

## Funding Model Review Recommendations

1. *List the recommendations in order of importance to your organisation. Some recommendations have multiple components. Please identify which aspects of the recommendation are most significant and list them in order of importance.*

  - In emphasising a shift to modern educational practise, some recommendations have more significant impacts than others. The most significant include: 1 (Funding prioritisation), 2 (targeted funding), and 6 (Inclusive Education Supplement). Recommendation 9 (Course to Headcount) is less helpful for Mission, but may have significant impact elsewhere.
  - A number of recommendations may be helpful in streamlining bureaucracy and 'red tape'. These include: 4 (Geographic factors), 5 (Funding protection), 8 (CEF integration), 15 (Audits), 19 (Three Year Funding), & 20 (Reserves policy).
2. *Specify the recommendations that your organisation may want to see implemented earlier, to best support student achievement. If there are multiple components of this recommendation, list them in order of importance.*

  - Some recommendations are easy to implement and are broadly helpful, such as 15 (audits). Recommendations 1, 2, 5, 9, and 15 are solid recommendations that can be implemented relatively swiftly. Recommendations 6 and 8 have significant potential, especially 6 (component 2), but it is recognised that rebuilding the structure for special education is daunting. Of most concern is that the new modelling accurately reflects the needs and nature of a school district.
3. *Specify the recommendations that your organisation feels are the most challenging to implement and identify specific implications and concerns associated with these recommendations. Where possible, please provide meaningful supporting evidence.*

As noted above, Component 2 of Recommendation 6 has considerable positive potential, but is highly complex. Observations and recommendations from BCCASE, Secretary treasurers, etc would be valuable in assessing this recommendation. Fundamentally, districts need assurances that the data collection acknowledges things like: inflow/outflow of students; economic shifts & unemployment; actual costing on support for many level 2 students; and a certain 'uncertainty factor' all play into concerns over this recommendation. Some of the other recommendations, 12-14 and 16-20, all present some complexity challenges for province wide change.