



April 30, 2018

K-12 Funding Model Review Panel  
Ministry of Education  
Po Box 9045  
Station Provincial Government  
Victoria, BC. V8W 9E2

Dear members of the Funding Model Review Panel:

The Powell River and District Teacher's Association requests that the Ministry of Education maintains the current funding model for students with special needs by continuing to fund designated students. The PRDTA also requests that the funds for all students with designations be increased, as well as increasing the funding for identification at all levels.

We, members of the PRDTA, believe that:

- learning is developmental. Not all students reach benchmarks at the same time, at the same rate, or in the same way.
- in all classrooms, there is a broad range of need. Students learn at different rates and in different ways. They bring different knowledge, experiences and interests.
- teaching enhances and supports students' development. Scaffolding is a key to learning. The "I do, we do and you do" model is foundational to learning.
- early identification and intervention for students who are experiencing learning difficulties is critical.
- extra staffing and support for students should not wait until a formal diagnosis is reached. For this reason, the PRDTA believes Special Education support must be priority at all levels, to screen and provide supports to all struggling learners.
- current special education funding is not adequate in meeting the needs of designated students. For example, funding for autism is only one half day of

support and many students who would benefit from funds and support receive nothing.

- every student has a right to be safe at school and have the opportunity to learn in a safe environment but not necessarily in the same room at the same time all the time.
- we believe in having high expectations for all learners. This may not look the same for all students. Students should have access to resources and supports with the fundamental belief that everyone can learn, with the right tools, techniques and supports and given adequate time.
- teachers, parents and students are a team in a student's special education. They work together to create a climate of respect, success and joy necessary for lifelong learning. These parties need time, resources and support provided in a timely manner in order to communicate effectively with each other to help create an individual education plan for the student.
- individual education plans should be as diverse as the learners they represent and as the educators who are helping to create them.

In conclusion, the Ministry of Education's discussion paper contains some key opportunities to apply adequate funding targeted for identified needs. This is also supported by the BCTF's submission that the review panel received. However, the concept of outcome-driven funding raised serious concerns.

The PRDTA requests that the Review Panel take this opportunity to sit down with all stakeholders in this process, including the BCTF, and to come to agreement in regards to the beliefs and requests mentioned above.

Thank you for your time and consideration in this matter.

Ken Holley  
PRDTA President

