

BC Tripartite Education Agreement (BCTEA) Funding Handbook

2026/27



www.fnesc.ca/bctea

First Nations Education Steering Committee & First Nations Schools Association
113-100 Park Royal South, West Vancouver, BC V7T 1A2 info@fnesc.ca P:604-925-6087

Table of Contents

Introduction.....	3
Important reminders	4
Part A: BCTEA Funding for BC First Nation Schools.....	5
Overview:	5
Budgeting and Financial Management	5
What is New?	6
BCTEA Funding Detail Budget Report Table 2026/27	7
Row 1: Basic Allocation	8
Rows 2 – 4: Enrolment Decline.....	8
Row 5: English Language Learning (ELL)	8
Row 6: Indigenous Education.....	9
Row 7: Equity Of Opportunity Supplement.....	9
Row 8: Salary Differential.....	9
Rows 9 – 12: Small Community Supplement.....	9
Rows 13 – 15: Low Enrolment Factor	11
Row 16: Rural Factor	11
Row 17: Climate Factor	11
Row 18: Student Location Factor	11
Row 19: Curriculum & Learning Support Fund	12
Row 20: Indigenous Education Councils (IEC)	12
Row 21: Non-OGM	12
Row 22: MyEdBC.....	13
Row 23: Connectivity.....	13
Row 24: Operations and Maintenance (O&M)	13
Row 25: Language And Culture	14
Row 26: Transportation	14
Row 27: Funding Protection	15
BCTEA Funding Administered by FNEC for First Nation Students Attending First Nation Schools	16
First Nations Language and Culture Program (FNLCP)	16
Supporting Students with Exceptionalities Program (SSEP)	16
School Bus Capital Funding for First Nation Schools	17
Part B: Funding for First Nation Students Attending BC Public or BC Independent Schools	19
First Nation Student Rate (FNSR)	19
Ancillary Services.....	19

First Nation Student Transportation Fund for Students attending BC Public Schools.....	19
Part C: Funding that applies to all First Nation Students	21
Comprehensive Instructional Support Services (CISS).....	21
Financial Assistance (Student Allowance)	21
Guidance & Counselling	21
Accommodation Services.....	21
Menstrual Products	22
National School Food Program	22
Funding Administered by FNEESC	23
Before- and After-School Programming (BASP)	23
Annual Funding to FNEESC.....	23
APPENDIX I: Summary of BC's Operating Grants Manual (2026/27).....	24
APPENDIX II: ISC list of First Nations and associated School Districts (A-Z)	25
APPENDIX III: Non-OGM 101	28
APPENDIX IV: FNSR 101	30

Introduction

This Handbook is prepared by the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA) to explain education funding provided to First Nations in British Columbia according to the British Columbia Tripartite Education Agreement (BCTEA).

This Handbook is divided into three sections:

- **Part A:** Funding for First Nation Students attending BC First Nation Schools
- **Part B:** Funding for First Nation Students attending BC Public or BC Independent Schools
- **Part C:** Funding that applies to all First Nation Students

For the purposes of this Handbook:

- “First Nation School” means a school located on-reserve and operated and administered by one or more First Nations in British Columbia, and providing education at one or more of the kindergarten, elementary or secondary levels, and includes First Nation Independent Schools.
- “First Nation Student” means a student who is ordinarily resident on reserve in British Columbia and is eligible to be on the Nominal Roll.
- “Nominal Roll” means the registry of all eligible elementary and secondary students ordinarily resident on reserve and funded by Canada to attend a band-operated, federal, provincial, or private/independent school. A student who is ordinarily resident on reserve land that is leased is not eligible to be on the Nominal Roll unless that student is a registered Indian. To be eligible for the Nominal Roll, a student must be:
 - enrolled in a band-operated, federal, provincial, or a private/independent school (including E-learning institutions and Alternative/Outreach schools) recognized by the province in which the school is located as an elementary/secondary institution;
 - a school- student aged 4 to 21 years on December 31 of the school year in which funding support is required and enrolled in Kindergarten 4 through grade 12, or an adult student age 18 and over who is: 1) not-graduated and enrolled in a Graduation Diploma program or 2) graduated and taking specific Ministry of Education and Child Care (ECC) courses for upgrading purposes, as of December 31 of the school year in which funding support is required; and
 - ordinarily resident on reserve.
- “Ordinarily resident on-reserve” means that the student usually lives at a civic address on reserve, is a child in joint custody who lives on reserve most of the time, or is staying on reserve and has no usual home elsewhere. Students continue to be considered ordinarily resident on reserve if they return to live on reserve with their parents, guardians or maintainers during the year, even if they live elsewhere while attending school or working at a summer job. (In this context, reserves are deemed to include all land set aside by the federal government for the use and occupancy of an Indian band, along with all other Crown lands which are recognized by Canada as settlement lands of the Indian band of which the student is a resident).

- In relation to the funding factors:
 - “Headcount” refers to the physical number of individual students enrolled in the school.
 - “FTE” means “full-time equivalent”, which is a measure of student enrolment where 1.0 equals full-time enrolment and part-time participation is converted into a decimal (e.g. 0.5 FTE is half-time, 0.125 FTE is one course at the secondary level). FTE is sometimes used for funding purposes.

This Handbook is meant to assist with tracking funding to allow for long-term budgeting and financial planning. Please note that certain rates and factors described in this Handbook are estimates to support planning and will be finalized in May 2027.

FNESC has also prepared a BCTEA Funding “Estimator Tool” as a resource for First Nations and First Nation Schools, which can be used to help First Nations education staff forecast their education funding, based on projected enrolments. To access this tool, please e-mail mparagas@fnesc.ca.

Important reminders

- Funding that is provided according to the BC First Nations Education Funding Model is for students who are included on ISC BC Region’s Nominal Roll.
- All First Nations that receive funding from the BC First Nations Education Funding Model are required to participate in ISC’s annual Nominal Roll data collection process according to the established deadlines. Further information about deadlines can be found on [FNESC's website](#), under *Resources > Nominal Roll and Joint Verification Process*.
- First Nations whose school on-reserve has students residing off-reserve attending their schools can be funded through the Reciprocal Tuition Agreement with the BC Ministry of Education and Child Care. Reciprocal tuition funding is not addressed in this Handbook. Further information about the Reciprocal Tuition Agreement can be found in the [Reciprocal Tuition Handbook](#).

Part A: BCTEA Funding for BC First Nation Schools

Overview:

- BCTEA funding for First Nation Schools is based on the BC Ministry of Education and Child Care’s funding model for public schools, with specific adaptations to reflect the unique circumstances of First Nation Schools. The Ministry’s funding model is described in detail in its [Operating Grants Manual \(OGM\)](#). A list of the components included in the 2026/27 Operating Grants Manual can be found in [Appendix I](#).
- The rates for each component are updated annually to align with changes in the provincial Operating Grants Manual (OGM). This Handbook is currently using the 2026/27 estimated rates. It will be updated to include the 2026/27 final rates when they are available in May 2027
- This Handbook is written to align with ISC’s Budget Allocation Report – that is, the report ISC provides each First Nation to communicate the First Nation’s annual funding allocation for students on the ISC BC Region Nominal Roll attending First Nation schools. This Handbook does not follow the sequence of the BC Ministry of Education and Child Care’s OGM. The factors included in First Nation Schools’ funding allocations, along with the corresponding component of the OGM, are described in [Table 1](#).
- First Nation Schools’ funding allocations are calculated using enrolment data and factors that apply specifically to each school. The enrolment data used for calculating the First Nations’ funding is the information provided by the First Nation on ISC’s BC Region Nominal Roll, submitted annually to BC Region.
- Some BCTEA Funding Model factors described in this Handbook (rows 16, 17, and 18) are based on the “associated school district” or the school district in which the First Nation School is located. For ISC’s list of First Nations and their associated school districts, see [Appendix II](#).
- The BCTEA Funding Model, which has been in place since 2018, is intended to provide more stability and predictability. However, annual funding amounts are based on First Nation Student enrolment numbers, meaning that funding will fluctuate with changing enrolment numbers. In addition, rate updates will sometimes cause funding amounts to fluctuate.

Budgeting and Financial Management

- This Handbook provides information about the BCTEA funding model and how First Nations’ funding allocations are calculated by ISC.
 - The factors included in the BCTEA Funding Detail Report Table (see below) and described in this Handbook are used to calculate BCTEA funding. Each school’s budget and actual spending do not have to match the factors used to calculate the overall funding amount.

- School principals, with their School Governing Authorities, should use the total funding available to the school to develop a budget that meets their unique needs and circumstances.
- For more information regarding School Governing Authorities and their financial management responsibilities, please refer to: ***A Handbook for First Nation School Governing Authorities***, which can be found on [FNESC's website](#), under *Resources > Publication Catalogue*.

What is New?

Indigenous Education Councils (IEC) Funding

- The BC Ministry of Education and Child Care and FNESC co-developed legislative amendments to the School Act, a ministerial order, an IEC Policy, and a Terms of Reference to support effective implementation of IECs across the 60 BC school districts. IECs will play an important role in improving student achievement and attendance at the school district level.
- The BC Ministry of Education and Child Care has committed to three years of capacity funding for school districts, which will be provided as a targeted grant through the provincial OGM. These funds are intended to cover costs associated with establishing and maintaining IECs, including secretariat support, activities, and costs related to IECs carrying out their purposes.
- Corresponding to this funding, starting in 2025/26 until 2027/28, the BCTEA Funding Model includes a grant amount that is determined based on the provincial IEC capacity funding.
- First Nations have flexibility to use the funding as relevant to support their school governance structure.

Continued since 2023/24

- **Temporary First Nations Adult Education Investment Funding:**
Enhancement of the BCTEA Formula from 2023/24 through 2026/27 (Students Aged 22 and Older)

The Federal Budget 2021 announced \$350 million over 5 years, beginning in 2022/23, intended to help adult learners who are ordinarily resident on-reserve complete and upgrade their secondary education. BC Region's total funding allocation of \$24.1 million (approximately \$6 million annually over 4 years), is available to BC First Nations *beginning in 2023 until the end of March 2027*.

A portion of this annual funding is distributed by ISC directly to First Nations as adaptations to the BCTEA funding formula for ISC-approved First Nation Schools and Adult Education Centres. Specifically, students age of 22 and older (adult students) will generate funding at the same level as students who are under the age of 22 (school-age students as defined for Nominal Roll purposes). The funding adaptations include the following factors from the BCTEA funding formula: Enrolment Decline, English Language Learning, Indigenous Education, Small Community Supplement, Rural Supplement, Climate Supplement, Student Location Factor, Non-OGM, Language and Culture, and Transportation.

Please note that this funding has different budget coding than the Elementary/Secondary Education Program. This funding amount is not included under the BCTEA; this initiative is funded separately by ISC and is administered outside the scope of the BCTEA.

BCTEA Funding Detail Budget Report Table 2026/27

In this Handbook, the reference to “row number” corresponds to the row on page 5 of the ISC’s Budget Allocation Report. This Budget Allocation Report also includes a column showing “Factor” and “Amount.” The “Factor” is multiplied by the “Amount” to get the “Allocation.” The estimated Amount for each row is described in this Handbook.

ROW	BCTEA FACTOR	RELATIONSHIP TO OGM	OGM TABLE
1	Basic Allocation	Duplicate of OGM	Table 2b
2-4	Enrolment Decline	Duplicate of OGM	Table 3a/3b
5	English Language Learning (ELL)	Adapted from OGM	Table 4b
6	Indigenous Education	Duplicate of OGM	Table 4b
7	Equity of Opportunity Supplement	Adapted from OGM	Table 4c
8	Salary Differential	Adapted from OGM	Table 5
9-12	Small Community Supplement	Duplicate of OGM	Table 6a
13-15	Low Enrolment Factor	Adapted from OGM	Table 6b
16	Rural Factor	Adapted from OGM	Table 6c
17	Climate Factor	Adapted from OGM	Table 6d
18	Student Location Factor	Adapted from OGM	Table 6f
29	Curriculum & Learning Support Fund	Adapted from OGM	Table 8
20	Indigenous Education Councils (IEC)	Adapted from OGM	Table 14
21	Non-OGM	Not in OGM	-
22	MyEdBC	Not in OGM	-
23	Connectivity	Not in OGM	-
24	Operations and Maintenance	Not in OGM	-
25	Language and Culture	Not in OGM	-
26	Transportation	Not in OGM	-
27	Funding Protection	Duplicate of OGM	Table 7

As previously indicated, the BCTEA Funding Model is based on the BC Ministry of Education and Child Care’s funding model for public schools, with specific adaptations to reflect the unique circumstances of First Nation Schools. As seen in the table above, some of the BCTEA Funding Model components match components in BC’s Operating Grants Manual, while other components are adapted or are not included in the OGM.

Row 1: Basic Allocation

The BCTEA Funding Model includes a basic allocation for each eligible full-time equivalent (FTE) student (K4 to Grade 12; ages 4 and above) enrolled in a First Nation School and reported in the ISC BC Region Nominal Roll September enrolment count.

Funding recipients will receive: **\$9,015 (Amount) for each FTE student (Factor).**

Rows 2 – 4: Enrolment Decline

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

FTEs 1 Year Previous

- For each funding recipient with a school-age FTE student count greater than a 1% decline, but less than or equal to a 4% decline from the previous September: **an addition of 50% of the current year's Basic Allocation amount (see [Row 1 Basic Allocation](#))**
- For each funding recipient with a school-age FTE student count greater than a 4% decline from the previous September: **an addition of 75% of the current year's Basic Allocation amount (see [Row 1 Basic Allocation](#))**

***Note:** Decline is the change in enrolment between that of the last instructional day of September of the current school year and that of the last instructional day of September of the previous school year.*

FTEs 3 Years Previous

- For each funding recipient with a school-age FTE student count greater than a 7% decline between the previous September and the September two years prior: **an addition of 50% of the current year's Basic Allocation amount (see [Row 1 Basic Allocation](#))**

Row 5: English Language Learning (ELL)

To correspond with English Language Learning (ELL) grants provided in the provincial funding model, the BCTEA Funding Model includes ELL funding to support improvements in literacy for students in First Nation Schools. 22.6% was determined as a proxy for the rate of ELL students using historical data.

Funding recipients will receive: **\$1,815 (Amount) times 22.6% for each school-age headcount student (Factor).**

Row 6: Indigenous Education

To correspond with the Indigenous Education grants (also known as targeted funds) provided in the provincial education system, the BCTEA Funding Model includes funding to support students in First Nation Schools.

Funding recipients will receive: **\$1,790 (Amount) for each school-age headcount student (Factor).**

Row 7: Equity Of Opportunity Supplement

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. 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 Model includes a grant amount that is determined based on the provincial Equity of Opportunity funding and Community Link funding, provided to School District No. 92 (Nisga'a), which has the highest proportion of Indigenous studentsⁱ.

Funding recipients will receive: **\$167.45 (Amount) for each school-age and adult FTE student (Factor).**

Row 8: 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 Model includes an amount that is based on the average salary differential in the provincial system.

Specifically, funding recipients will receive: **\$180.33 (Amount) for each school-age and adult FTE student (Factor).**

Rows 9 – 12: 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 2026/27 school year, the supplement will be determined using the funded FTE enrolment as of the last instructional day of September in the previous school year (i.e., September 29, 2025). First Nation Schools' funding allocations include a corresponding supplement, calculated using the following formulas.

Elementary

Eligibility: Schools with 250 or fewer elementary FTE students

For schools with fewer than 8 elementary FTEs:	\$120,660 for each funding recipient*
For schools with 8 to 110 elementary FTEs:	\$253,449 for each funding recipient*
For schools with 111 to 250 elementary FTEs:	The \$253,449 maximum minus \$1,810.35 for each elementary FTE student over 110*

***Note:** Tribal Councils are calculated at the Band of Residence level

or Elementary Remote

Eligibility: Schools with 75 or fewer elementary 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:	\$257,165 base amount per funding recipient*
For schools with 16 to 75 elementary FTEs:	\$289,045 base amount per funding recipient*

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

***Note:** Tribal Councils are calculated at the Band of Residence level

Secondary

Eligibility: Funding Recipient whose schools have 635 or fewer secondary FTE students

For schools with 100 or fewer secondary FTEs:	\$7,286.70 per FTE student
For schools with 101 to 635 secondary FTEs:	\$728,670 maximum minus \$1,362 for each secondary FTE student over 100

and Grade 11 and 12

Eligibility: Funding Recipients whose school is eligible for the Secondary Small School Supplement (above), **and** have FTE students in Grades 11 and/or 12

For schools with 15 or fewer Grade 11 & 12 FTEs:	\$19,680 per FTE student
For schools with 16 to 215 Grade 11 & 12 FTEs:	\$295,200 maximum minus \$1,476 for each grade 11 & 12 FTE student over 15

Rows 13 – 15: Low Enrolment Factor

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 (e.g., No. 50 Haida Gwaii; No. 49 Central Coast; No. 84 Vancouver Island West; No. 92 Nisga'a; and No. 87 Stikineⁱⁱ).

Specifically, funding recipients will receive: **a \$15,684.25 base (Amount) for each school (Factor), and \$627.37 (Amount) for each school-age and adult FTE student (Factor).**

Row 16: Rural Factor

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 Model includes a comparable supplement, calculated using the public school rural index for the First Nation School's associated school district and the current year's Basic Amount (Row 1). Rural indices can be found in Table 6 of the Province's Operating Grant Manual (OGM) Grant Tables.

Funding recipients will receive: **Basic Allocation amount as per Row 1 x Rural Index x 20% weighting factor (Amount) for each school-age FTE student (Factor).**

Row 17: Climate Factor

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

The BCTEA Funding Model includes a comparable supplement, calculated using the Climate Index for the First Nation School's associated school district and the current year's Basic Amount (Row 1). The Climate Index can be found in Table 6 of the Province's Operating Grants Manual (OGM) Grant Tables.

Funding recipients will receive: **Basic Allocation amount as per Row 1 x Climate Index x 6% weighting factor (Amount) for each school-age FTE student (Factor).**

Row 18: Student Location Factor

Until 2011/12, the provincial funding model included a supplement for Transportation. In 2012/13, the Ministry of Education (presently the BC Ministry of Education and Child Care) 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 Model includes a corresponding supplement for the Student Location Factor, which is calculated based on the per FTE amount of funding allocated to the First Nation School's associated school district, applied to the school's FTEs. Student Location Factor amounts for school districts can be found in Table 6 of the Province's Operating Grants Manual (OGM) Grant Tables.

Funding recipients will receive: **the associated school district's student location factor per pupil amount (Amount) for each school-age FTE student (Factor).**

Row 19: Curriculum & Learning Support Fund

Since 2013/14, 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 Model includes a corresponding supplement, which was renamed Curriculum and Learning Support Fund beginning in 2019/20.

Funding recipients will receive: **\$9 (Amount) for each school-age and adult FTE student (Factor).**

Row 20: Indigenous Education Councils (IEC)

In the provincial funding model, funding is provided to districts to support the implementation of Indigenous Education Councils. The BC Ministry of Education and Child Care provides a base grant per school district, and an additional grant per First Nation located within the district's boundaries and a rural factor adjustment.

Corresponding to this funding, the BCTEA Funding Model includes a grant amount that is determined based on the provincial Indigenous Education Councils funding provided to School District No. 92 (Nisga'a), which has the highest proportion of Indigenous students.

Funding recipients will receive: **\$277.22 (Amount) for each school-age and adult FTE student (Factor).**

Row 21: Non-OGM

This element of the BCTEA Funding Model is not included in the provincial Operating Grants Manual, but it corresponds to other **Special Purpose Grants** provided to public Boards of Education. Those special purpose grants provide additional funding to meet students' different needs. These grants provide Boards of Education anywhere from 10% - 20% of funding in addition to their operating grants.

The non-OGM rate is calculated as the proportion of non-formula funding for school districts over the net operating grant funding, based on the financial statements of the previous school year.

The non-OGM amounts for First Nation Schools is calculated by multiplying the non-OGM rate with the funding recipient's total funding of components from Row 1 through 20. For 2025/2026, the non-OGM funding rate for First Nation Schools was calculated as 16.75%. For 2026/27, the estimated non-OGM funding for First Nation Schools will be updated in early 2027.

The grants included in the non-OGM funding, as well as additional information on this component can be found in [Appendix III](#).

Row 22: MyEdBC

The provincial funding model provides annual funding to Boards of Education for the operation of MyEdBC (formerly known as "BCeSIS"). The BCTEA model provides a corresponding allocation to address student information requirements.

Funding recipients will receive: **\$20 (Amount) for each school-age and adult headcount student (Factor).**

Row 23: Connectivity

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.

In 2018, ISC provided one-time funding of \$2,540,000 for the completion of a comprehensive connectivity project for First Nation Schools and committed to ongoing funding for schools' connectivity costs. An annual amount of \$2,394,042 is provided for this purpose.

That funding is allocated to each BCTEA-funded First Nation to supplement costs of First Nation School connectivity. Any portion of the \$2,394,042 that is not allocated to First Nations to supplement their schools' connectivity costs is provided to FNEC to support collective activities, such as previous IT Infrastructure Grants and Cybersecurity Grants for First Nation Schools.

Funding recipients will receive: the **Internet Connectivity allocation per First Nation School in 2026/27.**

Row 24: Operations and Maintenance (O&M)

Previously titled Education Minor Capital. This operations and maintenance (O&M) funding is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

Funding recipients will receive: **\$120 (Amount) for each school-age and adult FTE student (Factor).**

Note: Major capital projects such as new construction, substantial renovations, or large-scale upgrades exceeding a total project cost of \$1.5 million dollar are not eligible under the BCTEA. First Nations interested in pursuing these projects should consult their ISC Capital Management Officer for guidance.

Row 25: Language And Culture

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 Model.

Funding recipients will receive: **\$1,195 (Amount) for each school-age headcount student (Factor).**

Row 26: Transportation

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 has been allocated for Transportation, according to the formula below.

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

Enrolment Weighting Factors

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

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

Transportation Student Rate based on WEE

- If WEE is less than 23, then the rate is: \$993.50
- If WEE is 23 or more but less than 35, then the rate is: \$864.60
- If WEE is 35 or more but less than 47, then the rate is: \$713.80
- If WEE is 47 or more, then the rate is: \$547.30

Funding recipients will receive: **Transportation Student Rate (Amount) times the Total Weighted Eligible Enrolment (Factor).**

Row 27: Funding Protection

A Funding Protection mechanism is being implemented based on the BC Ministry of Education and Child Care 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 listed above as part of the BC First Nations Education Funding Model.

BCTEA Funding Administered by FNEsc for First Nation Students Attending First Nation Schools

First Nations Language and Culture Program (FNLCP)

This BCTEA funding is managed by FNEsc and FNSA. Please see <https://www.fnsa.ca/programs/languages-culture/> for more information.

BCTEA includes annual funding to support the *First Nations Language and Culture Program (FNLCP)* for *First Nation Schools in BC*. This funding is in addition to the Language and Culture funding that is allocated as part of the BCTEA funding allocation (Row 26). ISC provides annual funding of \$14,034,250 to FNEsc to administer funding to First Nation Schools using a school-grant allocation process.

First Nation Schools are provided a base amount of funding (allocated per First Nation, not per school), recognizing that needs exist in all 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 FNLCP 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 coaching for language and culture teaching, as well as professional development and information sharing opportunities.

For more information, contact languagefunding@fnesc.ca.

Supporting Students with Exceptionalities Program (SSEP)

This BCTEA funding is managed by FNEsc and FNSA. Please see <https://www.fnsa.ca/programs/special-education/> for more information.

BCTEA includes annual funding for the *Supporting Students with Exceptionalities Program (SSEP; previously the Special Education Program)* for First Nation Students Attending First Nation Schools in BC. ISC provides annual funding of \$24,197,062 to FNEsc to administer using a school-grant allocation process.

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

Grants are also provided to assist First Nations Schools in accessing Speech Language Pathology (SLP) and Occupational Therapy (OT) services. These grants are calculated using a base-plus-per capital formula, with a remoteness factor to account for varying geographic locations.

First Nation Schools access their SSEP school-based and SLP/OT grants through the submission of workplans that detail the activities to be undertaken and a program budget.

In addition, funding grants may be provided through a proposal process to address extraordinary special education needs. Applications for this funding require the submission of supporting documentation 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, annual allocations vary depending upon changing demand. First Nation Schools that are interested in accessing a portion of this additional, separate funding should contact SSEP staff; information is distributed to all First Nation Schools and application forms are accessed through the SSEP Portal in the fall and winter of each year. A deadline for applications is strictly applied.

Collective activities are also implemented to maximize the benefits of the SSEP funding, including information and advice from SSEP staff, supports from specialists, a range of professional development opportunities, and resources.

For more information, contact ssepfunding@fnesc.ca.

School Bus Capital Funding for First Nation Schools

This BCTEA funding is managed by FNEESC and FNSEA.

BCTEA includes annual funding to support the *Bus Capital Funding for First Nation Schools Program*. ISC provides \$2,386,625 million in annual funding to FNEESC, who administers the funding through a grant allocation process.

This program provides funding to First Nations so that they can purchase school buses to transport First Nation Students to attend First Nation Schools. An updated policy was approved by the FNSEA Board and FNEESC Executive, which determines the allocation of these funds to:

1. Replace vans used to transport students to First Nation Schools with school buses;
2. Replace existing school buses with significant safety and mechanical issues;
3. Replace older school buses at or beyond their economic life based on school bus age and/or odometer reading;
4. Provide new school buses to support new routes for First Nation Schools due to increased nominal roll enrollments.

Each year, a transportation survey is used to gather comprehensive information about First Nation 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>
<i>Type A2</i>	20-29	10	250,000
<i>Type C</i>	34-76	12	325,000
<i>Type D-RE & D-FE</i>	80+	15	400,000

For more information, contact schoolbus@fnesc.ca.

Part B: Funding for First Nation Students Attending BC Public or BC Independent Schools

First Nation Student Rate (FNSR)

The First Nation Student Rate (FNSR) is based on the average funding amount provided for a student attending a BC public school in a school district. The FNSR is calculated annually by the BC Ministry of Education and Child Care in consultation with FNEC and ISC, pursuant to the BCTEA.

This rate is used to calculate:

- The amount of funding provided by ISC to First Nations for First Nation Students attending a BC public school or an off-reserve Independent school
- Reciprocal tuition paid by the Province of BC to First Nation Schools for students who are ordinarily resident off-reserve

Rates for school year 2025/26 can be found in the [2025/26 First Nation Student Rates table](#). The 2026/27 rates will be calculated, updated and published by the Ministry of Education and Childcare in February 2027. The updated rates are used in the final budget adjustments calculated by ISC in June.

For First Nation Students attending BC public schools, the FNSR for the school district within which the student attends school will apply.

For First Nation Students attending BC Independent schools, the FNSR for the school district within which the student attends school will apply.

Please see the [FNSR 101](#) for additional information.

Ancillary Services

For First Nation Students attending BC public and Independent schools, funds are available for supplementary services such as school supplies, equipment, specialized educational services, and fees for specialized classes. Note: This funding is calculated based on the fiscal year.

The funding is calculated as: **\$287 (Amount) per headcount student (Factor)**.

First Nation Student Transportation Fund for Students attending BC Public Schools

As per Schedule G of BCTEA, the First Nation Student Transportation Model was established to address the transportation needs of First Nation Students who attend BC public schools.

As part of the First Nation Student Transportation Model, ISC has been providing annual funding (i.e., First Nation Student Transportation Fund) to the BC Ministry of Education and Child Care, who administers the fund as a special purpose grant to school districts. These funds may only be used to support the

transportation needs of First Nation Students attending BC public schools, in accordance with a plan approved by one or more First Nations and the board of education for that school district.

The funding for school districts is calculated as: **Approved funding amounts from the 2025/26 school year for To/From School Transportation.**

Part C: Funding that applies to all First Nation Students

Funding for Student Support Services is provided to First Nations to support First Nation Students' access to education services and programs. Note: This funding is calculated based on the fiscal year.

The following funding components are administered by ISC. Initial allocations for the 2026/27 school year will be based on the number of First Nation Students on the 2025/26 Nominal Roll. In June 2027, allocations will be adjusted for enrollment changes after the 2026/27 Nominal Roll has been verified and confirmed.

Comprehensive Instructional Support Services (CISS)

First Nations receive funding for First Nation Students attending all school types, to be used towards school supplies, accommodation, transportation, financial assistance, or guidance and counselling. All First Nation Students receive student support funding regardless of the school type they are attending.

The funding is calculated as: **\$221 (Amount) per headcount student (Factor).**

Financial Assistance (Student Allowance)

Student allowances are provided to First Nations with eligible students in grades 8 to 12 attending all types of schools. These allowances may be provided to the students directly, or the funding can be used by the First Nation for education purposes, such as the cost of purchase or rental of books and supplies, specialized clothing (including a graduation allowance), equipment or specialized educational services, or additional fees for specialized classes.

The allocation is based on the number of First Nation Students in grades 8 to 12 who are included on the Nominal Roll, including ungraded Students who may be taking courses at two different grade levels.

The funding for each school-age and adult student (headcount) is calculated as:

- **\$144 per ungraded secondary student;**
- **\$144 per student in Grade 8 to Grade 10;**
- **\$287 per student in Grade 11;**
- **\$431 per student in Grade 12.**

Guidance & Counselling

Funding is provided to assist in the provision of K-12 Guidance and Counselling administration services.

The funding is calculated as: **\$179 (Amount) per headcount student (Factor).**

Accommodation Services

Accommodation services may be available for school-aged First Nation Students attending all school types, who must leave home under any of the following circumstances:

- There is no school within reasonable travelling distance of the community that offers the appropriate grade levels or programs.

- The Student requires placement in order to be near a medical facility or services.
- Unique circumstances - must be accompanied by written documentation or explanation.

Funding is calculated by headcount (Factor). Components to calculate accommodations are room and board, ancillary, student transition support, travel chaperone, criminal record check, bus pass, and seasonal travel (round trip flights, GST and PST, a carrier surcharge, NavCan and airport improvement fees and a charge for air travel security^{iii,iv}).

In fiscal year 2026/27, funding for students in 5 day room and board **ranged from \$14,955 to \$15,703** depending on the school type, as students in public and Independent schools receive 5% for the administration of this funding.

For students in 7 day room and board, temporary room and board, group home, or boarding schools, the funding in fiscal year 2025/26 **ranged from \$16,805 for a student in a non-isolated community to \$24,738 for students in isolated communities**, depending on the applicable seasonal travel rate and if they are attending a public or Independent school.

Menstrual Products

Funding is available for the purchase and distribution of free menstrual products for all First Nation Students reported on the Nominal Roll as female or other gender (for non-binary students) and aged 8 and older (including adults)^v.

Students attending public or independent schools off reserve are eligible for menstrual product funding, but not the start-up dispenser allocation.

The funding is calculated as: **\$165.71 (Amount) for each eligible headcount student (Factor), as well as \$1,230 in funding for First Nation Schools as start-up funds in their first year of providing menstrual product funding.**

National School Food Program

Budget 2024 announced \$1 billion over five years (2024/25 to 2028/29) for a [National School Food Program](#). Budget 2025 announced plans to make the program permanent with an ongoing annual investment of \$216.6 million starting in 2029. The intention of this program is to implement and expand access to school food programs across Canada, with the goal of ensuring all children have access to nutritious school meals.

The funding is calculated first and foremost to enhance provincially comparable levels to a national standard of \$385 per headcount student in 2026/27. Where existing formula supports are greater than \$385 per student, an additional amount of \$10 per headcount student is being provided to support the further expansion of school food programming and ensure that every student is benefitting from a base amount of new program funding as a part of the National School Food Policy^{vi}.

For First Nation Students attending First Nation Schools, a calculation is run to determine existing supports using the non-OGM component.

Starting fiscal year 2025/26, the eligibility of students for the National School Food Program allocation was expanded to include homeschooled, distance, and virtual students.

The funding is calculated as: **variable rate depending on existing support (amount) by headcount student (factor)**.

Funding Administered by FNEC

Before- and After-School Programming (BASP)

This Student Support Services funding is provided to FNEC for allocation through the *Impacts on Student Learning* grants. This funding is provided to First Nations to provide supports for First Nation Students, regardless of where their students attend school and their grade levels^{vii}.

For more information, please contact programs@fnesc.ca.

Annual Funding to FNEC

In addition to the funding listed above, Canada agrees to provide annual funding to FNEC based on 5.67 percent of total funding provided pursuant to the BC First Nation Education Funding Model as set out in Schedule K in the BCTEA, with the exception of the Supporting Students with Exceptionalities Program, the balance of connectivity funding, the First Nations Education Governance and Administration Program funding and First Nations Language and Culture Program components. This funding is used to support second-and third-level services provided by FNEC as outlined in Schedule C of the BCTEA.

APPENDIX I: Summary of BC's Operating Grants Manual (2026/27)

		2026/27 Estimated Rates
Table 2b	Enrolment-Based Funding (September)	
	Basic Allocation	\$9,015
	Online Learning	\$7,280
	Home School Students	\$250
Table 3a	Supplement for Enrolment Decline	Varies per Enrolment
Table 3b	Supplement for Significant Cumulative Enrolment Decline	Varies per Enrolment
Table 4a	Supplement for Unique Student Needs – Inclusive Education	
	Inclusive - Level1	\$51,300
	Inclusive - Level2	\$24,340
	Inclusive - Level3	\$12,300
Table 4b	Supplement for Unique Student Needs – Other	
	English Language Learning	\$1,815
	Indigenous Education	\$1,790
	Non-graduated adult education	\$5,755
Table 4c	Supplement for Unique Student Needs – Equity of Opportunity Supplement	Varies per SD
Table 5	Supplement for Salary Differential	Varies per SD
Table 6a	Supplement for Unique Geographic Factors – Small Community Supplement	Varies per Enrolment
Table 6b	Supplement for Unique Geographic Factors – Low Enrolment Factor	Varies per Enrolment
Table 6c	Supplement for Unique Geographic Factors – Rural Factor	Varies per SD
Table 6d	Supplement for Unique Geographic Factors – Climate Factor	Varies per SD
Table 6e	Supplement for Unique Geographic Factors – Sparseness Factor	Varies per SD
Table 6f	Supplement for Unique Geographic Factors – Student Location Factor	
	Weighted elementary FTE	\$293.76
	Weighted secondary FTE	\$391.68
	SD with fewer than 500 FTE, base amount	\$50,000
Table 6g	Supplement for Unique Geographic Factors – Supplemental Student Location Factor	
	Disabilities or diverse abilities, level1	\$5,000
	Disabilities or diverse abilities, level2	\$1,000
Table 7	Funding Protection	
Table 8	Curriculum and Learning Support Fund, 2025/26	\$9
Table 9a	Summer Learning	Varies per Grade
Table 9b	Summer Learning Supplemental Funding	
	Inclusive - Level1	\$3,206
	Inclusive - Level2	\$1,521
	Inclusive - Level3	\$769
	English/French Language Learning	\$113
	Indigenous Education	\$112
Table 9c	Cross-Enrolled Grade 8 and 9 Students	\$510
Table 10	Enrolment-Based Funding (February)	
Table 11	Inclusive Education Enrolment Growth (February)	
Table 12	Newcomer Refugees (February)	
Table 13	Enrolment-Based Funding (May)	
Table 14	Indigenous Education Councils, 2025/26	Varies per SD

APPENDIX II: ISC list of First Nations and associated School Districts (A-Z)

Band#	Band Name	SD#	School District Name
602	?AQAM	5	SOUTH EAST KOOTENAY
684	ADAMS LAKE INDIAN BAND	73	KAMLOOPS/THOMPSON
659	AHOUSAHT INDIAN BAND	70	PACIFIC RIM
622	CAMPBELL RIVER INDIAN BAND	72	CAMPBELL RIVER
693	COLDWATER INDIAN BAND	58	NICOLA-SIMILKAMEEN
642	COWICHAN	79	COWICHAN VALLEY
662	DITIDAHT FIRST NATION	70	PACIFIC RIM
561	DOUGLAS INDIAN BAND	78	FRASER-CASCADE
636	DZAWADA'ENUXW FIRST NATION	85	VANCOUVER ISLAND NORTH
711	ESK'ETEMC	27	CARIBOO-CHILCOTIN
543	FORT NELSON FIRST NATION	81	FORT NELSON
531	GITANMAAX	82	COAST MOUNTAINS
537	GITANYOW	82	COAST MOUNTAINS
675	GITGA'AT FIRST NATION	52	PRINCE RUPERT
535	GITSEGUUKLA INDIAN BAND	82	COAST MOUNTAINS
536	GITWANGAK INDIAN BAND	82	COAST MOUNTAINS
672	GITXAALA NATION	52	PRINCE RUPERT
533	GLEN VOWELL	82	COAST MOUNTAINS
724	GWA'SALA-NAKWAXDA'XW INDIAN BAND	85	VANCOUVER ISLAND NORTH
676	HAISLA NATION	82	COAST MOUNTAINS
538	HEILTSUK INDIAN BAND	49	CENTRAL COAST
661	HESQUIAHT BAND	70	PACIFIC RIM
683	ISKUT INDIAN BAND	87	STIKINE
532	KISPIOX	82	COAST MOUNTAINS
540	KITASOO XAI'XAIS NATION	49	CENTRAL COAST
680	KITSELAS INDIAN BAND	82	COAST MOUNTAINS
681	KITSUMKALUM INDIAN BAND	82	COAST MOUNTAINS
610	KWADACHA NATION	87	STIKINE
626	KWAKIUTL INDIAN BAND	85	VANCOUVER ISLAND NORTH
607	LAKE BABINE NATION	91,54	NECHAKO LAKES, BULKLEY VALLEY
674	LAX KW'ALAAMS INDIAN BAND	52	PRINCE RUPERT
557	LIL'WAT NATION	48	SEA TO SKY
606	LOWER KOOTENAY INDIAN BAND	8	KOOTENAY LAKE
695	LOWER NICOLA INDIAN BAND	58	NICOLA-SIMILKAMEEN
598	LOWER SIMILKAMEEN BAND	53	OKANAGAN-SIMILKAMEEN
705	LYTTON INDIAN BAND	74	GOLD TRAIL
630	MOWACHAHT/MUCHALAHT	84	VANCOUVER ISLAND WEST
550	MUSQUEAM INDIAN BAND	39	VANCOUVER
612	NADLEH WHUTEN	91	NECHAKO LAKES
614	NAK'AZDLI WHUT'EN	91	NECHAKO LAKES
631	NAMGIS FIRST NATION	85	VANCOUVER ISLAND NORTH
649	NANOOSE FIRST NATION	68	NANAIMO-LADYSMITH

Band#	Band Name	SD#	School District Name
690	NESKONLITH INDIAN BAND	73	KAMLOOPS/THOMPSON
556	N'QUATQUA INDIAN BAND	48	SEA TO SKY
539	NUXALK NATION BAND	49	CENTRAL COAST
616	OKANAGAN INDIAN BAND	23	CENTRAL OKANAGAN
669	OLD MASSETT VILLAGE COUNCIL BAND	50	HAIDA GWAIL
596	OSOYOOS INDIAN BAND	53	OKANAGAN-SIMILKAMEEN
658	PACHEEDAHT FIRST NATION	62	SOOKE
650	PENELAKUT TRIBE	79	COWICHAN VALLEY
597	PENTICTON INDIAN BAND	67	OKANAGAN-SKAHA
544	PROPHET RIVER FIRST NATION	81	FORT NELSON
651	QUALICUM FIRST NATION	69	QUALICUM
633	QUATSINO INDIAN BAND	85	VANCOUVER ISLAND NORTH
542	SAULTEAU FIRST NATIONS	59	PEACE RIVER SOUTH
581	SEABIRD ISLAND INDIAN BAND	78	FRASER-CASCADE
691	SIMPCW FIRST NATION	73	KAMLOOPS/THOMPSON
562	SKATIN	78	FRASER-CASCADE
687	SKEETCHESTN INDIAN BAND	73	KAMLOOPS/THOMPSON
670	SKIDEGATE INDIAN BAND	50	HAIDA GWAIL
573	SKWAH INDIAN BAND	33	CHILLIWACK
648	SNUNEYMUXW FIRST NATION	68	NANAIMO-LADYSMITH
656	SONGHEES NATION	61	GREATER VICTORIA
600	SPLATSIN	83	NORTH OKANAGAN-SHUSWAP
555	SQUAMISH INDIAN BAND	44,48	NORTH VANCOUVER, Sea to Sky
574	SQUIALA FIRST NATION	36	SURREY
613	STELLAT'EN FIRST NATION	91	NECHAKO LAKES
559	STS'AILES BAND	78	FRASER-CASCADE
723	STSWECEM'C XGET'TEM FIRST NATION	74	GOLD TRAIL
641	STZ'UMINUS FIRST NATION	68	NANAIMO-LADYSMITH
578	SUMAS FIRST NATION	34	ABBOTSFORD
608	TAKLA NATION	91	NECHAKO LAKES
688	TK'EMLÚPS TE SECWÉPEMC	73	KAMLOOPS/THOMPSON
660	TLA-O-QUI-AHT FIRST NATIONS	70	PACIFIC RIM
617	TL'AZT'EN NATION	91	NECHAKO LAKES
712	TL'ETINQOX GOVERNMENT	27	CARIBOO-CHILCOTIN
595	TSAL'ALH	74	GOLD TRAIL
653	TSARTLIP INDIAN BAND	63	SAANICH
609	TSAY KEH DENE BAND	91	NECHAKO LAKES
665	TSESHAHT	70	PACIFIC RIM
710	TŚIDELDEL FIRST NATION	27	CARIBOO-CHILCOTIN
549	TSLEIL-WAUTUTH NATION	44	NORTH VANCOUVER
657	T'SOU-KE FIRST NATION	62	SOOKE
713	TSQ'ESSEN' FIRST NATION	27	CARIBOO-CHILCOTIN
722	ULKATCHO INDIAN BAND	27	CARIBOO-CHILCOTIN
697	UPPER NICOLA INDIAN BAND	58	NICOLA-SIMILKAMEEN
623	WE WAI KAI NATION	72	CAMPBELL RIVER

Band#	Band Name	SD#	School District Name
719	WILLIAMS LAKE FIRST NATION	27	CARIBOO-CHILCOTIN
530	WITSET FIRST NATION	82	COAST MOUNTAINS
541	WUIKINUXV NATION	49	CENTRAL COAST
592	XAXLI'P INDIAN BAND	74	GOLD TRAIL
728	YEKOOOCHE FIRST NATION	91	NECHAKO LAKES
717	YUNESIT'IN GOVERNMENT	27	CARIBOO-CHILCOTIN

APPENDIX III: Non-OGM 101

What is the “non-OGM rate” in the BCTEA Funding Model?

The non-Operating Grant Manual (non-OGM) component of the BCTEA Funding Model for First Nation Schools corresponds to Special Purpose Grants in the BC public school system, which is funding beyond what is included in the BC Operating Grants Manual.

The non-OGM rate is calculated as the proportion of non-formula funding for school districts over the net operating grant funding, based on the financial statements of the previous school year. To clarify, this rate will include all special grants and special purpose grants, as found in Sch2A or Sch3 of the School District Financial Statement. It may also include new special grants or special purpose grants that have been identified for advanced funding, and any other identified funding not included in Sch2A or Sch3 of the School District Financial Statement.

Indigenous Services Canada in collaboration with the First Nations Education Steering Committee and the BC Ministry of Education and Childcare updates this rate annually.

This component corresponds to provincial funding provided to Boards of Education beyond their operating grants.

First Nations have the flexibility to decide how their BCTEA Funding (including the non-OGM component) is used to best reflect the needs of their learners and spending does not have to match the funding amounts provided for the specific program areas. For 2025/26, the final non-OGM rate was calculated at 16.75%. To calculate a First Nation’s non-OGM allocation, the non-OGM rate is applied to their total amount of funding generated by the following components of the BCTEA Funding Model:

- Basic Allocation
- Adult Education
- Enrolment Decline
- English Language Learning (ELL)
- Indigenous Education
- Small Community Supplement
- Low Enrolment Factor
- Rural Factor
- Salary Differential
- Climate Factor
- Curriculum & Learning Support
- Student Location Factor
- Equity of Opportunity Supplement
- Indigenous Education Councils (IEC)

Recent investments included in the non-OGM rate

- The **Labour Settlement Funding** is an envelope of funding calculated by the Public Sector Employers’ Council Secretariat and it includes cost of living adjustment, teacher and support staff benefit enhancements, and management salary increases.

- The **Feeding Futures Funding** was announced in the 2023/24 school year to support K-12 students and their families with accessing healthy foods at school. This grant is meant to help reduce food insecurity.
- The **Feeding Futures Capital Infrastructure Fund** was announced for five years starting in the 2023/24 school year to create, improve, or expand infrastructure that will support food programs through project such as food-delivery vans and kitchen upgrades, including electrical upgrades and the purchase of commercial-kitchen equipment.

Other existing non-OGM factors

- **Next Generation Network (NGN)** provides modern high-speed internet infrastructure that services all public schools in the province.
- **Classroom Enhancement Fund (CEF)** supports a Memorandum of Agreement (MoA) between the Ministry of Education, BC Public School Employers' Association (BCPSEA) and the BC Teachers' Federation (BCTF) signed in 2017 to restore class size and composition language to local collective agreements.
- **Learning Improvement Fund (LIF)** provides ongoing funding to school districts for the hiring of Educational Assistants to support students with disabilities and diverse needs.
- **Annual Facility Grant (Operating Portion)** is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.
- **Pay Equity** is a special grant provided to all districts, which recognizes that workers who perform work of equal value, though not identical or similar work, should be paid equally.
- **MyEdBC** funds are intended to help school districts implement and maintain the MyEdBC reporting system.
- **Student Transportation Fund (STF)** is a special grant provided to school districts to assist with improving transportation services for students.
- **Mental Health in Schools 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.
- **Support Staff Benefits** are from the 2014 and 2019 collective bargaining with support staff unions. This grant reflects that funding and comes out of the envelope of funds allotted to those negotiations.
- **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** is intended to subsidize the costs of FSA marking sessions.

APPENDIX IV: FNSR 101

What is the First Nations Student Rate (FNSR)?

The FNSR is based on the average funding amount provided for a student attending a BC Public School in a school district. The FNSR is calculated annually by the BC Ministry of Education and Child Care (ECC) in consultation with the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC), pursuant to BC Tripartite Education Agreement (BCTEA) Section 8.0 of Schedule J, and it is based on the funding paid by the Ministry to the Boards of Education pursuant to sections 106.3, 106.4, and 115 of the School Act. This rate is used to calculate:

- The amount of funding from ISC to First Nations for students ordinarily resident on-reserve attending a BC public school or an off-reserve independent school
- Reciprocal tuition for First Nation Schools

The FNSR amount is the same for all school types in the same school district area (public schools, off-reserve independent school, reciprocal tuition for First Nation Schools). The FNSR is calculated using the total applicable funding based on amounts from the Ministry and the student full-time equivalent (FTE) as of September in that school year.

$$\frac{\text{All applicable funding}}{\text{All Student FTE in September}} = \text{FNSR}$$

Annual changes in funding amounts or student FTE will affect the rate.

The FNSR is a funding rate, not a spending rate

The FNSR is calculated using a combination of funding amounts for a variety of program areas. However, *spending does not have to match the funding amounts provided for the specific program areas.*

Public Boards of Education, non-First Nation Independent School Authorities (including private schools), and First Nation School Governing Authorities have the discretion to allocate funds and establish budgets according to the unique and specific needs of their schools and students.

What components are included in the FNSR?

The following items were included in the sum of “all applicable funding” for 2025/26, as shown in the columns on the attached chart.

- **District General Operating Grant.** This factor includes:
 - Total Enrolment Based Funding (basic allocation): based on student FTE to support operating costs and local student populations. This includes funds to support: students with mild intellectual disabilities, learning disabilities, or mental illness; students who are gifted; and students who require

moderate behaviour support, learning assistance, speech-language and/or physiotherapy, assessment and hospital homebound services.

- Inclusive Education (L1, L2, L3) supplementary unique student funding: based on September student count for inclusive education: Level 1 (Physically Dependent or Deafblind); Level 2 (Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder); Level 3 (Intensive Behaviour Interventions or Serious Mental Illness). Note that for on-reserve students attending public schools who meet the eligibility requirements for inclusive education categories, ISC and ECC provide 100% of the inclusive education funding: ISC funds the FNSR portion and ECC funds the balance to school districts.
- Enrolment Decline: to assist districts with a supplement if/when current year's student enrolment drops when compared to the year before and/or three years before.
- English Language Learning: for students whose primary language(s) is/are other than English / students who speak variations of English in the home and may therefore require additional services to develop their individual potential within BC's school system.
- Indigenous Education: enhanced funding for school age students of Indigenous ancestry to provide culturally-appropriate educational programs and services to support their success.
- Adult Education: for non-graduated adult students taking courses toward the British Columbia Certificate of Graduation (Dogwood Diploma) or the Adult Graduation Diploma (Adult Dogwood). Graduated adults are funded through ECC or ISC (but not included in the FNSR).
- Equity of Opportunity Supplement: to support additional services by recognizing children and youth in care, children and youth receiving non-clinical mental health supports, and low-income families.
- Supplement for Salary Differential: additional funding to districts with higher average teacher salaries.
- Supplement for Unique Geographic Factors: factors in this supplement include 1) Small Community Supplement, 2) Low Enrolment Factor, 3) Rural factor, 4) Climate factor, 5) Sparseness Factor, 6) Student Location Factor, and 7) Supplemental Student Location Factor
- Funding Protection: to ensure that districts are protected against any funding decline larger than 1.5% when compared to the previous September.
- Curriculum and Learning Support Fund: to assist districts with implementing initiatives as part of the provincial curriculum.
- **Next Generation Network (NGN):** to provide connectivity and firewall security services to public schools to enable equitable, reliable, and secure access to digital services.
- **Classroom Enhancement Fund:** for the implementation of the memorandum of agreement with the BC Teachers' Federation at the district level, which is determined for each school district based on class size, composition limits, and specialist teacher ratios.
- **Learning Improvement Fund:** for the hiring of additional Educational Assistants (EAs), additional teacher assistants and other para-professionals to provide services to students.
- **Annual Facility Grant (AFG):** for annual facility projects required to maintain facility assets through their anticipated economic life (operating portion only).
- **Pay Equity:** a special grant to reflect the principle that workers who perform work of equal value, though not identical or similar work, should be paid equally.
- **Student Transportation Fund:** to assist with improving transportation services for students, which can be used to reduce or eliminate bus fees; enhance safety and services to all students, including service improvements that will benefit First Nation Students; reduce ride times; increase the efficiency of transportation services; and support affordability for families.

- **Mental Health in Schools:** a base allocation of funds pro-rated based on the total student FTE.
- **MyEdBC:** for implementation and management of the common student information service used by school districts to manage student enrolment, demographics, programs, courses, schedules, attendance, achievement, individual education plans, and more.
- **CommunityLINK:** to support the academic achievement and social functioning of vulnerable students through programs and services that include breakfast, lunch and snack programs, academic supports, counselling, youth workers and after-school programs.
- **Foundation Skills Assessment (FSA) Scorer Grant:** to subsidize the costs of FSA marking sessions.
- **Feeding Futures Fund:** to help school districts purchase food and hire dedicated staff to provide healthy meals and snacks to students.

ⁱ The Equity of Opportunity Rate is calculated by taking the sum of SD92's allocation of the Equity of Opportunity supplement and the Community Supplement, dividing it by SD92's FTE, and then multiplying it by the proportion of the Provincial Equity of Opportunity over what was previously known as the Vulnerable Student Supplement (i.e., the sum of the Provincial Equity of Opportunity and Provincial CommunityLink funding).

ⁱⁱ The low enrolment proxy rate for First Nation schools takes into account the funding provided to the 5 smallest school districts for low enrolment, sparseness, and takes into account their central administration fee in order to calculate a rate to apply per school and per FTE for this component.

ⁱⁱⁱ The BC funding formula provides funding for students who require accommodation supports calculated by headcount, and is uses the national funding approach which is based on recommendations from the Manitoba First Nations Education Resource Centre Inc.'s research and analysis on the needs of students in accommodations and annual data pulled from the [Vacation Travel Assistance rates](#).

The Vacation Travel Assistance Rates include round trip costs of flights, which vary based on location, and applicable GST and PST, a carrier surcharge, NavCan and airport improvement fees and a charge for air travel security.

^{iv} Additional information on the components that are included in the VTA rate: [Airport Improvement Fees](#), [TaxTips.ca - 2025 Sales Tax Rates - PST QST RST GST HST](#), [Information on NavCan fees](#), [Airport Travel Security Charges](#), [Airport Improvement Fees](#).

^v The menstrual products methodology is based on the national funding methodology, with base costs stemming from the [Canadian Public Health Association](#), and rates are updated annually based on inflation.

^{vi} The methodology for determining existing levels of support varies depending on the school type. For students attending First Nation operated schools, the existing level of support is determined by calculating how much is generated for Feeding Futures as part of the non-OGM component, whereas for students attending public or independent schools, the methodology involves calculating how much is generated for Feeding Futures as part of the First Nation Student Rate. An administrative fee of 5% is also included for students in public and independent schools.

^{vii} The Before and After School Programming funding allocation methodology is based on the national funding methodology which is based on the provincial Before and After School Programming in the province of Quebec. Quebec's methodology was chosen as the base of the national approach as this province had a developed approach which could be applied across regions as outlined in [Centres de Services Scolaires et Commissions Scolaires' Renseignements Spécifiques à l'Année Scolaire](#). Eligibility for this funding component are students who are in kindergarten to grade 6, or under the age of 12, the uptake rate is a proxy and is based on the uptake rate for Service de Garde for the Moyenne Cote Nord School Board in Quebec.