



BOARD OF EDUCATION SD NO. 40 (NEW WESTMINSTER)

Combined Education & Operations Policy and Planning Committee

AGENDA

Tuesday, November 1, 2016 – 7:30 pm

School Board Office

**Location: 811 Ontario Street, New Westminister
(corner of 8th Street and Royal Avenue)**

Item	Action	Info	Presenter	Attachment
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The New Westminister School District recognizes and acknowledges the Qayqayt First Nations, as well as Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play, and we do or work.

Education Policy & Planning Committee (Committee Chair Mark Gifford)

- | | | | |
|---------------------------|---|---------|-----------|
| 1. Approval of the Agenda | X | | |
| 2. May Day Task Force | X | M. Ewen | Encl Pg 1 |

Recommendation: THAT the Education Policy and Planning Committee recommend that the Board of Education for School District No. 40 (New Westminister) accept the draft timeline, as presented, for broader educational partner consultation regarding the School District's participation in the annual May Day celebration; AND THAT the May Day Task Force be tasked with coordinating the broader educational partner consultation; AND THAT in the meantime, the District's annual celebration of May Day remains status quo for 2017.

Operations Policy & Planning Committee (Committee Chair James Janzen)

- | | | | |
|--|---|---------------|-----------|
| 3. Financial Update | X | K. Lorenz | Encl Pg 6 |
| 4. Maintenance and Capital Projects Update | X | K. Lorenz | Encl Pg 8 |
| 5. Queensborough Busing | X | K. Lorenz | Encl Pg 9 |
| 6. Draft Board Policy Handbook
(posted to SD40 website) | X | K. Slade-Kerr | |

Combined Education & Operations
Policy & Planning Committee Agenda

7. General Announcements
8. New Business
9. Adjournment



Supplement to: **EDUCATION POLICY & PLANNING COMMITTEE**

Date: Tuesday, November 1, 2016

Submitted by: Janet Grant, Associate Superintendent

Item: Requiring Action ☒

For Information ☐

SUBJECT: May Day Task Force

Background: On November 24, 2015, the Board of Education passed a motion directing that a *May Day Task Force* be commissioned to review the District's annual celebration of May Day. The *May Day Task Force* is to report back to the Board of Education no later than the fall of 2016 so that any recommended changes accepted by the Board may be implemented in the spring of 2017.

Trustee Michael Ewen chairs the *May Day Task Force* that includes representation from teachers, parents, support staff and administration. In addition to Trustee Michael Ewen, Trustee James Janzen is also the Board's representative on the Task Force.

The *May Day Task Force* has had six meetings since January 2016 and has reviewed three elements of the District's annual May Day celebration:

- The Royal Suite;
- May Day Curriculum;
- May Day Ceremony.

Considerations: The *May Day Task Force* has made a number of observations about the District's annual celebration of May Day and has prepared the attached draft survey to allow for broader input from parties with an interest in the school district's participation in May Day. The *May Day Task Force* recommends the following draft timeline for the broader consultation process:

December 2016 - January 2017: May Day surveys are developed for staff, students, parents and the community.

February 7, 2017: Surveys are presented to the *Education Policy and Planning Committee* with final consideration at the **February 28, 2017** Board meeting.

March 1, 2017- April 13, 2017: Surveys are distributed—on-line and hard copy versions will be available.



April 13, 2017 – May 1, 2017: Survey results are compiled and reviewed.

Early May: May Day Consultation meetings are held with educational partner groups to share the survey results and to facilitate focus group discussion.

May 5, 2017 – May 25, 2017: All findings are reviewed and recommendations are formulated for the Board's consideration.

June 6, 2017: Recommendations are presented at the Board's *Education Policy and Planning Committee* meeting.

June 27, 2017: The Board of Education considers the recommendations.

This recommended draft timeline would, of course, require that the District's annual May Day celebration would be status quo for May 2017.

The *May Day Task Force* could facilitate the above-mentioned broader consultation process if the Board so directs.

Recommendation:

THAT the Education Policy and Planning Committee recommend that the Board of Education for New Westminister Schools accept the draft timeline for broader educational partner consultation regarding the school district's participation in the annual May Day celebration; and,

THAT, the May Day Task Force be tasked with coordinating the broader educational partner consultation; and

THAT in the meantime, the District's annual celebration of May Day remains status quo for 2017.

MAY DAY SURVEY

On November 24, 2015, the Board of Education passed a motion directing that a May Day Task Force be commissioned to review the District's participation in the annual celebration of May Day. The May Day Task Force has reviewed three elements of the District's participation:

- The Royal Suite;
- May Day Curriculum;
- May Day Ceremony.

This survey is intended to solicit broader input from educational partner groups and is divided into the above-mentioned sections. Each section begins with an overview followed by observations made by the May Day Task Force. ***Please indicate your level of agreement with each observation using the Likert scales that follow. If you have any other comments, please fill free to comment at the end of each section.***

We appreciate your time filling out this survey. ***Please indicate below the group of which you belong.*** Thank you.

☐ Teacher ☐ Support Staff ☐ Principal/ Vice-Principal ☐ Exempt Staff
☐ Parent ☐ Student ☐ Community Member

The Royal Suite. The Royal Suite consists of one female and one male representative from each elementary school who is elected by students in grades 3 to 5 at each respective school. All students wanting to be considered for the Royal Suite prepare a speech that is delivered to the student body at an assembly.

Each school's Royal Suite is part of a draw held at City Hall each spring where the following Royal Suite positions are determined:

- May Queen
- 1st Maid of Honour
- 2nd Maid of Honour
- Medal Bearer
- Register Bearer
- 1st Flower Girl
- 2nd Flower Girl
- 3rd Flower Girl

The male representative who accompanies the May Queen is called the Royal Consort. All other male representatives are called Royal Knights. All Royal Suite representatives, along with the previous year's May Queen and Royal Consort, are part of the procession at Queen's Park and have a place on the main platform. The Royal Suite members are identified by special apparel with the female representatives in white dresses and capes and the male representatives in black pants, white shirts and vests.

The May Queen and Royal Consort and other members of the Royal Suite participate in City held events throughout the year. At the annual Civic May Day Banquet, the May Queen and Royal Consort are seated at the head table and where they make a speech and all Royal Suite representatives introduce their parents.

The following observations have been made regarding the Royal Suite. ***Please indicate your level of agreement with these observations using the Likert scales that follow.***

It is important that each school is represented in the Royal Suite.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Voting for the Royal Suite representatives presents as an opportunity to teach about democracy.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Having student representatives give a speech is worthwhile as public speaking is an important skill.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

In order to minimize the potential of having the selection of the school representative become a "popularity contest", student leadership in the school and community could be part of the selection process.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Capes and tiaras are outdated; May Queen and Royal Knight titles are outdated.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Boys are involved but not meaningfully in the Royal Suite.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

What is important to keep with regard to the traditional May Day Royal Suite?

Is there anything you would like to see changed with regard to the May Day Royal Suite?

Do you have any other comments or suggestions?

May Day Curriculum. May Day has been part of New Westminster for 146 years. The May Pole and Folk Dances have become part of the history of New Westminster. As a whole, May Day fits into the following curricular areas: Arts, English Language Arts, and Social Studies and the Positive Personal and Cultural Identity core competency of the curriculum.

The following observations have been made about teaching students about May Day. ***Please indicate your level of agreement with these observations using the Likert scales that follow.***

It is important that the history and traditions of New Westminster are taught in conjunction with the May Day celebration.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

There is value in having May Day resources for teachers to teach the cultural significance of May Day as part of the social/ historical curriculum for students in New Westminster.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

It is important that the May Pole and Folk Dances continue.

Strongly Agree Agree Undecided or Don't Know Disagree Strongly Disagree

Do you have any comments or suggestions?

May Day Ceremony. The May Day Ceremony takes place at the stadium in Queen's Park. Students whose schools are close, walk to the park while other students take chartered buses. Students in Grades 2 and 5 sit in the stands in their school's section (which is about 120 feet from the main platform) while Grade 3 and Grade 4 students sit on the field. Students cheer for their school's Royal Suite representatives as they process to the main platform near centre field. The New Westminster Secondary School band plays throughout the ceremony. Grade 1 Royal Dancers (from the school where the May Queen was selected) perform Folk Dances. Later in the program, Grade 3 students from all schools perform more Folk Dances.

The May Day ceremony follows with a speech of welcome from the Mayor, introductions of Royal Suite representatives and speeches from the previous year's May Queen and Royal Consort. Presentations are made to the outgoing May Queen and a crowning ceremony of the incoming May Queen is followed by introduction of the incoming Royal Consort. In between the speeches and presentations, a variety of entertainment is presented which in the past has consisted of the high school's Cheer and Stunt team and Police Dogs, to name a few. The ceremony culminates with Grade 4 students from all schools performing the May Pole Dances. The ceremony lasts for approximately two hours not including the travel time to and from the venue.

The following observations have been made regarding the current May Day celebration at Queen's Park. *Please indicate your level of agreement with these observations using the Likert scales that follow.*

There are cost factors associated with May Day in terms of buses to transport students to Queen's Park, the physical set-up of the park and an extraordinary amount of staff time dedicated to make the celebration happen. The City's grant of approximately \$ 23,000. has been helpful, but even with this financial contribution, the staff cost factors in terms of time away from regular duties to plan and organize the ceremony in the preceding months and set-up and take down the ceremony on the day remain significant.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

The safe supervision of the students during the ceremony and for those students from schools closer to the park who walk to the May Day event is a concern as it is difficult to find sufficient parent volunteers to satisfy the adult supervision ratios for field trips.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

The ceremony relies on a lot of volunteers—staff volunteers—who have performed May Day roles for several years and who hold a lot of knowledge about how May Day runs. This reliance on volunteers is difficult to sustain over time as key organizers retire and/or are unable to continue due to other personal commitments.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

It is difficult for many students to sit for the duration of the ceremony so they don't pay attention. It is also hard for students to hear the speeches and see what's going on at the platform because of the physical distance. The result is that the ceremony is not very engaging for student spectators.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

In recent years, very few community members and parents attend the ceremony. May Day is no longer the large community event it once was in the past when members of the community and parents participated en masse.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

Do you agree that the venue for the annual May Day celebration should be changed from a district event held at Queen's Park to celebrations at individual school settings for the next three years with the plan to prepare for the 150th May Day celebration at Queen's Park in 2020? This would be with the understanding that each school would still elect their two school representatives who would attend the Civic May Day Dinner.

Strongly Agree **Agree** **Undecided or Don't Know** **Disagree** **Strongly Disagree**

Do you have any comments or suggestions?

Operating Fund - Year to Date Revenue to Budget Summary

G.L. Period Selection: 201703 End Date: SEPTEMBER 30, 2016

	Description	Revenues	Original Budget	Revised Budget	Bud Remain \$	Bud Remain %
621	OPERATING GRANT MINISTRY OF EDUCAT	-6,528,377	-57,408,471	-57,408,471	-50,880,094	89
629	OTHER MINISTRY OF EDUCATION GRANTS	-48,910	-782,876	-782,876	-733,966	94
643	SUMMER SCHOOL FEES	-128,799	-100,000	-100,000	28,799	-29
644	CONTINUING EDUCATION	-103,447	-220,000	-220,000	-116,553	53
645	INSTRUCTIONAL CAFETERIA REVENUE	-4,708	-130,000	-130,000	-125,292	96
647	OFFSHORE TUITION FEES	-4,303,346	-5,100,000	-5,100,000	-796,654	16
649	MISCELLANEOUS REVENUE	-119,098	-165,500	-165,500	-46,402	28
651	COMMUNITY USE OF FACILITIES	-44,126	-160,000	-160,000	-115,874	72
661	INTEREST ON SHORT TERM INVESTMENT	-59,174	-135,000	-135,000	-75,826	56
	Grand Total	-11,339,985	-64,201,847	-64,201,847	-52,861,862	82

Operating Fund - Year to Date Expense to Budget Summary

G.L. Period Selection: 201703 End Date: SEPTEMBER 30, 2016

Description	YTD Exp	YTD Com	YTD Exp + Com	Budget	Bud Remain \$	Bud Remain %
105 PRINCIPALS & VP SALARIES	794,572	0	794,572	2,984,700	2,190,128	73
110 TEACHERS SALARIES	3,061,289	0	3,061,289	29,242,155	26,180,866	90
120 SUPPORT STAFF SALARIES	981,114	0	981,114	5,111,679	4,130,565	81
123 EDUCATIONAL ASSISTANTS SALARIES	346,750	0	346,750	4,341,004	3,994,254	92
130 OTHER PROFESSIONAL SALARIES	567,601	0	567,601	2,157,931	1,590,330	74
140 SUBSTITUTE SALARIES	41,471	0	41,471	1,670,735	1,629,264	98
200 EMPLOYEE BENEFITS	1,624,013	0	1,624,013	11,886,822	10,262,809	86
310 SERVICES	686,128	159,802	845,930	1,551,480	705,550	45
330 STUDENT TRANSPORTATION	14,305	31,605	45,910	157,000	111,090	71
340 PROFESSIONAL DEVELOPMENT & TRAVEL	21,829	0	21,829	443,500	421,671	95
360 RENTALS & LEASES	50,005	1,086	51,091	246,500	195,409	79
370 DUES & FEES	34,653	750	35,403	156,500	121,097	77
390 INSURANCE	9,692	0	9,692	121,000	111,308	92
510 SUPPLIES	304,813	612,312	917,125	2,410,712	1,493,587	62
540 UTILITIES	50,223	7,613	57,836	446,500	388,664	87
551 GAS - HEAT	14,743	0	14,743	331,000	316,257	96
555 CARBON TAX EXP	0	0	0	50,000	50,000	100
560 WATER & SEWAGE	52,049	0	52,049	188,500	136,451	72
570 GARBAGE & RECYCLE	19,344	8,096	27,440	75,700	48,260	64
580 FURNITURE & EQUIPMENT REPLACEMENT	25,094	10,395	35,489	384,000	348,511	91
590 COMPUTER & EQUIPMENT REPLACEMENT	360,258	156,542	516,800	890,000	373,200	42
Grand Total	9,059,946	988,201	10,048,147	64,847,418	54,799,271	85



Supplement to: OPERATIONS POLICY & PLANNING COMMITTEE

Date: October 28, 2016

Submitted by: Kevin Lorenz, Secretary Treasure

Item: **Requiring Action** ☐ **For Information** ☒

Subject: MAINTENANCE & CAPITAL PROJECTS UPDATE

Fraser River Middle School

We received occupancy Aug 23, 2016. Yellowridge received 98% substantial completion as of Oct 11th. Ongoing finishing work such as landscaping, window blinds, whiteboards, and tack boards should be completed in November.

New Westminister Secondary

The New Westminister Secondary School Replacement Project public and stakeholder consultation is taking place from November 7 to December 5, 2016. The public will be invited to learn more about and provide feedback on the New Westminister Secondary School Replacement Project. Materials, including a Discussion Guide and Feedback Form, will be available starting on November 7 at: newnwss.com.

F.W. Howay Elementary

The seismic project at FW Howay Elementary has been approved and the contract for construction management has been awarded to Unitech Construction Management Ltd. Seismic work began on September 12th and scheduled to be completed by March 2017. The roof work (as part of the upgrade) being done by Columbia Roofing is 70% complete.

Richard McBride Elementary

Seismic mitigation at Richard McBride Elementary was listed as the Districts first priority on its 2017/18 Capital plan submission to the Ministry. The Ministry will be seeking priority funding for its capital plan in the spring and will provide each school district with a Capital Plan Response letter indicating which projects have been approved to the next stage of development or delivery, as soon as priority project funding is confirmed.



Kevin Lorenz <klorenz@sd40.bc.ca>

AM/PM school run for NWSS

Cory Lynch <cory@lynchbuslines.com>
To: Kevin Lorenz <klorenz@sd40.bc.ca>

Wed, Oct 12, 2016 at 12:23 PM

Hi Kevin,

To have the service for one way would be just more than half. For a one way service in the morning would be \$149.00 + GST per day. There are specific laws for minimum employee hours for a single shift versus a split shift.

Cory.

From: Kevin Lorenz [mailto:klorenz@sd40.bc.ca]
Sent: Wednesday, October 12, 2016 12:04 PM
To: Cory Lynch <cory@lynchbuslines.com>
Subject: Re: AM/PM school run for NWSS

Hi Cory,

Our board had a discussion yesterday about busing and one question that came up was what would be the cost of running service just in the AM? would it be half the cost? Sorry to bring these questions to you one at a time. thanks again.

Kevin.

On Fri, Sep 23, 2016 at 9:00 AM, Cory Lynch <cory@lynchbuslines.com> wrote:

Hello Kevin,

To have an AM/PM route for 207 secondary students will require a minimum, 3 54 passenger buses and 1 46 passenger bus for a total of 208 passenger spots. We had given some pricing for this in June which is still valid today of \$239.00 + GST per day for a 54 passenger bus and \$219.00 + GST for a 46 passenger bus based on a school year schedule. I realize that you are looking of parent sign up, so we can be flexible for your needs as I know they are currently in flux. If you need to start with one configuration and find you need to change it we can accommodate, however we would want to have a plan in place for the year and wouldn't be able to make changes on a daily basis throughout the year of course.

Let me know when you would like this to start and we can begin transportation for you ASAP. Should you need, we can start with one bus and add capacity from there if it makes it easier to have those that are committed no and add others once service begins.

Thank you,



LYNCH BUS LINES

Cory Lynch - Operations Manager

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—
Kevin Lorenz, CPA, CGA
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OPERATING GRANTS MANUAL

2015/16

2016/17

2017/18

March 2015

OVERVIEW OF PROVINCIAL FUNDING

The Ministry of Education will be providing a total of \$4.826 billion in operating grants to boards of education in the 2015/16 school year.

School Year	Operating Grants (\$ billions)
2014/15	\$4.725
2015/16	\$4.827
2016/17	\$4.843
2017/18	\$4.882

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.

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
 - Aboriginal 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) – 2015/16
Table 1b	Provincial Overview of Funded FTE Enrolment (Full-Year) – 2015/16
Table 2a	Provincial Overview of 2015/16 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 – Vulnerable Students
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	Supplement for the Education Plan, 2015/16
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 14	Administrative Savings, 2015/16 through 2017/18
Table 15	Labour Settlement Funding, 2015/16
Table 16	Holdback Allocation

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, 2015/16 **\$7,158**

☒ For each eligible school-age full-time equivalent (FTE) student enrolled in Distributed Learning schools and reported in the September enrolment count, 2015/16 **\$6,030**

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 2015/16, the decline is the change in enrolment between the September 30, 2012 and September 30, 2014 enrolments.)

TABLES 4a and 4b
SUPPLEMENT FOR UNIQUE STUDENT NEEDS

	2015/16 per student
TABLE 4a – SPECIAL NEEDS STUDENTS	
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$37,700
☒ 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)	\$18,850
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$9,500
TABLE 4b – OTHER UNIQUE STUDENT NEEDS	
☒ For each English/French Language Learning headcount student	\$1,380
☒ For each Aboriginal Education headcount student (Targeted)	\$1,195
☒ For each non-graduated Adult Education FTE student (September only)	\$4,565

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 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 as part of the Education Guarantee.

TABLE 4c
SUPPLEMENT FOR UNIQUE STUDENT NEEDS – VULNERABLE STUDENTS

The Supplement for Vulnerable Students provides funding to districts to assist with providing services to vulnerable students in addition to the CommunityLINK special purpose grant.

This supplement is calculated based on the following factors and sub-components:

- Economic conditions (65%)
 - Income Assistance (40%)
 - Deep poverty (30%)
 - Moderate poverty (30%)
- Demographic vulnerability (12.5%)
 - Aboriginal population (50%)
 - Single parent (30%)
 - Recent immigrant (20%)
- Social conditions (12.5%)
 - Children in care (60%)
 - Serious crime (20%)
 - Suicide/homicide (20%)
- Educational attainment (10%)
 - Adults without high school graduation (100%)

The above formula was calculated and compared to the 2012/13 CommunityLINK allocation. Districts that generated less funding through this formula than their CommunityLINK allocation will have their CommunityLINK funding maintained at their existing amounts. Districts that generate more funding through this formula will receive the Supplement for Vulnerable Students in addition to their CommunityLINK allocation.

This supplement will be provided in the amounts listed on Table 4c for each school year 2015/16, 2016/17 and 2017/18.

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 2015/16 is based on average educator salaries as at September 30, 2014. This Supplement will be recalculated in the autumn based on actual educator salaries as at September 30, 2015.

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, 2015, 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 25 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 2015/16, the Supplement is determined using funded FTE enrolment as at September 30, 2014.

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: \$77,325

For each community with 9 to 110 elementary FTEs: \$162,400

For each community with 110 to 250 elementary FTEs:

$\$162,400 - (\$1,160 \times (\text{FTE} - 110))$

☒ **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: \$164,800

For each community with 16 to 75 elementary FTEs: \$185,400

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 \$4,681.25

For each community with 100 to 635 secondary FTEs: \$468,125 – (\$875 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: \$12,600 per FTE

For each community with more than 15 and less than 215 Grade 11 & 12 FTEs:
\$189,000 – ((FTE – 15) x \$945)

TABLE 6b

SUPPLEMENT FOR UNIQUE GEOGRAPHIC FACTORS – LOW ENROLMENT FACTOR

The Low Enrolment Factor is based on the previous year's enrolment. For 2015/16, the Low Enrolment Factor is determined using enrolment as at September 30, 2014.

Eligibility: 2,500 or fewer District school-age FTEs: \$1,378,125

Eligibility: Greater than 2,500, but fewer than 15,000 District school-age FTE:
\$1,378,125 – (\$110.25 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*

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

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

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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, 1971-2000", 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, 1971-2000", 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 2,836.3 Climate Days (SD 39 – Vancouver). 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 5%.

The Climate Factor is calculated as follows:

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

⊗ **Note:** This Factor will be updated with Environment Canada's "Canadian Climate Normals, 1981-2010" in 2016/17, which may affect the Climate Index for some districts.

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:

$$\frac{[\text{Average Distance-to-Threshold Ratio (Column 7)}] \times [\text{Sparse Enrolment Percentage (Column 10)}]}{[\text{Number of Eligible Schools (Column 11) plus Board (taken as 5)}]}$$

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 Index (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.
 - 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, \$255.50 is provided and for every weighted secondary FTE, \$340.67 is provided.
6. A district base amount of \$50,000 is provided to every district with less 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 2015/16.

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.

☒ Funding Protection is under review and is confirmed for only the 2015/16 school year.

TABLE 8
SUPPLEMENT FOR THE EDUCATION PLAN, 2015/16

The Supplement for the Education Plan is in place for 2015/16 to assist districts with implementing initiatives as part of the Education Plan. This supplement is not confirmed for future years.

The supplement is calculated based on September 2014 school-age FTE enrolment at \$20 per FTE with each district receiving a minimum of \$10,000.

☒ The Supplement for the Education Plan is confirmed for only the 2015/16 school year.

Further details regarding this supplement will be provided to boards of education in the near future.

The Supplement for the Education Plan is not included in the calculation of Funding Protection for 2015/16.

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 \$206 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 \$206 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 \$206 per course.

☒ Four-credit courses that meet all provincial or board/authority authorised learning outcomes within the provincial curriculum will be funded at \$412 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 students who are only registered to write the General Education Development (GED) examination.

TABLE 9b
SUMMER LEARNING SUPPLEMENTAL FUNDING

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

	2015/16 per student
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$2,356
☒ 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)	\$1,178
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$594
☒ For each English/French Language Learning headcount student	\$86
☒ For each Aboriginal Education headcount student	\$75

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 \$412 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, 2015/16 **\$7,158**

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, 2015/16 **\$4,565**

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, 2015/16 **\$3,015**

☒ 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, 2015/16 **\$6,030**

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, 2015/16 **\$4,565**

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

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.

	2015/16 per student (enrolment growth only)
☒ For each Level 1 headcount student (includes students identified as Physically Dependent or Deafblind)	\$18,850
☒ 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)	\$9,425
☒ For each Level 3 headcount student (includes students identified as Intensive Behaviour Interventions or Serious Mental Illness)	\$4,750

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, 2015/16
\$3,579

☒ For each school-age full-time equivalent (FTE) newcomer refugee student above who also qualifies for English/French Language Learning, 2015/16
\$690

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, 2015/16 **\$7,158**

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, 2015/16 **\$4,565**

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, 2015/16 **\$2,010**

☒ 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, 2015/16 **\$6,030**

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, 2015/16 **\$4,565**

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

TABLE 14
ADMINISTRATIVE SAVINGS

☒ Boards of education are expected to meet administrative savings targets. Operating grants to districts are being adjusted by \$29 million in 2015/16 and by \$54 million in 2016/17 and 2017/18.

The administrative savings target for each district was determined based on the proportion of required administrative savings to the entire operating grant block, applied to every district. Districts' administrative savings targets are established each year at the time the estimated operating grants are determined and are not updated again during the same school year.

To assist boards of education with planning, estimates of the administrative savings targets are being made available for 2016/17 and 2017/18. These will be updated in the estimated operating grants for each of these years.

TABLE 15
LABOUR SETTLEMENT FUNDING

☒ Funding is being provided to school districts to assist with the additional costs resulting from labour settlements that are in effect for teachers and support staff. A total of \$130 million has been added to the operating grant block in 2015/16, which was determined based on estimated additional costs for wage and benefit increases, Teachers Teaching on Call and elementary teachers' preparation time. Funding for the levelling up of teachers' benefits that was provided outside the block since 2013 is also included.

The amounts presented on Table 15 have been incorporated into the other tables in this manual. The following rates have been increased for 2015/16:

Supplement	Per FTE Rate Increases, 2015/16
SEPTEMBER	
Basic Allocation (Standard, Continuing Education, Alternate)	\$211
Basic Allocation (Distributed Learning)	\$179
Special Needs – Level 1	\$1,100
Special Needs – Level 2	\$550
Special Needs – Level 3	\$300
English Language Learning	\$40
Aboriginal Education	\$35
Adult Education	\$135
Small Community Supplement	3.1%
Low Enrolment Factor	0.2%
Student Location Factor	0.2%
SUMMER	
Grade 1 to 7 Headcount and Grade 8 to 9 Course Enrolment	\$6
Grade 10 to 12 Course Enrolment and Grade 8 to 9 Cross-Enrolment	\$12
FEBRUARY	
Continuing Education – School-Age	\$211
Continuing Education – Adult	\$135
Distributed Learning – School-Age (Kindergarten to Grade 9)	\$90
Distributed Learning – School-Age (Grade 10 to 12)	\$179
Special Needs Enrolment Growth – Level 1	\$550
Special Needs Enrolment Growth – Level 2	\$275
Special Needs Enrolment Growth – Level 3	\$150
Newcomer Refugees	\$106
Newcomer Refugees – English Language Learning Supplement	\$20
MAY	
Continuing Education – School-Age	\$211
Continuing Education – Adult	\$135
Distributed Learning – School-Age (Kindergarten to Grade 9)	\$60
Distributed Learning – School-Age (Grade 10 to 12)	\$179

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☒ Denotes changes

TABLE 16
HOLDBACK ALLOCATION

The holdback is a portion of the operating grant block that is not allocated and is held in contingency when the estimated allocations for the upcoming school year are determined. The holdback is to provide funding for unanticipated enrolment that occurs during the school year beyond what has been estimated before the school year begins.

The size of the holdback is established when the estimated operating grants are determined and may vary by year. The holdback is allocated according to the formulae and rates described in this manual based on additional enrolment reported in the July, September, February and May enrolment counts.

☒ Should all or a portion of the holdback not be required following the enrolment counts that occur during the school year, that funding will be allocated to districts according to the number of actual school-age FTE from enrolment counts that have occurred up to that point in the school year. Should the holdback not be sufficient to cover unanticipated enrolment during the school year, the Basic Allocation per FTE rate will be adjusted only for the new enrolment, but will be maintained at the published rate for students who were included in the estimated allocations for that school year.