



# **2012-2013 School Funding Framework**

**Finance and Administration Manual  
Education Authorities**

<p><b>OVERVIEW</b></p> <p>The Department allocates funding for Kindergarten to Grade 12 programs delivered by the four Divisional Education Councils (DECs), three District Education Authorities (DEAs), the Tłıchǵ Community Service Agency (TCSA) and the Commission scolaire francophone, Territoires du Nord-Ouest.</p> <p>Two DEAs are located in Yellowknife, and are the only education authorities that levy local property taxes. These two DEAs are expected to cover at least 25% of the costs of delivering elementary school programs. The Government collects taxes for the other education authorities, and provides 100 percent of the funding needed for delivering school programs.</p> <p>The term “education authorities” used throughout this document refers to the four DECs, the two Yellowknife DEAs, the Dettah District Education Authority, the Tłıchǵ Community Service Agency and the Commission scolaire francophone, Territoires du Nord-Ouest unless otherwise stipulated.</p> <p><b>Education Authorities Contribution Information</b></p> <p>Education authorities receive draft contribution schedules in spring, which they are encouraged to review and comment on.</p>	<p>Formulas determine most of the funding for education authority operations. Funding for school programs is separated into seven categories:</p> <ul style="list-style-type: none"><li>• Administration and School Services;</li><li>• Territorial Schools;</li><li>• Inclusive Schooling;</li><li>• Aboriginal Languages and Cultural Programs;</li><li>• Infrastructure;</li><li>• Local Property Taxation; and</li><li>• Canadian Heritage French Language Funding.</li></ul>
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<p><b>ENROLMENTS</b></p> <p>For funding purposes, there is one relevant enrolment figure: the prior year September 30 full time equivalent (FTE) enrolment adjusted for non-attenders.</p> <p>Throughout this document FTE refers to the prior year September 30 attending students, plus current year grade extension students, and small schools senior secondary program students.</p> <p>The Department collects enrolment data as at September 30. Contribution calculations for the upcoming school year are based on the prior school year FTE. i.e. 2012-2013 contributions are based on the September 2011 enrolment data.</p> <p><b>An Attending Student is:</b></p> <p>A student who, during the period of September 1 to September 30, was in attendance for at least 60% of the sessional days during the month. A student also counts as attending if she/he was absent from school with parent/guardian or school permission. An attending student must also be registered for at least the school term.</p> <p>Refer to Section 27 of the <i>Education Act</i> for the definition of an excused absence.</p> <p>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.</p>	<p><u>Kindergarten:</u>                  0.5 FTE Half-day                  1.0 FTE Full-day</p> <p><u>Grades 1 to 9:</u>                  1.0 FTE</p> <p><u>Grades 10 -12:</u>                  1.0 FTE for 15 or more credits per year.                   0.5 FTE if less than 15 credits per year.</p> <p><u>Home-schooled students:</u>                  0.5 FTE for a home schooled student.</p> <p>Home-schooled students are students not attending regular classes, and where parents have the primary responsibility for their education, with monitoring by the principal (reference <i>Department Directive on Home Schooling</i>).</p> <p><u>Young Offender Facility:</u>                  1.0 FTE if the student is attending a school more than 50% of the time.                   0.5 FTE if the student spends less than 50 percent of the time in a school.</p> <p>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 <i>Education Act</i>, Section 12).</p>
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A student who recently became a resident in the region and has registered at school on a date after September 1, and has not been absent without parent/guardian or school permission more than 40% of the possible consecutive sessional days since registration is an attending student.

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

**Students Greater Than 21 Years of Age**

In an effort to encourage students to pursue the completion of their high school diploma, the Department will count those students who are greater than 21 years of age as of December 31<sup>st</sup> at 0.5 FTE.

**SALARY CALCULATIONS**

**Administration & School Services,  
Territorial Schools, and Inclusive  
Schooling Average Salaries**

Average salary calculations are based on the education authority's staffed positions for individual job categories. Adjustments are made for the cost of collective agreements that have been negotiated.

**Benefits Councils**

The education authorities receive 18.5 percent of base salary and allowances (excluding Northern Allowance) for the employer portion of benefits. The 18.5 percent is comprised of the following:

CPP

EI

Disability/Supplementary Death

Superannuation/Pension

PSHCP

**Benefits Yellowknife Districts**

Yellowknife Districts receive 20.25 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, and 0.9 percent dental costs.

<p><b>1. ADMINISTRATION AND SCHOOL SERVICES</b></p> <p>The administration and school services contribution includes funding for staffing, travel, administration funding and administration costs specific to education authorities outside of Yellowknife.</p> <p><b>i) <u>Administration Staffing</u></b></p> <p>Administration staffing is determined by FTE enrolment and the number of communities served using the Allocation to Education Authorities table:</p>	<p><b>Allocation to Education Authorities:</b></p> <p><u>Superintendent:</u> 1.0 PY</p> <p><u>Comptroller:</u> 1.0 PY</p> <p><u>Assistant Superintendents:</u></p> <table border="1"> <thead> <tr> <th>FTE</th> <th colspan="4">Communities</th> </tr> <tr> <th></th> <th>1</th> <th>4</th> <th>8</th> <th>12</th> </tr> </thead> <tbody> <tr> <td><b>500</b></td> <td></td> <td></td> <td>0.50</td> <td>1.00</td> </tr> <tr> <td><b>1,100</b></td> <td>0.50</td> <td>1.25</td> <td>1.25</td> <td>1.25</td> </tr> <tr> <td><b>1,900</b></td> <td>1.00</td> <td>1.25</td> <td>1.50</td> <td>2.00</td> </tr> <tr> <td><b>2,700</b></td> <td>1.50</td> <td>1.75</td> <td>2.00</td> <td>2.50</td> </tr> </tbody> </table> <p><u>Administration Officers:</u></p> <table border="1"> <thead> <tr> <th>FTE</th> <th colspan="4">Communities</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>7</th> <th>13</th> </tr> </thead> <tbody> <tr> <td><b>1,000</b></td> <td></td> <td>0.75</td> <td>1.00</td> <td>1.00</td> </tr> <tr> <td><b>1,400</b></td> <td>0.50</td> <td>0.75</td> <td>1.00</td> <td>1.00</td> </tr> <tr> <td><b>1,800</b></td> <td>1.00</td> <td>1.25</td> <td>1.25</td> <td>1.25</td> </tr> <tr> <td><b>2,200</b></td> <td>1.25</td> <td>1.50</td> <td>1.50</td> <td>1.50</td> </tr> <tr> <td><b>2,600</b></td> <td>1.50</td> <td>1.75</td> <td>1.75</td> <td>1.75</td> </tr> </tbody> </table> <p><u>Clerical Staff:</u></p> <table border="1"> <thead> <tr> <th>FTE</th> <th colspan="4">Communities</th> </tr> <tr> <th></th> <th>1</th> <th>4</th> <th>8</th> <th>12</th> </tr> </thead> <tbody> <tr> <td><b>500</b></td> <td>2.00</td> <td>2.50</td> <td>2.75</td> <td>3.00</td> </tr> <tr> <td><b>1,000</b></td> <td>2.50</td> <td>3.00</td> <td>3.25</td> <td>3.50</td> </tr> <tr> <td><b>1,200</b></td> <td>3.00</td> <td>3.50</td> <td>3.75</td> <td>4.00</td> </tr> <tr> <td><b>1,600</b></td> <td>3.50</td> <td>4.00</td> <td>4.25</td> <td>4.50</td> </tr> <tr> <td><b>2,000</b></td> <td>4.00</td> <td>4.50</td> <td>4.75</td> <td>5.00</td> </tr> <tr> <td><b>2,400</b></td> <td>4.25</td> <td>4.75</td> <td>5.00</td> <td>5.25</td> </tr> <tr> <td><b>2,800</b></td> <td>4.50</td> <td>5.00</td> <td>5.25</td> <td>5.50</td> </tr> <tr> <td><b>3,200</b></td> <td>4.75</td> <td>5.25</td> <td>5.50</td> <td>5.75</td> </tr> </tbody> </table>	FTE	Communities					1	4	8	12	<b>500</b>			0.50	1.00	<b>1,100</b>	0.50	1.25	1.25	1.25	<b>1,900</b>	1.00	1.25	1.50	2.00	<b>2,700</b>	1.50	1.75	2.00	2.50	FTE	Communities					1	2	7	13	<b>1,000</b>		0.75	1.00	1.00	<b>1,400</b>	0.50	0.75	1.00	1.00	<b>1,800</b>	1.00	1.25	1.25	1.25	<b>2,200</b>	1.25	1.50	1.50	1.50	<b>2,600</b>	1.50	1.75	1.75	1.75	FTE	Communities					1	4	8	12	<b>500</b>	2.00	2.50	2.75	3.00	<b>1,000</b>	2.50	3.00	3.25	3.50	<b>1,200</b>	3.00	3.50	3.75	4.00	<b>1,600</b>	3.50	4.00	4.25	4.50	<b>2,000</b>	4.00	4.50	4.75	5.00	<b>2,400</b>	4.25	4.75	5.00	5.25	<b>2,800</b>	4.50	5.00	5.25	5.50	<b>3,200</b>	4.75	5.25	5.50	5.75
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<p><b>ii) <u>Administration O&amp;M</u></b></p> <p>Council travel provides funding for the following trips:</p> <p>Administration funding provides for administrative expenses at an average of \$9,755 per formula administration person years, and school consultants and adjusted by the local cost of living index.</p> <p><b>iii) <u>District Education Authorities (outside of Yellowknife) O&amp;M</u></b></p> <p>The Divisional Education Councils receive funding for their community District Education Authority's administration salary and benefits, honoraria and administration using the following formula:</p>	<ul style="list-style-type: none"><li>• three divisional meetings (additional meetings to be conducted via teleconference);</li><li>• four executive meetings;</li><li>• four visits to each community (by one individual); and</li><li>• six other administration trips (by one individual)</li></ul> <p>(Community Base of \$15,000) + (School FTE x \$86)</p>
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<p><b>2. TERRITORIAL SCHOOLS</b></p> <p>The territorial schools contribution includes funding required to operate the school system, such as staffing for teachers, consultants, school counsellors, secretaries, and custodians, as well as materials and supplies for the classrooms.</p>	<p>The majority of funding is allocated by formula.</p>
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<b>i) School Staffing - Teachers K-9</b>		<b>K - 9 Teachers</b>	
The following formula is used to calculate elementary teacher person years.		<b>FTE</b>	<b>PY</b>
Person year allocations are calculated at the school level.		150	8.75
<b>K - 9 Teachers</b>		155	9.00
<b>FTE</b>	<b>PY</b>	160	9.25
1	1.00	165	9.54
5	1.25	170	9.83
10	1.25	175	10.12
15	1.50	180	10.40
20	2.00	185	10.69
25	2.50	190	10.98
30	2.75	195	11.27
35	3.00	200	11.56
40	3.25	205	11.85
45	3.25	210	12.14
50	3.50	215	12.43
55	3.75	220	12.64
60	4.00	225	12.93
65	4.25	230	13.22
70	4.50	235	13.51
75	5.00	240	13.79
80	5.25	245	14.08
85	5.50	250	14.37
90	5.75	255	14.66
95	6.00	260	14.94
100	6.25	265	15.23
105	6.50	270	15.52
110	6.75	275	15.80
115	7.00	280	16.09
120	7.25	285	16.38
125	7.50	290	16.67
130	7.75	295	16.95
135	8.00	300	17.24
140	8.25	...	
145	8.50	595	34.20
		600	34.48
		605	34.77
		610	35.06
		615	35.34
		620	35.63

<p><b>ii) School Staffing - Teachers 10-12</b></p> <p>The following formula is used to calculate secondary teacher person years including grade extensions.</p> <p>Person year allocations are calculated at the school level.</p> <p style="text-align: center;"><b>Gr.10-12 Teachers</b></p> <table border="1"> <thead> <tr> <th>FTE</th> <th>PY</th> </tr> </thead> <tbody> <tr><td>10</td><td>2.26</td></tr> <tr><td>15</td><td>2.83</td></tr> <tr><td>20</td><td>3.39</td></tr> <tr><td>25</td><td>3.96</td></tr> <tr><td>30</td><td>4.52</td></tr> <tr><td>35</td><td>4.80</td></tr> <tr><td>40</td><td>5.09</td></tr> <tr><td>45</td><td>5.37</td></tr> <tr><td>50</td><td>5.93</td></tr> <tr><td>55</td><td>6.22</td></tr> <tr><td>60</td><td>6.78</td></tr> <tr><td>65</td><td>7.06</td></tr> <tr><td>70</td><td>7.63</td></tr> <tr><td>75</td><td>7.91</td></tr> <tr><td>80</td><td>8.48</td></tr> <tr><td>85</td><td>8.76</td></tr> <tr><td>90</td><td>9.32</td></tr> <tr><td>95</td><td>9.61</td></tr> <tr><td>100</td><td>9.89</td></tr> <tr><td>105</td><td>10.17</td></tr> <tr><td>110</td><td>10.45</td></tr> <tr><td>115</td><td>10.74</td></tr> <tr><td>120</td><td>11.02</td></tr> <tr><td>125</td><td>11.30</td></tr> <tr><td>130</td><td>11.58</td></tr> <tr><td>135</td><td>11.87</td></tr> <tr><td>140</td><td>12.15</td></tr> <tr><td>145</td><td>12.43</td></tr> </tbody> </table>	FTE	PY	10	2.26	15	2.83	20	3.39	25	3.96	30	4.52	35	4.80	40	5.09	45	5.37	50	5.93	55	6.22	60	6.78	65	7.06	70	7.63	75	7.91	80	8.48	85	8.76	90	9.32	95	9.61	100	9.89	105	10.17	110	10.45	115	10.74	120	11.02	125	11.30	130	11.58	135	11.87	140	12.15	145	12.43	<p style="text-align: center;"><b>Gr.10-12 Teachers</b></p> <table border="1"> <thead> <tr> <th>FTE</th> <th>PY</th> </tr> </thead> <tbody> <tr><td>150</td><td>12.71</td></tr> <tr><td>155</td><td>13.00</td></tr> <tr><td>160</td><td>13.28</td></tr> <tr><td>165</td><td>13.56</td></tr> <tr><td>170</td><td>13.84</td></tr> <tr><td>175</td><td>14.13</td></tr> <tr><td>180</td><td>14.41</td></tr> <tr><td>185</td><td>14.69</td></tr> <tr><td>190</td><td>14.97</td></tr> <tr><td>195</td><td>15.26</td></tr> <tr><td>200</td><td>15.26</td></tr> <tr><td>205</td><td>15.53</td></tr> <tr><td>210</td><td>15.81</td></tr> <tr><td>215</td><td>16.08</td></tr> <tr><td>220</td><td>16.35</td></tr> <tr><td>225</td><td>16.62</td></tr> <tr><td>230</td><td>16.90</td></tr> <tr><td>235</td><td>17.17</td></tr> <tr><td>240</td><td>17.44</td></tr> <tr><td>245</td><td>17.71</td></tr> <tr><td>250</td><td>18.26</td></tr> <tr><td>255</td><td>18.53</td></tr> <tr><td>260</td><td>18.80</td></tr> <tr><td>265</td><td>19.08</td></tr> <tr><td>270</td><td>19.35</td></tr> <tr><td>275</td><td>19.62</td></tr> <tr><td>280</td><td>19.89</td></tr> <tr><td>285</td><td>20.17</td></tr> <tr><td>290</td><td>20.44</td></tr> <tr><td>295</td><td>20.71</td></tr> <tr><td>300</td><td>21.06</td></tr> <tr><td>...</td><td></td></tr> <tr><td>590</td><td>37.37</td></tr> <tr><td>595</td><td>37.63</td></tr> <tr><td>600</td><td>38.16</td></tr> <tr><td>605</td><td>38.43</td></tr> <tr><td>610</td><td>38.69</td></tr> <tr><td>615</td><td>38.96</td></tr> <tr><td>620</td><td>39.22</td></tr> </tbody> </table>	FTE	PY	150	12.71	155	13.00	160	13.28	165	13.56	170	13.84	175	14.13	180	14.41	185	14.69	190	14.97	195	15.26	200	15.26	205	15.53	210	15.81	215	16.08	220	16.35	225	16.62	230	16.90	235	17.17	240	17.44	245	17.71	250	18.26	255	18.53	260	18.80	265	19.08	270	19.35	275	19.62	280	19.89	285	20.17	290	20.44	295	20.71	300	21.06	...		590	37.37	595	37.63	600	38.16	605	38.43	610	38.69	615	38.96	620	39.22
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<p><b>iii) School Support Consultants</b></p> <p>This table shows the formula used to calculate School Support Consultants:</p>	<table border="1"> <thead> <tr> <th rowspan="2">FTE</th> <th colspan="4">Number of Communities</th> </tr> <tr> <th>1</th> <th>5</th> <th>10</th> <th>15</th> </tr> </thead> <tbody> <tr> <td><b>400</b></td> <td>1.50</td> <td>1.75</td> <td>2.00</td> <td>2.25</td> </tr> <tr> <td><b>600</b></td> <td>2.00</td> <td>2.00</td> <td>2.25</td> <td>2.50</td> </tr> <tr> <td><b>1,200</b></td> <td>2.50</td> <td>2.75</td> <td>3.00</td> <td>3.25</td> </tr> <tr> <td><b>1,800</b></td> <td>3.00</td> <td>3.25</td> <td>3.50</td> <td>3.75</td> </tr> <tr> <td><b>2,400</b></td> <td>3.25</td> <td>3.50</td> <td>3.75</td> <td>4.00</td> </tr> <tr> <td><b>3,000</b></td> <td>3.50</td> <td>3.75</td> <td>4.00</td> <td>4.25</td> </tr> <tr> <td><b>3,600</b></td> <td>3.75</td> <td>4.00</td> <td>4.25</td> <td>4.50</td> </tr> </tbody> </table>	FTE	Number of Communities				1	5	10	15	<b>400</b>	1.50	1.75	2.00	2.25	<b>600</b>	2.00	2.00	2.25	2.50	<b>1,200</b>	2.50	2.75	3.00	3.25	<b>1,800</b>	3.00	3.25	3.50	3.75	<b>2,400</b>	3.25	3.50	3.75	4.00	<b>3,000</b>	3.50	3.75	4.00	4.25	<b>3,600</b>	3.75	4.00	4.25	4.50
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<p><b>iv) School Community Counsellors</b></p> <p>Funding is provided for school community counsellors based on the following formula:</p> <p>Note: additional funding for counsellors is provided under the Inclusive Schooling.</p>	<p>= School FTE x 0.0032</p>																																												
<p><b>v) School Secretaries</b></p> <p>Secretarial person years are calculated using the following formula:</p>	<p>= School FTE x 0.0028</p>																																												
<p><b>vi) Custodians</b></p> <p>Custodial person years are calculated using the following formula:</p>	<p>= School FTE x 0.0102</p>																																												
<p><b>vii) Casual Wages</b></p> <p>The casual wage funding allocation is to provide for all replacement staff and is calculated using the following formula:</p>	<p>= School FTE x \$171</p>																																												

<p><b>viii) School Operation &amp; Maintenance (O&amp;M) Funding</b></p> <p>This category includes funding for: a portion of grade extension start-up costs; school counsellors O&amp;M; career and technology studies; industrial classroom; minor projects, furniture and equipment; student travel (special trips); as well as school materials and supplies.</p> <p>The funding for this category is determined by an education authority's K-12 school FTE and weighted by a previously determined freight factor using the following formula:</p>	<p>= School FTE x \$440 x Freight Factor</p>
<p><b>ix) Student Transportation (Bussing)</b></p> <p>School transportation (bussing) is based upon K-12 FTE, average school size, the community distance factor, and the living cost differential (Statistics Quarterly).</p> <p>Separate amounts are identified for students who are bussed between communities.</p>	<p>= Community FTE x Northern Cost Index x Weighting Average School Enrolments x \$62 x Community Distance Factor</p> <p>Note:</p> <p>The following communities receive funding based on cost, not formula, because the students are bussed between communities:</p> <ul style="list-style-type: none"> <li>- Dettah</li> <li>- Behchokö</li> <li>- Enterprise</li> <li>- Hay River Reserve</li> </ul>

<p><b>x) Senior Secondary Education</b></p> <p>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&amp;M funding requirements.</p> <p>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.</p> <p><b><u>One-Time Start-Up Costs (Regular Grade Extensions)</u></b></p> <p>This funding is intended to allow the school to purchase the 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.</p> <p>Once grade 10 extension is offered, it is expected that grade 11 and grade 12 will follow in the consecutive years.</p>	<p>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.</p> <p>Funding based on grades offered rather than enrolments recognizes small schools and promotes equitable funding.</p> <p>Additional funding is provided for the grade 10 program, as initial set-up costs are substantially higher than for grade 11 or 12.</p> <p>The one-time contribution for the start-up costs associated with the introduction of a grade extension are as follows:</p> <p>Grade 10 - \$75,000                  Grade 11 - \$20,000                  Grade 12 - \$20,000</p>
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<p><b><u>Ongoing: Senior Secondary Materials and Distance Learning</u></b></p> <p>Funding is provided for ongoing support for distance education, library materials and trade programs O&amp;M.</p> <p><b><u>Senior Secondary Small Schools (SSSS) Program</u></b></p> <p>Schools that do not meet the criteria for a regular grade extension will be funded under the Senior Secondary Small School 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 centers.</p> <p>Initial funding is based on the projected number of students, and then updated for current year actuals. SSSS students are <b>not</b> included in the enrolment driven calculations except “Ongoing: Senior Secondary Materials and Distance Learning”.</p>	<p>Small Schools: \$15,000 x NCI</p> <p>Other schools: \$25,000 x NCI</p> <p>Per FTE allocation = \$360 x NCI</p> <p>* = \$20,427 per FTE x combined index for community</p> <p>* The ceiling for Small School program funding is equal to the minimum allocation for schools through regular senior secondary formulas.</p>
<p><b>xi) Termination Benefits</b></p> <p>Education authorities are funded for termination costs covering staff who terminated during the previous school year. The funding is based on the GNWT/union collective agreements.</p>	<p>Prior year expenditures (based on GNWT/Union Collective Agreements)</p>

<p><b>xii) Yellowknife District Education Authorities – Support Funding</b></p> <p>In addition to education program funding, school districts receive contributions for:</p> <p><u>Other O&amp;M</u>: (Insurance, and office rent/mortgage).</p> <p><u>School Plant O&amp;M</u>: Yellowknife Districts are funded for utilities and maintenance of school facilities (less property taxation of 25 percent for K-9).</p>	<p>Approved amounts</p> <p>Approved amounts</p>
<p><b>xiii) Extraordinary Enrolment</b></p> <p>The Department determines school contributions based on the enrolment figures from September 30 of the previous year. In cases where the Department has established that extraordinary growth has occurred, it may be necessary to fund based on actual enrolment figures. The criteria for funding is:</p> <ul style="list-style-type: none"> <li>• Community enrolment <math>\geq</math> 8 percent</li> <li>• At least 10.0 FTE increase</li> </ul>	<p>The Department provides for extra teaching staff and increased O&amp;M for enrolments above normal enrolment growth.</p>
<p><b>xiv) REDEA (Rae-Edzo District Education Authority)</b></p> <p>The funding for this category is a combination of historical and formula funding.</p>	<p>Custodians, education assistants, secretaries and language specialists are funded by formula. Maintenance and other operating expenses are funded on a historical basis.</p>

<p><b>3. INCLUSIVE SCHOOLING</b></p> <p>This funding allows education authorities 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.</p> <p>For further details please refer to the <i>Ministerial Directive on Inclusive Schooling 2006</i>.</p>																																								
<p><b>i) Inclusive Schooling Consultants</b></p> <p>Funding for Inclusive Schooling Consultants is based on the prior year average salary and benefits for consultants (territorial school and inclusive schooling consultants).</p>	<table border="1"> <thead> <tr> <th rowspan="2">FTE</th> <th colspan="3">PY Number of Communities</th> </tr> <tr> <th>1</th> <th>4</th> <th>8</th> </tr> </thead> <tbody> <tr> <td><b>50</b></td> <td>0.50</td> <td>0.50</td> <td>1.00</td> </tr> <tr> <td><b>100</b></td> <td>1.00</td> <td>1.00</td> <td>1.25</td> </tr> <tr> <td><b>250</b></td> <td>1.50</td> <td>1.75</td> <td>2.00</td> </tr> <tr> <td><b>500</b></td> <td>2.00</td> <td>2.25</td> <td>2.50</td> </tr> <tr> <td><b>1,000</b></td> <td>2.25</td> <td>2.50</td> <td>2.75</td> </tr> <tr> <td><b>1,500</b></td> <td>2.50</td> <td>2.75</td> <td>3.00</td> </tr> <tr> <td><b>2,000</b></td> <td>2.75</td> <td>3.00</td> <td>3.25</td> </tr> <tr> <td><b>3,000</b></td> <td>3.00</td> <td>3.25</td> <td>3.50</td> </tr> </tbody> </table>	FTE	PY Number of Communities			1	4	8	<b>50</b>	0.50	0.50	1.00	<b>100</b>	1.00	1.00	1.25	<b>250</b>	1.50	1.75	2.00	<b>500</b>	2.00	2.25	2.50	<b>1,000</b>	2.25	2.50	2.75	<b>1,500</b>	2.50	2.75	3.00	<b>2,000</b>	2.75	3.00	3.25	<b>3,000</b>	3.00	3.25	3.50
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<p><b>ii) Program Support Teachers</b></p> <p>Funding for Program Support Teachers is based on the prior year average salary for teachers.</p>	<table border="1"> <thead> <tr> <th>FTE</th> <th>PY</th> </tr> </thead> <tbody> <tr> <td>1.0</td> <td>0.25</td> </tr> <tr> <td>51.0</td> <td>0.50</td> </tr> <tr> <td>100.0</td> <td>0.75</td> </tr> <tr> <td>150.0</td> <td>1.00</td> </tr> <tr> <td>200.0</td> <td>1.25</td> </tr> <tr> <td>250.0</td> <td>1.50</td> </tr> <tr> <td>300.0</td> <td>1.75</td> </tr> <tr> <td>350.0</td> <td>2.00</td> </tr> <tr> <td>400.0</td> <td>2.25</td> </tr> <tr> <td>450.0</td> <td>2.50</td> </tr> <tr> <td>500.0</td> <td>2.75</td> </tr> <tr> <td>550.0</td> <td>3.00</td> </tr> <tr> <td>600.0</td> <td>3.25</td> </tr> <tr> <td>650.0</td> <td>3.50</td> </tr> <tr> <td>700.0</td> <td>3.75</td> </tr> </tbody> </table>	FTE	PY	1.0	0.25	51.0	0.50	100.0	0.75	150.0	1.00	200.0	1.25	250.0	1.50	300.0	1.75	350.0	2.00	400.0	2.25	450.0	2.50	500.0	2.75	550.0	3.00	600.0	3.25	650.0	3.50	700.0	3.75							
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<p><b>iii) Counsellors</b></p> <p>Base funding for Counsellors is provided for each community.</p>	<p>= 0.25 PY per community</p>																		
<p><b>iv) Program Assistance</b></p> <p>Program Assistance refers to strategies, materials and personnel used to provide programming supports to meet the learning needs and goals of individuals and groups of students.</p>	<p>= \$999 per FTE x NCI</p>																		
<p><b>v) Magnet Facilities</b></p> <p>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 average number of annual FTE students accommodated at the facility:</p> <p>Funding is only provided for magnet facilities designated as such by ECE as defined above.</p> <p>There are currently five facilities identified as Magnet Facilities operating in the NWT:</p> <p><u>Group Homes:</u></p> <ul style="list-style-type: none"> <li>- McAteer House (Yellowknife)</li> <li>- Territorial Treatment Centre (Yellowknife)</li> <li>- Trail Cross (Fort Smith)</li> </ul> <p><u>Young Offender Facilities (YOF):</u></p> <ul style="list-style-type: none"> <li>- North Slave YOF (Yellowknife)</li> </ul>	<table border="1" data-bbox="971 909 1291 1312"> <thead> <tr> <th colspan="2">Gr.10-12 Teachers</th> </tr> <tr> <th>FTE</th> <th>PY</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.00</td> </tr> <tr> <td>10</td> <td>1.50</td> </tr> <tr> <td>15</td> <td>1.75</td> </tr> <tr> <td>20</td> <td>2.00</td> </tr> <tr> <td>25</td> <td>2.50</td> </tr> <tr> <td>30</td> <td>2.75</td> </tr> <tr> <td>40</td> <td>3.00</td> </tr> </tbody> </table> <p>O&amp;M \$2,000 per FTE</p> <p>The students are to be included their home community enrolment so that enrolment driven funding amounts can be calculated for the education authorities.</p> <p>For further details, please refer to the Departmental Directive on Magnet Facilities.</p>	Gr.10-12 Teachers		FTE	PY	1	1.00	10	1.50	15	1.75	20	2.00	25	2.50	30	2.75	40	3.00
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<p><b>vi) Staff Development</b></p> <p>The staff development formula includes base funding and funding for travel in accordance with the number of communities that each council serves.</p>	<p>= Base Funding of \$40,000 + (FTE x \$86)              + (number of communities minus one x \$8,000) x Distance Weighting Factor</p>
<p><b>vii) O&amp;M</b></p> <p>Travel and Minor Projects funding is for minor projects, travel and supplies.</p>	<p>= Education authority FTE students x \$200              + number of communities served x \$10,000 + Small Council Weighting Factor (applies to salaries/staff development/O&amp;M) + \$20,000 Minor Projects Funding</p>
<p><b>viii) Student Transportation</b></p> <p>An additional per student allocation is provided for students requiring special transportation, such as buses with wheelchair lifts, or private vehicles.</p>	<p>= Community FTE x \$4,000 x percentage of Historical Eligible Students (number of) x Bus Weighting Factor</p>
<p><b>ix) Southern Placements</b></p> <p>There may be extraordinary situations when a southern placement is necessary because an education authority is unable to provide a program for a student, despite having met all the requirements as outlined in the Inclusive Schooling Directive. Other such instances may occur where placements are initiated by the GNWT Department of Health and Social Services in consultation with the relevant education authority.</p>	<p>Funding will be provided (subject to Departmental approval) to pay for education related costs (on a per student basis) for the first year only, less \$17,000 (approximate funding already provided under formula).</p>
<p><b>x) Healing and Counselling</b></p> <p>It is recognized that, in pursuing their academic goals, students may need help in addressing personal, social, or</p>	<p>= Base Funding of \$10,000 per community              + \$60 per FTE x NCI</p>

<p>emotional issues. Counselling and Healing refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including residential school recovery.</p>									
<p><b>xi) Student Success Initiative (SSI)</b></p> <p>The SSI aims to improve student learning and performance. Education district level projects are funded to improve student achievement in a range of areas.</p> <p>To address the particular needs of small communities, funding has been set aside to provide more targeted assistance to one or two small community schools. Such schools are deemed “focus schools” and present some of the following characteristics: a significant percentage of students who function below grade level; a high percentage of students who have been identified as having special needs or learning disabilities; the need for cultural enrichment, or; a high rate of non-attendance. A focus school will be identified where the school community demonstrates the readiness to address such issues that have been identified for its school. Final determination of focus schools rests with the Department.</p> <p>For further details, reference the “<i>NWT Student Success Initiative – Administration Handbook</i>”.</p>	<table border="0"> <tr> <td>DECs and YK DEAs</td> <td style="text-align: right;">\$55,000</td> </tr> <tr> <td>Commission scolaire</td> <td style="text-align: right;">15,000</td> </tr> <tr> <td>Dettah DEA/K’alemi Dene School</td> <td style="text-align: right;">15,000</td> </tr> <tr> <td>Focus schools</td> <td style="text-align: right;">100,000</td> </tr> </table> <p>Additional funding for student success initiatives is 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 NWTTA.</p>	DECs and YK DEAs	\$55,000	Commission scolaire	15,000	Dettah DEA/K’alemi Dene School	15,000	Focus schools	100,000
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<p><b>4. ABORIGINAL LANGUAGES &amp; CULTURAL PROGRAMS</b></p> <p><b>i) Aboriginal Languages O&amp;M</b></p> <p>Funding for Aboriginal Languages and Culture-based Programs support the establishment and maintenance of Teaching and Learning Centres (TLC)*, which:</p> <ul style="list-style-type: none"> <li>▪ Encourage and support the development of culture-based education.</li> <li>▪ Help communities and schools develop resources and materials to teach and promote the Dene and Inuvialuit languages.</li> <li>▪ Enable education authorities to implement culture-based education through all curricula, particularly Dene Kede and Inuuqatiqit.</li> <li>▪ Provide co-ordination and training to staff by means of orientations, workshops, and courses, which enable staff to develop the knowledge, skills and attitudes required to implement culture-based education.</li> </ul> <p>Aboriginal Languages &amp; Cultural Programs funding is also available for translation and interpretation services.</p> <p>Base funding has been developed for education authorities with student FTE greater than 500.</p> <p>* TLCs may be regionally based or located in a specific community.</p> <p>For further details, please refer to the <i>Aboriginal Language and Culture-Based Education Departmental Directive 2004</i>.</p>	<p>Aboriginal language and culture-based education funding is allocated according to the following formula and calculated using the FTE of Aboriginal students K-12:</p> <p>(Base Funding of \$100,000 per education authority) + (\$10,000 x number of communities minus one) + (Aboriginal FTE x \$120)</p> <p>Education authorities also receive additional funding for Aboriginal languages from Canadian Heritage under the CANADA-NWT Cooperation Agreement for French and Aboriginal Languages.</p>
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**ii) Education Assistants/Aboriginal Language Specialists (EA/ALS)**

The contribution for EA/ALS is based on the number of Aboriginal FTE K-12 students in each community.

EA/ALS person years are calculated using the following formula:

<b>Aboriginal FTE per community</b>	<b>PY</b>
<b>0.5 – 25</b>	0.5
<b>26 – 50</b>	1.0
<b>51 – 75</b>	1.5
<b>&gt; 75</b>	$1.5 + (FTE - 75) \times 0.009$

**5. INFRASTRUCTURE**

Personnel infrastructure includes:

- Removal (in/out/transfer) as per collective agreement
- Advertising costs for recruitment as per GNWT's guidelines and practices
- WSCC (GNWT chargeback)

Facility infrastructure covers:

- Facility leases approved by the Department.

**Surplus/Deficit – Infrastructure**

Surplus infrastructure funding must be returned to the Department of Education, Culture and Employment.

An infrastructure deficit is the responsibility of the DEC. Such a deficit can only be covered by the Department if funds are available.

**6. LOCAL PROPERTY TAXATION**

Only the two Yellowknife District Education Authorities levy local property taxes.

The GNWT acts as the assessment authority for Yellowknife, and uses the same approach to assessments across the Territories making assessments comparable.

**7. 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 authorities are asked to provide budget proposals for delivery of French programs to the Department on an annual basis. The Department 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.