding@fnesc.ca

Special Education Program (SEP) Funding

(This funding is not within the scope of the K-12 BCTEA formula; it is BCTEA funding managed by FNEC and FNSA. See www.fnsa.ca/sep)

FNEC and FNSA manage Special Education Program (SEP) funding and services for First Nation students who are eligible to be on the ISC nominal roll and attend a First Nation school in BC.

The majority of the funding available for this program is allocated to First Nation schools through a school-grant process. Each year, all schools are provided a base amount of funding (allocated per First Nation, not per school), recognizing that needs exist in all First Nation schools in the province. That base amount is supplemented by a per capita-determined allocation to account for differing school sizes.

First Nation schools access their SEP grants through the submission of workplans that detail the activities to be undertaken, a program budget, as well as an anonymous listing of the school's students who have identified special needs.

In addition to their regular base-plus-per-capita determined school grants, BC First Nation schools are able to apply for a funding grant to address extraordinary special education needs. Applications for this funding require the submission of full assessment information demonstrating the exceptional needs of individual students. A fixed amount of funding is set aside for this purpose annually, and the available resources are allocated to schools according to the overall number of eligible applications. Therefore, the annual per student allocations vary depending upon changing demand. Schools that are interested in accessing a portion of this additional, separate funding should contact SEP staff; information and application forms are distributed to all schools in the fall of each year, and a deadline for applications is strictly applied.

First Nation schools are also provided grants to support access to Speech Language and Occupational Therapy services for students who have or are suspected of having related exceptionalities. The grants are calculated according to a base amount plus a BCTEA Remoteness Factor supplement to recognize the varying costs of travel for SLPs and OTs to provide services to schools located throughout the province. First Nation schools are notified of their grant allocations each year, and they are asked to submit a workplan in order to access their grants.

Collective activities are also implemented each year to maximize the benefits of the SEP funding, including information and advice from SEP staff, supports from Speech Language Pathologists and Occupational Therapists, and a range of professional development and training programs.

For more information, contact sepfunding@fnesc.ca.

Transportation Capital Funding: School Bus Purchase Program (SBPP)

(This funding is not within the scope of the K-12 BCTEA formula; it is BCTEA funding managed by FNEC and FNSA.)

Through BCTEA, Canada provides Transportation Capital Funding, annually, to contribute to the purchase of school buses to transport Nominal Roll (NR) students to First Nations schools. The funding that is available may not be sufficient to meet all needs immediately. FNEC and FNSA manage approximately \$1.5 million a year for this purpose.

Consistent with BCTEA, a Transportation Capital Policy approved by the FNSA Board and FNEC Executive determines the allocation of these funds to replace “below standard” school transportation vehicles with new “standard” school buses. This program began in 2017/18 and six funding cycles have been completed as of June 2022.

<i>Year</i>	<i># School Buses</i>	<i>Total Allocation</i>
2017/18	23	\$1.6 million
2018/19	18	\$1.6 million
2019/20	14	\$1.2 million
2020/21	17	\$1.6 million
2021/22	18	\$1.4 million
2022/23	16	\$1.7 million

Each year, a transportation survey is used to gather comprehensive information about First Nations schools’ vehicles, including variables such as vehicle type (whether it is a bus, van, or car, etc.), vehicle age, and odometer reading. Funding allocations are based on this survey data, as the information is used to prioritize replacement needs.

For reference, the following vehicle age and odometer/distance benchmarks are used by the BC public school system for their school bus replacement considerations.

<i>School Bus Type</i>	<i>Passenger Capacity</i>	<i>Age (Years)</i>	<i>Distance (KMs)</i>
Type A2	20-29	10	250,000
Type C	34-76	12	325,000
Type D-RE & D-FE	80+	15	400,000

For the First Nations schools transportation capital program, after all student safety concerns have been fully addressed, if additional funding becomes available in the future, the transportation capital policy could be updated to consider service expansion options, by supporting new routes (currently unserved), expanding existing routes (currently underserved), or both.

For more information, contact Dileepa Kumarapperuma, Senior Analyst, FNEC at dileepak@fnesc.ca.

APPENDIX ONE: ISC BCTEA Funding Detail Budget Report Table

Appendix One: ISC BCTEA Funding Detail Budget Report Table						
BCTEA Funding Formula - Adjustment Report						
Row #	Funding Component	September 2022 School Year		70% Estimate for September 2023 School Year (Based on 2022 NR)		
		Factor/Amount	Allocation	Factor/Amount	Allocation	Sept - Mar Allocation (70%)
1	Basic Amount		7,885		8,625	
2	Adult Education		7,885		8,625	
3	Enrolment Decline					
4	<i>(FTEs 1 year previous)</i>	1%-4%: 50%, >4%: 75%		1%-4%: 50%, >4%: 75%		
5	<i>(FTEs 3 years previous)</i>	>7%: 50%		>7%: 50%		
6	ELL	22.6% * 1,585		22.6% * 1,735		
7	Aboriginal Education		1,565		1,710	
8	Small Community Supplement					
9	<i>Elementary</i>	# 7 - 110		# 7 - 110		
10	<i>Secondary</i>	# 100 - 635		# 100 - 635		
11	<i>Grade 11 & 12</i>	# 15 - 215		# 15 - 215		
12	Low Enrolment Factor					
13	<i>(FTEs)</i>		1,638		1,638	
14	<i>(schools)</i>		40,946		40,946	
15	Rural Supplement	Basic Amount * 20% * Factor		Basic Amount * 20% * Factor		
16	Salary Differential		180.33		180.33	
17	Climate Supplement	Basic Amount * 5% * Factor		Basic Amount * 5% * Factor		
18	Curriculum and Learning (Education Plan)		9		9	
19	Student Location Factor					
20	Non-Formula (non-OGM) Funding		14.04%		14.04%	
21	Technology Support (Non-Formula)					
22	<i>BCEsis Funding</i>		20		20	
23	<i>Technology Funding (Connectivity)</i>					
24	Equity of Opportunity (Vulnerable Stdnts)		130.42		130.42	
25	Education Minor Capital (O&M)		120		120	
26	Language & Culture (New Paths)		1,195		1,195	
27	Transportation Component	993.50 / 864.60 / 713.80 / 547.30		993.50 / 864.60 / 713.80 / 547.30		
28	BCTEA Funding Protection		98.50%		98.50%	

APPENDIX TWO:**ISC list of First Nations and associated School Districts**

Band #	Band Name	SD #	School District Name
530	WITSET FIRST NATION	82	COAST MOUNTAINS
535	GITSEGUKLA INDIAN BAND	82	COAST MOUNTAINS
536	GITWANGAK INDIAN BAND	82	COAST MOUNTAINS
539	NUXALK NATION BAND	49	CENTRAL COAST
540	KITASOO XAI'XAIS NATION	49	CENTRAL COAST
542	SAULTEAU FIRST NATIONS	59	PEACE RIVER SOUTH
543	FORT NELSON FIRST NATION	81	FORT NELSON
544	PROPHET RIVER FIRST NATION	81	FORT NELSON
549	TSLEIL-WAUTUTH NATION	44	NORTH VANCOUVER
550	MUSQUEAM INDIAN BAND	39	VANCOUVER
555	SQUAMISH INDIAN BAND	44	NORTH VANCOUVER
557	LIL'WAT NATION	48	HOWE SOUND
559	STS'AILES BAND	78	FRASER-CASCADE
561	DOUGLAS INDIAN BAND	78	FRASER-CASCADE
562	SKATIN	78	FRASER-CASCADE
573	SKWAH INDIAN BAND	33	CHILLIWACK
574	SQUIALA FIRST NATION	36	SURREY
578	SUMAS FIRST NATION	34	ABBOTSFORD
581	SEABIRD ISLAND INDIAN BAND	78	FRASER-CASCADE
592	XAXLI'P INDIAN BAND	74	GOLD TRAIL
593	T'IT'Q'ET	74	GOLD TRAIL
595	TSAL'ALH	74	GOLD TRAIL
596	OSOYOOS INDIAN BAND	53	OKANAGAN-SIMILKAMEEN
597	PENTICTON INDIAN BAND	67	OKANAGAN-SKAHA
598	LOWER SIMILKAMEEN BAND	53	OKANAGAN-SIMILKAMEEN
600	SPLATSIN	83	NORTH OKANAGAN-SHUSWAP
602	?AQAM	5	SOUTH EAST KOOTENAY
606	LOWER KOOTENAY INDIAN BAND	8	KOOTENAY LAKE
608	TAKLA NATION	91	NECHAKO LAKES
609	TSAY KEH DENE BAND	91	NECHAKO LAKES
610	KWADACHA INDIAN BAND	87	STIKINE
616	OKANAGAN INDIAN BAND	23	CENTRAL OKANAGAN
617	TL'AZT'EN NATION	91	NECHAKO LAKES
622	CAMPBELL RIVER INDIAN BAND	72	CAMPBELL RIVER
626	KWAKIUTL INDIAN BAND	85	VANCOUVER ISLAND NORTH
631	NAMGIS FIRST NATION	85	VANCOUVER ISLAND NORTH
633	QUATSINO INDIAN BAND	85	VANCOUVER ISLAND NORTH
636	DZAWADA'ENUXW FIRST NATION	85	VANCOUVER ISLAND NORTH
641	STZ'UMINUS FIRST NATION	68	NANAIMO-LADYSMITH
642	COWICHAN	79	COWICHAN VALLEY
648	SNUNEYMUXW FIRST NATION	68	NANAIMO-LADYSMITH
649	NANOOSE FIRST NATION	68	NANAIMO-LADYSMITH
650	PENELAKUT TRIBE	79	COWICHAN VALLEY
653	TSARTLIP INDIAN BAND	63	SAANICH
656	SONGHEES NATION	61	GREATER VICTORIA
657	T'SOU-KE FIRST NATION	62	SOOKE
658	PACHEEDAHT FIRST NATION	62	SOOKE

Band #	Band Name	SD #	School District Name
669	OLD MASSETT VILLAGE COUNCIL BAND	50	HAIDA GWAIH/QUEEN CHARLOTTE
672	GITXAALA NATION	52	PRINCE RUPERT
680	KITSELAS INDIAN BAND	82	COAST MOUNTAINS
681	KITSUMKALUM INDIAN BAND	82	COAST MOUNTAINS
683	ISKUT INDIAN BAND	87	STIKINE
684	ADAMS LAKE INDIAN BAND	73	KAMLOOPS/THOMPSON
688	TK'EMLÚPS TE SECWÉPEMC	73	KAMLOOPS/THOMPSON
690	NESKONLITH INDIAN BAND	73	KAMLOOPS/THOMPSON
693	COLDWATER INDIAN BAND	58	NICOLA-SIMILKAMEEN
695	LOWER NICOLA INDIAN BAND	58	NICOLA-SIMILKAMEEN
697	UPPER NICOLA INDIAN BAND	58	NICOLA-SIMILKAMEEN
705	LYTTON INDIAN BAND	74	GOLD TRAIL
710	TŚIDELDEL FIRST NATION	27	CARIBOO-CHILCOTIN
711	ESK'ETEMC	27	CARIBOO-CHILCOTIN
712	TL'ETINQOX GOVERNMENT	27	CARIBOO-CHILCOTIN
717	YUNESIT'IN GOVERNMENT	27	CARIBOO-CHILCOTIN
719	WILLIAMS LAKE FIRST NATION	27	CARIBOO-CHILCOTIN
722	ULKATCHO INDIAN BAND	27	CARIBOO-CHILCOTIN
723	STSWECEM'C XGET'TEM FIRST NATION	74	GOLD TRAIL
724	GWA'SALA-NAKWAXDA'XW INDIAN BAND	85	VANCOUVER ISLAND NORTH
728	YEKOOCHÉ FIRST NATION	91	NECHAKO LAKES
538	HEILTSUK INDIAN BAND	49	CENTRAL COAST
607	LAKE BABINE NATION	91	NECHAKO LAKES,BULKLEY VALLEY
612	NADLEH WHUTEN	91	NECHAKO LAKES
613	STELLAT'EN FIRST NATION	91	NECHAKO LAKES
614	NAK'AZDLI WHUT'EN	91	NECHAKO LAKES
623	CAPE MUDGE INDIAN BAND	72	CAMPBELL RIVER
659	AHOUSAHT INDIAN BAND	70	ALBERNI
670	SKIDEGATE INDIAN BAND	50	HAIDA GWAIH/QUEEN CHARLOTTE
674	LAX KW'ALAAMS INDIAN BAND	52	PRINCE RUPERT
675	GITGA'AT FIRST NATION	52	PRINCE RUPERT
676	HAIsla NATION	82	COAST MOUNTAINS
687	SKEETCHESTN INDIAN BAND	73	KAMLOOPS/THOMPSON
691	SIMPCW FIRST NATION	73	KAMLOOPS/THOMPSON
713	CANIM LAKE INDIAN BAND	27	CARIBOO-CHILCOTIN

APPENDIX THREE:

Definitions of 2022/23 Special Purpose Grants

Funding Grant	Definition
Next Generation Network	Next Generation Network (NGN) provides modern high-speed internet infrastructure that services all public schools in the province. Implementation began in 2014, replacing the former Provincial Learning Network.
Classroom Enhancement Fund	A Memorandum of Agreement (MoA) between the Ministry of Education, BC Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF) was signed in 2017 to restore class size and composition language to local collective agreements. CEF was created to fund the implementation of the MoA at the district level. CEF is a complex, cost-based funding process for the restored language that is unique to each school district which is determined by class size and composition limits as well as specialist teacher ratios.
Learning Improvement Fund	LIF provides ongoing funding to school districts for the hiring of additional Educational Assistants (EAs) to support students with diverse needs.
Annual Facility Grant	The Annual Facility Grant is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets. The amount of a board of education's annual facility grant is calculated using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.
Pay Equity	Pay Equity is a special grant provided to all districts. Pay equity is the principle that recognizes that workers who perform work of equal value, though not identical or similar work, should be paid equally.
Student Transportation Fund	The Student Transportation Fund (STF) is a special grant provided to school districts to assist with improving transportation services for students. The STF is calculated based on a formula tied to the Student Location Factor, a component of the operating grant formula which is used to determine the rural make-up of a school district.
Mental Health in Schools	The Mental Health grant provides school districts and FISA BC with an opportunity to build capacity in mental health and well-being related knowledge, skills, and resources in school communities.
MyEd BC	These funds are to help school districts implement and maintain the MyEdBC reporting system.
Support Staff Benefits	In the 2014 and 2019 rounds of collective bargaining with the support staff unions it was negotiated that funds would be put aside to standardize the benefits across the plans. This is that funding and comes out of the envelope of funds allotted to those negotiations.
CommunityLINK	CommunityLINK (Learning Includes Nutrition and Knowledge) is a special grant that supports the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counselling, youth workers and after-school programs.
FSA Scorer Grant	Grant to subsidize the costs of FSA marking sessions.
Feeding Futures Fund (School Food Program)	To support K-12 students and their families with accessing healthy foods at school, government is expanding its existing school food programs. The new investments will help reduce food insecurity.

