



School Funding Framework

School Funding for Education Bodies
in the Northwest Territories

2025-2026 School Year - \$182,101,000

Une version française de ce document est disponible.

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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.

Interpretation

Definitions 1. (1) In this Framework,

"school year" means the period beginning on July 1 in one year and ending on June 30 in the following year;

"District Education Authority" means a District Education Authority or a public denominational District Education Authority established under the Education Act, or a body continued as a District Education Authority or public denominational District Education Authority by the Education Act;

"Divisional Education Council" means a Divisional Education Council established under the Education Act or a body continued as a Divisional Education Council by the Education Act;

"community" means a municipality, an unincorporated community or a reserve, as defined in the Indian Act (Canada), that is within the Northwest Territories;

"education body" means a District Education Authority, a Divisional Education Council or a commission scolaire francophone de division, or all of them, as the case may be;

"attending student" means a student who meets the attendance and registration requirements set out in Section 1.0 of this Framework for the purposes of determining enrolment and full time equivalent (FTE) calculations.

"full time equivalent" means (a) for Junior Kindergarten, (i) 0.50 of one full-time equivalent student for a half-day program; and (ii) 1.00 full-time equivalent student for a full-day program; (b) for Kindergarten, (i) 0.50 of one full-time equivalent student for a half-day program; and (ii) 1.00 full-time equivalent student for a full-day program; (c) for Grades 1 to 9, 1.00 full-time equivalent student for each student enrolled in Grades 1 to 9; (d) for Grades 10 to 12, (i) 1.00 full-time equivalent student for a student enrolled in 12 or more credits per school year; (ii) 0.50 of one full-time equivalent student for a student enrolled in fewer than 12 credits per school year; and (iii) 0.50 of one full-time equivalent student for a student who is 21 years of age or older as of December 31 of the school year; (e) for home schooled students, 0.50 of one full-time equivalent student; (f) for students attending magnet facilities or institutional programs, (i) 1.00 full-time equivalent student where the student attends an education program for more than 50 percent of the time; and (ii) 0.50 of one full-time equivalent student where the student attends an education program for 50 percent or less of the time; (g) for students detained in custody or attending Young Offender Facilities, the same full-time equivalent value as set out in paragraph (f), and such students are counted toward the home community enrolment; and (h) for

greater certainty, a student must meet the attending student criteria described in Section 1.0 of this Framework to be counted as a full-time equivalent student.

"school" means a public school, a public denominational school and a private school;

"school program" means the education program as it is delivered by a public school or a public denominational school or a program of education delivered by a private school;

"senior secondary education program" means grades 10, 11 and 12 of the education program;

"student" means a person who is registered with a school under the Education Act;

"Superintendent" means a Superintendent employed pursuant to the Education Act;

"teacher" means a person who holds a teaching certificate issued under the regulations and who is employed as a teacher to teach kindergarten or any of grades one to 12;

"targeted funding" means funding that is restricted for a specific purpose, such as Inclusive Schooling or Indigenous Language funding, which are guided by the Ministerial Directive on Inclusive Schooling 2016 and the 2018 Indigenous Languages and Education Policy.

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 bodies 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 education bodies, 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 bodies, and provides 100 percent of the funding needed for delivering school programs.

Accountability Framework

The GNWT's *Financial Administration Act* requires GNWT departments and public agencies, including education bodies, to maintain a Planning and Accountability Framework. This framework supports consistent planning, reporting, and accountability across the NWT education system.

Through the Accountability Framework, education bodies plan and report on their operations, compliance with legislation and educational directives, and the implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction. The framework supports cooperation between education bodies and ECE and promotes transparency and accountability to students, parents, Members of the Legislative Assembly, and residents of the Northwest Territories.

The Accountability Framework consists of two core components: the Operating Plan and the Annual Report.

The Operating Plan serves as the education body's operating budget and planning document for the upcoming fiscal year. In accordance with the *Financial Administration Act*, education bodies submit their Operating Plans to the Minister for approval prior to the start of the fiscal year (July 1). The Operating Plan outlines planned programs, activities, and resource use and supports effective governance, administration, and financial management.

The Annual Report provides an account of the education body's activities and results for the fiscal year and reports on progress against the approved Operating Plan. Annual Reports are prepared in accordance with the Planning and Accountability Framework and submitted to the Minister within the timelines established under the *Financial Administration Act*.

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 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 12 or more credits per year 0.50 FTE if less than 12 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 Northwest Territories Teacher Association (NWTTA) teaching salaries for each education body determined as of November 15th of the previous year, e.g. the 2025-2026 School Year is based on the average actual salaries as of November 15, 2024.

Average salaries for Union of Northern Workers (UNW), United Steel Workers (USW) and

¹ Group Homes and Young Offender Facilities

Excluded employees are based on the midpoint of the respective salary grids of their Collective Agreements. Senior Management 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. Allowances, including Northern Allowance, Mentorship, Program Support Teacher, Coordinator, Consultant, and Professional, are accounted for in this calculation.

UNW/USW/Excluded: Salary calculations are based on the scale midpoint. For example, UNW, USW and Excluded are funded at step 4 of 8.

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

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

Calculation of Benefits

Divisional Education Councils: Education bodies receive 21.75 percent of base salary and allowances (excluding Northern Allowance) for the employer portion of benefits. 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 costs.

Yellowknife Education Authorities: Yellowknife Districts (YK1, YCS, NDEA, and DDEA) receive 21.75 percent of their base salary and allowance (excluding Northern Allowance) for personnel benefits. These benefits include a 14.0 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.

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 by the NWT Bureau of Statistics on a three to six year interval 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.

A CPI adjustment may be applied when the existing appropriation is sufficient to support it. If the appropriation is not adequate, the adjustment can only be included once the necessary approval for additional funding has been obtained. CPI for the 2025-2026 school year is 3.30 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

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

Administration O&M Travel funding is based on approved amounts in **APPENDIX C**

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 office lease costs as approved by ECE.

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, as outlined in **APPENDIX C**.

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 is 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 bodies 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 \$193 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 Weighted 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.

One-time start-up 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 is included in the general enrolment figures and is 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:

\$25,518 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 teachers to develop and use instructional practices, resources, and assessments associated with the plan.

Funding provided equates to 0.50 of a school consultant position, with the exception of NDEA and DDEA, which receive funding equating to 0.25 of a school consultant.

11.0 Termination Benefits (Severance Pay)

Education bodies may receive an in-year adjustment for termination costs related to staff who terminated during the previous school year. The adjustment is calculated based on prior-year termination expenditures and the provisions of the applicable collective agreements and staff handbooks (for excluded and senior management).

For most education bodies, staff are covered under GNWT-administered collective agreements² and handbooks. YK1 and YCS, NDEA and DDEA however, operate under separate collective agreements. To ensure consistency, the in-year adjustment for all education bodies is calculated using the GNWT-administered collective agreements and handbooks, rather than the actual termination benefits paid by YK1, YCS, NDEA and DDEA under their own agreements.

The in-year adjustment is determined as the lesser of the actual termination costs and the amounts allowable under the applicable collective agreements and staff handbooks. Where reported actuals materially exceed the amounts permitted under these provisions, the variance may be reviewed and a final determination made by the department.

² Northwest Territories Teachers' Association, and Union of Northern Workers

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 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

Funding is restricted to Healthy Food for Learning.

13.0 Yellowknife Education District No.1 and Yellowknife Catholic Schools School Plant O&M

In addition to education program funding, Yellowknife Education District No.1 and Yellowknife Catholic Schools receive contributions for school plant operations and maintenance, including utilities (less property taxation of 25 percent for JK-9). Operations and maintenance funding, excluding utilities, is based on established fixed amounts. Utilities are funded based on a 3-year rolling average of actual costs.

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 is 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 10 K-9 FTE (from 15 to 25 FTE). However, there was also a decrease from 20 FTE to 18 in grade 10-12 enrolment. The example assumes a 2% 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 PY	0.50PY Increase	6 FTEs are equivalent to 0.50 PY increase
K- Grade 9	15FTE = 1.51 PY	25FTE Net of 2% Avg. Growth = 24.5 24.5 FTE = 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) Average Growth not applied to negative FTE changes	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 by the specific average salary for the education body that is receiving the Extraordinary Enrolment Funding to determine the amount of the additional funding. ECE also provides \$440 per Extraordinary Enrolment FTE adjusted for NCI for materials funding (see section 10 of Territorial Schools in this document). In the scenario

above, the \$440 will be applied to the 6 JK and 9.5 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 Tłı̄chq̄ and stems from the decision to locate the Chief Jimmy Bruneau School in Edzo rather than Behchokò. 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. Funds are provided to support educator professional development related to these projects. All education bodies are required to plan for and report on Student Success Initiatives through the Accountability Framework.

Distribution of SSI funding is as follows:

- Funding for YK1, YCS, Dettah and Ndilo DEAs is provided by ECE and is distributed as an adjustment to the monthly contribution payments.
 - YCS and YK1 receive \$55,000 each
 - Dettah DEA and Ndilo DEA receive \$15,000 each
- Funding for BDDEC, CSFTNO, DDEC, SDEC, SSDEC and TCSA is made available through the NWTTA per Article 16 of the NWTTA-GNWT Collective Agreement.

17.0 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 in receiving funding under this program should submit an NWT Alternative High School Program Initiative Proposal (application form). Proposals must be submitted to the Director of JK-12 Education System Services on or before October 31st to be considered for the following school year. Education bodies approved for funding will be required to plan for and report on the program within the NWT Education Body Accountability Framework. Alternative High School enrolments do not count towards School Funding Formula FTEs and do not participate in the other FTE driven calculations within the Framework.

18.0 Healthy Choices Initiative (Active Afterschool Program)

The Healthy Choices Initiative, also referred to as the Active Afterschool Program, supports projects that promote wellness among school-aged children and youth through afterschool physical activity programs and the provision of healthy snacks. Eligible projects or activities must align with the following objectives:

- Increase education and awareness around making healthy lifestyle choices.
- Target key populations, including children, youth and seniors.
- Encourage community participation and foster partnerships among local organizations; and
- Enable access to healthy choices by leveraging community environments and available resources.

For the provisioning of healthy snacks under the Healthy Choices Initiative, twenty percent of the total funding is allocated as a base amount per school, and the remaining eighty percent is distributed through an adjustment factor based on the number of students, a food-price ratio relative to Yellowknife, and a median after-tax income allocator.

Healthy Snacks Provisioning: Base per school of \$612 + adjustment factor

Funding for After School Programming is allocated using the same proportional approach: twenty percent of the total funding is applied as a base amount per school, and eighty percent is distributed through an adjustment factor based on the number of students and the Northern Cost Index.

After School Programming: Base per school of \$2,510 + adjustment factor

Funding is restricted to the Healthy Choices Initiative Program.

19.0 Youth Contributions Program

The Youth Contributions Program supports small-scale development initiatives aimed at promoting positive lifestyles and enhancing the overall well-being of youth. Eligible projects or activities must:

- Foster long-term commitment to healthy and positive lifestyle choices among youth. This includes:
 - Conferences
 - Indigenous cultural events
 - Non-sporting extracurricular activities or trips
 - Innovative projects that support improved lifestyle choices

- Provide meaningful benefits to a minimum of five youth participants.

Funding for the Youth Contributions Program is allocated using a model in which twenty percent of the total funding is applied as a base amount per school, and the remaining eighty percent is distributed through an adjustment factor based on the number of students and the Northern Cost Index.

Base per school of \$461 + adjustment factor

Funding is restricted to the Youth Contributions Program.

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 students, supporting the social and emotional needs of students, and performing 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’s 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 to hire a PST position to place 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 a 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 in 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:

\$1,564 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: pencil 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

8.0 School Based Mental Health and Wellness

The NWT education system recognizes the importance of providing mental health supports in schools and their impact on student learning. ECE is committed to working with education bodies to provide culturally-informed, school-based mental health and wellness services to JK-12 students. School programs are more successful when the mental health and wellness of students are a priority.

Through School Based Mental Health and Wellness (SBMHW) funding, education bodies will provide high quality mental health and wellness services supported by a continuum of multi-levelled supports that are culturally-informed, student-centered, and compassionate, as outlined in *The NWT JK-12 School-based Mental Health and Wellness Policy, Framework, and Guidelines*.

SBMHW allocations are provided based on the approved amounts as set out in **APPENDIX C**.

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 School Funding Framework 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	$1.00 + (FTE-75) \times .009$

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.
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.

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

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.

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

Local Property Taxation

The two Yellowknife DEAs are the only education bodies 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 education bodies, the overall result of this calculation is an approximate 20 percent reduction in 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, excluding those for YK1 and YCS, are updated annually based on Consumer Price Index changes (CPI for Yellowknife), with a major Department of Finance review and rebalancing occurring every 10 years. YK1 and YCS have the ability to request mill rate changes as required to ensure that the 20% is being covered.

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 French Second Language learning, such as French Immersion, Core French, Intensive and Post Intensive French and French Minority language Education. Education bodies are asked to provide budget proposals for the delivery of French programs to ECE annually. ECE uses this information to update the Canada NWT bilateral agreement on French programs.

Funds provided by Canadian Heritage can be used toward the purchase of textbooks and language materials, salaries for French staff, cultural activities, and other eligible expenditures.

Appendix A – Northern Cost Index

Location	NCI	Location	NCI
<u>Beaufort Delta</u>		<u>South Slave</u>	
Aklavik	1.37	Enterprise	1.08
Fort McPherson	1.37	Fort Resolution	1.29
Ulukhaktok	1.62	Fort Smith	1.12
Inuvik	1.24	Hay River	1.08
Paulatuk	1.62	Katl'odeeche	1.08
Sachs Harbour	1.62	Łutselk'e	1.33
Tsiigehtchic	1.41		
Tuktoyaktuk	1.37	Yellowknife District No. 1	1.03
<u>Commission Scolaire</u>		Yellowknife Catholic Schools	1.03
Hay River	1.08		
Yellowknife	1.03	Dettah	1.03
<u>Dehcho</u>		Ndilo	1.03
Fort Liard	1.12		
Fort Providence	1.16		
Fort Simpson	1.20		
Jean Marie River	1.24		
Kakisa Lake	1.16		
Nahanni Butte	1.24		
Sambaa K'e	1.41		
Wrigley	1.33		
<u>Tłı̨chǫ</u>			
Behchokò	1.08		
Gamètì	1.29		
Wekweètì	1.29		
Whatì	1.29		
<u>Sahtú</u>			
Colville Lake	1.54		
Délı̨ne	1.50		
Fort Good Hope	1.50		
Norman Wells	1.37		
Tulita	1.45		

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 on the NWT Bureau of Statistics website. <https://www.statsnwt.ca/prices-expenditures/living-cost-differentials/> Accessed November 2024.

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 2024.

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		

Appendix C – Approved Funding Rates by Education Body

Education Body	Admin and School Services - 2.0 Administration Operations and Maintenance (Travel Component)	Admin and School Services - 5.0 Administrative Reduction Allocation	Inclusive Schooling - 8.0 School Based Mental Health and Wellness
Beaufort Delta Divisional Education Council	\$106,984	(149,898)	709,854
Commission Scolaire	\$32,500	(45,213)	163,206
Dehcho Divisional Education Council	\$116,573	(102,016)	279,300
Tlicho Community Services Agency	\$95,171	(83,219)	413,715
Sahtu Divisional Education Council	\$82,890	(98,362)	296,534
South Slave Divisional Education Council	\$100,385	(135,836)	610,244
Yellowknife District No. 1	-	(101,025)	731,352
Yellowknife Catholic Schools	-	(74,523)	491,515
Dettah District Education Authority	-	(4,713)	65,289
Ndilo District Education Authority	-	(5,195)	130,565