

# REVISIONS TO THE SCHOOL DISTRICT FUNDING MODEL

## AS SUBMITTED BY SCHOOL DISTRICT No.71 (COMOX VALLEY)

The existing block grant system needs some minor revisions, particularly with respect to grants for rural students, and for special needs students.

The additional costs of educational opportunity in rural areas are of two kinds: access and organizational. Access costs occur for the rural student and continue throughout her career; she spends long hours on busses, in cars, and on ferries and boats. Such travel is costly, both personally for the student with respect to fatigue, and financially for the district.

### A. Hornby Island Community School

This school has a population of 40 students K-8. It is more remote than it seems, because two ferry rides, and several bus trips, are needed for residents to reach the main Vancouver Island. Students going from the island to secondary school in Courtenay have about a 5-hour travel day, on top of their 6-hour school day.

Funding per pupil is an additional \$5,782 per student for the Unique Geographic factor on top of the regular \$7,386 per student for Standard Enrolment factor funding (refer to Table 1 below). This funding provides for the organizational problems of a small school. But what the Unique Geographic factor doesn't recognize is any funding for ferry travel when students leave their school for field trips or extra-curricular activities on the main island.

Table 1 – Estimator Unique Geographic

	A	B	C	D	E	F	G	H	I	J	K	L	M		
1	Estimator Part 2 for 2015/16, 2016/17 and 2017/18										SD 71 - Comox Valley				
2	Unique Geographic Factors - School-Level Enrolment														
3															
4	<b>Step 1:</b>	Enter enrolment by school for the year you wish to estimate Unique Geographic Factors funding								<b>Amounts to Transfer to Main Estimator:</b>					
5		*Note: To estimate 2016/17 funding, enter 2015/16 enrolment								Estimated					
6		*Note: If a school has closed, leave the cell blank								Small Community Supplement					
7		*Note: Secondary Ungraded students should be included in the Gr 8-10 column								(\$ District Total) 2016/17 2017/18					
8										A \$190,081 \$190,081					
9	<b>Step 2:</b>	If you wish to estimate total funding for your district, copy the estimated figures for Small Community Supplement, Sparseness and Student Location at the right to the Input page of the main Estimator.								Sparseness Index					
10										B 33.480% 33.480%					
11										Sparseness - Water Distances > 50 km					
12										C \$0 \$0					
13		For assistance or questions, please contact Michael Lebrun, Funding and Compliance Unit,								Student Location Factor					
14		Ministry of Education:								(\$ District Total) 2016/17 2017/18					
15		e-mail: <a href="mailto:Michael.Lebrun@gov.bc.ca">Michael.Lebrun@gov.bc.ca</a>								D \$41,221 \$41,221					
16		phone: (250) 356-0176													
17															
18															
19															
20		For Estimating 2016/17 School Year Funding				For Estimating 2017/18 School Year Funding									
21	Facility Code and Name	Fac. Type	2015/16 School-Age FTE				2016/17 School-Age FTE								
			K-Gr 7	Gr 8-10	Gr 11-12	Total	K-Gr 7	Gr 8-10	Gr 11-12	Total					
40	7171070 HORNBY ISLAND ELEMENTARY	0	39.0000	1.0000		40.0000	39.0000	1.0000		40.0000					

Total 2017/18 = \$231,302

When the student completes his/her grade 8 at Hornby and is transported to a district secondary school on the main island for grade 9, the Geographic Funding ends. In table 2

below, that student loses \$6,044 of Unique Geographic factor funding. There is no process to recognize the student lives on Hornby Island and attends a secondary school on the main island and has to take two ferries from Hornby Island to the main island.

Table 2 – Adjusted Estimator Unique Geographic for Grade 9

A	B	C	D	E	F	G	H	I	J	K	L	M
1	Estimator Part 2 for 2015/16, 2016/17 and 2017/18											SD 71 - Comox Valley
2	Unique Geographic Factors - School-Level Enrolment											
3												
4	Step 1: Enter enrolment by school for the year you wish to estimate Unique Geographic Factors funding									Amounts to Transfer to Main Estimator:		
5	*Note: To estimate 2016/17 funding, enter 2015/16 enrolment									Estimated		
6	*Note: If a school has closed, leave the cell blank									Small Community Supplement		
7	*Note: Secondary Ungraded students should be included in the Gr 8-10 column									(\$ District Total)	2016/17	2017/18
8										A	\$190,081	\$185,400
9	Step 2: If you wish to estimate total funding for your district, copy the estimated figures for Small Community Supplement, Sparseness and Student Location at the right to the Input page of the main Estimator.									Sparseness Index		
10										(%)	2016/17	2017/18
11										B	33.480%	33.480%
12										Sparseness - Water Distances > 50 km		
13	For assistance or questions, please contact Michael Lebrun, Funding and Compliance Unit,									(%)	2016/17	2017/18
14	Ministry of Education:									C	\$0	\$0
15	e-mail: <a href="mailto:Michael.Lebrun@gov.bc.ca">Michael.Lebrun@gov.bc.ca</a>									Student Location Factor		
16	phone: (250) 356-0176									(\$ District Total)	2016/17	2017/18
17										D	\$41,221	\$39,858
18												
19												
20					For Estimating 2016/17 School Year Funding				For Estimating 2017/18 School Year Funding			
21	Fac.		2015/16 School-Age FTE				2016/17 School-Age FTE					
21	Type		K-Gr 7	Gr 8-10	Gr 11-12	Total	K-Gr 7	Gr 8-10	Gr 11-12	Total		
40	7171070	HORNBY ISLAND ELEMENTARY	0	39.0000	1.0000		40.0000	39.0000	0.0000		39.0000	

Adjusted Total 2017/18 = \$225,258

Difference = \$6,044

## B. Special Education Funding

Across British Columbia, school districts spend an extraordinary amount of resources performing assessments on students, so the student can be categorized as a Unique Student Needs. At present the funding formula doesn't recognize either these expenditures, or the resources and support provided until the time the student is designated.

What we are proposing is a lag funding model to recognize these students during the assessment periods. In some cases a students may not be designated until grade 3, even though the student has been supported during the first three years of their schooling. With the lag funding, we are proposing that these students be recognized for lag funding for the first three years during the period when service was provided and assessments were being conducted.

With these minor adjustments, to assist with travel costs for rural students, and the lag between initial assessment and Ministry designation, the block grant system would work well for the future.