



Resource Management Division

OPERATING GRANTS MANUAL

2020/21

March 2020

OVERVIEW OF PROVINCIAL FUNDING

The Ministry of Education will be providing a total of \$5.536 billion in operating grants to boards of education in the 2020/21 school year.

School Year	Operating Grants (\$ billions)
2019/20 interim	\$5.391
2020/21 estimated	\$5.536
2021/22	\$5.536*
2022/23	\$5.536*

The General Operating Grants have been estimated using the Funding Allocation System formulae contained in this manual. The calculations are detailed in the following sections.

Tables showing funding amounts for every district are included in a separate, supplementary document. These tables are updated following each enrolment count that occurs during the school year: September, February and May.

The General Operating Grants do not include special purpose or discretionary grants. Details on these grants will be provided when available.

*Operating Grants in future years will vary with student enrolment.

ALLOCATION OF FUNDING TO BOARDS OF EDUCATION

The Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each school district.

The General Operating Grants are calculated based on estimated enrolment data provided by school districts. The operating grants will be updated based on actual enrolment and other data collected from school districts throughout the school year:

- **July enrolment count**
 - Summer Learning
 - Cross-Enrolled Grade 8 and 9 Students
- **September enrolment count**
 - Basic Enrolment-Based Funding
 - Standard Schools enrolment
 - Continuing Education
 - Distributed Learning
 - Alternate Schools
 - Home Schooling
 - Supplement for Enrolment Decline
 - Supplement for Unique Student Needs
 - Special Needs
 - English Language Learning
 - Indigenous Education
 - Adult Education
 - Supplement for Salary Differential
 - Funding Protection
- **February enrolment count**
 - Basic Enrolment-Based Funding
 - Continuing Education
 - Distributed Learning
 - Special Needs Enrolment Growth
 - Newcomer Refugees
- **May enrolment count**
 - Basic Enrolment-Based Funding
 - Continuing Education
 - Distributed Learning

These grants are calculated based on data collected from the previous school year:

- Course challenges
- Supplement for Significant Cumulative Enrolment Decline
- Supplement for Unique Geographic Factors
 - Small Community Supplement
 - Low Enrolment Factor
 - Rural Factor
 - Climate Factor
 - Sparseness Factor
 - Student Location Factor and Supplemental Student Location Factor

FUNDING ALLOCATION SYSTEM TABLES

Table 1a	Provincial Overview of Operating Grant Allocations (Full-Year) – 2020/21
Table 1b	Provincial Overview of Funded FTE Enrolment (Full-Year) – 2020/21
Table 2a	Provincial Overview of 2020/21 Operating Grants (September)
Table 2b	Enrolment-Based Funding (September)
Table 3a	Supplement for Enrolment Decline
Table 3b	Supplement for Significant Cumulative Enrolment Decline
Table 4a	Supplement for Unique Student Needs – Special Needs
Table 4b	Supplement for Unique Student Needs – Other
Table 4c	Supplement for Unique Student Needs – Equity of Opportunity Supplement
Table 5	Supplement for Salary Differential
Table 6	Supplement for Unique Geographic Factors – Summary
Table 6a	Supplement for Unique Geographic Factors – Small Community Supplement
Table 6b	Supplement for Unique Geographic Factors – Low Enrolment Factor
Table 6c	Supplement for Unique Geographic Factors – Rural Factor
Table 6d	Supplement for Unique Geographic Factors – Climate Factor
Table 6e	Supplement for Unique Geographic Factors – Sparseness Factor
Table 6f	Supplement for Unique Geographic Factors – Student Location Factor
Table 6g	Supplement for Unique Geographic Factors – Supplemental Student Location Factor
Table 7	Funding Protection
Table 8	Curriculum and Learning Support Fund, 2020/21
Table 9a	Summer Learning
Table 9b	Summer Learning Supplemental Funding
Table 9c	Cross-Enrolled Grade 8 and 9 Students
Table 10	Enrolment-Based Funding (February)
Table 11	Special Needs Enrolment Growth (February)
Table 12	Newcomer Refugees (February)
Table 13	Enrolment-Based Funding (May)

TABLE 2b
ENROLMENT-BASED FUNDING (SEPTEMBER)

Basic Allocation

☒ For each eligible school-age full-time equivalent (FTE) student enrolled in Standard (Regular), Continuing Education and Alternate schools and reported in the September enrolment count, 2020/21 **\$7,560**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning schools and reported in the September enrolment count, 2020/21 **\$6,100**

Home School Students

For each registered home school student (headcount) reported in the September enrolment count **\$250**

Course Challenges

For each eligible course challenge from the previous school year
1/32 of the Basic Allocation for enrolment in Standard schools

TABLE 3a
SUPPLEMENT FOR ENROLMENT DECLINE

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 Basic Allocation for enrolment in Standard schools

For each school-age FTE student greater than a 4% decline from the previous September:

75% of the Basic Allocation for enrolment in Standard schools

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

TABLE 3b
SUPPLEMENT FOR SIGNIFICANT CUMULATIVE ENROLMENT DECLINE

For each school-age FTE student greater than a 7% decline between the previous September and the September two years prior to that:

50% of the Current Year Basic Allocation for enrolment in Standard schools

(Note: For 2020/21, the decline is the change in enrolment between the September 29, 2017 and September 30, 2019 enrolments.)

TABLES 4a and 4b
SUPPLEMENT FOR UNIQUE STUDENT NEEDS

	2020/21 per student
TABLE 4a – SPECIAL NEEDS STUDENTS	
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$43,000
☒ For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$20,400
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$10,300
TABLE 4b – OTHER UNIQUE STUDENT NEEDS	
☒ For each English/French Language Learning (ELL/FLL) headcount student	\$1,520
☒ For each Indigenous Education headcount student (Targeted)	\$1,500
☒ For each non-graduated Adult Education FTE student (September only)	\$4,823

Note: The funding amounts above are provided only for September enrolment. Please see Tables 10 and 13 for Adult Education funding for the February and May enrolment counts, Table 11 for mid-year special needs enrolment growth, and Table 12 for ELL/FLL funding for Newcomer Refugee enrolment for the February enrolment count.

Note: Adult Education students who have already graduated are funded for eligible courses separately through a discretionary grant.

TABLE 4c

SUPPLEMENT FOR UNIQUE STUDENT NEEDS – EQUITY OF OPPORTUNITY SUPPLEMENT

The Equity of Opportunity Supplement provides funding to districts to support additional services to students by recognizing children and youth in care, children and youth receiving non-clinical mental health supports and low-income families in the school district. The supplement replaces the Supplement for Vulnerable Students and a portion of the Curriculum and Learning Support Fund.

This supplement is calculated based on an equal weighting of the following factors:

- The number of children and youth in care in the school district as a proportion of the school-age population (Ministry of Children and Family Development)
- The number of children and youth in the school district receiving non-clinical mental health supports as a proportion of the school-age population (Ministry of Children and Family Development)
- The proportion of the population in the school district in the bottom half of the Canadian adjusted after-tax income distribution for economic families (2011 National Household Survey and 2016 Census, Statistics Canada)

The factors are converted to an index, which is multiplied by funded FTE enrolment (as at September 30, 2020) to determine the amount of funding for each district.

TABLE 5
SUPPLEMENT FOR SALARY DIFFERENTIAL

The Supplement for Salary Differential provides additional funding to districts with higher average teacher salaries. The estimated Supplement for 2020/21 is based on average educator salaries as at September 30, 2019. This Supplement will be recalculated in the autumn based on actual educator salaries as at September 30, 2020.

The calculation for the supplement uses the following data and process:

The count for regular teachers includes all those who are classroom teachers, helping teachers, other instructional support, department heads and regular teachers receiving administrative allowances other than department heads. Teachers reported as Distributed Learning Educators, Continuing Education, or Exchange Teachers are included, but teachers reported in Provincial Resource Programs (PRPs), Youth Custody/Residential Attendance Centres, and the Conseil Scolaire Francophone are excluded. Teachers who were reported with no grid category are also excluded, with the exception of Continuing Education teachers reported by SD 39 (Vancouver).

Base salary is added to isolation allowance to arrive at total salary. In addition, as most vice-principals also teach in the classroom, the number of FTE vice-principals is included at the Category 6 maximum teacher salary. The increments, as reported after September 30, 2020, will be included as part of the average educator salary calculation.

Each district's average teacher salary is compared to the provincial average and the variance is shown in the second column. The variance is then multiplied by an estimated number of educators, which is calculated by taking the total district (school-age and adult) enrolment divided by 18, the estimated average student/educator ratio for the province. The estimated number of educators is then multiplied by the salary differential for each district to generate the Provincial Average Salary Differential.

Following this, a per FTE amount is allocated based on total district enrolment (school-age and adult). The Provincial Average Salary Differential and the per FTE allocation comprise the Supplement for Salary Differential.

TABLE 6a
SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS –
SMALL COMMUNITY SUPPLEMENT

☒ The Small Community Supplement is provided when a student population within a defined area does not exceed 250 elementary students and/or 635 secondary students. This defined area is the number of FTE students in a single school, or the combined total of FTE students of all schools located within 5 kilometres by the shortest road distance for elementary schools and **20** kilometres by the shortest road distance for secondary schools. Only standard (regular) schools are eligible for this supplement.

The Small Community Supplement is based on the previous year's enrolment. For 2020/21, the Supplement is determined using funded FTE enrolment as at September 30, 2019.

The Supplement is calculated for each "community" by placing the number of FTEs into the applicable formula that appears below for each of the three categories. The totals for each community are then aggregated to provide a total district funding amount for the Small Community Supplement.

1. Elementary Small Community Funding

Eligibility: Communities with 250 or fewer elementary school-age FTE students and that do not qualify for 1a. below.

- ☒ For each community with 8 or fewer elementary FTEs: \$101,800
- ☒ For each community with 9 to 110 elementary FTEs: \$213,640
- ☒ For each community with 110 to 250 elementary FTEs:
 $\$213,640 - (\$1,526 \times (\text{FTE} - 110))$

1a. Elementary Small Community Funding – Small Remote Schools

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

- The school is located at least 40 kilometres by road from the next nearest elementary school
 - The school is located at least 5 kilometres from the next nearest elementary school, which can only be accessed by gravel road, logging road or by water
- ☒ For each community with 15 or fewer elementary FTEs: \$217,000
 - ☒ For each community with 16 to 75 elementary FTEs: \$244,000

Note: a community can only be eligible for one of 1. or 1a. above.

2. Secondary Small Community Funding

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

- ☒ For each community with 100 or fewer secondary FTEs: FTEs x \$6,147.15
- ☒ For each community with 100 to 635 secondary FTEs: \$614,715 – (\$1,149 x (FTEs – 100))

3. Grade 11 and 12 Small Community Funding

Eligibility: Communities eligible for the Secondary Small Community Funding, and with school-age enrolments in Grades 11 and/or 12:

- ☒ For each community with 15 or fewer Grade 11 & 12 FTEs: \$16,590 per FTE
- ☒ For each community with more than 15 and less than 215 Grade 11 & 12 FTEs: \$248,850 – ((FTE – 15) x \$1,244.25)

TABLE 6b

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – LOW ENROLMENT FACTOR

The Low Enrolment Factor is based on the previous year's enrolment. For 2020/21, the Low Enrolment Factor is determined using enrolment as at September 30, 2019.

- ☒ Eligibility: 2,500 or fewer District school-age FTEs: \$1,603,000
- ☒ Eligibility: Greater than 2,500, but fewer than 15,000 District school-age FTE:
\$1,603,000 – (\$128.24 x (FTE – 2,500))

Districts where school-age enrolment exceeds 15,000 FTE are not eligible for this supplement.

TABLE 6c

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – RURAL FACTOR

The Rural Factor is calculated using:

- Population of city in which the Board office is located
- Distances from Board office to Vancouver and the nearest regional centre*

$$\frac{(5 - \text{Population Scale}) \times 100 + \text{km to Vancouver} + \text{km to Regional Ctr}}{100} = \text{Rural Index (\%)}$$

To be eligible for this supplement, the city in which the Board office is located must be located at least 100 kilometres from Vancouver by road.

For each school district, the Rural Index is multiplied by the previous September's Basic Allocation funding. The Rural Factor is weighted at 20%.

Regional Centres are defined as population centres with a minimum population base of 70,000, according to Statistics Canada, 2006 Census.

*Additional weighting is applied to distances to Vancouver and to the nearest regional centre where there is a water separation that requires ferry travel.

TABLE 6d

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – CLIMATE FACTOR

Degree Days of Cooling

The number of Degree Days of Cooling is taken from Environment Canada's "Canadian Climate Normals, 1981-2010", and represents the number of degrees that the mean temperature for a given day is **above** 18 degrees Celsius. These Days are averaged by month and year using the 30-year average. Days of Cooling are used to estimate the additional cooling requirements of buildings as a part of the Climate Factor funding.

Degree Days of Heating

The number of Degree Days of Heating is also taken from Environment Canada's "Canadian Climate Normals, 1981-2010", and represents the number of degrees that the mean temperature for a given day is **below** 18 degrees Celsius. These Days are averaged by month and year using the 30-year average. Days of Heating are used to estimate the additional heating requirements of buildings as a part of the Climate Factor funding.

The Degree Days of Cooling and the Degree Days of Heating for each district have been added together to reach the **Total Climate Degree Days**. Total Climate Degree Days have been indexed to the provincial minimum of 2,748.3 Climate Days (SD 46 – Sunshine Coast). The Climate Index, therefore, represents the additional heating and cooling days above the provincial minimum (Total Climate Days – Provincial Minimum).

☒ For each district, the Climate Index is multiplied by their previous year's Basic Allocation funding. Climate Factor funding is weighted at 6%.

The Climate Factor is calculated as follows:

$$\frac{\text{Total Climate Days} - \text{provincial minimum}}{10,000} \times \text{previous year's Basic Allocation} \times 5\%$$

TABLE 6e

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – SPARSENESS FACTOR

The Sparseness Index addresses the fact that certain districts have a greater financial burden than others resulting from the separation of schools from the board office. Additional costs arise from increased travel.

Columns 1 to 3 show the total paved, gravel and water distance in kilometres which separate dispersed schools from their board office. A school is eligible for inclusion in the Sparseness Index calculation if that school is more than 40 kilometres from its board office or if it is separated by water. 40 kilometres is known as the “threshold distance”.

The Sparseness Index is calculated as follows:

1. Column 5 is the Total Weighted Distance of dispersed schools from their board office. It is calculated as the sum of paved road distance, gravel road distance weighted by 1.5, and water distance weighted by 7.5. To reflect waiting times for ferries, 150 kilometres is added to the Total Weighted Distance for each dispersed school separated by water (Column 4). An additional \$200,000 is provided for each dispersed school separated by water where the distance exceeds 50 kilometres (Column 12).
2. Column 6 indicates the Average Distance of dispersed schools from their board office. It is arrived at by dividing Total Weighted Distance (Column 5) by the number of dispersed schools (Column 11).
3. Column 7 is the Average Distance to Threshold Ratio. It is arrived at by dividing Column 6 from the board office by the threshold distance (40 km).
4. Column 10 is the Dispersed FTE Enrolment (Column 9) as a percentage of total FTE Enrolment (Column 8). Enrolment is all funded school-age FTE as of September 30 of the previous year, excluding Distributed Learning students.
5. The Sparseness Index is derived as follows:
 - [Average Distance-to-Threshold Ratio (Column 7)]
 - X [Sparse Enrolment Percentage (Column 10)]
 - X [Number of Eligible Schools (Column 11) plus Board (taken as 5)]

The product of these factors is then divided by 100 to convert to the percentage known as the Sparseness Index.

For each district, the Sparseness Index is multiplied by their previous year’s Basic Allocation funding. Sparseness Factor funding is weighted at 12%.

TABLE 6f

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – STUDENT LOCATION FACTOR

The Student Location Factor provides funding to districts based on standard school enrolment and the school-age population density of communities within that district.

The Student Location Factor is calculated as follows:

1. The community clusters as determined in the Small Community Supplement calculation are used
2. The school-age population density according to the 2011 Census, Statistics Canada is identified for each community cluster
3. The number of school-age FTE enrolled in standard schools from the previous school year is weighted according to the cluster's school-age population density:

School-Age Population Density		Regional Centre or a District not eligible for Rural Factor (1)	Eligible for Small Community Supplement (2)	Neither (1) nor (2)	Both (1) and (2)
Greater or Equal to	Less Than				
0	18	1.5	4	4	4
18	50	0.5	1	1	1
50	85	0.25	1	0.5	0.5
85	200	0.05	1	0.1	0.1
200	1,000	0.02	0.5	0.04	0.04

4. Exceptions to the above table are applied:
 - a. Where elementary enrolment for a community cluster exceeds the elementary-age population for that community according to the 2011 Census and the community is not a Regional Centre or the district is not eligible for the Rural Factor, the weighting is doubled. This exception does not apply to school districts that are not eligible for the Rural Factor.
 - b. For communities where there is no secondary enrolment, the nearest community with secondary enrolment has been identified, along with all other neighbouring communities without secondary enrolment. In such cases, the weighting for the community with secondary enrolment is modified by the proportional weightings of the non-secondary clusters based on enrolment.
5. ☒ For every weighted elementary FTE, \$270.93 is provided and for every weighted secondary FTE, \$361.24 is provided.
6. A district base amount of \$50,000 is provided to every district with fewer than 500 FTE enrolled in standard schools during the previous school year.

TABLE 6g
SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS –
SUPPLEMENTAL STUDENT LOCATION FACTOR

As a supplement to the Student Location Factor, this factor provides \$5,000 for every eligible Level 1 special needs student and \$1,000 for every eligible Level 2 special needs student. Enrolments are as at September of the previous school year.

TABLE 7
FUNDING PROTECTION

Funding Protection is an additional amount provided to eligible school districts to ensure that districts are protected against any funding decline larger than 1.5% when compared to the previous autumn.

Funding Protection is determined by comparing the total recalculated operating grants from the autumn of the previous school year to total autumn operating grants for the current year. For districts where declines exceed 1.5%, Funding Protection will provide additional funding in an amount that ensures the year-to-year decline is no greater than 1.5%.

Labour settlement funding allocated through the operating grant formula is excluded from the Funding Protection calculation for 2020/21 and is subject to change in the autumn when actual September enrolment is known.

Funding Protection does not include any grants provided outside the general operating grants. In the determination of Funding Protection, audit adjustments will be deducted from districts' previous school year's operating grants. In addition, audit adjustments will be recovered from districts where applicable, including those eligible for Funding Protection.

Funding Protection will only be updated during the recalculation of the operating grants following the September enrolment count and is not recalculated again during the school year.

TABLE 8
CURRICULUM AND LEARNING SUPPORT FUND, 2020/21

The Curriculum and Learning Support Fund is provided to assist districts with implementing initiatives as part of the new provincial curriculum.

☒ The supplement is calculated based on the previous year's September school-age FTE enrolment at \$9 per FTE, with each district receiving a minimum of \$10,000.

Further details regarding the use of this supplement will be provided to boards of education annually by letter.

The Curriculum and Learning Support Fund is not included in the calculation of Funding Protection.

TABLE 9a
SUMMER LEARNING

Funding is provided to boards of education for non-graduate school-age students who enrol in summer learning courses that lead to graduation based upon a set funding schedule.

The funded amount depends on the category of summer course. Boards of Education may report the number of course enrolments for those courses started after July 1 and completed before August 31 in the same calendar year. Funding will be provided in the following amounts:

Grades 1 through 7:

Courses that align with the provincial curriculum and have a minimum of 40 hours of instruction will be funded at \$215 per student (headcount).

Grades 8 through 9:

Courses that align with the provincial curriculum and have a minimum of 40 hours of instruction will be funded at \$215 per course.

Grades 10 through 12:

Partial courses that align with the provincial or board/authority authorised curriculum and have a minimum of 40 hours of instruction will be funded at \$215 per course.

Four-credit courses that meet all provincial or board/authority authorised learning outcomes within the provincial curriculum will be funded at \$430 per course.

The types of instruction for which the Ministry will **not** provide funding include summer camps, Distributed Learning, Provincial Resource Programs, students not resident in British Columbia, students who have not yet completed Kindergarten, adult students, school-age graduates, exchange students, and prep courses.

TABLE 9b
SUMMER LEARNING SUPPLEMENTAL FUNDING

Students eligible for summer learning funding who also qualify for English/French Language Learning, Indigenous Education and/or special needs funding will be funded at 1/16 of the appropriate supplement(s).

	2020/21 per student
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$2,688
☒ For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$1,275
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$644
☒ For each English/French Language Learning headcount student	\$95
☒ For each Indigenous Education headcount student	\$94

TABLE 9c
CROSS-ENROLLED GRADE 8 & 9 STUDENTS

School-age students in Grades 8 and 9 can enrol in multiple locations and be funded for eligible courses, as long as at least one of their educational programs is delivered in whole or in part through Distributed Learning.

Eligible cross-enrolment courses are funded at a flat rate of \$430 per full credit course.

Course enrolment is counted in July for courses in which enrolment occurred during the previous school year. In order to be eligible for cross-enrolment funding, the student must have been enrolled and funded as a Grade 8 or 9 school-age student as at September 30 of the previous school year.

TABLE 10
ENROLMENT-BASED FUNDING (FEBRUARY)

CONTINUING EDUCATION

Basic Allocation

☒ For each eligible school-age full-time equivalent (FTE) student enrolled in Continuing Education and reported in the February enrolment count, 2020/21 **\$7,560**

Non-Graduated Adult Education Students

☒ For each eligible non-graduated adult education full-time equivalent (FTE) student enrolled in Continuing Education and reported in the February enrolment count, 2020/21 **\$4,823**

DISTRIBUTED LEARNING

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Kindergarten to Grade 9 and reported in the February enrolment count, 2020/21 **\$3,050**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Grades 10 to 12 and reported in the February enrolment count, 2020/21 **\$6,100**

Non-Graduated Adult Education Students

☒ For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Distributed Learning and reported in the February enrolment count, 2020/21 **\$4,823**

Note: Adult Education students who have already graduated are funded for eligible courses separately through a discretionary grant.

TABLE 11

SPECIAL NEEDS ENROLMENT GROWTH (FEBRUARY)

The total number of special needs full-time equivalent (FTE) students enrolled in regular, continuing education, alternate and distributed learning schools reported in the February enrolment count are compared to those reported in the previous September enrolment count.

Where, in each of Levels 1, 2 and 3, enrolment is greater in February than it was the previous September, 50% of the supplemental special needs per FTE funding amount is provided. No adjustment is made for any declines in enrolment.

	2020/21 per student (enrolment growth only)
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$21,500
☒ For each Level 2 headcount student (includes students identified as Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder)	\$10,200
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$5,150

TABLE 12

NEWCOMER REFUGEES (FEBRUARY)

To assist districts with the costs associated with enrolling refugees who enrol subsequent to the September enrolment count, additional funding is provided for newcomer refugees enrolled by the time of the February enrolment count. Supplemental funding for English/French Language Learning is also provided at 50% of the full year amount, if the student is eligible.

Basic Allocation

☒ For each eligible school-age full-time equivalent (FTE) student with documentation of refugee status who is enrolled in a standard or alternate school in the February enrolment count and who was not reported in the previous September enrolment count, 2020/21

\$3,780

☒ For each school-age full-time equivalent (FTE) newcomer refugee student above who also qualifies for English/French Language Learning, 2020/21

\$760

TABLE 13
ENROLMENT-BASED FUNDING (MAY)

CONTINUING EDUCATION

Basic Allocation

☒ For each eligible school-age full-time equivalent (FTE) student enrolled in Continuing Education and reported in the May enrolment count, 2020/21 **\$7,560**

Non-Graduated Adult Education Students

☒ For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Continuing Education and reported in the May enrolment count, 2020/21 **\$4,823**

DISTRIBUTED LEARNING

Basic Allocation

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Kindergarten to Grade 9 and reported in the May enrolment count, 2020/21 **\$2,033**

For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning in Grades 10 to 12 and reported in the May enrolment count, 2020/21 **\$6,100**

Non-Graduated Adult Education Students

☒ For each eligible non-graduated Adult Education full-time equivalent (FTE) student enrolled in Distributed Learning and reported in the May enrolment count, 2020/21 **\$4,823**

Note: Adult Education students who have already graduated are funded for eligible courses separately through a discretionary grant.