



## **School Funding Framework**

### **School Funding for Education Bodies in the Northwest Territories**

**2020-2021 School Year - \$160,437,000**

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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 Tłıchǫ 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 30<sup>th</sup> of each fiscal year. The Annual Report is due to the Minister within 90 days of the fiscal year end (June 30<sup>th</sup>).

## 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 1<sup>st</sup> to September 30<sup>th</sup>, 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.

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 1<sup>st</sup>, 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 older than 21 years of age as of December 31<sup>st</sup> 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 Facilities <sup>1</sup> :	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.
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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. Each year ECE calculates the average salaries for each education body based on the education authority's staffed positions for individual job categories. The average salary is then applied to the number of teachers each education body is allocated.

## Calculation of Salary

NWTTA Staff:	Average salary calculations are based on the education authority's staffed positions for individual job categories.
UNW/Excluded/SRM:	Salary calculations are based on midpoint. For example, UNW and Excluded are funded at step 4.

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<sup>1</sup> Group Homes and Young Offender Facilities

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 adjustment for the 2020-2021 school year is 1.20 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)

**Assistant Superintendent:**

FTE	Communities			
	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:

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

FTE	Communities			
	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:

FTE	Communities			
	1	2-6	7-12	13+
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
3,200	4.75	5.25	5.50	5.75

**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:

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

**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.

## **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:

<b>Junior Kindergarten</b>	
<b>FTE</b>	<b>Positions</b>
12	1.00
<b>Kindergarten through Grade 9</b>	
<b>FTE</b>	<b>Positions</b>
1	1.50
5	1.50
10	1.50
15	1.51
20	2.00
25	2.50
...	...
615	34.73
620	35.01

### **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:

<b>FTE</b>	<b>Positions</b>
10	2.26
15	2.84
20	3.40
25	3.97
...	...
615	37.56
620	37.81

Note: 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:

FTE	Communities			
	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 Counselling

School counsellors are trained and licensed professionals who provide mental health, behavioural, or emotional assistance to individuals in need. School counsellors have specialized knowledge in counselling theories, counseling, and communication skills, and adhere to a professional code of ethics. They may deliver direct counselling to individuals or small groups of people, including students, educators, community members, and parents on a variety of topics such as suicide prevention, substance misuse, or mental disorders.

Funding is provided for school counselling based on the following formula:

$$K-12 \text{ community FTE} \times 0.0032$$

Note: Dehcho DEC, Beaufort Delta DEC, Sahtu DEC, and the Tłıchǫ Community Services Agency, have their counselling needs provided through the Child and Youth Care Counselling (CYCC) Initiative through the Department of Health and Social Services and ECE. Therefore, funding for these four education bodies is no longer provided through this Funding Framework. However, additional funding for counselling to all other education

bodies is provided under Territorial Schools. It is expected that the implementation of Phase 3 of the CYCC initiative will be approved during the 2020-2021 school year. When approved, counselling funding for YK1, YCS, Dettah DEA, Ndilq DEA, and CSFTNO (YK) will be removed from contributions.

## 5.0 School Secretaries

School secretaries work in the school managing administrative details.

Secretarial positions are calculated using the following formula:

$$\text{Community base of } 0.10 \text{ of a position} + (\text{K-12 community FTE} \times 0.0028)$$

## 6.0 Custodians

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

Custodial positions are calculated using the following formula:

$$\text{K-12 community FTE} \times 0.0102$$

## 7.0 Casual Wages

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

$$\text{JK-12 community FTE} \times \$173 \times \text{NCI}$$

## 8.0 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:

$$\text{JK-12 community FTE} \times \$440 \times \text{NCI}$$

## 9.0 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:

$$\text{JK-12 community FTE} \times \text{NCI} \times \text{Weighting Average School Enrolments} \\ \times \text{Community Distance Factor} \times \$62$$

Note: The following communities receive funding based on cost, not formula, because the students are bussed between communities: Dettah, Behchokò, Enterprise, and Hay River Reserve.

## 10.0 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:

$$\$21,766 \text{ per FTE} \times \text{NCI}$$

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.

### **11.0 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*

## **12.0 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/union<sup>2</sup> 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/union<sup>2</sup> 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*

## **13.0 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 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 other O&M: insurance and school plant O&M. Yellowknife Districts are funded for utilities and maintenance of school facilities (less property taxation of 25 percent for K-9).

*Based on approved amounts*

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<sup>2</sup> Northwest Territories Teachers' Association and United Northern Workers

## **14.0 Extraordinary Enrolment**

ECE determines school contributions based on the enrolment figures from September 30<sup>th</sup> 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:

- Community enrolment  $\geq 8$  percent; and
- At least 10.0 FTE increase (both conditions must be satisfied)
- Average Growth

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

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

## **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:

- DEC and YK DEAs                      \$55,000
- Commission scolaire                \$15,000
- Dettah DEA/Ndilo DEA               \$15,000

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 Northwest Territories Teachers Association (NWTTA).

## **17.0 Mentorship Substitute Wages**

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.

*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.

The 2020-2021 Main Estimates include funding for three communities: Ndilo, Dettah, and Tulita. In addition, a fourth location at Délne is in the final stages of approval for the 2020-2021 school year.

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 31<sup>st</sup> 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 Wellness Counsellors**

Wellness counsellors are trained and licensed professionals who provide mental health, behavioural, or emotional assistance to individuals in need. Wellness counsellors have specialized knowledge in counselling theories, counselling and communication skills, and adhere to a professional code of ethics. They may deliver direct counselling to individuals or small groups of people, including educators, community members, and parents, on a variety of topics such as suicide prevention, substance misuse, or mental disorders.

Base funding for Wellness Counsellors is provided for each community:

*0.25 of a position per community*

Note: Dehcho DEC, Beaufort Delta DEC, Sahtú DEC, and the Tłı̨chǫ Community Services Agency, have their counselling needs provided through the Child and Youth Care Counselling (CYCC) Initiative through the Department of Health and Social Services and ECE. Therefore, funding for these four education bodies is no longer provided through this Funding Framework. However, additional funding for counselling to all other education bodies is provided under Inclusive Schooling. It is expected that the implementation of Phase 3 of the CYCC initiative will be approved during the 2020-2021 school year. When approved, counselling funding for YK1, YCS, Dettah DEA, Ndı̨lǫ DEA and CSFTNO (YK) will be removed from contributions.

## 4.0 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*

## 5.0 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 average number of annual FTE students accommodated at the facility.

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

There are currently four facilities identifies as Magnet Facilities operating in the NWT:

### Group Homes

- McAteer House (Yellowknife);
- Territorial Treatment Centre (Yellowknife); and
- Trail Cross (Fort Smith).

### Young Offender Facilities (YOF)

- North Slave YOF (Yellowknife)



<b>Magnet Facility Teachers</b>	
<b>FTE</b>	<b>Positions</b>
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.

## **6.0 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:

$$\text{Base funding of } \$2,000 \text{ per community} + (\text{JK-12 community FTE} \times \$50) \times \text{NCI}$$

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

$$\$3,000 \text{ per community PST position} \times \text{NCI}$$

## **7.0 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*

## **8.0 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 2018 NWT JK-12 Indigenous Languages and Education Procedures Manual and the 2018 NWT JK-12 Indigenous Languages and Education Handbook further outline how education bodies and their schools are expected to implement the new ILE Policy, including additional details on ILE funding limits and expectations.

### 1.0 Regional ILE Coordinator

The regional ILE 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.

Aboriginal 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 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. Funding over and above the cost of actual staff person years can be used to purchase and/or develop resources for Indigenous language classes.

## Indigenous Language Instruction Staff

Aboriginal JK-12 community FTE	Positions
≤25	0.50
26 – 50	0.75
51 – 75	1.00
>75	$1.00 + (\text{FTE}-75) \times .009$

### 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.

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 Teaching and Learning Centres (TLCs)

TLCs provide 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.

$$[(\text{Base funding of } \$40,000 \text{ for first language} + \$14,000 \text{ for second language} + \$10,000 \text{ for third language served}) + (\$11,000 \times \text{number of communities}) + (\$10 \text{ per Aboriginal JK-12 community FTE})] \times \text{NCI}$$

#### 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.

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

## **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 all funding. This is done through the calculation of a “blended rate” that is based on the weighted average of the FTE enrolment in K-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

<u>Location</u>	<u>NCI</u>		
		<i>South Slave</i>	
		Enterprise	1.13
		Fort Resolution	1.17
<i>Beaufort Delta</i>		Fort Smith	1.09
Aklavik	1.34	Hay River	1.05
Fort McPherson	1.34	Hay River Reserve	1.09
Ulukhaktok	1.46	Łutselk'e	1.25
Inuvik	1.21		
Paulatuk	1.46	Yellowknife District No 1	1.01
Sachs Harbour	1.46		
Tsiigehtchic	1.38	Yellowknife Catholic Schools	1.01
Tuktoyaktuk	1.42		
		Dettah	1.01
<i>Commission scolaire</i>			
Hay River	1.09	Ndilo	1.01
Yellowknife	1.01		
<i>Dehcho</i>			
Fort Liard	1.17		
Fort Providence	1.13		
Fort Simpson	1.13		
Jean Marie River	1.17		
Kakisa Lake	1.13		
Nahanni Butte	1.21		
Sambaa K'e	1.34		
Wrigley	1.25		
<i>Tłı̨cho</i>			
Behchokò	1.05		
Gamètì	1.25		
Wekweètì	1.34		
Whatì	1.21		
<i>Sahtú</i>			
Colville Lake	1.74		
Délı̨ne	1.34		
Fort Good Hope	1.34		
Norman Wells	1.30		
Tulita	1.34		
<u>Location</u>	<u>NCI</u>		

## 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		