



School Funding Framework

School Funding for Education Bodies
in the Northwest Territories

2023-2024 School Year - \$165,142,000

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English

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French

Kĩspin ki nitawih̄tĩn ē nĩhĩyawih̄k ōma ācimōwin, tipwāsinān.

Cree

Tłıchq̄ yatı k'èè. Dı wegodi newq̄ dè, gots'ō gonede.

Tłıchq̄

ʔerih̄t'ıs Dēne Sųłıné yatı t'a huts'elkēr xa beyáyatı theᑭᑭ ʔat'e, nuwe ts'ēn yóttı.

Chipewyan

Edı gondı dehgáh got'je zhatıé k'éé edat'éh enahddhę nıde naxets'é edahfı.

South Slavey

K'áhshó got'jne xədə k'é hederı ʔedjhtı'é yerıniwę nıde dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijahch'uu zhit yinothtan jı', diits'at ginohkhı.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.

Inuvialuktun

Ċ'bdĊ ħħ'bbΔĊ ΛıLJΔĊ Δ.đħĊĊĊ'ıLĊħ'ı, ĐĊĊĊĊĊĊ ĐĊĊĊĊĊĊĊĊĊĊĊ.

Inuktitut

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Overview

The School Funding Framework is the funding allocation tool used by the Department of Education, Culture and Employment (ECE) to distribute funding for Junior Kindergarten (JK) to Grade 12 programs delivered by the four Divisional Education Councils (DECs), four District Education Authorities (DEAs), the Tłı̨chǫ Community Service Agency (TCSA), and the Commission scolaire francophone, Territoires du Nord-Ouest, hereafter referred to as “education bodies”.

This method of allocating funds allows education bodies to provide quality educational programming that reflects the needs of the population they serve. The Framework allocates funds equitably and, outside of prescribed funds, permits flexibility to accommodate local decision making. The Framework also requires public accountability for the use of those funds and the results achieved.

The School Funding Framework is based on the premise that, over and above the base costs of operations, education bodies should receive funding for factors that are beyond their control. Funding is distributed based on the following factors:

1. A base level of funding;
2. Enrolment based funding;
3. A northern cost index (location factor);
4. Consumer price increases; and
5. Targeted funding

The funding formula is the method ECE uses to allocate funds to education bodies.

With the exception of Inclusive Schooling and Indigenous Languages and Education funding, ECE does not specify how funds should be allocated to the schools.

Each education body has responsibility for using its funds in a manner that meets the needs of its constituents, and is accountable for its spending decisions.

Inclusive Schooling and Indigenous Languages and Education funding are guided by the Ministerial Directive on Inclusive Schooling 2016 and the 2018 Indigenous Languages and Education Policy, respectively. Education bodies are required to spend these funds as per the respective documents.

Principles of the Framework

The School Funding Framework is based on four principles:

1. Adequacy: Resources must be adequate to provide a standard of services as agreed to by the Minister.
2. Equity: All education bodies have equal visibility on the rules used for funding.
3. Efficiency: Resources must be used efficiently focusing on students' needs.
4. Flexibility: Education bodies must be provided the flexibility to decide how to best provide for students' education.

Formulas determine most of the funding for education body operations. Funding for school programs is separated into four categories:

- Administration and School Services;
- Territorial Schools;
- Inclusive Schooling; and
- Indigenous Languages and Education.

Additional funds are also provided through:

- Local Property Taxation; and
- Canadian Heritage French.

The two Yellowknife DEAs are the only education authorities that levy local property taxes with the revenues returned to them by the municipality. These two DEAs are expected to cover at least 25 percent of the costs of delivering elementary school programs (JK-9) through the tax levy while Senior Secondary programming (Grades 10-12) is 100 percent funded by the framework. For these two boards, the overall result of this calculation is an approximate 20 percent reduction to all funding provided.

The Government of the Northwest Territories (GNWT) collects taxes for the other education authorities, and provides 100 percent of the funding needed for delivering school programs.

Accountability Framework

The GNWT's Financial Administration Act requires GNWT departments and its public agencies, which includes education bodies, to develop a Planning and Accountability Framework. The implementation of a standardized reporting system will lead to improved planning and accountability for education bodies. This will provide information for education bodies and ECE in a consistent and comprehensive way, to support decision-making and ensure transparency for our students, parents, and the residents of the Northwest Territories (NWT).

Through the Accountability Framework, all NWT education bodies will be required to plan and report on their operations, compliance with educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The purpose of the Accountability Framework is to facilitate cooperation between education bodies and ECE to ensure that planning and accountability in the NWT education system meets the expectations of the Legislative Assembly and the people of the NWT.

The two key components of the Accountability Framework are the Operating Plan and the Annual Report. The purpose of the Operating Plan is to aid in school program and financial planning. Each education body can use their Operating Plan to plan specific programs or initiatives, ensure efficient administration and governance, manage records, and human and financial resources. The purpose of the Annual Report is to ensure each education body remains accountable to their Operating Plans. Through the Annual Report, each education body can showcase their progress in the school year and highlight areas for improvement for both the Members of the Legislative Assembly and the public.

The Operating Plan is due to the Minister by June 30th of each fiscal year. The Annual Report is due to the Minister within 90 days of the fiscal year end (June 30th).

Cost Drivers

While there are elements of cost drivers that education bodies can control, there are a number of cost drivers where there is minimal amount that management can influence. These uncontrollable costs are impacted by student enrolment, collective agreements, location, and inflation which are not under the control of the education body and cannot be influenced by decisions or actions of management.

1.0 Student Enrolment

A large component that is driving costs is the number of students attending school. Each year, ECE gathers enrolment data on September 30, specifically full time equivalent (FTE) enrolment, adjusted for non-attenders, in order to calculate the next year's funding allocation. Enrolment data drives the majority of the proposed funding in any given year.

An attending student is a student who, during the period of September 1st to September 30th, was in attendance for at least 60 per cent of the sessional days during the month. A student also counts as attending if they were absent from school with parent/guardian or school permission. An attending student must also be registered for at least the full school term.

Throughout the month of September students may switch attendance to another school. For example, if a student attended School A but switched to School B on the last possible day in September, the official enrolment count will have the student registered in School B.

If a student is registered in a home community, and is transferred to another school due to the home community not offering a high school program, then that student is still to be counted in the home community.

Section 27 of the Education Act provides the definition of an excused absence.

Where the principal and the parent agreed to excuse a student from attending for a period of time in order to allow the student to participate in traditional activities on the land or other learning experiences away from the community, a written agreement must be on file.

A student who has recently become a resident in the NWT and has registered at school on a date after September 1st, and has attended at least 60 percent of the possible consecutive sessional days since registration, is considered to be an attending student.

Note: A student suspended for non-attendance is considered absent.

In an effort to encourage students to pursue the completion of their high school diploma, ECE will count those students who are 21 years of age or older as of December 31st at 0.50 FTE.

Calculation of Enrolment

| | |
|----------------------|---|
| Junior Kindergarten: | 0.50 FTE Half-day / 1.00 FTE Full-day |
| Kindergarten: | 0.50 FTE Half-day / 1.00 FTE Full-day |
| Grades 1 to 9: | 1.00 FTE |
| Grades 10 -12: | 1.00 FTE for 15 or more credits per year 0.50 FTE if less than 15 credits per year |
| Home Schooling: | 0.50 FTE for a home schooled student |

Home schooled students are those students not attending regular classes, and where parents have the primary responsibility for their education with monitoring by the principal.

Magnet Facilities¹: 1.00 FTE if the student is attending an education program more than 50 percent of the time.

0.50 FTE if the student spends less than 50 percent of the time in an education program.

Although a student may be attending a school that is not his/her community school, the student must be registered in his/her community school (reference *Education Act*, Section 12).

2.0 Collective Agreements

Staff salaries are another major cost driver.

Average salaries are applied to the number of positions that are allocated to each education body to determine the funding provided.

The calculation of average salaries for teaching staff is based on a list of actual NWTTA teaching salaries for each education body determined as of November 15th of the previous year, e.g. the 2022-2023 School Year is based on the average of November 15th 2021 actual salaries.

Average salaries for UNW and Excluded employees are based on the midpoint of the respective

¹ Group Homes and Young Offender Facilities

salary grids of their Collective Agreements. SRM employees are funded at 90% of their range maximum.

Calculation of Salary

NWTTA Staff: Average salary calculations are based on the education authority's staffed positions for individual job categories. Only teachers who are on leave with pay or active will be included in the salary calculation.

UNW/Excluded: Salary calculations are based on midpoint. For example, UNW and Excluded are funded at step 4.

SRM: Salary calculations are based on 90% of range maximum.

Adjustments are made for the cost of collective agreements that have been negotiated.

Calculation of Benefits

Education Councils: Education bodies receive 21.75 percent of base salary and allowances (excluding Northern Allowance) for the employer portion of benefits. The 18.5 percent is intended to cover the costs associated with CPP, EI, Disability/ Supplementary Death, Superannuation/ Pension, PSHCP. The remaining 3.25 percent will cover removal, recruitment, and WSCC.

Yellowknife Districts: Yellowknife Districts receive 21.75 percent of their base salary and allowance (excluding Northern Allowance) for personnel benefits. These benefits include a 12.5 percent employer share, 2.25 percent professional development, 1.7 percent medical travel assistance, 2 percent removals, 0.9 percent Worker's Compensation, 0.9 percent dental and 1.5 percent was added in 2016-2017 for increased benefit cost.

3.0 Northern Cost Index (NCI)

Statistics Canada's Isolated Post Allowance Indexes (Living Cost Differentials) express the relationship between the prices of a range of products from isolated posts compared to the same range of products in one of seven Canadian cities at a given point in time. In the case of NWT communities, Edmonton is the base city for the price comparison.

NCI is based on Statistics Canada's living cost differentials; however in the NWT, Yellowknife is the base city in the price comparison for the given retail prices of goods and services in NWT communities (See **APPENDIX A** for full table).

The Isolated Post Allowance Index is reviewed at three to four year intervals and remains in effect and unchanged between review periods.

4.0 Consumer Price Index

The Consumer Price Index (CPI) is an indicator of changes in consumer prices. The CPI is used as an indicator of the change in the general level of consumer prices or the rate of inflation. It is used to escalate a given dollar value, over time, to preserve the purchasing power of that value.

Any adjustment for CPI is subject to there being an appropriation for the adjustment in the fiscal year in which the commitment is made. CPI for the 2023-2024 school year is 2.20 percent.

Administration and School Services

Administration and School Services contribution includes funding for staffing, travel, administration funding, and honoraria.

1.0 Administration Staffing

Education bodies will receive funding for administration staffing which is determined by FTE enrolment and the number of communities served using the allocation to education bodies table:

Superintendent: 1.00 Position (ALL except Dettah and Ndilo)
 Comptroller: 1.00 Position (ALL except Dettah and Ndilo)
 0.50 Position (Dettah and Ndilo)

Assistant Superintendent:

Communities

(Note: The FTE for the calculation of Assistant Superintendents doesn't include SSSS and JK enrolment)

| FTE | 1-3 | 4-7 | 8-11 | 12+ |
|-------|------|------|------|------|
| 500 | - | - | 0.50 | 1.00 |
| 1,100 | 0.50 | 1.25 | 1.25 | 1.25 |
| 1,900 | 1.00 | 1.25 | 1.50 | 2.00 |
| 2,700 | 1.50 | 1.75 | 2.00 | 2.50 |

Administration Officers:

Communities

(Note: The FTE for the calculation of Administration officers doesn't include SSSS and JK enrolment)

| FTE | 1 | 2-6 | 7-12 | 13+ |
|-------|------|------|------|------|
| 1,000 | - | 0.75 | 1.00 | 1.00 |
| 1,400 | 0.50 | 0.75 | 1.00 | 1.00 |
| 1,800 | 1.00 | 1.25 | 1.25 | 1.25 |
| 2,200 | 1.25 | 1.50 | 1.50 | 1.50 |
| 2,600 | 1.50 | 1.75 | 1.75 | 1.75 |

Clerical Staff:

Communities

(Note: The FTE for the calculation of Clerical Staff doesn't include SSSS and JK enrolment)

| FTE | 1 | 2-6 | 7-12 | 13+ |
|-------|------|------|------|------|
| 1 | 0.50 | 1.00 | 1.25 | 1.50 |
| 200 | 1.00 | 1.50 | 1.75 | 2.00 |
| 350 | 1.50 | 2.00 | 2.25 | 2.50 |
| 500 | 2.00 | 2.50 | 2.75 | 3.00 |
| 1,000 | 2.50 | 3.00 | 3.25 | 3.50 |
| 1,200 | 3.00 | 3.50 | 3.75 | 4.00 |
| 1,600 | 3.50 | 4.00 | 4.25 | 4.50 |
| 2,000 | 4.00 | 4.50 | 4.75 | 5.00 |
| 2,400 | 4.25 | 4.75 | 5.00 | 5.25 |
| 2,800 | 4.50 | 5.00 | 5.25 | 5.50 |

| | |
|---------------------------------|---------------|
| Technical Consultant: | |
| Divisional Education Councils | 1.00 Position |
| Yellowknife DEAs | 1.00 Position |
| Commission scolaire francophone | 0.50 Position |
| Dettah DEA | 0.25 Position |
| Ndiloq DEA | 0.25 Position |

2.0 Administration Operations and Maintenance

Council travel includes funding for divisional meetings, executive meetings, visits to each community, and other administration trips:

Based on approved amounts

Administration funding provides for administrative expenses at an average of \$12,000 per formula administration position and is adjusted by NCI using the following formula:

$$\$12,000 \times (\text{Administration Staff Positions} + \text{School Consultants}) \times \text{NCI}$$

3.0 District Education Authorities Operations and Maintenance

Education bodies receive funding for their community District Education Authorities' administration salary and benefits, honoraria, and administration using the following formula:

$$\text{Community Base of } \$15,000 + (\text{K-12 School FTE} \times \$86)$$

4.0 Office Leases

Funding is provided to education bodies for the actual cost of office leases.

Based on approved amounts

5.0 Administrative Reduction Allocation

As part of a territory-wide cost reduction initiative beginning in the 2017-2018 school year, administration funding provided to education bodies was reduced by an annual total of \$800,000. Since the reduction was permanent, fixed allocations of this amount are deducted on an ongoing annual basis.

Based on approved amounts

Territorial Schools

Territorial Schools contribution includes funding required to operate the school system, such as staffing for teachers, consultants, school counsellors, secretaries, custodians, as well as materials and supplies for the classrooms.

1.0 Teacher Staffing – Junior Kindergarten to Grade 9

The number of teachers funded is calculated at the school level and are based on enrolment. The tables used to calculate funding for Junior Kindergarten to Grade 9 are as follows:

Junior Kindergarten

| FTE | Positions |
|-----|-----------|
| 12 | 1.00 |

Kindergarten through Grade 9

| FTE | Positions |
|-----|-----------|
| 1 | 1.50 |
| 5 | 1.50 |
| 10 | 1.50 |
| 15 | 1.51 |
| 20 | 2.00 |
| 25 | 2.50 |
| ... | ... |
| 615 | 34.73 |
| 620 | 35.01 |

Junior Kindergarten positions are calculated based on each FTE, i.e. each FTE yields 1/12th of a position.

Unlike JK, K-9 positions are based on an FTE range, and to qualify for additional positions Education Authorities have to meet the threshold for the FTE range. For example, if an education body has 19 K-9 FTEs they will be funded at the 15 FTE step, equivalent to 1.51 positions since they did not meet the threshold of 20 students required to be funded for 2.00 positions.

2.0 Teacher Staffing – Grade 10 to Grade 12

The following table is used to calculate senior secondary teacher positions and is calculated at the school level:

| FTE | Positions |
|-----|-----------|
| 10 | 2.26 |
| 15 | 2.84 |
| 20 | 3.40 |
| 25 | 3.97 |
| ... | ... |
| 615 | 37.56 |
| 620 | 37.81 |

Similar to K-9 staffing, senior secondary position funding is based on an FTE range. For example, if an Education Authority has 19 grade 10-12 FTEs they will be funded for 2.84 positions (the 15 FTE Level) as they did not meet the 20 FTE threshold to be funded for 3.40 positions.

Full teacher staffing tables for Kindergarten to Grade 12 are included in **APPENDIX B**

3.0 School Support Consultants

School Support Consultants are staffed by the education bodies to support teaching and learning within the region. These consultants may be tasked with specific areas including, but not limited to:

- Curriculum;
- Teacher and Learning;
- Literacy; and
- Numeracy.

The number of School Support Consultants allocated to each education authority is calculated as follows:

Communities

| FTE | 1-4 | 5-9 | 10-14 | 15+ |
|-------|------|------|-------|------|
| 400 | 1.50 | 1.75 | 2.00 | 2.25 |
| 600 | 2.00 | 2.00 | 2.25 | 2.50 |
| 1,200 | 2.50 | 2.75 | 3.00 | 3.25 |
| 1,800 | 3.00 | 3.25 | 3.50 | 3.75 |
| 2,400 | 3.25 | 3.50 | 3.75 | 4.00 |
| 3,000 | 3.50 | 3.75 | 4.00 | 4.25 |
| 3,600 | 3.75 | 4.00 | 4.25 | 4.50 |

4.0 School Secretaries

School secretaries work in the school managing administrative details.

Secretarial positions are calculated using the following formula:

Greater of:

Community base of 0.10 of a position + (K-12 community FTE x 0.0028)

Or

0.25 Person Years

5.0 Custodians

Custodians ensure the schools are clean, free from clutter, and safe.

Custodial positions are calculated using the following formula:

Greater of:

K-12 community FTE x 0.0102

Or

0.50 Person Years

6.0 Casual Wages

The casual wage funding allocation is to provide for all replacement staff and is calculated using the following formula:

JK-12 community FTE x \$173 x NCI

7.0 School Operation and Maintenance Funding

This category includes funding for: school counselors, O&M; career and technology studies, industrial classroom, minor projects, furniture and equipment, student travel (special trips), as well as school materials and supplies.

The funding for this category is calculated using the following formula:

JK-12 community FTE x \$440 x NCI

8.0 Student Transportation (Busing)

School transportation (busing) provides funding to education bodies to offer busing to students to and from school, and is calculated using the following formula:

JK-12 community FTE x NCI x Weighting Average School Enrolments
x Community Distance Factor x \$95.82

Note: The following communities receive funding based on cost, not formula, because the students are bussed between communities: Dettah, Behchokò, Enterprise, and Kát'odeeche. An adjustment for intercommunity travel is also made for Ndilo.

9.0 Senior Secondary Education

The delivery of senior secondary programs introduces additional funding requirements, some of which are one-time set-up costs associated with the introduction of a senior secondary program. Others constitute continuing senior secondary O&M funding requirements.

One-Time Start-Up Costs (Regular Grade Extensions)

This initial funding is intended to allow schools to begin offering a new grade by funding the purchase of instructional and resource materials, computers, distance education technology, and other items necessary for the operation of an effective educational program at the senior secondary grade level. This one-time funding is solely for the purpose of equipping the facility with instructional supplies appropriate for these grades.

For example, once Grade 10 extension has been offered, it is expected that Grade 11 and Grade 12 will follow in the consecutive years.

Additional funding is provided for the Grade 10 program as initial set-up costs are substantially higher than for Grade 11 or 12. The one-time contribution for the start-up costs associated with the introduction of a grade extension is as follows:

Grade 10 - \$75,000

Grade 11 - \$20,000

Grade 12 - \$20,000

The students in the grade extension are treated as regular enrolment for all other funding purposes. For the most part, there is no distinction between students in a newly introduced grade and those in established programs.

Funding based on grades that are offered, rather than enrolments, recognizes small schools and promotes equitable funding.

Note: The projected number of students slated for authorized grade extensions are included in the general enrolment figures and are included in enrolment driven calculations. The projected number may be adjusted to reflect the actual number where a substantial difference exists.

Ongoing: Senior Secondary Materials and Distance Learning

Funding is provided for ongoing support for distance education, library materials, and trade programs O&M based on the following rates:

Small Schools: \$15,000 x NCI

Other schools: \$25,000 x NCI

Per Grade 10-12 FTE allocation = \$360 x NCI

Senior Secondary Small Schools Program

Schools that do not meet the criteria for a regular grade extension will be funded under the Senior Secondary Small School (SSSS) Program. This funding is available for the operation of innovative Grade 10-12 school programs in the students' community, or to accommodate and educate the students in regional centres.

Funding is based on prior-year enrolment. SSSS student FTE are excluded from enrolment driven calculations except "Ongoing: Senior Secondary Materials and Distance Learning", with contribution calculations instead based on the following formula:

\$21,766 per FTE x NCI

The ceiling for SSSS program funding is equal to the minimum allocation for schools through regular senior secondary formulas.

Schools that have less than 10.0 FTE enrolment for grades 10-12 are considered small and receive SSSS contribution funding. Adjustments to place schools in the SSSS contribution category are made in the contribution file as manual entries.

10.0 Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. They provide professional development for teachers and model effective routines, practices, and protocols. They develop a regional literacy action plan, and support school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

Funding provided equates to 0.50 of a school consultant position

11.0 Termination Benefits (Severance Pay)

Education bodies are funded for termination costs covering staff that terminated during the previous school year. The funding is based on the GNWT/union² collective agreements and staff handbooks (excluded and senior management).

Since YK1 & YCS are governed by separate collective agreements, funding is provided based on the same GNWT/union² collective agreements that are applied to other education bodies, without reference to actual termination payments made.

While refunds are provided based on prior year expenditures, significant discrepancies from calculations based on collective agreements and handbooks may be subject to review and final decision by the department.

Refunded based on prior year expenditures

12.0 Healthy Food for Learning

Funding is to provide children and youth with healthy and nutritious food to support their physical, emotional and social development, and wellbeing.

Twenty percent of the total funding is applied to a base per school amount and 80 percent is an

² Northwest Territories Teachers' Association and United Northern Workers

adjustment driven by the number of students, a food price ratio to Yellowknife, and a median after-tax income allocator.

Base per school of \$2,653 + adjustment factor

13.0 Yellowknife District Education Authorities

In addition to education program funding, Yellowknife school districts receive contributions for school plant O&M. Yellowknife Districts are funded for utilities based on a 3-year rolling average of actual costs and for maintenance of school facilities (less property taxation of 25 percent for JK-9).

Based on approved amounts

14.0 Extraordinary Enrolment

ECE determines school contributions based on the enrolment figures from September 30th of the previous year. In cases where ECE has established that extraordinary growth has occurred, it may be necessary to fund based on actual enrolment figures. The criteria for funding are:

- 1) Community enrolment \geq 8 percent;
- 2) At least 10.0 FTE increase (both conditions must be satisfied); and
- 3) Net of Average Growth

ECE provides funding for extra teaching staff and increased O&M for enrolments above average enrolment growth.

Average growth is defined as the territory-wide September 30th enrolment FTE divided by the prior year territory-wide September 30th enrolment FTE. In the event of a territory-wide enrolment decline, average growth is zero.

The percentage of average growth reduces the calculated student FTE that is used to find the correct placement on the staffing grid. For example, a pre-adjusted total of 100 K-9 FTE in the current year with 2% average growth applied would mean that 98 K-9 FTE would be used when determining person years of staffing per the staffing table.

Average growth adjustments are not made for JK FTE's and are only applied to the K-9 and 10-12 student cohorts.

Extraordinary enrolment provides funding for extra teaching staff and increased O&M for enrolments that meet the funding criteria. The number of teaching staff allocated for the K-9 and 10-12 cohorts are based on the threshold staffing tables shown in **Appendix B** of this Framework,

using the current year FTE enrolment.

Additional Junior Kindergarten positions are calculated based on 1/12th of a position per JK FTE.

In the example below, the community has an increase of 6 JK FTE; as well as an increase of 8 K-9 FTE (from 15 to 23 FTE). However, there was also a decrease from 20 FTE to 18 in grade 10-12 enrolment. The example assumes zero average growth. The extraordinary enrolment PY increase would be calculated as follows:

| Grade Category | Original Staffing Level | EEF Staffing Level | PY Increase | Notes |
|-----------------------|--------------------------------|--|------------------------------|--|
| JK | N/A | $6 * (1/12) = .50 \text{ PY}$ | 0.50PY Increase | 6 FTEs are equivalent to 0.50 PY increase |
| K- Grade 9 | 15FTE = 1.51 PY | 23FTE = 2.00 PY (Based on 20FTE Staffing Level) | 0.49PY Increase | The 0.49 PY increase is the difference between 2.00 new PYs and 1.51PY original staffing |
| Grades 10-12 | 20FTE = 3.40 PY | 18FTE = 2.84 PY (Based on 15FTE Staffing Level) | No negative funding applied. | The 0.60 PY difference between 3.4PY and 2.84 PY is ignored. No reduction in funding. |
| Total | | | .99PY Increase | |

The .99 total PY increases would then be multiplied with the specific average salary for the Board that is receiving the Extraordinary Enrolment Funding to determine the amount of the additional funding. ECE also provides \$440/Extraordinary Enrolment FTEs adjusted for NCI for materials funding. In the scenario above the \$440 will be applied to the 6 JK and 8 K-9 FTEs. The reduction of the 2 grade 10-12 FTEs is ignored.

However, in some scenarios where small communities are receiving SSSS funding (see section 10 of Territorial Schools in this document), it may be necessary to reduce the extraordinary funding by the amount of SSSS funding to avoid double funding these FTEs.

15.0 Behchokò District Education Authority - Cafeteria

The funding is unique to Tlicho and stems from the decision to locate the Jimmy Bruneau at Edzo rather than Rae. Contributions are based on a combination of historical and formula funding. Funding is provided for administration and school cafeteria staff and kitchen O&M.

16.0 Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Education body level projects are funded to improve student achievement in a range of areas. For further details, please refer to the NWT Student Success Initiative Handbook.

Distribution of SSI funding is as follows:

- 5 DECs and 2 YK DEAs \$55,000
- Commission scolaire \$15,000
- Dettah DEA and Ndilo DEA \$15,000 (each)

Approvals are provided by the SSI Committee.

Additional funding for student success initiatives is also available specifically for those professional teacher development opportunities that would further enhance effectiveness of an initiative. Such professional development funding is made available to DECs through the NWTTA based on a formula outlined in the MOU between the GNWT and the Northwest Territories Teachers Association (NWTTA). This funding is provided to NWTTA through several contribution agreements, the NWTTA in turn provides the funding to the Education Authorities.

17.0 Mentorship Allowances and Substitute Wages Support

The NWT Mentorship Program aims to provide support to newly hired teachers in NWT schools through a one-year mentorship program. Experienced Northern teachers are paired with newly hired teachers at the beginning of the school year to act as mentors.

A new teacher and the paired mentor may be freed from regular duties for ½ day per month to achieve objectives as planned in the mentorship program. ECE provides funding for substitute hiring to help offset this time away from classroom duties.

The Mentorship program has two main components where ECE funding comes into play:

- Funding to support the mentorship allowance for each mentor
- Funding assistance to help support some of the substitute costs for mentors to meet with their protégés during the 10 months of the school year

The calculation of the mentorship allowance funding is based on an approved list of mentor and protégés provided annually. The mentor allowances of \$1,334 are factored into the calculation of Average Salaries.

In addition, there is \$260,000 additional funding allocated for mentorship substitute costs. This funding is allocated amongst the Education Authorities excluding Dettah and N'Dilo. This allocation is based on their percentage of total substitute teaching costs for the year adjusted for Northern Allowance rates.

Approvals are provided by the Education Operations and Educator Development division.
Based on approved amounts

18.0 Alternative High School Program

Alternative High School programs in the NWT are designed to meet individual student circumstances, and to cater to the unique needs of the learner. Many NWT students, for a variety of reasons, struggle to participate in and complete a regular high school program. Alternative High School programs serve the unique needs of students who require additional assistance to complete high school courses or who may need extra help before pursuing post-secondary education or career pathways.

As outlined in the NWT Alternative High School Handbook, education bodies are able to apply for funding to establish an Alternative High School program that meets the specific needs of their learners.

Eligible programs are any one or more of the following:

- Progress-based;
- Operates outside of the regular school facility; or
- Occurs outside of regular school hours.

Education bodies interested to receive funding under this program should submit an NWT Alternative High School Program Initiative Proposal (application form) with details before the approval of Main Estimates. Proposals must be submitted to the Director of Education Operations and Educator Development on or before October 31st in order to be considered for the following school year. Approved Alternative High School programs will be included in the Main Estimates. Education bodies approved for funding will be required to plan for report on the program within the NWT Education Body Accountability Framework.

Inclusive Schooling

Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities. Refer to the Ministerial Directive on Inclusive Schooling 2016 and its guidelines for further information.

1.0 Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators provide administrative and programming leadership at the regional level to Inclusive Schooling based staff (Program Support Teachers and Support Assistants) and to the overall school team and environment to support classroom teachers in meeting the needs of students. The coordinators work closely with principals and their school-based support teams to ensure inclusive practices are embedded in each NWT school. Coordinators work with their Superintendent to see Inclusive Schooling funding is best used to meet student needs in their region.

Funding for the coordinators is based on the prior year average salary and benefits for coordinators (Territorial School Consultants and Inclusive Schooling Coordinators).

Position funding for Regional Inclusive Schooling Coordinators is as follows:

| | |
|---------------------------------|---------------|
| Divisional Education Councils | 1.00 Position |
| Yellowknife DEAs | 1.00 Position |
| Commission scolaire francophone | 1.00 Position |
| Dettah DEA | 0.50 Position |
| Ndilo DEA | 0.50 Position |

2.0 Program Support Teachers

Program Support Teachers (PSTs) are experienced and skilled teachers who provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students. PSTs may coach, co-teach, and co-plan with teachers and support assistants, direct and coordinate input from consulting professionals (Speech and Language Pathologists, Occupational Therapists, etc.), and coordinate the development and implementation of student support plans. Other activities may include working directly with students to provide short-term interventions (including assessment for program planning), advocating for student, supporting the social and emotional needs of students, and relevant administrative duties. Refer to the Ministerial Directive on Inclusive Schooling (2016) and its guidelines for parameters around PST time-use.

Funding for PSTs is based on the prior year average salary for teachers, is determined per school,

and is prescriptive. This means PST hiring within each school must be reflective of the funding allocated to the respective school. However, education bodies are able to use parts of PST position funding that do not represent full-time or half-time employees, and place them in the school of their choice. For example, if School A is funded for 1.34 PSTs, School B is funded for 2.45 PSTs, and School C is funded for 1.20 PSTs, the Superintendent could combine the 0.34, 0.45, and 0.20 to create full time PST position they could assign to the school of their choice.

| FTE | Positions |
|----------|---|
| <30 | 0.50 |
| 30 – 118 | 1.00 |
| ≥119 | 1.00 position for each 119 FTE, up to a maximum of 3.25 positions |

3.0 Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students. Student support may come in a variety of ways, such as working with an individual student, facilitating a small group, and/or providing assistance in the classroom. Support assistants work collaboratively with the classroom teacher to plan and implement instruction as well as communicate consistently about student progress and challenges. Support assistants may also create resources for specific students or the class in general such as posters, communication aids, workbooks, etc.

Funding for Support Assistants is determined per community and is prescriptive. This means Support Assistant hiring within the schools of a community must be reflective of the funding allocated to the community. However, education bodies are able to use parts of Support Assistant position funding that do not represent full time or half time positions to create a full time Support Assistant position that can be assigned to a school of their choice.

1.00 position for every 64.25 JK-12 FTE per community

4.0 Magnet Facilities

Certain institutional facilities provide services to non-resident students and thus exhibit a high concentration of students with very challenging needs. These facilities have been identified as requiring additional supports and the education authority can access funding based on the FTE capacity of students who can be accommodated at the facility.

Funding is only provided for magnet facilities designated as such by ECE as defined above.

There is currently one facility identified as a Magnet Facility operating in the NWT:

Young Offender Facilities (YOF)

- North Slave YOF (Yellowknife)

Magnet Facility Teachers

| FTE | Positions |
|-----|-----------|
| 1 | 1.00 |
| 10 | 1.50 |
| 15 | 1.75 |
| 20 | 2.00 |
| 25 | 2.50 |
| 30 | 2.75 |
| 40 | 3.00 |

Magnet Facility Operations and Maintenance
\$2,000 per FTE

In addition to teaching staff, each facility is provided funding for one Support Assistant.

The students are to be included into their home community enrolment so that enrolment driven funding amounts can be calculated for the education bodies.

5.0 Staff Development

Funding is provided for teachers and principals to provide or receive professional development. Professional development activities may include courses, conferences, and/or other training opportunities that directly relate to supporting student and inclusive education in the classroom and school in general.

The staff development formula includes base funding and funding for travel in accordance with the number of communities that each education body serves:

Base funding of \$2,000 per community + (JK-12 community FTE x \$50) x NCI

Funding is also provided for teachers and principals to cover costs associated with professional development travel:

\$3,000 per community PST position x NCI

6.0 Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Assistive technology ranges from low tech to high tech devices or equipment.

Low tech AT are devices or equipment that don't require much training, may be less expensive, and do not have complex or mechanical features. Some examples are: pencils grips, post-it notes, slanted surfaces, raised lined paper, covered overlays, tactile letters, magnifying bars, and weighted pencils.

AT devices or equipment in the middle of the continuum may have some complex features, may be electronic or battery operated, may require some training to learn how to use, and are more expensive than low tech devices. Some examples include: buzzers, portable work processors, talking calculators, MP3 players, electronic organizers, switches, and lights.

High tech AT refers to the most complex devices or equipment that have digital or electronic components. High tech AT will likely require training and effort to learn how to use, and cost the most. Some examples include: e-readers, touch screen devices, computerized testing, speech recognition software, word processors, text-to-speech, and progress monitoring software.

Education body base of \$10,000 + community base of \$2,000
+ (community JK-12 FTE x \$62) x NCI

7.0 Healing and Counselling

It is recognized that, in pursuing their academic goals, students may need help in addressing personal, social, or emotional issues. Healing and counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

Base funding of \$10,000 per community
+ (JK-12 community FTE x \$60) x NCI

Indigenous Languages and Education

As set out in the *Education Act*, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The 2018 NWT JK-12 Indigenous Languages and Education (ILE) Policy (ILE Policy) highlights the ongoing commitment of ECE and education bodies to reconciliation through quality Indigenous language learning opportunities and culturally appropriate school-based programs for JK-12 students. Through the School Funding Framework, ECE supports education bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools that reflects the culture of the community.

The NWT JK-12 Indigenous Languages and Education Procedures Manual and the NWT JK-12 Indigenous Languages and Education Handbook further outline how education bodies and their schools are expected to implement the new 2018 ILE Policy, including additional details on ILE funding limits and expectations.

Note: Southern Indigenous FTEs are not counted towards Indigenous JK-12 community FTEs for SFF funding purposes.

1.0 Regional ILE Coordinator

The Regional Indigenous Language and Education (RILE) coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in their region.

Coordinator funding is provided to each education body that offers Indigenous language instruction. A reduced amount will be funded to those education bodies that do not provide Indigenous language instruction.

| Indigenous JK-12 FTE | Positions |
|--|-----------|
| Regional ILE Coordinators where IL Instruction is Offered | |
| <200 | 0.50 |
| ≥200 | 1.00 |
| Regional ILE Coordinators where IL Instruction is not Offered | |
| <200 | 0.25 |
| ≥200 | 0.50 |

2.0 Indigenous Language Instruction Staff

Indigenous Language Instruction Staff funding is used to provide Indigenous languages instruction to JK-12 students in NWT schools.

This funding is to be used only for hiring Indigenous Language Instruction (ILI) staff. Education bodies can use the overall allocation as they see fit throughout their regions as long as the funds are dedicated to Indigenous language instruction.

Indigenous Language Instruction Staff

| Indigenous JK-12 community FTE | Positions |
|--------------------------------|------------------------|
| ≤25 | 0.50 |
| 26 – 50 | 0.75 |
| 51 – 75 | 1.00 |
| >75 | 1.00 + (FTE-75) x .009 |

3.0 Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools.

Funding is expected to be used for:

1. Creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and
2. Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.
3. Hosting community events, extracurricular events and feasts

Education bodies are responsible for distributing funding to each community as per the allocated amounts. If communities have more than one school, education bodies are expected to distribute funding relative to school size.

| Average School JK – 12 community FTE | Community Base x NCI |
|--------------------------------------|----------------------|
| ≤70 | \$25,000 |
| 71 – 249 | \$30,000 |

| | |
|-----------|----------|
| 250 – 399 | \$35,000 |
| ≥400 | \$40,000 |

4.0 Resource Development: OLC & ILE Handbook

OLC and ILE Handbook funding provides support to Indigenous language instruction.

The funding is to be used for the development and production of Indigenous language resources that support the Our Languages curriculum, and training and development for Indigenous language instructors.

- Developing resources for the implementation of OLC and ILE Handbook in schools;
- Training and workshops for Indigenous Language Instruction (ILI) staff to further their professional development in OLC and ILE implementation; and
- Technology needs that support OLC and ILE implementation.

[(Base funding of \$40,000 for first language + \$14,000 for second language + \$10,000 for third language served) + (\$11,000 x number of communities) + (\$10 per IndigenousJK-12 community FTE)] x NCI

Ndilo and Dettah receive half of the base language funding and full community and FTE OLC & ILE Handbook funding.

CSFTNO does not receive any base language funding but does receive full community and FTE OLC & ILE Handbook funding.

5.0 Community Support

Community support funding is offered to communities to support Indigenous language revitalization.

This funding is for hiring of cultural resource experts for short term projects, purchase/renting of on-the-land equipment and supplies, and the provision of Indigenous language and education professional development within communities.

- a. Professional development for language and cultural education training for any district staff or community resource people.

[(Base funding of \$10,000 per community)
+ (\$30 per JK-12 community FTE)] x NCI

Local Property Taxation

The two Yellowknife DEAs are the only education authorities that levy local property taxes with a direct return of revenues to them. These two DEAs are expected to cover at least 25 percent of the costs of delivering elementary school programs (JK-9) through the tax levy while Senior Secondary programming (Grades 10-12) is 100 percent funded by the framework.

For these two boards, the overall result of this calculation is an approximate 20 percent reduction to most funding other than adjustments. This is done through the calculation of a “blended rate” that is based on the weighted average of the FTE enrolment in JK-9 versus 10-12 and which is subsequently applied to funding calculations.

The GNWT through the Department of Finance determines and collects an “education” property tax assessment for communities and other properties outside of Yellowknife.

Aside from Yellowknife, there are five communities (Fort Simpson, Fort Smith, Hay River, Inuvik and Norman Wells, which collectively are known as the “Municipal Taxation Area”) that are able to set their own general mill rates and the Department of Finance accordingly sets an individual “education” mill rate assessment to be added to each of their general assessment mill rates.

All other property tax assessments (known as the “General Taxation Area”) are also assessed an “education” mill rate based on a single standard rate that is added to all, including those property classes that are associated with Hydrocarbons, Minerals and Pipelines.

“Education” mill rates are updated annually based on Consumer Price Index changes (at Yellowknife), with a major Department of Finance review and rebalancing occurring every 10 years.

Revenues from these education assessments outside of Yellowknife are included in the “General Revenues” of the GNWT and are not returned to education bodies.

Canadian Heritage French Language Funding

Canadian Heritage provides funding assistance for the teaching of core French, French immersion, and French as a first language. Education bodies are asked to provide budget proposals for delivery of French programs to ECE annually. ECE uses this information to negotiate the annual protocol with the Federal Government. Monies provided by Canadian Heritage can be used toward the purchase of textbooks and language materials, salaries for French assistants, cultural activities, and other eligible expenditures.

Appendix A – Northern Cost Index

| Location | NCI | Location | NCI |
|---------------------|------|------------------------------|------|
| Beaufort Delta | | South Slave | |
| Aklavik | 1.36 | Enterprise | 1.06 |
| Fort McPherson | 1.36 | Fort Resolution | 1.27 |
| Ulukhaktok | 1.61 | Fort Smith | 1.11 |
| Inuvik | 1.23 | Hay River | 1.06 |
| Paulatuk | 1.61 | Hay River Reserve | 1.06 |
| Sachs Harbour | 1.61 | Łutselk'e | 1.31 |
| Tsiigehtchic | 1.40 | | |
| Tuktoyaktuk | 1.36 | Yellowknife District No. 1 | 1.02 |
| Commission scolaire | | Yellowknife Catholic Schools | 1.02 |
| Hay River | 1.06 | | |
| Yellowknife | 1.02 | Dettah | 1.02 |
| Dehcho | | Ndilo | 1.02 |
| Fort Liard | 1.11 | | |
| Fort Providence | 1.15 | | |
| Fort Simpson | 1.19 | | |
| Jean Marie River | 1.23 | | |
| Kakisa Lake | 1.15 | | |
| Nahanni Butte | 1.23 | | |
| Sambaa K'e | 1.40 | | |
| Wrigley | 1.31 | | |
| Tłı̄chɔ | | | |
| Behchokò | 1.06 | | |
| Gamètì | 1.27 | | |
| Wekweètì | 1.27 | | |
| Whatì | 1.27 | | |
| Sahtú | | | |
| Colville Lake | 1.52 | | |
| Délı̄ne | 1.48 | | |
| Fort Good Hope | 1.48 | | |
| Norman Wells | 1.36 | | |
| Tulita | 1.44 | | |

Note: Northern Cost Index (NCI) is determined based on the Living Cost Differential adjusted by current inflation rate. Living Cost Differential is from 2018 data posted in the NWT Bureau of Statistic website. <https://www.statsnwt.ca/prices-expenditures/living-cost-differentials/> Accessed November 2022.

The inflation rate is based on information from the NWT Bureau of Statistics website. <https://www.statsnwt.ca/prices-expenditures/cpi/historical-cpi/index.html>. Accessed November 2022.

Appendix B – Teacher Staffing Tables

| K - 9 Teachers | | K - 9 Teachers | | K - 9 Teachers | |
|----------------|-------|----------------|-------|----------------|-------|
| FTE | PY | FTE | PY | FTE | PY |
| 1 | 1.50 | 210 | 11.93 | 420 | 23.72 |
| 5 | 1.50 | 215 | 12.21 | 425 | 24.01 |
| 10 | 1.50 | 220 | 12.42 | 430 | 24.28 |
| 15 | 1.51 | 225 | 12.70 | 435 | 24.57 |
| 20 | 2.00 | 230 | 12.99 | 440 | 24.85 |
| 25 | 2.50 | 235 | 13.27 | 445 | 25.12 |
| 30 | 2.75 | 240 | 13.55 | 450 | 25.41 |
| 35 | 3.00 | 245 | 13.83 | 455 | 25.69 |
| 40 | 3.25 | 250 | 14.12 | 460 | 25.98 |
| 45 | 3.25 | 255 | 14.40 | 465 | 26.25 |
| 50 | 3.51 | 260 | 14.69 | 470 | 26.55 |
| 55 | 3.76 | 265 | 14.97 | 475 | 26.83 |
| 60 | 4.01 | 270 | 15.26 | 480 | 27.12 |
| 65 | 4.26 | 275 | 15.53 | 485 | 27.39 |
| 70 | 4.51 | 280 | 15.81 | 490 | 27.67 |
| 75 | 5.01 | 285 | 16.10 | 495 | 27.96 |
| 80 | 5.26 | 290 | 16.38 | 500 | 28.24 |
| 85 | 5.51 | 295 | 16.66 | 505 | 28.52 |
| 90 | 5.76 | 300 | 16.94 | 510 | 28.80 |
| 95 | 5.90 | 305 | 17.23 | 515 | 29.09 |
| 100 | 6.14 | 310 | 17.51 | 520 | 29.37 |
| 105 | 6.39 | 315 | 17.79 | 525 | 29.65 |
| 110 | 6.64 | 320 | 18.07 | 530 | 29.93 |
| 115 | 6.89 | 325 | 18.36 | 535 | 30.22 |
| 120 | 7.12 | 330 | 18.64 | 540 | 30.49 |
| 125 | 7.37 | 335 | 18.91 | 545 | 30.77 |
| 130 | 7.61 | 340 | 19.20 | 550 | 31.06 |
| 135 | 7.86 | 345 | 19.48 | 555 | 31.34 |
| 140 | 8.10 | 350 | 19.76 | 560 | 31.62 |
| 145 | 8.35 | 355 | 20.04 | 565 | 31.90 |
| 150 | 8.60 | 360 | 20.33 | 570 | 32.20 |
| 155 | 8.85 | 365 | 20.62 | 575 | 32.48 |
| 160 | 9.09 | 370 | 20.90 | 580 | 32.76 |
| 165 | 9.38 | 375 | 21.18 | 585 | 33.04 |
| 170 | 9.66 | 380 | 21.47 | 590 | 33.33 |
| 175 | 9.95 | 385 | 21.75 | 595 | 33.61 |
| 180 | 10.22 | 390 | 22.02 | 600 | 33.88 |
| 185 | 10.51 | 395 | 22.31 | 605 | 34.17 |
| 190 | 10.79 | 400 | 22.59 | 610 | 34.45 |
| 195 | 11.08 | 405 | 22.88 | 615 | 34.73 |
| 200 | 11.36 | 410 | 23.15 | 620 | 35.01 |
| 205 | 11.64 | 415 | 23.44 | | |

| Gr.10-12 Teachers | | Gr.10-12 Teachers | | Gr.10-12 Teachers | |
|-------------------|-------|-------------------|-------|-------------------|-------|
| FTE | PY | FTE | PY | FTE | PY |
| 10 | 2.26 | 240 | 16.81 | 470 | 29.40 |
| 15 | 2.84 | 245 | 17.07 | 475 | 29.65 |
| 20 | 3.40 | 250 | 17.60 | 480 | 29.91 |
| 25 | 3.97 | 255 | 17.86 | 485 | 30.17 |
| 30 | 4.53 | 260 | 18.12 | 490 | 30.43 |
| 35 | 4.81 | 265 | 18.39 | 495 | 30.69 |
| 40 | 5.10 | 270 | 18.65 | 500 | 30.92 |
| 45 | 5.18 | 275 | 18.91 | 505 | 31.17 |
| 50 | 5.72 | 280 | 19.17 | 510 | 31.43 |
| 55 | 6.00 | 285 | 19.44 | 515 | 31.68 |
| 60 | 6.54 | 290 | 19.70 | 520 | 31.94 |
| 65 | 6.80 | 295 | 19.96 | 525 | 32.18 |
| 70 | 7.35 | 300 | 20.30 | 530 | 32.44 |
| 75 | 7.62 | 305 | 20.56 | 535 | 32.69 |
| 80 | 8.17 | 310 | 20.82 | 540 | 32.96 |
| 85 | 8.44 | 315 | 21.08 | 545 | 33.21 |
| 90 | 8.98 | 320 | 21.35 | 550 | 33.72 |
| 95 | 9.26 | 325 | 21.61 | 555 | 33.98 |
| 100 | 9.53 | 330 | 21.87 | 560 | 34.23 |
| 105 | 9.80 | 335 | 22.13 | 565 | 34.49 |
| 110 | 10.07 | 340 | 22.39 | 570 | 35.00 |
| 115 | 10.35 | 345 | 22.65 | 575 | 35.25 |
| 120 | 10.62 | 350 | 22.91 | 580 | 35.52 |
| 125 | 10.89 | 355 | 23.17 | 585 | 35.78 |
| 130 | 11.16 | 360 | 23.43 | 590 | 36.03 |
| 135 | 11.44 | 365 | 23.69 | 595 | 36.29 |
| 140 | 11.71 | 370 | 23.95 | 600 | 36.80 |
| 145 | 11.98 | 375 | 24.21 | 605 | 37.06 |
| 150 | 12.25 | 380 | 24.48 | 610 | 37.30 |
| 155 | 12.54 | 385 | 24.74 | 615 | 37.56 |
| 160 | 12.81 | 390 | 25.00 | 620 | 37.81 |
| 165 | 13.08 | 395 | 25.26 | | |
| 170 | 13.35 | 400 | 25.28 | | |
| 175 | 13.63 | 405 | 25.53 | | |
| 180 | 13.90 | 410 | 25.79 | | |
| 185 | 14.17 | 415 | 26.05 | | |
| 190 | 14.44 | 420 | 26.31 | | |
| 195 | 14.72 | 425 | 26.56 | | |
| 200 | 14.72 | 430 | 26.82 | | |
| 205 | 14.98 | 435 | 27.07 | | |
| 210 | 15.25 | 440 | 27.33 | | |
| 215 | 15.51 | 445 | 27.59 | | |
| 220 | 15.77 | 450 | 28.11 | | |
| 225 | 16.02 | 455 | 28.37 | | |
| 230 | 16.28 | 460 | 28.62 | | |
| 235 | 16.55 | 465 | 28.88 | | |