



# SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

May 28, 2018

Email: [cmtrumpy@shaw.ca](mailto:cmtrumpy@shaw.ca)

Mr. Chris Trumpy  
Chair, Independent Review Panel  
K-12 Education Funding Model  
2083 Neil St.  
Victoria, BC V8R 3E1

Dear Mr. Trumpy;

Thank you for your recent overview and summary of the regional sessions. We would like to provide some additional and supportive information of the issues and themes presented from our District's perspective. On behalf of our students and their families, thank you and the Panel for your efforts in making a difference in their complex lives.

- A) We are of the opinion that the same number of per student dollars per fte, per school, per community, per School District is not equity. Not only School District demographics, but unique community circumstances and individual school demographics should be taken into consideration.

eg. Climate and temperature varies considerably within our southeastern area with six (6) months of snowfall and freezing temperatures, our District:

- requires regular snow removal
- requires risk management attention (sanding parking lots/walkways)
- requires spring cleanup (removal of sand & gravel)
- requires custodial clean up
- requires heating that incurs a carbon tax

This year's SD5 Budget for snow removal and sanding of parking lots and spring sweeping of sand totaled \$243,905.72 – a total of \$96,905.12 over budget.

- B) We are of the opinion that students, families and communities would be better served with a funding model that provides an opportunity for school districts to add higher grades (13) and first year apprenticeship to Rural Secondary Schools in communities without Community Colleges. This extra year would provide:

- a transitional year to support rural students moving to post-secondary institutions
- economic benefits to rural parents
- a needed work force for the community's service industries
- Secondary staffing options for recruitment and retention in rural communities
- An additional year for students to mature, increasing the likelihood of post-secondary success

- C) A funding model inclusive of day care/before-and-after school care to elementary schools would assist economic growth and community well-being by:
- supporting young families (the backbone of our communities)
  - enabling more parents to enter the workforce and increasing their household income
  - employers who are currently understaffed
- D) When considering Capital allocations on a formula over (x) years, we also believe that allocating \$(y) per square meter of facility space, per facility over (x) years is not equitable either. Capital allocations must consider the type of facility, the facility purpose, the facility age, the facility use (enrolments), the facility construction materials, the climate/weather and environmental impacts, present and future site developments, and maintenance standards.
- E) A New Funding Model, similar to a change in curriculum, should be piloted for a remote District, a Rural District, and an Urban District. In any event, consideration of lead-time for implementation, with expectations and details articulated for those responsible are also required.
- F) The funding review should consider the total taxation Revenue generated within the boundaries of the School District with allocation for Capital expenditures including future sites.
- G) We are encouraged to read that the Review is considering the current three level funding of our special students. We need a focus at the primary level addressing early interventions. Our special students need a head start and a person-centered start, not a bureaucratic-red-tape start that follows them year after year.

Again, Mr. Trumpy, thank you for your careful consideration of these, and all District proposals. We look forward to reviewing your final report and proving any subsequent clarification and/or input.

Sincerely,

Frank Lento, Board Chair  
School District 5, Southeast Kootenay