

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: July 8, 2019
CLIFF: 212521

PREPARED FOR: Honourable Rob Fleming, Minister – **FOR INFORMATION**

SUBJECT: Proposed Amendments to the Psychologists Regulation

PURPOSE: Update: Amendments to bring School Psychologists into the College of Psychologists of British Columbia (CPBC)

BACKGROUND:

- In 2015, CPBC approached the Ministry of Health (MOH) to explore changes to the Psychologists Regulation to support alignment with the Health Professions Act (HPA) model;
 - Remove exemptions for use of the title “psychologist” except by registrants of CPBC and those under academic appointment, and;
 - Consider regulation of school psychologists under CPBC.
- On December 14, 2018, MOH proposed amendments including:
 - Update language to better align with the HPA model including revising scope of practice statements and clearly identifying restricted activities (i.e. psychology diagnosis);
 - Remove all exceptions for use of the title psychologist, except for those under academic appointment (i.e. working under the University Act);
 - Add school psychologists as a limited class of registrant under the CPBC. It is intended that there be approximately one year for school psychologists to enroll with the College (by September 1, 2020), after which time non-registrants may not advertise or practice as school psychologists.
- The proposed amendments to the Psychologists Regulation (the Regulation) were posted on the MOH website for a three-month public posting period (concluding March 14, 2019) and more than 50 comments were received.
- The majority of comments received from school psychologists indicated opposition to regulation and increased fees.
- Discussions regarding the proposed amendments and feedback in March 2019 between MOH and Ministry of Education (EDUC) staff resulted in a decision to defer implementation of the recommendations.
- Most recently, MOH staff have re-engaged with EDUC staff to discuss a phased approach to implementation that would result in immediate implementation of changes that update language and remove all exceptions to the title of psychologist but defer changes specific to school psychologists to a later date.
- Changes proposed for immediate implementation include:
 - Update language to better align with the HPA model including revising scope of practice statements and clearly identifying restricted activities (i.e. psychology diagnosis);

- Remove all exceptions for use of the title psychologist, except for those under academic appointment (i.e. working under the University Act);

DISCUSSION:

About the School Psychologist Workforce

- At Quarter 1 of 2018/19, there were 166 FTE or 192 headcount school psychologists in the public system.
- School psychologists in BC currently require a Master's or PhD in School Psychology. Ninety-two percent of school psychologists also have a teaching certificate and are members of the BCTF.
- School psychologists in BC must be certified by either the BC Association of School Psychologists (BCASP) or they must join the CPBC, which has a more rigorous process to join.
- The College of Psychologists estimate that there are 225 school psychologists who are members of the BCASP and practice in BC schools. There are approximately 137 Registered Psychologists practicing in BC schools (full registrants of the CPBC). These figures would be inclusive of independent, First Nations and public schools. Note, that there are approximately 20 registered psychologists that are members of both the BCASP and CPBC.
- Since January 2016, there have only been 12 postings for school psychologists on Make a Future.
- The majority of school psychologists are mid-career (30-49). However, 34% of school psychologists in the public system are over the age of 50 years and 15% are over the age of 60 years. Figure 1 illustrates the age distribution.
- Thirty-seven percent of school psychologists reside in 5 school districts (Surrey, Vancouver, Delta, Prince George and Burnaby).

Figure 1



Implications of MOH Proposed Amendments for EDUC

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Attachment(s)

1. Scope of Psychoeducational Assessments in Schools
2. Psychologists Regulation - Redline

Program ADM/Branch: Keith Godin. ADM Governance and Analytics

Program Contact (for content): Shelaina Postings

Drafter: Shelaina Postings

Date: July 2, 2019

Psychoeducational Assessments in Schools

WHO IS A SCHOOL PSYCHOLOGIST ?

In the school system, school psychologists are currently either Registered Psychologists (R.Psych.) regulated by the College of Psychologists of BC) OR Certified School Psychologists (certified by the BC Association of School Psychologists).

SCOPE:

School psychologists assess students from Kindergarten to Grade 12; students are referred by school- based teams. The parents/guardians must give consent in written form after meeting with the school psychologist to discuss the various aspects of informed consent. Requests for psychoeducational assessments usually focus on one of four questions:

- Does the student have a difficulty/disability impeding their learning?
- Does the student have a developmental delay?
- Does the student meet criteria for adjudication on provincial exams?
- Does the student meet criteria for continued support through Community Living BC?

School psychologists usually include some of the following measures in their assessments:

- Cognitive: Wechsler intelligence scales, Woodcock-Johnson scales, Differential Aptitude Scale, Stanford-Binet
- Achievement: Kaufman Test of Educational Achievement, Wechsler Individual Achievement Test, Woodcock-Johnson Tests of Achievement
- Executive Function(s): Delis-Kaplan Executive Function System, NEPSY, Behavior Rating Inventory of Executive Function, Comprehensive Executive Function Inventory
- Behaviour: Behavior Assessment System for Children, Conner's, Achenbach System of Empirically Based Assessment
- Adaptive: Vineland Adaptive Behavior Scales, Adaptive Behavior Assessment System

School psychologists issue a report which is provided to the referring school and the parents/ guardians. The reports usually include:

- The referral question/request
- Developmental history, family composition
- Parent/guardian concerns
- School history
- Teacher/school concerns
- Classroom observations
- School psychologist interview with student
- Discussion, explanation and standard scores of each measure administered
- Diagnosis of Intellectual Disability or Learning Disorder
- Summary and recommendations

Goals and Limitations of a Psychoeducational Assessment in the School

The goals of an assessment are to fully answer the referral question using valid and reliable measures, to provide appropriate evidence-based recommendations, including further assessment, and to encourage referrals for supports that are not available in the school system.

Psychoeducational assessments are not intended to diagnose ADHD, Autism, anxiety, depression, or other mental health concerns **unless** the school psychologist is a registered psychologist (R.Psych.) and has specific training. School psychologists who are BCASP certified only (non-R.Psych.) may screen and include their observations of the aforementioned and will recommend referrals to professionals who can make the necessary diagnoses.

School psychologists generally do not provide direct therapy **unless** they are registered psychologists, have the requisite training, and are permitted to do so by their employer. School psychologists will make recommendations to refer the student/family to specific therapists/agencies/medical professionals and may suggest specific therapies (such as Cognitive Behaviour Therapy).

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**MINISTRY OF EDUCATION
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DATE: June 25, 2019
CLIFF: 208554

PREPARED FOR: Honourable Rob Fleming, Minister – **FOR INFORMATION**

SUBJECT: BC Public School Data Trends

PURPOSE: To provide information on trends in classroom structures

KEY MESSAGES

- In 2018/19, there are more classes in BC public schools and more classes that include special needs and English Language Learners (ELL) students.
 - The number of classes in BC increased by 4 percent per year since 2015/16.
 - The number of classes with at least one special needs student increased by 7 percent per year, and those classes with at least one ELL grew by 8 percent per year.
 - In 2018/19, 81 percent of all classes have at least one student with special needs, up from 75 percent in 2015/16.
- 55 percent of all K-12 classes have 1 to 3 students with special needs; a growth of 24 percent since 2015/16 and a small increase since 2017/18 (0.5 percent).
- 5 percent of K-12 classes have 7 or more students with special needs, a share that did not change from 2015/16. Most classes with 7 or more students with special needs are in grades 5 to 12 and are created to serve special needs students (e.g. special education, applied learning skills).
- Autism spectrum disorder is the fastest growing category of students with special needs (10.8 percent per year in BC public schools) since 2015/16 and a 12.1 percent increase over 2017/18.
- 52 percent of classes in BC have zero ELLs. However, 55 percent of kindergarten to grade five classes have at least one ELL and 42 percent have 4 or more ELLs.
- Education system funding has accommodated special needs and ELL growth. Since 2015/16, K-12 funding increased faster than total enrolment and growth in special needs and ELLs as more professional and support staff were hired.

BACKGROUND:

- The Ministry of Education collects class size and composition data from school districts via submissions to the MyEducation platform or via a form submitted directly to the Ministry.
- Class composition data are counts of classes in which there are Special Needs (students with an Individual Education Plan (IEP)) and English Language Learners (ELL).
- The count of classes varies from year to year due to enrolment changes and collective agreement language.

- There are some questions about data quality as individual district totals can vary by a large amount from year to year. Comparing counts in the class size data set against other enrolment-based data collections reveals some inconsistencies that make year-over-year comparisons somewhat volatile. Year over year data are presented in Appendix 4. Follow-up work is underway.
- The total number of BC public school classes increased to 76,815 in 2018/2019, an increase of 14 percent (9,708 additional classes) from 2015/2016, the last year prior to the signing of the Memorandum of Agreement (MOA).
- Since 2015/16, the number of classes increased as a result of two factors:
 - 1) enrolment growth fueled largely by inter-provincial migration to BC, and,
 - 2) the MOA with teachers that restored collective bargaining language.
- Class composition changed as a result of an increase in students with special needs diagnosed by medical professionals and/or school districts over the past decade. As a proportion of the student population, special needs students have increased from 9.8 percent in 2007/2008 to a current high of 11.4 percent in 2018/2019.
- The total number of classes in BC public schools increased by 4 percent per year since 2015/2016. The number of classes with at least one special needs student increased by 7 percent per year, and those classes with at least one ELL student grew by 8 percent per year on average. Note: The gifted special needs designation is usually not attributable to an IEP and is not included in the class composition data collection.

Changes in Class Composition – Special Needs/Individual Education Plan (Tables 1-3)

- The number of classes with IEP students increased over time alongside increases in special needs student enrolment. The largest increase was in classes with 1-3 IEP students (8,329 classes, 24 percent), followed by classes with 4+ IEP students (3,135 classes, 19 percent).
- The proportion of with 1-3 IEP students increased from 51 percent of the classes in 2015/16 to 55 percent in 2018/19; the proportion of classes with four or more IEPs remained the same (25-26 percent).
- Classes with 7 or more IEP students are more likely to be at the Secondary school grade levels, focusing on Special Education or Applied Skills courses. The count of 7+ IEP classes can increase in a district if that district offers more classes tailored for special needs students (e.g. Learning Studies).
- The top five school districts with increases in the number of classes with 3 or more IEP students over last year are:
 - Surrey (+509 classes),
 - Langley (+418 classes),
 - Vancouver (+302 classes),
 - Nanaimo (+282 classes),
 - Victoria (+196 classes).

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Table 1	Special Needs/IEP Students					
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# of classes	67,107	100%	76,815	100%	9,708	14%
# classes with 0 students	16,507	25%	14,751	19%	-1,756	-11%
# classes with 1-3 students	34,084	51%	42,413	55%	8,329	24%
# classes with 4+ students	16,516	25%	19,651	26%	3,135	19%
# classes with 7+ students	4,163	6%	4,183	5%	20	0%

Table 2: Grades K-5 Special Needs/IEP Students						
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# classes	10,277	100%	11,653	100%	1,376	13%
# classes with 0 students	3,326	32%	2,983	26%	-343	-10%
# classes with 1-3 students	6,068	59%	7,574	65%	1,506	25%
# classes with 4+ students	883	9%	1,096	9%	213	24%
# classes with 7+ students	62	1%	81	1%	19	31%

Table 3: Grades 6-12 Special Needs/IEP Students						
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# classes	56,830	100%	65,162	100%	8,332	15%
# classes with 0 students	13,181	23%	11,768	18%	-1,413	-11%
# classes with 1-3 students	28,016	49%	34,839	53%	6,823	24%
# classes with 4+ students	15,633	28%	18,555	28%	2,922	19%
# classes with 7+ students	4,101	7%	4,102	6%	1	0%

Changes in Class Composition – ELLs (Table 2)

- Relative to 2015/2016, the largest increase in ELL students per class occurred in classes with 1-3 ELL students (6,122 students, 32 percent), followed by classes with 4+ ELL students (1,534, 15 percent).
- The proportion of classes with 1-3 ELL students increased from 28 percent in 2015/16 to 33 percent in 2018/19 but the proportion of classes with four or more IEPs was the same (22 percent).

Table 4	ELL Students					
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# of classes	67,107	100%	76,815	100%	9,708	14%
# classes with 0 students	38,225	57%	40,277	52%	2,052	5%
# classes with 1-3 students	18,944	28%	25,066	33%	6,122	32%
# classes with 4+ students	9,938	15%	11,472	15%	1,534	15%
# classes with 7+ students	4,840	7%	5,173	7%	333	7%

Table 5: Grades K-5 ELL Students						
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# classes	10,277	100%	11,653	100%	1,376	13%
# classes with 0 students	3,428	33%	3,414	29%	-14	0%
# classes with 1-3 students	2,764	27%	3,369	29%	605	22%
# classes with 4+ students	4,085	40%	4,870	42%	785	19%
# classes with 7+ students	2,743	27%	3,142	27%	399	15%

Table 6: Grades 6-12 ELL Students						
	2015/2016	% of classes	2018/2019	% of classes	Change from 2015/2016	% Change from 2015/2016
# classes	56,830	100%	65,162	100%	8,332	15%
# classes with 0 students	34,797	61%	36,863	57%	2,066	6%
# classes with 1-3 students	16,180	28%	21,697	33%	5,517	34%
# classes with 4+ students	5,853	10%	6,602	10%	749	13%
# classes with 7+ students	2,097	4%	2,031	3%	-66	-3%

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DISCUSSION:

- As a result of increased prevalence and overall enrolment growth, the number of students with special needs in BC's public schools increased by 2,956 students in the 2018/2019 school year, the largest increase in recent years.
 - The special needs categories that were the largest contributors to this growth were:
 - A - Autism Spectrum Disorder (+1,145 students),
 - Q - Learning Disability (+773 students),
 - H - Serious Mental Illness (+436 students).
- Three categories of special needs students grew faster in public schools than the provincial average since 2015/16 (3.8 percent per year).
 - Autism Spectrum Disorder (10.8 percent per year).
 - Intensive Behaviour Interventions/Serious Mental Illness (4.5 percent per year).
 - Moderate Behaviour Support/Mental Illness (4.3 percent per year).
- The diagnosis of autism spectrum disorder has increased over time as social awareness increases and diagnostic criteria are refined by the medical profession. There are more resources dedicated to identifying and helping children with apparent delays in development (such as non-speaking, sensory overload, or inability to cope with a change in routine).
- The proportion of children with autism spectrum disorder was 0.2 percent in 2001/02, 1.4 percent in 2015/16 and 1.9 percent in 2018/19.
- We also observe that the prevalence of serious mental illness in BC's kids aged 5-19 has increased over time.
 - Among K-12 students, prevalence was 1.0 percent in 2001/02, 1.3 percent in 2015/16 and 1.5 percent in 2018/19.
 - From Ministry of Health data, the prevalence in use of prescribed mental health medications in kids aged 5-19 has increased from 7 percent in 2009/10 to 11 percent in 2018/19 fiscal year.
- Since 2015/16, K-12 funding increased by 15 percent while enrolment increased by 3 percent. To support class size and composition changes, the Province of BC has invested over \$400 million annually to support the hiring almost 4,000 teacher FTEs for BC public schools; this includes hiring over 500 special education teachers, 190 more teacher psychologists and counsellors, and 600 education assistants, since the signing of the MOA.
- The number of classes with Educational Assistants present also increased from 19,800 in 2015/16 to 27,198 in 2018/19 (+37 percent) as a result of increased hiring. This increase is higher relative to the increase in classes with IEP students (+23 percent) over the same time period.
- The topic of class composition is a significant bargaining issue related to workload. Forty school districts have different language pertaining to class composition. Of these, only six have language that considers high incidence students for composition/class size restrictions. Twenty school districts do not currently have composition language in their collective agreements.

- There is some friction between workload measurement (e.g. how student categories count towards ratios) and inclusive education wherein diversity is celebrated by including all students in the classroom.
- Appendix 1 gives a detailed breakdown of classes by IEP student count. It shows that 70 percent of classes with high proportions of (7+) IEP students are courses in Special Education, Applied Arts, and Other specialized courses for special needs students.
- The number of FTE teachers is forecast increase to 35,000 by 2021/22. This is a 2% increase over 2018/19 and a 15% increase over 2015/16.
- The Students-to-adult ratio was 9.3:1 in 2018/19. In 2017/18, there were 9.5 students per adult and in 2015/16 there were 10 students per adult.
- The Students-to-Education Assistants (EA) ratio was 57.0:1 in 2018/19. In 2017/18 there were 60.6 students per adult and in 2015/16 there were 67.7 students per adult.
- The Special Needs Students to EA ratio was 6.6: 1 in 2018/19. In 2017/18 there were 6.8 special needs students per EA and in 2015/16 there were 7.2 special needs students per EA.
- 54% of students with special needs make the transition to post-secondary two or fewer years after completing grade 12, compared to 66% in the overall student population.
- This year, the composition data release will attract attention. Teacher bargaining is under way and any media stories covering the release will interpret the data in a way that leads the public to equate class composition with quality.

CONCLUSION:

The number of classes have increased in BC public schools since 2015/16, driven by enrolment growth, increasing prevalence of autism spectrum disorder and serious mental illness, and smaller class sizes as a result of the MOA. The proportion of students with special needs enrolled in BC public schools increased over this period, increasing the number of classes with students with IEPs. Since the signing of the MOA, the Province of BC has invested over \$400 million annually to support hiring almost 4,000 teacher FTEs, including over 500 special education teachers and 190 more teacher psychologists and counsellors and 600 education assistants relative to the start of last school year.

Attachment(s):

1. Class_Size_Composition.xls

Program ADM/Branch: Keith Godin, ADM, Governance and Analytics Division

Program Contact (for content): Jeremy Higgs, 778-698-1136

Drafters: Brett Wilmer, Jeremy Higgs

Date: July 15, 2019

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Appendix 1 – Special Needs/IEP by Class Type

	IEPS								
Number of Classes	0	1	2	3	4	5	6	IEP 7+	Grand Total
2015/2016									
Applied Skills	894	1,002	1,058	977	706	514	330	483	5,964
English Language Arts	1,615	1,227	1,125	778	571	378	231	403	6,328
Fine Arts	733	843	850	692	560	354	233	347	4,612
Full Grade	2,733	2,500	2,055	1,439	947	497	229	228	10,628
Health and Career Ed	274	312	261	230	169	119	65	90	1,520
Information and Communications Tech	243	194	216	170	137	79	53	81	1,173
Languages	1,567	951	498	215	103	41	22	34	3,431
Mathematics	1,651	1,306	943	618	448	247	167	392	5,772
Other	3,118	2,123	1,565	1,134	771	455	313	509	9,988
Physical Education	645	711	817	689	501	364	233	281	4,241
Sciences	1,877	1,578	1,123	733	480	291	191	258	6,531
Social Studies	1,003	967	861	755	526	324	167	254	4,857
Special Education	154	209	181	178	195	182	160	803	2,062
2015/2016 Total	16,507	13,923	11,553	8,608	6,114	3,845	2,394	4,163	67,107
2018/2019									
Applied Skills	788	1,405	1,864	1,674	1,160	736	426	502	8,555
English Language Arts	1,528	1,498	1,522	1,210	809	502	252	427	7,748
Fine Arts	526	894	1,062	1,027	784	421	259	383	5,356
Full Grade	2,382	2,573	2,604	2,074	1,247	624	324	192	12,020
Health and Career Ed	133	169	217	187	183	92	52	50	1,083
Information and Communications Tech	137	189	175	147	112	66	35	44	905
Languages	1,427	1,117	628	309	167	66	34	37	3,785
Mathematics	1,454	1,411	1,120	742	499	333	208	417	6,184
Other	3,349	2,751	2,219	1,679	1,006	632	338	532	12,506
Physical Education	421	672	896	830	627	388	242	280	4,356
Sciences	1,835	1,696	1,374	953	618	338	204	269	7,287
Social Studies	738	962	1,038	903	624	367	212	252	5,096
Special Education	33	202	204	216	170	144	167	798	1,934
2018/2019 Total	14,751	15,539	14,923	11,951	8,006	4,709	2,753	4,183	76,815
% of 2018/2019 Classes by IEP Level									
Applied Skills	1.0%	1.8%	2.4%	2.2%	1.5%	1.0%	0.6%	0.7%	11%
English Language Arts	2.0%	2.0%	2.0%	1.6%	1.1%	0.7%	0.3%	0.6%	10%
Fine Arts	0.7%	1.2%	1.4%	1.3%	1.0%	0.5%	0.3%	0.5%	7%
Full Grade	3.1%	3.3%	3.4%	2.7%	1.6%	0.8%	0.4%	0.2%	16%
Health and Career Ed	0.2%	0.2%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	1%
Information and Communications Tech	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.0%	0.1%	1%
Languages	1.9%	1.5%	0.8%	0.4%	0.2%	0.1%	0.0%	0.0%	5%
Mathematics	1.9%	1.8%	1.5%	1.0%	0.6%	0.4%	0.3%	0.5%	8%
Other	4.4%	3.6%	2.9%	2.2%	1.3%	0.8%	0.4%	0.7%	16%
Physical Education	0.5%	0.9%	1.2%	1.1%	0.8%	0.5%	0.3%	0.4%	6%
Sciences	2.4%	2.2%	1.8%	1.2%	0.8%	0.4%	0.3%	0.4%	9%
Social Studies	1.0%	1.3%	1.4%	1.2%	0.8%	0.5%	0.3%	0.3%	7%
Special Education	0.0%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	1.0%	3%
Total % of Classes	19.2%	20.2%	19.4%	15.6%	10.4%	6.1%	3.6%	5.4%	100%
Selected Classes	45%	48%	52%	56%	57%	60%	61%	70%	

APPENDIX 2: Classes with at least 50 Percent Special Needs/IEP students

Sum of Classes	IEPS								
Row Labels	0	1	2	3	4	5	6	IEP 7+	Grand Total
2018/2019									
Applied Skills	0	10	6	5	7	8	7	52	95
English Language Arts	0	21	5	15	14	15	13	178	261
Fine Arts	0	8	5	1	3	2	1	23	43
Full Grade	0	39	17	10	6	7	5	41	125
Health and Career Ed	0	3			2		1	13	19
Information and Communications Tech	0	7	2	2	1		1	7	20
Languages	0		1		1			2	4
Mathematics	0	9	12	8	5	9	9	150	202
Other	0	195	93	89	92	69	57	270	865
Physical Education	0	4	4	4	2	1	1	27	43
Sciences	0	3	5		7	5	4	59	83
Social Studies	0	7	4	2	5	4	4	48	74
Special Education	0	177	166	163	130	118	155	774	1683
Total	0	483	320	299	275	238	258	1644	3517

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APPENDIX 3 – Breakdown of Class Counts by Special Needs/IEP, With % IEP7+, for Grades K – 5

SCHOOL YEAR	DISTRICT_NAME	SD#	IEP_0	IEP_1	IEP_2	IEP_3	IEP_4	IEP_5	IEP_6	IEP_7	TOTAL	PCNT IEP7
2018/2019	Campbell River	72	30	18	18	11	10	11	8	10	116	8.6%
2018/2019	Powell River	47	4	7	9	7	6	3	-	3	39	7.7%
2018/2019	Fraser-Cascade	78	8	11	4	9	3	3	1	2	41	4.9%
2018/2019	Boundary	51	6	8	3	7	2	1	1	1	29	3.4%
2018/2019	Van Island North	85	5	8	8	3	3	-	2	1	30	3.3%
2018/2019	Prince George	57	77	72	45	38	17	12	4	9	274	3.3%
2018/2019	Nechako Lakes	91	17	15	10	13	5	2	2	2	66	3.0%
2018/2019	Sunshine Coast	46	12	6	14	14	12	8	5	2	73	2.7%
2018/2019	Gulf Islands	64	14	6	8	8	-	-	-	1	37	2.7%
2018/2019	Nicola	58	9	16	9	5	3	2	2	1	47	2.1%
2018/2019	Okanagan	53	6	12	8	15	5	1	-	1	48	2.1%
2018/2019	North Vancouver	44	81	99	60	50	19	10	3	6	328	1.8%
2018/2019	S. East Kootenay	5	29	25	25	20	8	10	2	2	121	1.7%
2018/2019	Vancouver	39	223	371	258	111	30	13	6	16	1,028	1.6%
2018/2019	Coast Mountains	82	25	19	14	14	7	3	3	1	86	1.2%
2018/2019	Chilliwack	33	65	78	75	40	16	9	6	3	292	1.0%
2018/2019	Kamloops	73	79	89	67	49	24	6	3	3	320	0.9%
2018/2019	Sea to Sky	48	45	38	21	6	3	-	-	1	114	0.9%
2018/2019	Central Okanagan	23	126	113	100	69	26	12	10	4	460	0.9%
2018/2019	Saanich	63	38	32	32	12	9	5	2	1	131	0.8%
2018/2019	North Okanagan	83	17	23	38	28	18	9	2	1	136	0.7%
2018/2019	Coquitlam	43	188	160	148	92	23	4	5	3	623	0.5%
2018/2019	Greater Victoria	61	122	101	125	52	21	14	4	2	441	0.5%
2018/2019	Sooke	62	63	60	44	28	18	11	4	1	229	0.4%
2018/2019	Burnaby	41	132	143	152	46	19	9	3	2	506	0.4%
2018/2019	Delta	37	64	75	65	67	18	8	2	1	300	0.3%
2018/2019	Surrey	36	294	398	439	215	96	40	13	1	1,496	0.1%
TOTAL			2,983	3,292	2,740	1,542	622	277	116	81	11,653	

APPENDIX 4: Year-over-Year Changes in Class Composition, 2015/16 to 2018/19

These tables demonstrate the year-to-year variations in data by category for IEPs and ELLs.

Individual Education Plans	2015/2016	15/16 over 14/15	2016/2017	16/17 over 15/16	2017/2018	17/18 over 16/17	2018/2019	18/19 over 17/18
Number of Classes	67,107	511	70,620	3,513	74,998	4,378	76,815	1,817
0 IEP	16,507	903	16,479	-28	15,319	-1,160	14,751	-568
1-3 IEP	34,084	-752	36,832	2,748	42,213	5,381	42,413	200
4+ IEP	16,516	360	17,309	793	17,466	157	19,651	2,185
7+ IEP	4,163	268	4,186	23	3,474	-712	4,183	709

English Language Learners	2015/2016	15/16 over 14/15	2016/2017	16/17 over 15/16	2017/2018	17/18 over 16/17	2018/2019	18/19 over 17/18
Number of Classes	67,107	511	70,620	3,513	74,998	4,378	76,815	1,817
0 ELL	38,225	35	38,079	-146	40,931	2,852	40,277	-654
1-3 ELL	18,944	-305	21,433	2,489	23,625	2,192	25,066	1,441
4+ ELL	9,938	781	11,108	1,170	10,442	-666	11,472	1,030
7+ ELL	4,840	424	5,417	577	4,628	-789	5,173	545

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Withheld pursuant to/removed as

s.12

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Withheld pursuant to/removed as

s.13; s.17