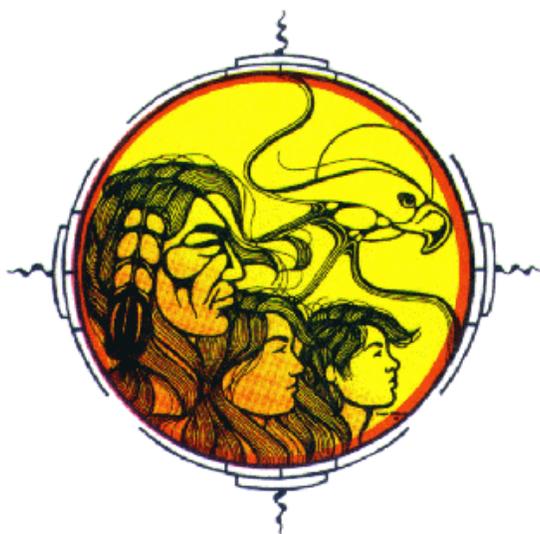


Formula Funding for Elementary and Secondary Band Schools

Rationale with Accompanying Reference Materials



First Nations Education Council

**Working Document
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PART 1 - RATIONALE

1. Introduction

The First Nations of Quebec have on many occasions stated that current educational funding levels are inadequate and do not compare with the resources invested in non-First Nations children participating in the province's public school system, and do not support the Life-Long Learning Needs of First Nations.

The Auditor General has remarked that current methods used to allocate funds from the Department's headquarters to its regions are based largely on information that was developed at least 15 years ago, with the last adjustment was in 1996-97. In fact, the Quebec Regional Formula was developed in 1986-87, and has not been modified since then. The Department has no updated analyses to determine whether the current practice reflects actual education needs and is reasonable in the circumstances.

The national model that the Ministry Indian and Northern Affairs has used as the basis for distributing funding to the regions has several weaknesses related to how funds are derived and distributed:

- Spending per student varies widely throughout the First Nations communities in the various provinces. There are variations that cannot be completely explained by geographic, social, or demographic factors. The formula does not capture this.
- The formula does not address the regional differences in costs for teachers' salaries and benefits.
- The national distribution formula and the provincial funding model do not adequately recognize the true costs of delivering First Nations education programs and services, and are no longer adaptable to the changing circumstances of First Nations schools.
- The funding model has become too simplistic and inadequate to allow First Nations education systems to provide comparable programs of study with the provinces. The model has not been updated since 1996-1997.
- The formula is not responsive to variations in programming between regions, and to address provincial curriculum reform initiatives.
- INAC has difficulty directing more education spending specifically to the school and classroom, where it counts. Almost one third of elementary and secondary funding is provided through supplementary generalized initiatives that are not based on cost, and that do not provide stability and permanence to funding resources.
- The funding model does not provide any flexibility for long-term planning and development.
- Reporting on education spending is burdensome and not based on long-term impact program evaluations, rather is limited to compliance and data reporting.

2. Basic principles on which to build a funding framework

Commonly, principles on which funding will be based are defined before a framework for funding is developed. The following are some of the basic principles which should guide the framework for funding First Nations education:

- Equity – meaning fairness not equal – providing all students with horizontal (quality and availability of core programming should be equivalent in each community) and vertical (children of different needs should be afforded different approaches to programming and service delivery) access to the same educational opportunities and outcomes. This ensures that all students have equitable access to quality learning opportunities.
- Accountability – balance local autonomy and decision-making with accountability requirements. The accountability process involves four steps: setting expectations, contracting, reporting and corrective action.
- Responsiveness – funding formula should be dynamic to meet changing educational requirements, and cost differences. The funding formula must respond to:
 - the need to change on a year by year basis;
 - multi-year transitional requirements;
 - exceptional circumstances (such as the impact of the sudden increase in fuel prices);
 - the variety of challenges facing communities;
 - differences in costs based on language, geography, population, and social and economic conditions between communities and regions;
 - changes in regional provincial curriculum and educational reform initiatives.
- Consistency - The model must recognize the significant differences among communities, schools and students and address these differences to ensure that excellence in education programming can be consistently attained.
- Adequacy – Must be sufficient for the First Nations School to be able to meet the educational goals established by the First Nations education system.
- Transparency – The criteria and parameters of the funding formula must be available, simple, and understandable with reliable and fact-based data. The model, even though complex, must be streamlined with a technology-based application so that it is simple to administer, and easy to understand once applied.
- Autonomy – reasonable levels of flexibility so that all parties can meet their responsibilities.
- Involvement – all parties must be involved in the process of establishing a funding framework. However, this principle continues after a funding formula is developed and used. Ongoing involvement will be required to review how well the formula is working, and in the annual or periodic reviews of the dollar components of the formula.

- Fairness - The model must share available resources reasonably and recognize the limits to funding. But at the same time, the model must uphold that there are no second-class students among First Nations students, and the needs of all members of the student population must be addressed.
- Realistic - The funding model must be based on a realistic, fair, and reasonable idea of what it costs to provide high quality education. This analysis must be reassessed on a cyclical basis so that the funding levels remain current and according to well-established best practice.
- Student-Centered - The focus of the funding framework must be the First Nations student in the classroom of a First Nations school.
- Innovative - The funding framework must support a First Nations education system with leading-edge innovation for improved educational results.
- Collaborative – framework should encourage the partners and stakeholders of First Nations education to work together to provide a holistic approach and a supportive environment for lifelong learning.
- Lifelong Learning – The framework must support the First Nations view of education as lifelong learning.

Sustainability – The funding to support the framework must be sustainable to ensure First Nations Quality Schools.

3. Components of a funding formula

Education in Canada is diverse, each region having its own needs and priorities. Each province and territory provides its own system of elementary and secondary education. Therefore each province has its own funding framework composed of various elements.

The provincial ministries of education in Canada provide much more than a base allocation for funding elementary and secondary education. There are other components in the funding framework in addition to various forms of indexation to ensure that the framework remains responsive to needs and to changes in costs.

Each of these components allows the formula to address the differences both in location and situation and in student populations of the various schools and boards, as well as meeting local programming needs and priorities. The provinces annually index many of the components for cost of living, employer share, volume and area. A summary of each provincial funding framework is provided in the following table, and details on the actual allocations are provided in the research section which follows:

Prov	Main Elements of Formula Framework	Sub-components of each Element
BC	<ul style="list-style-type: none"> ▪ Basic Allocation ▪ Supplement for Enrolment Decline ▪ Supplement for Unique Student Needs ▪ Supplement for Salary Differential 	Base Allocation = amount/FTE and includes distance education students, and funding protection \$ for funding declines over 1%
		Enrolment Decline over 1% = % of Base allocation/FTE over 1%, over 4% and over 10%

Prov	Main Elements of Formula Framework	Sub-components of each Element
	<ul style="list-style-type: none"> ▪ Supplement for Unique Geographic Factors, ▪ Supplement for Transportation and Housing ▪ Supplement for GAAP 	<p>Unique Student Needs covers Aboriginal Students, ESL, Special Needs Levels 1-3, and Adult Education</p> <p>Salary Differential covers differences in teachers' salaries from one board to another due to differences in experience, qualifications, etc.</p> <p>Unique Geographic Factors include supplements for small communities based on FTE enrollment for elementary, secondary and grades 11 & 12; low enrolment factor; rural factor; climate; sparseness; and enrollment and capacity.</p> <p>Transportation & room and board</p> <p>GAAP Supplement to cover additional accounting costs</p>
AB	<ul style="list-style-type: none"> ▪ Base Funding, for ECS and Grade Levels ▪ Differential Cost Funding ▪ Provincial Priority Targeted Funding ▪ Federal Funding for French Language and Francophone students ▪ Transportation ▪ Plant Operations and Maintenance 	<p>Base Cost for ECS, Base Instruction Cost for grades 1 – 9, Base Instruction Cost per education credit unit for grades 10 – 12, Outreach programs, Information and Knowledge Programs, and Home Schooling</p> <p>Differential Funding is based on a weighting factor applied to a basic grant education grant rate (not same as base instruction cost) for those students requiring more specific services, or to cover differential costs in providing regular services.</p> <p><u>Specific Student Population Types:</u> The weighted factors are designed to address variable cost factors and include ECS Mild/Moderate 1.316; Severe Disabilities 8.977; ESL 0.623; FN and Métis Education 0.623; Socio-economic Status (SES) 0.249.</p> <p><u>Variable Costs in Program Delivery:</u> Small Schools by Necessity, Enrolment Fluctuations, Size of Jurisdictions, Northern schools, Cost of Purchasing Goods, Physical Activity programs, Hutterite colonies, Francophone boards.</p> <p>Provincial Priority Targeted Funding includes School Health, Alberta Initiative for School Improvement, SuperNet Service Funding, Small Class Size Initiative Funding, Children and Youth with Complex Needs and other smaller provincial programs</p> <p>Federal Funding for French Language provides funding support for French first language programs</p> <p>Transportation for urban and rural and fuel price contingency scale</p> <p>Plant Operations and Maintenance</p>
SK	<ul style="list-style-type: none"> ▪ Basic Program Recognition ▪ Transportation Recognition ▪ Targeted Support Funding Recognition ▪ Special Education Recognition ▪ Other Factors Recognition ▪ K-12 Initiatives (under review) 	<p>Basic rate for K5 and for grades 1-12, and homebound students (half-rate). Added to Basic Rate are a Technology rate and an amount for Shared Services.</p> <p>Transportation includes rates for rural and urban and for special needs.</p> <p>Targeted Funding supports special supplements for “Community Schools” by level of teaching; Pre-Kindergarten programs; Diversity funding;</p>

Prov	Main Elements of Formula Framework	Sub-components of each Element
		<p>Special Education Funding considers 2 levels of support and Technical Aids funding</p> <p>Other Factors includes Technology Supported Learning; Language Courses; Isolated Schools; Tuition Fees Expenditures of which the amount includes Technology; Francophone Allowance to cover additional costs of Francophone School Board operations; Northern Allowance; and other factors linked to specific boards as well as Teacher Recruitment and Retention, Youth in Custody, and Assessment of Learning.</p> <p>K-12 Initiatives are Educational programming and resource materials requested by project for specific boards or institutions.</p>
MB	<ul style="list-style-type: none"> • Base Support • Categorical Support • Equalization Support 	<p>Base Support includes Instructional Support, Sparsity Support, Curricular Materials, Information Technology, Library Services, Level I Special Needs, Counselling and Guidance, Professional Development and Occupancy. (Each element if funded differently).</p> <p>Categorical Support includes Transportation, Room and Board, Special Needs, Senior Years Technology Education, English as a Second Language, Aboriginal Academic Achievement, Heritage Language, French Language Programs/Instruction, Students At Risk, Small Schools, Enrolment Change Support, Northern Allowance, Early Behaviour Intervention, Early Childhood Development Initiative, Early Literacy Intervention, and Early Numeracy</p> <p>Equalization Support Equalization is provided to recognize the varying ability of school divisions to meet the cost of unsupported program requirements through school taxes.</p>
ONT	<ul style="list-style-type: none"> • Pupil Foundation Grant • School Foundation Grant • Special Purpose Grants • Pupil Accommodation Grants • School Authorities Funding • Tuition Fees for First Nations Schools 	<p>The pupil foundation grant is a base amount using a per pupil rate which differs per teaching level.</p> <p>School Foundation Grant provides for a principal, vice-principal (if eligible), secretary, and school office supplies.</p> <p>The Special Purpose Grants consist of many components each of which is funded differently using a per capita amount in most cases. The components are: Primary class size reduction amount; Special education grant; Language allocations: Languages English-Language Boards – FSL/Native Languages /ESL /ESD Languages, and French-Language Boards – French First Language/Native Languages/ALF/PDF; Geographic Circumstances Grant; Learning Opportunities Grant; Continuing education and Other Programs Grant; Cost Adjustment and Teacher Qualifications and Experience Grant; Transportation Grant; Declining Enrolment Adjustment; School Board Administration &</p>

Prov	Main Elements of Formula Framework	Sub-components of each Element
		<p>Governance Grant.</p> <p>Pupil Accommodation Grants includes School Operations, School Renewal, New Pupil Places, Primary Class Size Reduction, Growth Schools, Outstanding Capital Commitments, and Debt charges.</p> <p>School Authorities Funding is specifically for isolate boards – smaller education authorities in remote areas.</p> <p>Tuition Fees for First Nations Schools covers the cost of reverse tuition agreements for students from a board that attend a First Nations school.</p>
QC	<ul style="list-style-type: none"> ▪ Base Allocation for Organization of Services ▪ Base Allocation for Educational Services ▪ Supplemental Allocations for Educational Services ▪ Capital Resources ▪ Supplementary Allocations for Capital 	<p>The Base Allocation for the Organization of Services contains several elements which includes the:</p> <ul style="list-style-type: none"> ▪ Administration of schools; ▪ Administration of the head offices of small school boards; ▪ Expenditures for facilities; ▪ Specific geographical factors <p>The Base Funding for Educational Services consists of:</p> <ol style="list-style-type: none"> 1. Allocations related to teaching for all sectors cover costs related to the teaching staff based on the following factors: <ul style="list-style-type: none"> · a per-teacher cost that takes into account specific factors affecting the compensation of teachers within a given school board (e.g. experience, schooling, mobility, employer contributions, absenteeism) · an amount related to a school board's educational organization (number of teachers), which takes into account the composition of classes within each school, the size of the schools, collective agreements and basic school regulations 2. Other educational expenditures related to expenditures other than those pertaining to teachers and the administration of schools and centres. <ol style="list-style-type: none"> A. For general education in the youth sector, the allocation for other educational expenditures is determined by adding the following items: <ul style="list-style-type: none"> · a base amount · an allocation for each level of education, which is determined on the basis of the different per-student amounts for each category of student · an allocation specific to each school board to take specific needs into account (additional allocations included in the basic allocation) <p>Also, for general education in the youth sector, the following two allocations are included in the basic allocation for educational activities:</p>

Prov	Main Elements of Formula Framework	Sub-components of each Element
		<ul style="list-style-type: none"> • additional support for at-risk students • additional support for students from disadvantaged areas <p>For general education in the youth sector, an additional amount for students receiving welcoming services and assistance in learning French and an amount to help small schools have been included in the form of an adjustment.</p> <p>B. For general education in the adult sector, the allocation is based on per student amounts to cover material and support resources. The amount for support resources is specific to each school board.</p> <p>C. For vocational training, the allocation is based on per-student amounts that cover support and material resources. These amounts are specific to each program.</p> <p>Supplemental and Additional Allocations include allocations for School Daycare Services, Supervision of Probationary Teachers, Pedagogical Renewal, Poverty Measures for Montreal School Board, Regional Initiatives to support High Cost Special Needs, Special Education, Agir Autrement, Religious and Community Participation, Educational Integration of Technology, Support for Policy Development on School Cultural Education, Support for Pedagogical Development, Room and Board, Tuition Fees, Specific Allocations Related to Working Conditions, Support for Financing Space and for Property Damages, Regional Priorities, Support for Upgrading Activities connected to Training, Intercultural Activities, Entrepreneurship Programs, Homework Support, Healthy Schools, Additional Teacher Time, & Other Additional Allocations</p> <p>Capital resources include a base allocation as well as a per student amount both for equipment and renovations.</p> <p>There are supplementary allocations and other specific (non-repetitive) capital allocations for repairs, and the purchase of school buses, school textbooks, library books and equipment, and technology equipment. Financing assistance is provided for vocational program equipment as well as the interests on short-term debts.</p>
<p>NB</p>	<ul style="list-style-type: none"> • Instructional Services • Instructional Support • Supplementary Education Prog. • Plant • Bus Transportation • District Office • Employee Benefits 	<p>Instructional services covers Regular teacher salaries including all school professionals, Supply Teacher Salaries, Freight and Courier for Textbooks, Textbooks, Repair Services to Instructional Equipment, Travel Expenses for School Personnel, Instructional materials, supplies, and equipment, and Special Needs</p> <p>Instructional Support includes School Administrative Support – School Secretaries Salaries, Telephone and Communications, Stationery, office supplies and forms.</p> <p>Instructional Support Services - Library Assistant</p>

Prov	Main Elements of Formula Framework	Sub-components of each Element
		<p>Salaries, Library Materials, Educational Leave Teachers, Professional Development, FSL Methodology Training.</p> <p>Information Technology - Technology Support Salaries and Travel</p> <p>Supplementary Education Programs include Additional initiatives such as Tutor Support, Learning Disabled, Co-curricular Trips, Extra-curricular Trips, Kindergarten Integration Enrichment, Remedial Enhancement, Healthy Minds, Math Mentors, Special Initiatives, Positive Learning Environment, Youth Futures, Cultural Activities, First Nations Education, and Ordinary Equipment.</p> <p>Plant Operations include items such as Custodial and Power Engineer Salaries, Maintenance Staff Salaries, Replacement Staff, Freight and Courier, Electricity, Water and Sewer, Contracted Cleaning, Garbage Removal, Snow Removal, Facility Rentals, Maintenance Vehicle Expenses, Minor Repairs, Maintenance Travel, Heating Fuel, Plant and Cleaning Supplies, and Security Expenses. Each of which is funded by a varying per student rate.</p> <p>Bus Transportation includes Bus Driver Salaries, Replacement Salaries, School Bus Block Heaters, School Bus Driver Medicals, Contracted Conveyance, School Bus Operation and Maintenance, Board and Lodging, Bus Communications, Co-Curricular Trips and Extra-Curricular Trips</p> <p>District Office funding includes Education Councils and Parent Support Committees, District Office Staff Salaries, Other Services, Electricity, Contracted Cleaning, and Facility Rentals</p> <p>Employee Benefits covers the costs of Pension Benefits, Retirement Allowances, Vacation Pay, Group Insurance, Canada Pension Plan, Health Insurance, Dental Plan, Employment Insurance, Dry Cleaning Allowance, Tool Allowance and the Employee Assistance Program.</p>
NS	<ul style="list-style-type: none"> ▪ Board Governance and Regional Management ▪ School Management and Support ▪ Instruction and School Services ▪ Student Support ▪ Student Transportation ▪ Property Services ▪ Other Considerations 	<p>Board Governance and Regional Management covers the costs of Trustees and Board Administration</p> <p>School Management and Support includes funding for Principals, Vice-Principals, Administrative Staff and Information Technology Support.</p> <p>Instruction and School Services provides funding for Teachers, Textbooks, Materials and Equipment and the Class Size Supplement.</p> <p>Student Support provides funding for Special Education and other Specialized Teaching Services.</p> <p>Student Transportation is based on a formula that</p>

Prov	Main Elements of Formula Framework	Sub-components of each Element
		incorporates an amount per bus plus an amount composed of factors of drawing area and enrolment.
		Property Services which cover operation and maintenance costs.
		Other Considerations includes funding for French and English as Second Languages, French Immersion and the Francophone School Board.

4. Requested Elements for First Nations Schools

The First Nations Education Council submitted a paper in December 2002 to the Minister of Indian Affairs on priority areas of intervention for funding First Nations education. This paper discussed the concerns of First Nations communities regarding the levels of educational funding, and the lack of resources for issues of immediate need.

In February 2005, the FNEC/DIAND Tuition Fees Committee submitted its Final Report on “An Analysis of Educational Costs and Tuition Fees: Pre-school, Elementary School and High School Levels”. This report reviewed funding levels between provincial schools and First Nations schools in Quebec, and in particular the types of funding provided to the Cree First Nations students, who are financed at levels over 200% higher per capita. The report made a strong recommendation for changes to the funding formula, and for interim measures to alleviate the funding crisis.

The FNEC participated in a National Working Group on Band Operated Formula Funding which tabled a report on “A Study of Educational Cost Drivers to First Nations Education” in April 2006. This report highlighted the unique areas of educational costs for First Nations education, and made recommendations for addressing the funding levels in these areas.

The following are the components that were highlighted from these reports that must be addressed by a funding framework for First Nations Education:

A. ADEQUATE BASE FUNDING

A-1 Expenditures for Teachers

Currently the funding methodology does not consider teacher’s salary separately from the block of funding, and cannot guarantee the salary of a teacher for each classroom, or the adequacy of that salary. However, considering the salary as a separate line item would facilitate ensuring equity and adequacy.

There should be a teacher pupil ratio (per teaching level) established for First Nations schools in Quebec that is in line with the ratios used for the Cree School Board. These ratios are:

- Preschool K4 classes : 1 : 25,0900 (half-time classes)
- Kindergarten K5 : 1 : 12,5450
- Elementary (grades 1 - 7) : 1 : 10,9800
- Secondary regular and vocational education : 1 : 8,8613

The pupil-teacher ratios for the Cree Schools are justified by the Ministry of Education, Loisirs and Sports on the basis of the teaching levels within the schools; the proportion of regular, special needs and students at risk in the school population; the student timetable; the teachers' workload; the teaching of three languages; the fluency levels of language of instruction; and the numbers of students available within the communities for class grouping.

These ratios when applied to the school population would determine the number of teachers that a school would receive funding for. The salary mass would be determined by multiplying the number of teachers by an "average teachers' salary". Certain rules would need to be developed for school organization so that if there are partial groups of students as a result of the calculation, subsidies could be provided to ensure a full teacher is hired.

Other expenditures for teachers would include funding for recruitment and retention for non-aboriginal teachers which includes allowances for isolation, and premiums for retention. There is a need for increased capital to ensure adequate lodging. The INAC ratios for lodging personnel would need to be reviewed.

Although not a direct expenditure for schools under the Elementary and Secondary Program, there is a need for a long-term plan to address the costs of culturally appropriate teacher training programs for First Nations teachers that provide adequate training for community teachers.

A-2 School Administration

School Administration was addressed in the National Distribution Formula in two ways, the salary of a school principal and secretary was included as one of the elements in the Base Component of \$4,522 and an additional \$20,000 was made available for each community with a school. In the 1986-87 Quebec Regional Formula, instead of \$20,000 per community, an amount of \$195.00 (4.3%) was added to the per student allocation to cover administration.

The amount of funding is not adequate to address the present day costs of school administration. The amounts need to be identified separately so that an evaluation of costs can be effected properly.

A-3 Small School Subsidies

First Nations communities are, of course, not all the same size. The ones with smaller populations have extremely limited infrastructures and human resources, making it difficult for them to offer a wide range of educational services, and to maintain those services at a high level of quality for their schools. Nationally, in terms of size enrolment, 53.1% of First Nations schools have up to 100 students, 43.6% of schools have between 101 and 500 students, and 3.3% of schools have more than 500 students. Of interest is the fact that 24.1% of schools have less than 26 students in their schools (2005-2006).

Small schools in Aboriginal communities are subject to enormous constraints in the way they operate. They are required to offer the same range of educational services that are offered in most First Nations schools with much bigger student populations, but they must do so for fewer students with fewer resources. However, all students are entitled to the same quality program, and access to the same educational outcomes.

In funding small school boards, many of the provinces such as Alberta, Ontario and Quebec use a base allocation to ensure that basic services and programs required to support the schools can be delivered. Similarly, a base allocation or a per capita is also applied to the small schools within a board, where the school enrollment does not provide for class sizes as large as those anticipated by a funding matrix.

B. STUDENT DIVERSITY

B-1 Special Education

There is a documented higher incidence of special needs in the First Nations school populations. The elevated needs for Special Education are unique to First Nations. Presently, the Special Education Program (SEP) is not meeting all of the needs of the special education population of First Nations Schools. There must be additional funding to meet these unmet needs, as well as funding for research and evaluation services.

In the province of Quebec, the Ministry provides both lower ratios for students with special needs or students at risk (and disadvantaged) as a means to provide additional human resources, as well as providing higher per capita amounts for school organization, equipment and supplies. Additional funding is available through Adaptation Scolaire, and the new Special Education Initiative.

B-2 Socio-Economically Disadvantaged Students

There is a significant body of research that suggests adverse socio-economic conditions prevent many children and youth, and **in particular** First Nations, from participating fully in the public and on-reserve education system by creating unfavorable environments for learning. It is important to offer curricular, co-curricular and extra-curricular programs as a measure to add balance to the learning environment of First Nations children who are affected by adverse socio-economic conditions.

Many provinces have recognized the impact of socio-economic disadvantage on success in school. They fund additional initiatives to address issues that prevent them from learning at the same pace as other students. Ontario provides additional funds through the Learning Opportunities programs. Other provinces provide early literacy and numeracy programs or other forms of basic skills.

B-3 Students at Risk

Students at risk in the school population are not presently recognized by INAC for funding even though it is commonly accepted in provincial education. There is a much higher incidence of students at risk in the population of First Nations schools, much of which is a result of demographic situations within the community. This often accounts for a higher rate of school dropouts among First Nations students.

Many provinces provide specific funding to work with these students particularly at the secondary level. The province of Quebec uses the Agir Autrement program for funding secondary students, who are at risk of failure, Ontario has a similar program.

B-4 English/French Second Language as Language of Instruction

For communities where traditional language is spoken by a majority of the adults, and language is transmitted between generations from birth, the language of instruction is a second language to the students entering school. This can delay learning and may require specialized training for the teacher to teach using a second language methodology. Smaller classes and other types of interventions may be required so that the students can master the language of instruction before entering secondary school.

C. GEOGRAPHICAL FACTORS

C-1 Location

Currently, the location of a First Nations school is classified using the INAC Band Classification Manual. These classifications locate the community in relation to the nearest service center, and in regards to community access. However, most provincial education models locate schools in relation to the nearest pedagogical center, and to their own head offices. The proximity of the nearest service center does not necessarily accommodate pedagogical needs. In addition, many Quebec First Nations communities pay much more for goods and have difficulty attracting teachers due to poor road access in the bush than do fly-in communities with several flights per week.

C-2 School Size

The type of small school indexation that was used in the National Distribution Formula does not provide sufficient dollars to adequately supplement the needs of a small school. The type of indexation actually favors more schools with populations between 50 and 100 students, than it does schools with <50 students, and it does not apply to schools with >100 students. The AFN Study recommends that a base allocation be provided to support small schools, similar to base allocations offered by the provinces.

C-3 Cost of Goods and Purchasing

Alberta provides a special allocation that addresses regional cost differences in purchasing. This is applied to the particular cost-sensitive portion of the education program. The province of Ontario applies a similar approach for purchasing. Most First Nations schools are located in rural or remote regions where the cost of goods and services is higher as well as the actual costs of freight and delivery.

D. EDUCATIONAL SERVICES

D-1 Aboriginal Languages

Language and culture is a critical component of a First Nation child's identity, especially as they enter and go through adolescence. A child cannot be separated from his culture. Aboriginal language is unique to First Nations education.

Continuous long-term exposure to education curricula based on foreign cultures, languages and values has challenged the ability of First Nations to strengthen their cultures, languages and values. First Nations are at serious risk of permanently losing their languages and cultural identities. Formal education is an indispensable instrument in the transmission of First Nations culture, language and traditional knowledge. Research clearly indicates that the development of a strong self-identity by accessing cultural knowledge through language greatly facilitates intellectual development and success in school.

First Nations communities are studying or working with several models for teaching Aboriginal languages in their schools. The complexity of the situation however, and the critical lack of resources (i.e., teaching material in Aboriginal languages, teachers, linguists and other specialists) present a very real danger that projects based on these models could be short-lived.

The First Nations communities and their parents need more options for teaching Aboriginal languages. These options include:

- Use of Aboriginal languages as the main language of instruction for all grades;
- Use of Aboriginal languages as second languages, to ensure oral and written bilingualism;
- Aboriginal language immersion for young children, who go on to study in English and French after they know their own language well enough.
- Official recognition of elders and other Aboriginal language speakers as teachers of Aboriginal languages

Funding is needed to cover the following aspects in addition to the delivery of school language programs and immersion programs:

- To develop Aboriginal language programs and Aboriginal language teacher training programs.
- To hire specialists to carry out research on Aboriginal languages.
- To design and produce learning materials in Aboriginal languages.

D-2 Three Languages

The First Nations students of Quebec are required to have competency in three languages when they graduate from secondary school. In addition to their native language and second language, they must also learn a third language. This requires extra teaching resources, materials and research & pedagogical support services which are not currently being provided.

Those students who speak their own language from birth often arrive at school without the required fluency in the language of instruction. They would benefit academically from second language services to increase their fluency levels in the language of instruction before being exposed to a third language. This need is not currently addressed through the present funding.

D-3 Comparable Provincial Curriculum of Study

First Nations schools must provide comparable programming to the provinces so that students can transfer from one jurisdiction to another without penalty. Sometimes at the secondary level this can mean providing options within courses. The provinces/territories implement curriculum innovations or additional educational projects to increase student achievement, or to modify educational outcomes or to address specific needs within their student populations. These initiatives enable provincial/territorial education systems to reach planned educational goals.

First Nations cannot be expected to achieve the goals of two different educational systems with only the funding for one core program. If they must continue to provide comparable programming with the provinces, then they must be funded appropriately to provide the same quality programming. This is being done across Canada in each province for minority francophone boards whether their schools are large or small.

D-4 Cross-Curricular Programs

As stated in the FNEC 2002 paper presented to the Minister of Indian Affairs, over the past few years, the educational systems in Canada have developed new school programs to meet new expectations created by contemporary realities. Students are being offered new academic opportunities through programs such as the following:

- Sport-study programs;
- Art-study programs;
- International studies programs.
- First Nations schools are required to offer comparable programs of study but receive no additional funding to be able to develop/adapt similar cross-curricular programs for their schools.

D-5 Program and Curriculum Development

The provincial education systems have their own central and regional pedagogical centers which undertake program development and evaluation, and oversee the implementation of new programs or curriculum changes.

Even today, thirty-four years after the policy of Indian Control of Indian Education was first tabled, First Nations children are still forced to study in the regular programs established by the dominant society. The Report of the Royal Commission on Aboriginal Peoples has this to say about the situation: “The Aboriginal component of programs is usually limited to additional material designed to enrich the normal content of programs. It does not call into question the core hypotheses, values and logic that are being taught”. (Volume 3, Gathering Strength, p. 519)

First Nations communities need to develop their own standards and regulations for their educational programs, and to develop their own programs of study. They also need to develop their own educational materials or adapt what is appropriate from other systems.

D-6 Vocational Training

Educational systems in Canada focus on vocational training, which seeks to ensure the highest employability rate and is thus an indispensable part of economic development.

In the current economic context (at both the provincial and national levels), there is a shortage of specialized workers. Indeed, the specialized labour needs of industries and manufacturers are increasing. In particular, these businesses need well-trained workers to help them meet their expansion goals.

In this context, a provincial education system such as Quebec’s has strong potential and sufficient financial means to focus more on the promotion of vocational training. The current policy framework for Aboriginal education entirely excludes vocational training, and no budget is allocated for such training. Many First Nations students who do not profile for postsecondary education are severely disadvantaged by the lack of vocational programs and skill training. They must spend additional years after graduation seeking vocational training that could have been provided during their years in high school.

D-7 Technology

Broadband technology is also being used extensively by First Nations schools for videoconferencing for the delivery of educational programs, workshops and professional development, and together with internet access, this technology and support is absolutely critical for program delivery in remote or isolated communities.

Many First Nations communities are concerned about the annual costs related to maintaining the infrastructure and connectivity. These costs include equipment replacement and maintenance. Schools have made it a priority to provide quality ICT infrastructure and programming to ensure that First Nations students develop the same competencies, and have access to programs they may not otherwise have access to.

However, with the widespread development of ICT in First Nations schools and educational systems, there is a lack of technical support. Technicians are available but the communities cannot afford the cost of the salary and travel for a technician. There is a need for funding for technical support.

D-8 Learning Opportunities

The AFN Study on Educational Cost Drivers (AFN 2006) recommended that the funding framework ensure that First Nations schools are able to offer a high quality basic skills program to increase learning opportunities. This would include early literacy and numeracy programs as well as pre-high school transitional programs. To do this the formula should provide each school with a minimum basic allocation proportional to school size (based on grade configuration), and indexed for location (access to services).

In Quebec, the Ministry of Education, Loisirs and Sports also provides complimentary services for schools to assist parents by ensuring school success through prevention programs. These include Homework Programs, Daycare services, and other after school programs. In addition, school boards receive a \$1000 grant and per capita funding for a sports program for third cycle elementary and first cycle secondary students.

D-9 Library

All education departments and systems in the country have long known that elementary, secondary and post-secondary institutions must have well-equipped libraries offering a full range of library services. A school library gives students strong pedagogical support and, as such, is an essential part of any school. The Quebec Ministère de l'Éducation, Loisirs et Sports defines a school library as one which:

- Provides a system of pedagogical services offering learning and related activities (including computer-based activities and activities to increase students' motivation to read), support for student research methods, and support for teacher planning.
- Provides a data system offering an approach for looking up and finding information.
- Has the necessary equipment for offering library services, i.e., a general computerized catalogue, directories, guides, indexes, computer and audio-visual equipment, and CD-ROM data banks.
- Has qualified human resources and adequate financial resources, with specific budgets for equipment, operations and acquisition of new documentation.
- Is physically arranged in a manner conducive to learning.

First Nations schools do not currently receive specific annual funding for school libraries.

E. FUNDING RESPONSIVENESS

E-1 Cost of Living Indexation

A funding formula usually comprises two components – a measure of an activity and the price or cost of the item being measured. The measure of the activity must be realistic, and the dollar amount must be reviewed regularly to reflect increases in the unit price of things such as electricity or fuel. This is done through applying the Education Price Index according to the various sub-categories of educational costs. If these two components – the measure and the unit cost - are not reviewed periodically, or one of the components is over adjusted to compensate for the other, then the formula will no longer be effective.

An example of the results of not applying appropriate indexation is in the Base Unit Component of the National Formula. Currently in 2005, the National Formula Unit Cost Component of \$4,522 if expressed in 1996 EPI constant dollars would be only \$3,672. Even with the 2% increase provided each year thereafter to the regions, the National Formula Base Allocation to the regions for 2005 expressed in 1996 EPI constant dollars is \$3,745 per student. The purchasing power of the base funding for instructional services has been severely reduced due to lack of appropriate indexation.

E-2 Expansion

At a time when some school boards within the province of Quebec are having to close schools because there are not enough students, the First Nations communities are facing an over-population crisis in some of their schools, which do not have the space to accommodate their students.

Schools in the First Nations communities have to offer a full range of supplementary services above and beyond those offered by conventional schools. This is because of their specific circumstances, e.g., isolation, high rate of psychosocial problems affecting young Aboriginal people, additional areas of the curriculum, etc. The communities, therefore, require enough school space to effectively offer all their services and accommodate their many students, but they cannot do so according to standards which are developed to suit INAC's budget, and which do not correspond to the educational needs of First Nations students.

In addition, a funding framework should provide some form of annual increase to account for changes in student enrolment and area or space seeing that these affect the costs of operations. The Ministry of Education, Loisirs and Sports in Quebec provides this form of indexation to increase the various allocations provided to the Cree School Board in particular, and most school boards in general – for example the allocation for School Administration is increased annually based on 50% of the percentage increase of student enrolment, and Operation and Maintenance of Schools is increased 25% of the percentage increase of students and 75% of the increase in space.

5. Overview of Funding Framework for First Nations Education

A. FUNDING FRAMEWORK

Currently the National Distribution Formula and the Regional Formula are based on a per pupil allocation which differs by teaching level. This is not an ideal approach for educational funding because:

- A single comprehensive allocation makes it very difficult to assess the continued adequacy of each of the elements that compose the allocation.
- The cost of any changes to curriculum or programming cannot be properly evaluated.
- Any sudden increase in the cost of one element would mean a loss of funds in the others.
- The national 2% indexation applied to elementary-secondary funding did not adequately address both volume increases and the cost increases of the individual elements. The overall education price index for 2003 averaged 3.4%, and teachers' salaries increased by 3.79%.
- Appropriate annual indexation is not provided for critical elements such as teacher salaries where employer shares can average 11% annually without including an automatic salary scale step increase of 1.9% - 2.5%. Replacement costs for absenteeism could average over 3% of the mass salary for teachers. (Cree School Board Certification of Grants)

The following table provides an overview of the suggested components for a First Nations Funding Framework, the type of allocation formula and the type of data which would be needed to support the framework components. Each of the elements should be indexed appropriately in relation to the salary and non-salary components of the funding.

Type of Component	Elements	Parameters	Type of Data Needed
Base Allocation for Instructional Services	School Administration	Base Allocation consisting of: <ul style="list-style-type: none"> ▪ salary/benefits (with annual indexation) for 1 FTE school principal = or >50 students, and 0.5 FTE school principal <50 students ▪ Salary/benefits (with annual indexation) 1 FTE secretary for all schools ▪ Administration costs based on \$1000 per school plus per capita amount to adjust for volume 	<ul style="list-style-type: none"> ▪ Annual FTE Student enrollment numbers per teaching level per school per community ▪ Annual rates of indexation
	Teaching Services	Total Allocation composed of: <ul style="list-style-type: none"> ▪ Salary Allocation consisting of total eligible number of teachers based on total schools population per teaching level / student-teacher ratio per teaching level X calculation of average teachers' salary which includes annual indexation. ▪ Subsidy for school organization to 	<ul style="list-style-type: none"> ▪ Annual FTE student enrollment per teaching level per community (vocational students would be excluded) ▪ Student-teacher ratio per teaching level ▪ General salary grid for First Nations teachers for

Type of Component	Elements	Parameters	Type of Data Needed
		<p>accommodate classes with low enrolments.</p> <ul style="list-style-type: none"> Amount per FTE teacher for professional development Amount per FTE teacher for supply teachers based on 6 days/teacher including eligible benefits Amount for teacher recruitment and retention for non-aboriginal teachers including isolation premiums. Amount would be based on number or percentage of non-aboriginal teachers and location of community. The costs for vocational education teachers would be handled the same way but is covered below under differential funding 	<p>Quebec</p> <ul style="list-style-type: none"> Academic and experience levels for each teacher in First Nations schools Number of non-aboriginal teachers in community schools Geographic location of schools Amount salary per replacement day Annual Rates of indexation
	Educational services	Per capita allocation for books, supplies and educational equipment. (would not include vocational students)	<ul style="list-style-type: none"> Annual FTE student enrollment per teaching level per community (except for vocational students) Annual rate of EPI indexation
	Library	<p>Per capita allocation for library books and services to cover:</p> <ul style="list-style-type: none"> Remuneration for Library Assistant Purchase of library books/materials 	<ul style="list-style-type: none"> Annual FTE student enrollment per teaching level per community Annual indexation
	Physical Education	<ul style="list-style-type: none"> Per student allocation for gym equipment, materials and sports program 	<ul style="list-style-type: none"> Number of FTE Annual Indexation
Differential Cost Funding (provided in addition to base allocations)	Special Education	Base Education Grant per student for additional services multiplied by a student weighting factor dependent on the category of special needs.	<ul style="list-style-type: none"> Amount for Base Education Grant Number of students for each category Annual indexation
	ESL/FSL for Language of Instruction	Base Education Grant multiplied by a weighting factor	<ul style="list-style-type: none"> Number of eligible students per community school(s) Annual indexation
	Socio-Economic Disadvantage	Base Education Grant per student multiplied by a weighting factor	<ul style="list-style-type: none"> SES Index (to be developed) Number of eligible students Annual indexation
	Students at Risk	Secondary level only: Base Education grant multiplied by a weighting factor	<ul style="list-style-type: none"> At Risk Profile to be developed Number of eligible secondary students

Type of Component	Elements	Parameters	Type of Data Needed
	Secondary 4 & 5	Senior High School only: Base Education grant multiplied by a weighting factor	<ul style="list-style-type: none"> Annual indexation Number of eligible secondary 4 & 5 students Annual indexation
Key Instruction Programs	Aboriginal Language Programs	For Language taught as a Subject: <ul style="list-style-type: none"> the salary/benefits for 1 FTE Language teacher per 60 students Per student allocation for materials 	<ul style="list-style-type: none"> Annual FTE student enrollment per teaching level per community Annual indexation
	Vocational Education	<ul style="list-style-type: none"> Base Allocation per secondary 4 and/or 5 class to provide a local vocational or semi-skilled program such as Forestry, Carpentry, Wood-working Applications (Canoes, snowshoes, etc) that would include a teacher's salary, equipment (student) and materials. Student-teacher ratio would be same as the secondary ratio applied to general education Base allocation - amount dependent on course offered. Students in vocational class would not be included in regular instructional base allocation for teaching services and materials. 	<ul style="list-style-type: none"> Number of secondary students in vocational program Average teacher's salary as calculated in section on teaching services Cost of student equipment and materials for each type of course based on group of 10 students Annual indexation
	Technology Supported Learning	<ul style="list-style-type: none"> Base Allocation for infrastructure cost/replacement, connectivity and technician salary. The amount would depend on school size and configuration and type of connectivity available. Per student allocation to cover teacher in-service and annual licensing/software upgrading. 	<ul style="list-style-type: none"> FTE enrollment Number of teaching levels Type of connectivity available Technician salary Annual upgrading costs for software Annual indexation
	Cross Curricular Programs	<ul style="list-style-type: none"> Base Allocation for the development of a cross-curricular program that would include salary and non-salary funding components Per pupil amount for materials and equipment to support program 	<ul style="list-style-type: none"> FTE enrollment Annual indexation for the per pupil allocation
	Provincial Initiatives	<ul style="list-style-type: none"> Supplement provided to address a program area that is the subject of provincial initiative. 	<ul style="list-style-type: none"> FTE enrollment Per pupil costs of provincial initiative
Educational Support Services	Student Support Services	<ul style="list-style-type: none"> Base allocation to cover the salary for 1 FTE Counsellor per school Per pupil amount to adjust for school size and other services 	<ul style="list-style-type: none"> FTE enrollment Average salary for school counsellor Annual indexation

Type of Component	Elements	Parameters	Type of Data Needed
	Pedagogical Support at local level	<ul style="list-style-type: none"> ▪ Base Allocation that includes amount to purchase local services 	<ul style="list-style-type: none"> ▪ Annual indexation
	Curriculum Development/ Adaptation at local level	<ul style="list-style-type: none"> ▪ Base Allocation ▪ Per student amount for materials 	<ul style="list-style-type: none"> ▪ FTE enrollment ▪ Annual indexation
	Language Program Development at local level	<ul style="list-style-type: none"> ▪ Specific Base Allocation for Schools teaching Language as a Subject ▪ Specific Base Allocation for Immersion Program Schools ▪ Per student amount for materials 	<ul style="list-style-type: none"> ▪ FTE enrollment ▪ Type of Language Program taught ▪ Annual indexation
Unique Geographical Factors	Geographic Location	<ul style="list-style-type: none"> ▪ Allocation based on a new remoteness formula 	<ul style="list-style-type: none"> ▪ New Remoteness classification
	School Size and Configuration	<ul style="list-style-type: none"> ▪ Small School Base Allocation to ensure basic services for schools with < 100 students and certain configuration ▪ Application of sliding scale for schools of 100-200 students and certain configurations 	<ul style="list-style-type: none"> ▪ Number of students per school ▪ School Configuration ex. K-6 or K-8 or K-11 ▪ Annual indexation
	Cost of Goods and Purchasing	<ul style="list-style-type: none"> ▪ Additional factor applied to percentage of cost-sensitive funding 	<ul style="list-style-type: none"> ▪ List of areas of funding where factor is applied
	Salary Differential	<ul style="list-style-type: none"> ▪ Actual difference between average community teacher’s salary and average FN Teacher’s salary applied X FTE enrollment/Student-teacher ratio 	<ul style="list-style-type: none"> ▪ Average community teacher salary ▪ Average teacher’s salary used in teaching services allocation ▪ Average student-teacher ratio ▪ FTE enrollment
Elements not currently under the BOFF, or funded separately, which should be considered			
Complimentary Services	Opportunities Funding	<ul style="list-style-type: none"> ▪ Per student amount for Homework Support Program ▪ Per student amount for after school activities 	<ul style="list-style-type: none"> ▪ Number of FTE students ▪ Configuration of school ▪ Annual indexation
Transportation	Urban Transportation	<ul style="list-style-type: none"> ▪ Per bus cost based on number of buses required to transport. 	<ul style="list-style-type: none"> ▪ Number of students transported ▪ Number of buses required ▪ Formula for cost of bus operation
	Rural Transportation	<ul style="list-style-type: none"> ▪ Per bus cost based on number of buses required to transport, and per student/per km amount to cover additional costs for types of road/access and scheduling due to pickup distance. 	<ul style="list-style-type: none"> ▪ Number of buses required ▪ Formula for cost of bus operation ▪ Number of students transported ▪ Total Distance pf route ▪ Student time on the bus

Type of Component	Elements	Parameters	Type of Data Needed
	Special Needs Transportation	<ul style="list-style-type: none"> Per student amount to cover costs of adapted transportation 	<ul style="list-style-type: none"> Number of students requiring adapted transportation
	Bus Purchase Program	<ul style="list-style-type: none"> Annual amount in recognition of buses purchased by community for amortization to replace vehicles after 8 years. 	<ul style="list-style-type: none"> Listing of type of buses purchased, date of purchase, age of buses Cost of replacement
Educational Operations and Minor Capital Program	Operation/Maintenance	<ul style="list-style-type: none"> Allocation based on an amount per m2 and amount per student 	<ul style="list-style-type: none"> Actual area of school buildings and administration FTE enrollment Annual indexation
	Renovations	<ul style="list-style-type: none"> Allocation based on an amount per m2 and an amount per student Amortization of infrastructure costs paid over x years to cover major renovations such as roofing. 	<ul style="list-style-type: none"> Actual area of infrastructure Number of students Indexation Value of infrastructure
	Purchase of Equipment and Furniture	<ul style="list-style-type: none"> Allocation based on an amount per student and an amount per grade level 	<ul style="list-style-type: none"> FTE enrollment Number of grades per school Annual indexation
Educational Facilities Capital Program	Capital funding for expansion of existing school facilities	<ul style="list-style-type: none"> Per m2 funding for additional or expansion of existing facilities Allocation for reorganization of spaces to meet requirements of new Quebec curriculum reform. 	<ul style="list-style-type: none"> Existing m2 of school structure Configuration of school structure Number of classrooms and facilities Number of students per school Annual indexation

More details on actual allocations provided at the provincial level are provided in Part 2 – Reference Section.

B. SUPPORT FOR FRAMEWORK

The Funding Framework implies that the following parallel activities happen:

- A software application based on a funding matrix should be developed so that various funding scenarios can be attempted.
- A database is developed to capture on an annual basis all of the school and student data needed to input into the funding framework.
- Training is provided to the communities to use the database.
- The database is updated annually to reflect changes in the educational price index and employers' share.
- There be a common set of account classifications for education funding that are established and used by the First Nations communities so that reporting and periodic cost analyses can be effectuated in an efficient and effective manner.

- Eventually additional achievement records should be added to the database so that the long-term impact of specific funding can be assessed.
- There are obvious implications for additional funding, the first of which is that there will be a need for more First Nations teachers. Therefore work should be undertaken concurrently to address issues regarding teacher training programs and access to these. The second implication is the need to expand and reorganize school facilities.

Each year, before the annual confirmation of educational funding according to INAC internal deadlines, the regional office and the communities should discuss the need for the addition of other allocations which are not currently financed within the new funding framework. This could refer to possible new initiatives related to the introduction of new policies or new ministerial programs offered to the whole of the school commissions of Quebec which also apply to First Nations schools. The regional office would then present a project to the National Office for the additional funding needed to keep the funding responsive to the needs of the First Nations communities of Quebec.

PART 2 - REFERENCE SECTION

1. Components of Funding Formulas

Prov	Basic Formula Components	Details of Some Components																
BC	<p>General Operating Grants:</p> <ul style="list-style-type: none"> • Basic Allocation • Supplement for Enrolment Decline • Supplement for Unique Student Needs • Supplement for Salary Differential • Supplement for Unique Geographic Factors, • Supplement for Transportation and Housing, • Supplement for GAAP (2004/2005) <p>The Basic Allocation allocates a standard amount of money per school age student, and accounts for the majority of every board's funding.</p> <p>Funding Protection: School districts are protected from year-to-year funding declines of greater than 1%. For eligible districts, an additional amount is provided to ensure that funding declines do not exceed 1%.</p> <p>The Supplement for Enrolment Decline provides additional support to districts with enrolments that are declining at a rate of more than 1% per year.</p> <p>The Supplement for Unique Student Needs includes a number of programs where specific enrolments have been identified as requiring additional funding:</p> <ul style="list-style-type: none"> • Aboriginal Education – targeted grant • English as a Second Language recognizes the additional cost of providing programs for English as a Second Language to school age students. Students are eligible for a maximum of five years. • Special Needs recognizes the additional cost of providing programs for 3 categories of students: <ul style="list-style-type: none"> - Level 1 (Dependent Handicapped and Deaf/Blind), - Level 2 (Moderate to Profound Intellectual Disabled, Physically Disabled, Chronic Health, Impaired, Visually Impaired, Deaf/Hearing Impaired, Autistic), and - Level 3 (Intensive Behaviour Interventions or Serious Mental Illness). • Adult Education provides funding for adult students taking a planned program of studies leading to a British Columbia Certificate of Graduation. <p>The Supplement for Salary Differential is based on</p>	<p>Basic Allocation For each school age FTE student \$5,830 The \$5,830 includes: \$5,753 Basic Allocation 2004/05 \$53 - Additional Operating Funds announced in Nov 2005 \$24 - Additional Operating Funds - March 2006 Now includes Distributed Learning students who are eligible for basic allocation (Distance ed) For each Home School student \$250</p> <p>Supplement for Enrolment Decline For each school age FTE student greater than a 1% decline but less than 4%: 50% of School age Basic Allocation. For each school-age FTE student greater than a 4% decline: 75% of School-Age Basic Allocation</p> <p>Additional Supplement: For each school-age FTE student greater than a 7% decline between the previous year and three years previous: 50% of Current Year School-Age Basic Allocation</p> <p>Other Unique Student Needs For each ESL FTE Student \$1,100 For each Aboriginal FTE Student (Targeted) \$950 For each Adult FTE Student \$4,009 (aver)</p> <p>per FTE Special Needs Funding Levels</p> <table border="1" data-bbox="917 1386 1372 1522"> <thead> <tr> <th></th> <th>2004/05</th> <th>2005/06</th> <th>2006/07</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>\$30,000</td> <td>\$32,000</td> <td>\$32,000</td> </tr> <tr> <td>Level 2</td> <td>\$15,000</td> <td>\$16,000</td> <td>\$16,000</td> </tr> <tr> <td>Level 3</td> <td>\$6,000</td> <td>\$8,000</td> <td>\$8,000</td> </tr> </tbody> </table> <p>Unique Geographic Factors Composed of 6 elements:</p> <ul style="list-style-type: none"> • Small Community Supplement <ul style="list-style-type: none"> Elementary: For each community with 110 or fewer elementary FTEs: Lesser of \$126,000 or (\$10,000 x FTEs) For each community with 110 to 250 elementary FTEs: \$126,000 – (\$900 x (FTEs – 110)) Secondary: For each community with 100 		2004/05	2005/06	2006/07	Level 1	\$30,000	\$32,000	\$32,000	Level 2	\$15,000	\$16,000	\$16,000	Level 3	\$6,000	\$8,000	\$8,000
	2004/05	2005/06	2006/07															
Level 1	\$30,000	\$32,000	\$32,000															
Level 2	\$15,000	\$16,000	\$16,000															
Level 3	\$6,000	\$8,000	\$8,000															

Prov	Basic Formula Components	Details of Some Components
	<p>a standardized Student Educator Ratio (SER) and provides additional funding to districts with higher average teacher salaries.</p> <p>The Supplement for Unique Geographic Factors recognizes the varying physical and environmental conditions faced by districts.</p> <ul style="list-style-type: none"> • Small Community Supplement The Small Community Supplement is provided when a student population within a defined area does not exceed 250 elementary students and/or 635 secondary students. • Low Enrolment Factor • Rural Factor: The Rural Factor is calculated using: the Population of city in which the Board office is located and the Distances from Board office to Vancouver and nearest regional centre • Climate Factor: Days of cooling/heating • Sparseness Index: The Sparseness Index addresses the fact that certain districts have a greater financial burden than others resulting from the separation of schools from the board office. Additional costs arise from increased travel. • Enrolment and Capacity Factor Total enrolments compared to capacity for elementary and secondary based on headcounts and not FTE <p>The Supplement for Transportation and Housing provides funding to support the transportation of students to and from school on a regular basis, and funds for special housing arrangements.</p> <p>The Supplement for Generally Accepted Accounting Principles (GAAP). Boards will be required to accrue employee related liabilities and amortize capital assets when they move to full compliance with Generally Accepted Accounting Principles (GAAP). Funding for 2005/06, 2006/07, and 2007/08 will be \$61.47 per 2003/04 final school-age FTE student.</p>	<p>or fewer secondary FTEs: FTEs x \$3,745 For each community with 100 to 635 secondary FTEs: \$374,500 – (\$700 x (FTEs – 100))</p> <p>Grade 11 and 12: For each community with 15 or fewer Grade 11 & 12 FTEs: \$10,000 per FTE For each community with more than 15 and less than 215 Grade 11 & 12 FTEs: \$150,000 – ((FTEs – 15) x \$750)</p> <ul style="list-style-type: none"> • Low Enrolment Factor: 300 or fewer District school-age FTEs: \$1,200,000 Greater than 300, but 500 or fewer District school-age FTEs: \$800,000 Between 500 – 15,000 is a sliding scale Over 15,000 no supplement • Rural Factor Uses rural index (calculated) x previous year’s basic allocation x 20% • Climate Factor Total climate days (heating & cooling) – province minimum/10,000 = Climate index Climate Index (calculated) x previous year’s basic allocation x 5% • Sparseness Index Index is the total paved, gravel and water distance in kilometers which separate dispersed schools from their board. Sparseness Index (calculated) x previous year’s basic allocation funding x 12%. • Enrolment and Capacity The “Change in enrolment adjusted for over/under capacity” for elementary and secondary x 35% of the Basic Allocation. • Salary Differential Each district’s average teacher salary is compared to the lowest in the province (\$58,035) and the variance x total FTE enrolment/18 (prov SER) gives salary differential payable
<p>AB</p>	<p>Funding allocations are distributed in several main categories:</p> <ul style="list-style-type: none"> • Base Funding, • Differential Cost Funding • Provincial Priority Targeted Funding • Federal Funding for French Language and Francophone students. • Transportation • Plant Operations and Maintenance Funding 	<p>For 2006-2007, Base Instruction funding rates were increased by 4%. Transportation rates were increased by 5.7%. Severe Disabilities Profile numbers were increased by 4%. All other funding rates were increased by 2%.</p> <p>Base Funding:</p> <ul style="list-style-type: none"> • Base Instruction for Early Childhood Services: \$2,645.50 per funded child

Prov	Basic Formula Components	Details of Some Components
	<p>School jurisdictions have the flexibility and responsibility to allocate Base and Differential Cost funding to address local needs.</p> <p>Base Instruction funding is provided on a per student basis for every full-time equivalent (FTE) student from early childhood services to grade 12, as well as Outreach programs, Knowledge and Employability programs and home schooling.</p> <p>Differential Cost funding is allocated for specific student population types and is based on distribution formulas designed to address variable cost factors.</p> <ul style="list-style-type: none"> • Specific student populations include: • Children and Students with a Severe Disability/Delay, • English as a Second Language/ Francisation students, • First Nations, Métis, and Inuit students, • Early Childhood Services children with mild or moderate disabilities and those who are gifted and talented, • The percentage of the student population of a school jurisdiction experiencing low Socio-Economic Status (SES). <p>Students are specifically identified for each factor, except for students with severe disabilities and SES. Funding for students with severe disabilities is based on a separate profile for each school jurisdiction. SES is calculated on the general student population of the school jurisdiction and an incidence rate relative to the jurisdiction. It is derived from census data provided by Statistics Canada. Each of the factors is assigned a relative weighting that recognizes the differential cost of providing service to students.</p> <ul style="list-style-type: none"> • The distribution formulas are also designed to address variable cost factors, such as, • small schools by necessity, • year to year enrolment fluctuations, • the enrolment size of school jurisdictions, • schools located in the north, • the cost differences among local school jurisdictions for purchasing goods and services, • resources for daily physical activity in grade 1-9 schools, • support for Hutterite colony schools • support for francophone students to have equivalent access to programs • Stabilization - to ensure a school jurisdiction receives identical funding under new funding Framework compared to the old framework. 	<ul style="list-style-type: none"> • Base Instruction Grades 1 – 12: Grades 1 – 9 (per funded student) \$5,087 Grades 10 – 12 (per CEU) \$145.34 • Outreach Programs: Outreach Base (per program) \$54,101 Grades 1 – 9 (per funded student) \$5,291 Grades 10 – 12 (per CEU) \$151.17 • Knowledge and Employability Courses: Grades 10 – 12 (per CEU) \$241.87 • Home Education (per eligible funded student) \$1,323 <p>Differential Cost Funding:</p> <ul style="list-style-type: none"> • Education Grant Rate (per eligible funded child/student) \$1,670 - Multiply by weighting factor where applicable • ECS Mild or Moderate Disability/ Delay, Gifted and Talented (per eligible funded child) – weighting factor of 1.316 - \$2,241 • Severe Disabilities (per funded student based on severe profile) \$15,292 Weighting factor of 8.977 • English as a Second Language (per eligible FTE funded child/student) weighting factor of 0.623 \$1,061 • First Nations, Métis and Inuit Education (per eligible FTE funded child/student) weighting factor of 0.623 \$1,061 • Socio-Economic Status (per eligible FTE funded child/student) Weighting factor of 0.249 \$424 • Francisation \$1,061 per FTE Enhanced ESL/Francisation and Support Services for Immigrant Students (per eligible FTE funded child/student) \$371 • Stabilization Same as previous year plus 2% <p>Small Schools by Necessity:</p> <ul style="list-style-type: none"> Base Allocation Schools with < 150 FTE students \$79,591. Schools with > 150 but < 226 FTE students sliding scale reducing to zero <p>Daily Physical Activity: Per student \$1,020</p> <p>Francophone Equivalency Access: Per student \$561</p> <p>Provincial Priority Programs:</p> <p>Student Health Initiative - per formula</p> <p>Alberta Initiative for School Improvement</p>

Prov	Basic Formula Components	Details of Some Components
	<p>Provincial Priority Targeted funding is allocated for specific priority programs as determined by Alberta Education. These allocations must be spent on the program for which they were provided.</p> <ul style="list-style-type: none"> • School Health • School Improvement • Super Net Services • Small Class Size Initiative Funding • Other provincial support programs <p>Transportation Plant Operations and Maintenance Funding</p>	<p>(Max per registered ECS child/student) \$128 SuperNet Service Funding (max. per month per approved site) \$503.50 Small Class Size Initiative Funding - per formula Children and Youth with Complex Needs - per formula <u>Other Provincial Support Funding Institutional Programs</u> net cost of program for eligible students Regional Educational Consulting Services as per approved allocation Learning Resources Credit (per registered student) \$11.10 Regional Consortium (per consortium) \$173,089</p>
<p>SK</p>	<p>The funding grant for schools is composed of the following components:</p> <ul style="list-style-type: none"> • Basic Program Recognition • Transportation Recognition • Targeted Support Funding Recognition • Special Education Recognition • Other Factors Recognition • K-12 Initiatives (under review) <p>The basic rate provides funding recognition to school divisions for costs associated with the on-going operations of the division including:</p> <ul style="list-style-type: none"> • Administration and governance • Non-capital renovations and repairs • Instruction • Current interest expenses • Plant operations and maintenance • Bank charges • Non-capital furniture and equipment • Special events transportation <p>It includes home-based and home-bound education rates, as well as technology and shared services.</p> <p>The technology factor provides funding recognition to school divisions for costs associated with the application of technology in schools. This factor is directly tied to enrolments.</p> <p>Shared services includes funding to assist school divisions outside of Regina and Saskatoon in providing speech and language development supports, education psychology, core curriculum actualization and additional supports for students at risk and/or with special needs.</p> <p>The rural transportation factor provides funding recognition for costs incurred in the transportation of students enrolled in schools in rural areas. Only those</p>	<p>Basic Program Recognition includes:</p> <ul style="list-style-type: none"> • Basic Rate: Kindergarten (50%) \$2,872 Grades 1-12 \$5,744 • Home-bound education students receive the same basic rate while home-based students receive half of the basic rate. • Technology: \$60 Regina/Saskatoon school divisions \$118 All other school divisions • Shared Services \$ 53 Regina/Saskatoon school divisions \$181 Division scolaire francophone \$138 All other school divisions <p>Transportation includes the following:</p> <ul style="list-style-type: none"> • Rural Transportation \$185 per pupil \$185 per Km • Urban Transportation \$84 per pupil \$600 for Francophone Boards and French Immersion students • Special Education Transportation Urban \$14.25 per pupil per day Rural \$0.30 per km Room and Board \$441 per month Airfare \$1 per pupil per km Busfare Actual cost Parent Transportation \$0.30 per km one/two students; \$0.60 per km >2 students Other students – same as above for bus and plane, room/board is \$319 per month <p>Targeted Funding Support includes:</p> <ul style="list-style-type: none"> • Community Schools

Prov	Basic Formula Components	Details of Some Components
	<p>school divisions that transport students in non-urban centres are eligible for funding recognition. Funding recognition for transportation in cities is provided under the urban transportation factor.</p> <p>The urban transportation factor provides funding recognition for costs incurred in the transportation of students enrolled in schools in urban centres. All school divisions that have an urban centre within its boundaries are eligible for funding recognition.</p> <p>The special education transportation factor provides funding recognition for costs incurred in the transportation of students receiving intensive supports and includes transportation by the board or parent. Recognition is also provided for room and board, air and bus fare costs related to these students.</p> <p>The other transportation factor provides funding recognition for costs incurred in providing accommodation and/or transportation for students which is not covered under the rural, urban or special education transportation factors.</p> <p>Targeted Funding Support is provided for:</p> <ul style="list-style-type: none"> • Community Schools • Pre-kindergarten Programs • Diversity Funding <p>Community School funding recognition is provided to support the delivery of a range of diverse and comprehensive supports and effective practices that address the complex needs of vulnerable students and that help eliminate learning barriers.</p> <p>Pre-kindergarten funding recognition provides support to pre-approved early intervention programs that target preschool age children and their families who are living in vulnerable circumstances. The majority of these pre-kindergarten programs are located in community schools.</p> <p>Diversity funding recognition provides support for all aspects of student diversity including: students with mild to moderate learning and behavioural needs and students living in vulnerable circumstances. Funding recognition is meant to cover those students who have not met the school division criteria for Intensive Supports Level I and II. Funding recognition is meant to cover a comprehensive array of supports and services including: classroom supports; assessment; resource/learning assistance programs; speech/language services; consultative supports; social skills programming; counseling; interagency collaboration; and, planning and evaluation at the individual, school and community levels.</p> <p>Special Education recognition funding includes</p>	<p>\$100,200 per elementary school \$120,000 per secondary school \$122,000 per K-12 school Incremental per student rate where applicable: \$240 for enrollments >200 elementary \$80 for enrollments >400 secondary K-12 schools: \$240 >200 grades K-8 \$80 >200 grades 9-12</p> <ul style="list-style-type: none"> • Pre-kindergarten Programs \$48,346 base rate per program \$14,540 start up rate per program • Diversity Funding \$304 per pupil <p>Special Education Recognition Funding:</p> <ul style="list-style-type: none"> • Intensive Support Factors Level I – incremental costs (excluding technical aids) are greater than or equal to \$6,300, but less than \$12,610 Level II – incremental costs (excluding technical aids) are greater than or equal to \$12,610 • Technical Aids Funding Based on actual costs <p>Other Recognition Funding:</p> <ul style="list-style-type: none"> • Technology Supported Learning Tuition Fees \$350 per print course \$500 per on-line course \$500 per Interactive Televised Instruction course \$275 per Central iSchool course • Language Courses The language programs factor provides funding recognition to cover the higher costs associated with the delivery of language courses. Language programs include both English as a Second Language (ESL) programs and other language programs (example, French, Cree and Dene). Instructional Time (per FTE): 0-24% \$246 25-49% \$348 50-74% \$455 75-100% \$571 Implementation Grant (Per Pupil) 0-24% \$ 51 25-49% \$ 99 50-74% \$158 75-100% \$220 • Isolated Schools

Prov	Basic Formula Components	Details of Some Components
	<p>intensive supports factors for costs associated with the provision of intensive educational and programming supports for students with special needs. Two different levels of intensive supports exists (Level I and II). The distinction between the levels relates to student needs and the amount of incremental costs incurred by the school division in the provision of intensive supports to a student. Level I – incremental costs (excluding technical aids) are greater than or equal to \$6,300, but less than \$12,610 Level II – incremental costs (excluding technical aids) are greater than or equal to \$12,610</p> <p>Technical aids funding recognition is provided to cover the actual costs of specialized equipment that allows students with exceptional needs to access educational programs and instructional services. In order for a school division to receive funding recognition for a technical aid, prior approval from Saskatchewan Learning is required.</p> <p>Other Recognition Funding includes the following elements:</p> <ul style="list-style-type: none"> • Technology Supported Learning Tuition Fees • Language Programs • Isolated Schools • Tuition Fees Expenditures • Francophone Allowance • Northern Allowance • Other Recognized Expenditures linked to all school boards or specific districts • Other funding for multiple boards such as: <ol style="list-style-type: none"> 1. Teacher recruitment and retention 2. Youth in Custody 3. Assessment for Learning 4. School PLUS (contracts) 5. Aboriginal Initiatives Fund <p>K-12 Initiatives Funding is a composition of former “off the top” expenditures and those “other recognized expenditures” that have been removed from the school division grants to improve comparability and would include individual educational programming, resource materials, etc. – example Prince Albert Grand Council Child Care and Education Centre \$151,500</p> <p>The francophone allowance is meant to cover the increased costs of operating the Division scolaire francophone, including the geographically dispersed area of the division and higher costs of resource materials.</p>	<p>Total provincial isolated school funding recognition in 2006-07 is approximately \$16.45M, which accounts for ~1.3% of total provincial recognized expenditures.</p> <ul style="list-style-type: none"> • Tuition Fee Expenditures Basic rate plus technology rate • Francophone Allowance 133% of total eligible expenditures which includes basic rate, technology, intensive support costs, and diversity. • Northern Allowance 133% of total eligible expenditures which includes basic rate, home schooling, technology, intensive support costs, diversity, shared services, rural transportation, language programs and isolated schools. • Other Recognized Expenditures includes one-time funding such as the installation of wheelchair lifts in buses, or specific programs such as Aboriginal Language in Northern Schools, Learning Opportunities program for Northern Schools, supplementary teacher UI benefits, tuition fees for distance education courses. Teacher Recruitment and Retention, Youth in Custody programs, Assessments for Learning, School Plus, Aboriginal Initiatives Fund, etc. <p>K-12 Initiatives Educational programming and resource materials requested by project.</p>
MB	<p>Funding is provided based on several elements:</p> <ul style="list-style-type: none"> • Base Support 	<p>Instructional Support has increased from \$1,820 to \$1,843 per eligible pupil. This rate</p>

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	<ul style="list-style-type: none"> • Categorical Support • Equalization Support <p>Base Support includes the following:</p> <ol style="list-style-type: none"> 1. Instructional Support Instructional Support is \$1,843 per eligible pupil at September 30, 2004. 2. Sparsity Support Sparsity Support is provided in recognition of the higher costs associated with sparsely populated rural and northern school divisions. 3. Curricular Materials \$55 per eligible pupil at September 30, 2004 4. Information Technology \$40 per eligible pupil at September 30, 2004. 5. Library Services The lesser of: (a) \$92 per eligible pupil at September 30, 2004, or (b) allowable expenditures 6. Level I Special Needs The lesser of: (a) \$268 per eligible pupil at September 30, 2004, or (b) allowable expenditures 7. Counselling and Guidance The lesser of: (a) \$40 per eligible pupil in kindergarten to Grade 4 at September 30, 2004, plus \$82 per eligible pupil in Grades 5 to Senior 4 at September 30, 2004, or (b) allowable expenditures 8. Professional Development the lesser of (formula) or allowable expenditures 9. Occupancy This is a formula to finance the area of buildings occupied by the school board. Includes consideration of the age of the building. <p>CATEGORY SUPPORT includes the following:</p> <ol style="list-style-type: none"> 1. Transportation 2. Board and Room The lesser of: (a) \$480 per pupil for each month or (b) the actual cost of board and room, transportation and sundry living expenses. 3. Special Needs 4. Senior Years Technology Education 5. English as a Second Language Support is calculated as \$750 per eligible F.T.E. pupil receiving English as a Second Language (ESL) instruction on September 30, 2005. 6. Aboriginal Academic Achievement 7. Heritage Language 8. French Language Programs / Instruction 9. Students At Risk 	<p>increase will also apply to the decreasing enrolment calculation within Enrolment Change Support.</p> <p>Special Needs The total of: (a) Coordinator/Clinician support (b) Level II support based on \$8,780 for each specific pupil who is severely multi-handicapped, severely psychotic, deaf or hard of hearing, severely visually impaired, or very severely emotionally or behaviorally disordered, or has a diagnosis of a moderate Autism Spectrum Disorder (c) Level III support based on \$19,530 for each specific pupil who is profoundly multi-handicapped, profoundly deaf, blind, profoundly emotionally or behaviorally disordered, or has a diagnosis of a severe to profound Autism Spectrum Disorder.</p> <p>Aboriginal Academic Achievement The Aboriginal Academic Achievement Grant is provided to assist school divisions/districts with current programming or the implementation of new programs that target academic success for Aboriginal students.</p> <p>Early Behaviour Intervention Funding is provided to assist school divisions with the development and implementation of effective and research-based programming that provides for a continuum of services and supports for students experiencing learning difficulties due to behavioural problems. Funding is calculated as \$22 per eligible pupil in Kindergarten to Grade 6 at September 30, 2004.</p> <p>Senior Years Technology Education Based on 2005/2006 data, the total of: (a) \$165 per pupil per Category I unit credit, (b) \$55 per pupil per Category II unit credit, and (c) \$5,500 per approved Senior Years Technology Education program (Vocational /Business and Marketing).</p> <p>The Early Childhood Development (ECD) Initiative is provided to assist intersectorial services for pre-schoolers (birth to age 5) to increase readiness for school. ECD is designed to support school divisions/districts in responding to their local needs and priorities and to provide programs in partnership with parents, the community, and Healthy Child</p>

Prov	Basic Formula Components	Details of Some Components
	<p>10. Small Schools 11. Enrolment Change Support 12. Northern Allowance 13. Early Behaviour Intervention 14. Early Childhood Development Initiative 15. Early Literacy Intervention Funding to implement early literacy intervention programs (e.g., Reading Recovery™) that have clearly demonstrated success in increasing the literacy proficiency of the lowest achieving pupils in Grade 1. 16. Early Numeracy Funding for Kindergarten to grade 4</p> <p>EQUALIZATION SUPPORT Equalization is provided to recognize the varying ability of school divisions to meet the cost of unsupported program requirements.</p>	<p>Manitoba, that facilitate pre-schoolers' readiness to learn prior to school entry. The ECD Initiative may not be used to fund nursery school or day care programs. Support is calculated based on the greater of \$227 per eligible kindergarten pupil at September 30, 2004 or \$5,000 per division/district.</p> <p>Early Numeracy Funding is provided to all Kindergarten to Grade 4 students, with an emphasis on low-achieving students in early years. Funding is calculated as \$15 per eligible pupil in Kindergarten to Grade 4</p> <p>Northern Allowance For Frontier School Division and school divisions/districts that lie north of the 53rd parallel, \$550 per eligible pupil.</p>
ONT	<p>A district school board is entitled to the following grant allocations:</p> <p>1. Foundation Grant. The Foundation Grant is a per-pupil allocation that supports the components of a classroom education that are required by, and generally common to, all students. This includes:</p> <ul style="list-style-type: none"> • Classroom teachers • Education assistants • Textbooks and learning materials • Classroom supplies • Classroom computers • Library and guidance services • Specialist teachers/preparation time • Student success teachers/preparation time • Professional and paraprofessional supports • Classroom consultants <p>2. School Foundation Grant This administration grant includes:</p> <ul style="list-style-type: none"> • Principals • Vice-Principals • Secretaries • School Office Supplies <p>3. Special Purpose Grants This grant includes the following:</p> <ul style="list-style-type: none"> • Primary class size reduction amount. • Special education grant. • Language allocations: <ul style="list-style-type: none"> • Languages English-Language Boards – FSL/Native Languages/ESL/ESD • Languages French-Language Boards – French First Language/Native Languages/ALF/PDF • Geographic Circumstances Grant. 	<p>Foundation Grant The board's base amount for the fiscal year is the total of the following amounts:</p> <ol style="list-style-type: none"> 1. The amount determined by multiplying the 2005-2006 average daily enrolment of elementary school pupils of the board by \$3,744. 2. The amount determined by multiplying the 2005-2006 average daily enrolment of secondary school pupils of the board by \$4,875. <p>The average teachers' salary benchmark is \$64,301 and with benefits is \$71,438 for 2006 - 2007</p> <p>School Foundation Grant:</p> <ul style="list-style-type: none"> • Principals (1.0 FTE for > or = 50 students, and 0.5 FTE for less than 50 students) • Vice-Principals • Secretaries (1.0 FTE per school, more with additional enrollments) • School Office Supplies (\$1,000 for elementary schools and \$2,000 for secondary schools regardless of enrollments plus adjustments) <p>Special Purpose Grants:</p> <ul style="list-style-type: none"> • Primary class size Reduction Amount The amount determined by multiplying \$531 by the average daily enrolment of pupils enrolled in junior kindergarten, kindergarten and grades 1 to 3. • Special Education Grant The special education per pupil amount is: \$623 per JK to grade 3 student

Prov	Basic Formula Components	Details of Some Components
	<ul style="list-style-type: none"> • Learning Opportunities Grant. • Continuing education and Other Programs Grant. • Cost Adjustment and Teacher Qualifications and Experience Grant. • Student Transportation Grant. • Declining Enrolment Adjustment • School Board Administration & Governance Grant. <p>4. Pupil Accommodation Grant. This includes the following:</p> <ul style="list-style-type: none"> • School Operations • School Renewal • New Pupil Places • Primary Class Size Reduction • Growth Schools • Outstanding Capital Commitments • Debt charges <p>School Authorities Funding The costs per pupil are generally higher for these very small school boards, usually located in remote areas of Ontario (called “isolate boards”) or in some children’s hospitals. The School Authorities Allocation ensures that funding is available for these small boards. This allocation is authorized through education funding regulations, but funding levels for these small boards are not determined by the Foundation Grant and the special purpose grants of the regulation. Instead, funding levels are approved by the Ministry. The funding for school authorities is based on a guideline that addresses the unique costs of operating very small schools in remote areas and in institutions. School authorities’ allocations are based on the GSN, to the extent possible, with provisions for special approval by the Ministry of Education.</p> <p>Tuition Fees for First Nations Schools The funding regulations have been amended for both the 2003–04 and 2004–05 school years to provide revenue to school boards for the payment of fees when a board and First Nation band council or education authority have negotiated a so-called “reverse” tuition agreement, under which elementary pupils of the board attend an elementary school operated by a First Nations band council or education authority. This provision is now ongoing.</p>	<p>\$470 per grade 4 to 8 student \$303 per grade 9 to 12 student The equipment amount is cost over the first \$800 (board pays) High Needs is calculated and specific per board Funding for Facilities such as hospitals, children’s mental health centers, etc, is subject to an approval process based on an agreement between board and institution.</p> <ul style="list-style-type: none"> • Language Grant The Language Grant has five components: <ul style="list-style-type: none"> - French as a First Language (FFL), \$605 per pupil for elementary and \$733 for secondary. Start-up is \$16,082 - French as a Second Language (FSL), elementary rates between \$258 - \$329 depending on average daily length of program. Secondary rates are \$66 per pupil credit grades 9 & 10, and \$87 per pupil credit grades 11 & 12. Other subjects taught in French \$108 per pupil credit grades 9 & 10, and \$169 per pupil credit grades 11 & 12 - English as a Second Language/ English - Skills Development (ESL/ESD), based on a recent immigrant weighting component - ALF/PDF Actualisation linguistique en français/ Perfectionnement du français based on Census and includes board and school component - Native Language (NL). Elementary program depending on average daily length of program between \$228 (20- 39 minutes) and \$441 (over 40 minutes). Secondary program provides per pupil credit of \$66 for grades 9 & 10 and per pupil credit of \$87 for grades 11 & 12 • Geographic Circumstances Grant Remote and rural allocation The total of the board’s small board amount, the board’s distance from an urban centre amount and the board’s school dispersion amount. • Distant Schools Allocation, Learning Resources Component to offset the additional costs of learning resources in small rural/northern schools • Learning Opportunities Grant (LOG)

Prov	Basic Formula Components	Details of Some Components
		<p>The LOG consists of three components:</p> <p>Demographic Component based on social and economic factors</p> <p>Literacy and Math outside the School Day Component either during the summer or after school – per pupil rates \$5,618 per ADE (students at risk not able to meet the grade 10 literacy exam) & transportation.</p> <p>Student Success Grade 7-12 Amount for boards is listed in Legislative Grants for the year.</p> <ul style="list-style-type: none"> • Continuing education and Other Programs Grant – provided for adult day school programs • Cost Adjustment and Teacher Qualifications and Experience Grant Elementary= formula x factor of \$3,304 Secondary = formula x factor of \$4,229 Salary benchmark for 2006/7 is \$62,428 • Transportation Min of \$3,333 per board for CPR/First Aid for drivers in addition to regular funding • School Board Administration & Governance Grant Composed of these elements: Trustees \$5,000 for honoraria and \$5000 for travel per trustee, \$10,000 for board, and \$5,000 for student travel/expenses only Directors and Supervisory Officers \$472,906 base amount plus per pupil amt. and indexation for geographic circumstance and demographic component of LOG Board Administration Base amount of \$88,793 plus per pupil amt and indexation for geographic circumstance and demographic component of LOG Multiple Municipalities (up to \$1000) <p><u>Pupil Accommodation Grant:</u> Benchmark for Elementary is 9,70m2 per pupil Benchmark for Secondary is 12,07m2 per pupil Adults is 9,29m2 (no special needs, so less) Operating cost is \$64.28/m2 Renewal Cost (repairs and renovations) is \$7.03/m2 under 20 years & \$10.54/m2 for older Also included is a geographic adjustment factor and a supplementary area factor as well as top up funding for operating at less than capacity.</p>
QC	The funding consists of several elements each of which has a base allocation with supplementary	<p><u>Base Allocation for Organization of Services:</u> The base allocation for the administration of</p>

Prov	Basic Formula Components	Details of Some Components
	<p>allocations based on needs:</p> <ul style="list-style-type: none"> ▪ Base Allocation for Organization of Services <ul style="list-style-type: none"> ▪ Administration of schools ▪ Administration of head offices of small school boards ▪ Expenditures on facilities ▪ Specific geographical factors ▪ Base Allocation for Educational Services <ul style="list-style-type: none"> ▪ Teaching <ul style="list-style-type: none"> ○ per teacher cost ○ amount for board educ organization ▪ Other Educational Expenditures <ul style="list-style-type: none"> ○ Base Amount ○ Per student amounts per level of teaching ○ Additional allocations for specific needs ○ Additional support for at-risk students ○ Additional support for students from disadvantaged areas ○ Welcoming services and assistance in French learning costs ○ Small schools assistance ▪ Adjustments adjustments relate to the verification of student enrollment, technical adjustments to the parameters and the transfer of regular students between the public and private school systems after September 30 ▪ Additional Allocations Additional allocations are granted to deal with special situations and to develop certain activities given priority status by the MELS. ▪ Capital Resources <ul style="list-style-type: none"> ▪ Base Allocation The basic allocation is mainly used to acquire furniture, equipment and tools (FET) for general education (youth and adult sectors) and vocational training, to improve and refurbish buildings (IRB) and to develop computer systems. The basic allocation is determined according to a base amount per school board, per-student amounts for FET depending on the types of services involved and an IRB amount for each school board. The IRB amount takes into account the size of the buildings, their age, their remoteness, the size of the student population, and excess space. ▪ Additional Allocations 	<p>schools is based on using a base amount of \$213,346 plus \$711.17 per pupil based on student weighting. (Indexation is 2.89%)</p> <p>A base allocation for administration of the head office is provided to all school boards with an additional supplement based on size: \$487,300 for boards with 2000 students or less; and, a declining scale based on \$487,300 for boards of between 2000 and 12,000 students. (Indexation is 2.29%)</p> <p>The amount for expenditures on facilities is calculated using the normalized surface area times \$17.91 per m². (Indexation is 2.29%)</p> <p>Geographic Factors are the same as previous year with an indexation of 2.29%</p> <p>Adjustments to these base allocations include energy costs, school population declines, etc.</p> <p><u>The base allocation for educational services</u> is \$495,000 per school board plus an additional amount specific to each school board plus an amount per teaching level.</p> <p>The amount per teaching level is calculated using a per pupil amount per category of student (regular, special needs, at risk, etc) for each teaching level for 3 areas – base amount, school organization, and other costs. (The teaching allocation is based on the calculated average teacher’s salary divided by the Pupil Teacher Ratio applicable for each type of student grouping i.e. high cost special needs, at-risk students, etc.)</p> <p>These are adjusted by a specific factor for each school board based on history of teacher salary, experience and other particularities.</p> <p>\$750 per student is provided for home schooled students to cover board costs in supervising.</p> <p>An amount per student is allocated for welcoming and French upgrading students within a limited time frame based on rates of \$1258 for K5, \$2012 for Elementary, and \$3143 for secondary.</p> <p>Allocations are provided for Work Exploration based on allocations of \$35 - \$140 dependent on hours.</p> <p>An adjustment for small schools is provided for schools with less than 100 students at \$207 per student, and on sliding scale between 100 and 200 students.</p> <p>The base allocations for educational services are provided in varying amounts for 3 types of</p>

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	<p>Additional allocations are granted to deal with special situations (special education, student residences). These allocations are granted on request.</p> <ul style="list-style-type: none"> ▪ Specific Allocations Specific allocations are granted for special purposes and are limited by available resources. Their amount is set after an analysis of the school board’s financial report and confirmation that the school board has met the conditions associated with each allocation. ▪ Transportation <ul style="list-style-type: none"> ▪ Base Allocation ▪ Additional allocations ▪ Adjustments 	<p>students: youth general education, adult and youth vocational education, and adult general education.</p> <p>Additional Allocations include:</p> <ul style="list-style-type: none"> ○ School Daycare Services, per student allocation of \$529 with a supplement of \$89 for snacks. Special Education (assessed) supplements for interventions at \$3,735 or \$1,581 depending on severity, and additional \$1,267 if 4 years attending preschool. ○ Supervision of Probationary Teachers ○ Pedagogical Renewal including program development for new curriculum, development of special education services, and staff training and teacher in-service ○ Poverty Measures for Montreal School Board ○ Regional Initiatives to support High Cost Special Needs and to assist in the integration of these students in the classroom; ○ Agir Autrement to promote Success for Students at Risk at Secondary Level – formula applied dependent on numbers of at risk per school board; ○ Religious and Community Participation ○ Educational Integration of Technology ○ Support for Policy Development on School Cultural Education ○ Support for Pedagogical Development ○ Room and Board ○ Tuition Fees ○ Specific Allocations Related to Working Conditions ○ Support for Financing Space and for Property Damages (not included under capital) ○ Regional Priorities ○ Support for Upgrading Activities connected to Training ○ Intercultural Activities ○ Entrepreneurship Programs ○ Homework Support \$4,000 per school and \$25.55 per student at the elementary level ○ Healthy Schools \$1,000 per school with 3rd cycle Elementary and Schools with 1st Cycle of Secondary (or both) and \$8.05 per student

Prov	Basic Formula Components	Details of Some Components
		<p>in these levels.</p> <ul style="list-style-type: none"> ○ Additional Teacher Time Funding to cover the extra 90 minutes of teaching time for Elementary Schools ○ Other Additional Allocations
<p>NB</p>	<p>The funding of New Brunswick Schools is based on several components:</p> <ul style="list-style-type: none"> ▪ Instructional Services <ul style="list-style-type: none"> ▪ Regular teacher salaries including all school professionals (includes administrative time) ▪ Supply Teacher Salaries ▪ Freight and Courier for Textbooks ▪ Textbooks ▪ Repair Services to Instructional Equipment ▪ Travel Expenses for School Personnel ▪ Instructional materials, supplies, and equipment ▪ Special Needs ▪ Instructional Support <ul style="list-style-type: none"> ▪ School Administrative Support – <ul style="list-style-type: none"> ○ School Secretaries Salaries ○ Telephone and Communications ○ Stationery, office supplies and forms ▪ Instructional Support Services <ul style="list-style-type: none"> ○ Library Assistant Salaries ○ Library Materials ○ Educational Leave Teachers ○ Professional Development ○ FSL Methodology Training ▪ Information Technology <ul style="list-style-type: none"> ○ Technology Support Salaries ○ Travel ▪ Supplementary Education Programs <ul style="list-style-type: none"> ▪ Additional initiatives such as Tutor Support, Learning Disabled, Co-curricular Trips, Extra-curricular Trips, Kindergarten Integration Enrichment, Remedial Enhancement, Healthy Minds, Math Mentors, Special Initiatives, Positive Learning Environment, Youth Futures ▪ Cultural Activities ▪ First Nations Education ▪ Ordinary Equipment ▪ Plant <ul style="list-style-type: none"> ▪ Custodial and Power Engineer Salaries ▪ Maintenance Staff Salaries ▪ Replacement Staff ▪ Freight and Courier ▪ Electricity ▪ Water and Sewer 	<p>Teachers Funding for approved regular instructional professionals including Principals, Vice-Principals, Guidance Counsellors, Librarians, School Psychologists, School Psychometrists, and Coordinators is based on professional funding norms and includes administrative time for teachers in positions of responsibility.</p> <p>Supply Teachers Funding for supply teachers is provided at 12.0 days per approved regular instructional professional at \$105 per day.</p> <p>Instructional Materials, supplies and Equipment Funding is provided at \$81.64 per student</p> <p>Special Needs Funding Funding is all-inclusive covering salaries, benefits, replacement costs, and travel. Funding is provided at \$445 per student.</p> <p>School Secretaries Funding is based on 1 FTE for every 30 School Level Educators per NBTF collective agreement article 24. A minimum of 0.5 FTEs per school at the Secretary II classification for 207 days are funded for Grades K-8. For Grades 9-12, a minimum of 1.0 FTE per school at the Secretary II classification for 12 months is funded. An allocation of 20% above these funded positions will be added to cover replacement costs and peak workload requirements.</p> <p>Administrative Support Office Supplies Funding is based on \$55 per approved instructional professional including Resource Teachers.</p> <p>Library Assistant Funding is based on 1 FTE for every 1,000 students at the Library Assistant II classification for 196 days</p> <p>Library Materials Funding is provided at \$8.00 per student.</p> <p>Professional Development All-inclusive funding is provided at \$2.50 per student. In addition, total funding of \$1,119,000 is allocated to Districts as follows: 50% of funding evenly split between Districts and the</p>

Prov	Basic Formula Components	Details of Some Components
	<ul style="list-style-type: none"> ▪ Contracted Cleaning ▪ Garbage Removal ▪ Snow Removal ▪ Facility Rentals ▪ Maintenance Vehicle Expenses ▪ Minor Repairs ▪ Maintenance Travel ▪ Heating Fuel ▪ Plant and Cleaning Supplies ▪ Security Expenses ▪ Bus Transportation <ul style="list-style-type: none"> ▪ Bus Driver Salaries ▪ Replacement Salaries ▪ School Bus Block Heaters ▪ School Bus Driver Medicals ▪ Contracted Conveyance ▪ School Bus Operation and Maintenance ▪ Board and Lodging ▪ Bus Communications ▪ Co-Curricular Trips ▪ Extra-Curricular Trips ▪ District Office <ul style="list-style-type: none"> ▪ Education Councils and Parent Support Committees ▪ District Office Staff Salaries ▪ Other Services ▪ Electricity ▪ Contracted Cleaning ▪ Facility Rentals ▪ Employee Benefits <ul style="list-style-type: none"> ▪ Pension Benefits ▪ Retirement Allowances ▪ Vacation Pay ▪ Group Insurance ▪ Canada Pension Plan ▪ Health Insurance ▪ Dental Plan ▪ Employment Insurance ▪ Dry Cleaning Allowance ▪ Tool Allowance ▪ Employee Assistance Program 	<p>remainder on the basis of K – 12 enrolments.</p> <p>First Nations Education Funding is provided at \$445 per First Nations student.</p> <p>Minor Repairs Funding is based on a formula of \$.185 per square foot of total school space plus \$5.21 per student enrolled in Grades K to 5 plus \$6.51 per student enrolled in Grades 6 to 12.</p> <p>Cleaning Supplies Funding is based on a formula of \$.185 per square foot of total school space plus \$5.21 per student enrolled in Grades K to 5 plus \$6.51 per student enrolled in Grades 6 to 12.</p> <p>Replacement Salaries for Bus Drivers Funding for replacement drivers is based on 3.6% of Bus Driver salary funding.</p> <p>Co-Curricular Trips Funding is based on \$1.00 per student</p> <p>Extra-Curricular Trips Funding is based on \$1.75 per student</p>
NS	<p>Currently in a process of transition, funding is composed of a 75% baseline allocation and 25% of new funding model. Components of funding include:</p> <ul style="list-style-type: none"> ▪ Board Governance and Regional Management <ul style="list-style-type: none"> ▪ Trustees ▪ Administration ▪ School Management and Support <ul style="list-style-type: none"> ▪ Principals, ▪ Vice-Principals, 	<p>The salaries of principals and vice-principals are based on their teaching salary plus a supervisory allowance dependent on number of teachers supervised.</p> <p>Funding details were not available from the Website.</p>

Prov	Basic Formula Components	Details of Some Components
	<ul style="list-style-type: none"> ▪ Administrative Staff ▪ Information Technology Support • Instruction and School Services <ul style="list-style-type: none"> ▪ Teachers ▪ Textbooks, Materials and Equipment ▪ Class Size Supplement • Student Support <ul style="list-style-type: none"> ▪ Special Education ▪ Specialized Teaching Services • Student Transportation • Property Services • Other Considerations: <ul style="list-style-type: none"> ▪ French and English as Second Languages ▪ French Immersion ▪ Francophone School Board 	
NFLD	Operating Grants are provided to school Boards but information on these grants was not available on the website.	
PEI	Detailed Information not available	

2. Cree School Board Funding

A. Base Allocations for 2003-2004 Other than Teachers' Salaries

Total number of students: 3,441.25

		Base générale 2003-2004
		\$
Administration générale de la Commission scolaire		5 165 636
– Salaires	2 107 124	
– Autres coûts	3 058 512	
Opération et entretien des équipements excluant les écoles		1 386 327
– Salaires	0	
– Autres coûts	1 386 327	
Services éducatifs et services aux étudiants		6 397 027
– Salaires	4 415 713	
– Autres coûts	1 981 314	
Administration des écoles		4 704 335
– Salaires	3 288 004	
– Autres coûts	1 416 331	
Opération et entretien des écoles		7 128 099
– Salaires	5 315 798	
– Autres coûts	1 812 300	
Électricité et chauffage		1 301 068
Plan éducatif global		4 101 299

– Salaires	2 827 523	
– Autres coûts	1 273 776	
Aide à la pension		2 805 727
– Autres coûts	2 805 727	
TOTAL		\$ 32 989 518

Cette base générale ajustée pour l'année scolaire 2003-2004 est ajustée pour l'année scolaire 2004-2005 et les années scolaires subséquentes en fonction des deux éléments suivants :

- un ajustement à coût constant en fonction du volume d'activités;
- un ajustement pour l'indexation des allocations.

L'application de ces deux éléments est effectuée à l'aide de la formule présentée au tableau 1 de la présente annexe.

A. AJUSTEMENTS LIÉS AU VOLUME D'ACTIVITÉS

Les ajustements liés au volume d'activités de la Commission scolaire sont effectués en tenant compte des variables suivantes :

- la variation en pourcentage de l'effectif scolaire jeune tel qu'il est défini à l'article 1.1 du chapitre 1 de la Partie I, entre le 30 septembre de l'année scolaire précédente et le 30 septembre de l'année scolaire concernée;
- la variation en pourcentage de l'ensemble des mètres carrés de la Commission scolaire, reconnus par le système convenu de déclaration, entre le 30 juin de l'année scolaire qui précède l'année scolaire précédente et le 30 juin de l'année scolaire précédente, pour les activités autres que l'électricité et le chauffage;
- la variation en pourcentage des mètres carrés, reconnus par le système convenu de déclaration, entre le 30 juin de l'année scolaire qui précède l'année scolaire précédente et le 30 juin de l'année scolaire précédente pour les bâtiments de la Commission scolaire ailleurs que dans les communautés de Waskaganish et Whapmagoostui, pour l'électricité et le chauffage.

Les facteurs de variation peuvent être positifs ou négatifs. Lorsque le facteur de variation en pourcentage des mètres carrés est négatif, un ajustement est effectué de façon à neutraliser les effets négatifs sur les dépenses récurrentes pour chacune des activités de la base générale. Lorsque le facteur de variation en pourcentage de l'effectif scolaire jeune est négatif, 50 p. 100 seulement du facteur de variation est alors considéré; cependant, si cette variation de l'effectif scolaire jeune est négative de plus de 1 p. 100, la compression sur les dépenses récurrentes devra faire l'objet de discussions entre la Commission scolaire et le ministère de l'Éducation du Québec.

L'importance accordée à chacun des facteurs est la suivante :

	Effectif scolaire jeune	Mètres carrés reconnus par le système convenu de déclaration
- Administration générale (AG)	50 %	0 %
- Opération et entretien des équipements excluant les écoles (OE)	25 %	75 %
- Services éducatifs et services aux étudiants (SE)	100 %	0 %
- Administration des écoles (AE)	50 %	0 %
- Opération et entretien des écoles (OEE)	25 %	75 %
- Électricité et chauffage (EC)	0 %	100 %
- Plan éducatif global (PE)	100 %	0 %
- Aide à la pension ¹ (AP)	N/A	N/A

B. CREE SCHOOL BOARD TEACHERS' SALARIES (INFORMATION 2004-2005)

1.2 Allocation de base - Personnel enseignant

	Effectif scol. par ordre d'ens.	Rapport maître/élèves	Nombre d'enseignants	Coût subventionné	Montant alloué
Préscolaire 4 ans	294.00	25.0900	11.7178	\$ 80,164	939,346 \$
Préscolaire 5 ans	298.00	12.5450	23.7545	\$ 80,164	1,904,256 \$
Primaire	1,753.00	10.9800	159.6539	\$ 80,164	12,798,495 \$
Secondaire et secondaire FP	1,265.63	8.8613	142.8262	\$ 80,164	11,449,519 \$
	<u>3,610.63</u>		<u>337.9524</u>		

Montant de l'allocation de base pour le personnel enseignant

27,091,616 \$

C. METHODOLOGY FOR CALCULATION OF SALARY (COÛT SUBVENTIONNÉ)

SALAIRE MOYEN DE BASE	2002-2003		45,375 \$
Indexation 2002-2003		1.5000%	681 \$
Vieillessement 2002-2003		1.5683%	722 \$
SALAIRE MOYEN DE BASE	2003-2004		46,778 \$
Indexation 2003-2004		0.0000%	- \$
Vieillessement 2003-2004		1.3968%	653 \$
Redressement écarts salariaux		0.0000%	- \$
Redressement échelle unique		3.5400%	1,679 \$
SALAIRE MOYEN DE BASE	2004-2005		49,110 \$
MONTANT RELIÉ À L'ABSENTÉISME			1,233 \$
Autres rémunérations		3.2760%	1,649 \$
Primes d'éloignement			14,607 \$
Prime de rétention			5,421 \$
CONTRIBUTIONS DE L'EMPLOYEUR		11.0856%	7,984 \$
PERFECTIONNEMENT			160 \$
AJUSTEMENT			- \$
COÛT SUBVENTIONNÉ T			80,164 \$
COÛT SUBVENTIONNÉ T-1			78,605 \$
VARIATION			
Nombre d'enseignants			337.9524
COÛT TOTAL SUBVENTIONNÉ DES ENSEIGNANTS			27,091,616 \$

D. RESPONSIVENESS OF CREE FUNDING AGREEMENT

There is an important clause in the Cree Funding Agreement that should be cited and which allows for flexibility and the ability to respond to educational needs:

« Avant le dépôt du budget de la Commission scolaire pour l'année scolaire concernée, le ministère de l'Éducation et la Commission scolaire peuvent discuter de l'ajout d'autres allocations qui ne font pas l'objet d'un financement en vertu des présentes règles d'allocation. Il s'agit, à titre d'exemple, d'allocations éventuelles liées à l'introduction de nouvelles politiques ou de nouveaux programmes ministériels offerts à l'ensemble des commissions scolaires du Québec qui pourraient s'appliquer à la Commission scolaire. »

3. Elements of Funding for Kativik School Board

Rapports maître-élèves

Les rapports maître-élèves de l'année scolaire concernée sont les suivants :

- Éducation préscolaire 4 ans : 1/24,3995
- Éducation préscolaire 5 ans à temps plein : 1/12,1997
- Enseignement primaire : 1/12,7488
- Enseignement secondaire : 1/5,9408

Toutefois, à compter de l'année scolaire 2006-2007, le rapport maître-élèves à l'enseignement primaire sera ajusté afin de tenir compte de l'augmentation du temps d'enseignement de 1h30 par semaine.

ALLOCATIONS ÉDUCATIVES PROPRES AUX COMMISSIONS SCOLAIRES À STATUT PARTICULIER (Mesure 30150)

Description

Cette mesure permet de financer à la Commission scolaire certaines dépenses éducatives qui lui sont propre compte tenu de son statut particulier.

Normes d'allocation

Pour le programme alimentaire, l'allocation sert à financer la fourniture de lait et de produits alimentaires à certains élèves et vise aussi à développer l'habitude de consommer du lait et des produits alimentaires sains, à promouvoir de saines habitudes alimentaires et à sensibiliser leurs parents à la nécessité d'une saine alimentation. Cette allocation correspond à l'allocation de l'année scolaire précédente indexée pour l'année scolaire concernée et les années subséquentes conformément à la variation de l'IPC telle qu'elle est définie à l'annexe A.

Pour l'encadrement des élèves en difficulté ou handicapés, l'allocation vise à assurer la mise en oeuvre de services de scolarisation pour les élèves handicapés, les élèves en troubles graves du comportement et les élèves en difficulté d'adaptation ou d'apprentissage. Elle vise notamment l'embauche de ressources spécialisées pour soutenir les élèves souffrant d'une perte auditive bilatérale, de troubles causés par l'alcoolisation foetale, de troubles affectifs graves découlant de l'augmentation de la violence dans les écoles ainsi que pour assurer le soutien aux élèves dans chacune des langues d'enseignement. Pour l'année scolaire 2005-2006, le Ministère verse à la Commission scolaire une allocation de 1 600 000 \$ répartie comme suit : 800 000 \$ pour la rémunération des enseignants et 800 000 \$ pour la rémunération du personnel syndiqué. Pour les années scolaires 2006-2007 et 2007-2008, la rémunération du personnel enseignant ainsi que celle du personnel syndiqué seront indexées conformément aux conventions collectives respectives en vigueur.

Pour la gestion du site WEB, l'allocation permet de financer à la Commission scolaire les dépenses liées à l'ajout d'une ressource à temps plein pour la création d'un site WEB et sa mise à jour pour établir des liaisons avec les différents départements, enseignants et spécialistes de la Commission scolaire ainsi que pour répondre aux différents besoins des utilisateurs du site WEB. Un montant de 80 000 \$ est alloué annuellement à la Commission scolaire pour la gestion de son site WEB.

4. Examples of Allocations for Language and Culture in Other Jurisdictions (Taken from AFN Study on Educational Cost Drivers)

Jurisdiction	Type of Funding	Amount
INAC	FN Language component of distribution formula	\$215/FTE
Language Teaching		
Province BC	Language teaching, cultural events, First Nations support workers, development of curricula, inclusion of native studies, etc	\$950/FTE
Province AB	FNMI Strategy for First Nations language and native studies courses in secondary schools, and access to training programs - \$1.75M	N/A
Province SK	Projects on histories, cultures, languages and perspectives of First Nations peoples with matching funding of up to \$15,000 from School Division or INAC	\$40,000 per project
Province ON	Elem: \$243.19/ or \$432.33 / student. Secondary: \$64.46 x No. of credits or \$85.25 x No. of credits/student	Per student per course
Province QC	Language of Origin courses which include Algonquin – teacher salary and course materials are funded.	By project
Province NB	Allocation for FN students enrolled in School District	\$445/FTE
Province NS	Development and Implementation of Miq'maq Language Programs in High School - part of \$341,000 budget for lang.	N/A
Cree School B	Cree Educational Plan for language and cultural adaptation of programs (75% funded by INAC)	\$1,152.33/FTE
NWT	Aboriginal Languages & Cultural Programs	\$277.32/FTE

	Education assistants/ Language specialists	\$867.10/FTE
Alberta Educ	Projected costs for French First Language teaching 2005/6	\$2,261/FTE
Ontario Educ	Elementary allocation for French as a First Language	\$436.32/FTE
	Secondary allocation for French as a First Language	\$704.57
	School allocation for French as a First Language (Elementary)	\$11,597 per school
ESL/FSL - Second Language Funding		
Ontario	Allocation per student over a period of 4 years	\$7,847/FTE
Quebec	Per student allocation over a period of up to 3 years – 100% year 1, 75% year 2, and 50% in year 3.	
	K5 -	\$1,258/FTE
	Elementary -	\$2,012/FTE
	Secondary -	\$3,143/FTE
Manitoba	Allocation for max. 2 years elementary & 3 years secondary	\$750/FTE
Alberta	Allocation for ESL up to grade 6	\$1040/student
BC	Allocation for ESL up to grade 6	\$1100/student
Translation Costs (Taken from FNEC/DIAND Tuition Fees Study)		
Cree School B	Translation costs of \$253,019 including indexation	\$70/FTE
Kativik S.B.	Translation costs of \$90,000 with indexation	

5. Issues of Funding for FN Language and Culture

As members of 52 nations or cultural groups, First Nations speak more than 50 languages. At least 47 of the approximately 61 First Nation, Inuit and Métis languages in Canada are unique to their particular territories and not spoken in any other location on Earth. (Task Force on Aboriginal Languages and Cultures)

Each First Nation is unique in its culture, language and worldview. Language and culture is seen as a critical component of a First Nation child's identity, especially as they enter and go through adolescence.

All First Nations learners have a right to learn about who they are through their language and culture. Indeed, language, culture, spiritual values and self-identity are inseparable.

Passive assimilation occurs when the minority language does not enjoy high prestige and the dominant group is simply indifferent as to whether or not it is spoken, (UNESCO 2003).

According to UNESCO's (1996) "Atlas of the World's Languages in Danger of Disappearing", Canada's Aboriginal languages are among the most endangered in the world.

The special status of First Nation students under section 35 of the Charter should not impede their academic success. Rather, it means that they should be able to attain educational equity with other Canadian students in a way that recognizes and respects their unique culture and traditions, and the original status of their languages.

Many First Nations schools are trying to deliver some measure of language and cultural programs with very limited resources.

In Quebec, in addition to Traditional Language and the Language of Instruction, First Nations schools must also teach a Second Official Language.

Current Levels of Funding are based on:

- 1996-1997 National Distribution Formula:
 - \$215/student for all band schools
 - Second Official Language teaching: indexation of Elementary = 0.100
Secondary = 0.175.
 - The Student Base Unit Cost of \$4,091 per FTE included a Cultural Education component for maintaining culturally relevant programs in the schools, and developing and piloting language and cultural materials.
- 1988-89 Regional Funding Formula:
 - Aboriginal Language \$185.00 per student (4% of per capita allocation)
 - Second Language \$190.00 per student (4.2% of per capita allocation)

In other jurisdictions:

6. Funding for First Nations Language and Culture

A. PROVINCES (SPECIFIED FUNDING ABOVE REGULAR ALLOCATIONS)

BC	Targeted Funding for language teaching, cultural events, First Nations support workers, development of curricula, inclusion of native studies, etc. Per capita is \$950/FTE
AB	Targeted funding to support goals of FNMI Strategy which included for 2003/2004 \$1.75M for First Nations language and native studies courses in secondary schools, and access to training programs;
SK	IMED Program grants (seed money) of up to \$40,000 per project to develop initiatives that affirm, encourage and value the histories, cultures, languages and perspectives of First Nations peoples with matching funding of up to \$15,000 from School Division or from INAC (if school has tuition agreements).
MN	First Nations Education Plan for 2004-2007
ON	Native Language Funding: Elementary: \$243.19/ or \$432.33 / student. Secondary: \$64.46 x No. of credits or \$85.25 x No. of credits/ student Learning Opportunities Grant – funding for Cultural Centers' Alternative Schools \$400,000.
QC	Cree Educational Plan for the Cree School Board (75% is financed by federal government or \$3.075M) provincial contribution is established at \$1.025M PELO Language funding for school boards for language of origin includes funding for Algonquin Sec 1 & 2 courses. It covers the salary of the teacher and class materials per school board that offers program. It is proposal based. Culture at School funding by project submitted to the MELS.
NB	Per capita allocation for FN students enrolled in School District of \$445/FTE
NS	Development and Implementation of Miq'maq Language Programs in High School (part of a \$341,000 budget for Language Programs)

PEI	No specific information on funding for FN Language
NFLB	No specific information on funding for FN Language other than additional \$40,000 budgeted for schools in Native communities.

Cree School Board

(Taken from the Certification of Grants for Cree School Board)

Funded student population for 2004-2005 is **3,610.63**

Cree Educational Plan

Cree Educational Plan	BASE GÉNÉRALE 2003-2004	VARIATION DES EFFECTIF SCOLAIRE	MÈTRES CARRÉS	MONTANT	INDEXATION TAUX	INDEXATION MONTANT	BASE GÉNÉRALE 2004-2005
			0.65%	1.85%	Indexation IPC Taux énergie	0.00% 2.46% 1.29%	
Salaries	2,828,369	0.65%		18,384	0.00%	-	2,846,753
Other Costs	1,274,095	0.65%		8,282	2.46%	31,508	1,313,885
Total	4,102,463			26,666		31,508	4,160,637

$\$4,160,637 / 3610.63 \text{ FTE} = \underline{\$1,152.33}$ per capita funding for language and cultural programming. (This funding does not include the salary for teachers for K4 – grade 2 Cree Language classes which is provided elsewhere.)

Culture at School Program funding of \$10, 671 for 2004-2005

Lower hiring ratios are provided to account for the teaching of 3 languages (Cree, English and French), an increased student presence in schools, increased frequency of students at risk, and lower numbers for forming teaching groups:

K4 = 1: 25.0900 (based on half-time classes)

K5 = 1: 12.545

Elementary grades 1 – 7 = 1: 10.9800

Secondary General and Vocational = 1: 8.8613

Total Elementary and Secondary Budget for Cree School Board not including Room and Board, Post-secondary Board or Capital is \$74,516,532 or \$20,638.10 per capita. Indian Affairs is paying 75% of this cost or \$15,478.57 per First Nations student.

Note: Regardless of the self-government status which INAC argues as the basis for the higher level of funding, Indian Affairs continues to provide the Crees with funding under Gathering Strengths on an equivalent basis with other First Nations in Quebec, in addition to regular school board allocations.

Kativik School Board

Similar to the Cree Board, Kativik receives lower student ratios to account for the teaching of 3 languages, increased student presence in school, lower numbers for teaching groups, and presence of increased frequency of students at risk in the school population:

- Preschool (K4 Half-time) 1: 24,3995
- Kindergarten (K5 Full-time) 1: 12,1997
- Elementary 1: 12,7488
- Secondary 1: 5,9408

Kativik Board is funded for pedagogical support and pedagogical research in the amount of just over \$3.1M which works out to just over **\$1,050 per student**.

Kativik also continues to receive Gathering Strengths funding in addition to their regular school board allocations.

North West Territories (Ref: AFN Study on Educational Costs)

Language Strategy Funding totaling \$17.5 million during the five-year period from 1999 to 2004 was provided to implement the NWT Language Act's provisions under an intergovernmental agreement with Canada:

The following is an excerpt from Ministry of Education of the Northwest Territories Funding Framework for **Aboriginal Language and Programs for K-12**: Aboriginal language and culture-based education funding is allocated according to the following formula calculated using the FTE of Aboriginal students K-12:

1. (Base funding \$100,000 per school council/authority + (\$10,000 X # of communities minus 1) + (Aboriginal FTE X \$120)
2. School Councils/authorities also receive additional funding for Aboriginal languages under the Canada NWT Cooperation Agreement for French & Aboriginal Languages
3. Classroom Assistants/Language Specialists (CA/LS) are provided based upon the FTE per community: 0.5 to 25 FTE = 0.5 CA/LS; 26 to 50 FTE = 1.0 CA/LS; 51-75 FTE = 1.5 FTE; Greater than 75 FTE = 1.5 + (FTE-75) X 0.009. The estimated cost for 1.0 CA/LS in 2005-06 is \$56,720."

Summary of NWT Funding Levels in Schools:

\$5,156,669 / 5947 FTE = **\$867.10/FTE** Education Assistant/Language Specialists
 \$1,649,203/ 5947FTE = **\$277.32/FTE** Aboriginal Languages & Cultural Programs

7. Funding for French First Language (Ref: AFN Study on Educational Costs)

Federal Government Action Plan for Official Languages

The federal Action Plan for Official Languages, announced in 2003, provides for funding totaling \$751.3 million over five years from eight different government departments.

A large portion of this funding for Minority and Second Languages is profiled for education, and is distributed to the provinces and territories through a Protocol Agreement with the Council of Ministers of Education of Canada.

Canadian Heritage will provide the following funding to each province or territory based upon a unique protocol agreement with each province:

2005-2009 Protocol for Agreements	Regular Funds¹	Minority Language²	Second Language²	Total Additional \$²	Minority Population
Newfoundland & Labrador	\$9,740,000	\$4,157,247	\$1,684,491	\$5,841,738	2,110
Prince Edward Island	\$4,890,000	\$4,726,092	\$703,182	\$5,429,273	5,665
Nova Scotia	\$18,060,000	\$8,515,292	\$3,704,716	\$12,220,009	34,025
New Brunswick	\$70,060,000	\$12,026,335	\$4,305,622	\$16,331,957	236,665
Quebec	\$225,990,000	\$16,010,108	\$16,969,186	\$32,979,294	557,040
Ontario	\$206,836,000	\$51,875,790	\$43,132,894	\$95,008,684	485,630
Manitoba	\$29,350,000	\$13,944,994	\$5,055,039	\$19,000,034	44,340
Saskatchewan	\$14,670,000	\$8,297,918	\$3,617,867	\$11,915,785	17,775
Alberta	\$32,340,000	\$10,049,200	\$10,551,379	\$20,600,578	58,645
British Columbia	\$37,860,000	\$10,537,350	\$12,052,704	\$22,590,054	54,400
Nunavut	\$1,270,000	\$2,986,964	\$87,972	\$3,074,936	395
Northwest Territories	\$2,170,000	\$5,351,980	\$232,817	\$5,584,798	950
Yukon	\$2,780,000	\$4,820,728	\$102,132	\$4,922,860	890
Total	\$656,016,000	\$153,300,000	\$102,200,000	\$255,500,000	1,498,530

Notes:

1. The Government of Canada will make these contributions from regular funds to each provincial/territorial government, for the duration of the present Protocol for the realization of the strategic priorities described in provincial action plans.
2. These represent the total additional contributions to each provincial/territorial government, for the duration of the present Protocol for the realization of the additional strategies described in the provincial action plans. These funds are allocated under the Enhancement of Official Languages Program and the Development of Official-Language Communities Program.

Under the Canadian Charter, students have a right to receive an education in either of the official languages. The francophone school boards in each province are funded by the province (in a few provinces they are also supplemented through local school taxes).

Very often the teacher and educator ratios of these boards are much lower than the provincial average, for example the provincial francophone board of Newfoundland/Labrador has a pupil-teacher ratio of **5.9**.

A further example is the Francophone boards of Prince Edward Island whose schools are fully funded to teach French First Language or Second Language with the following enrollments for 2004-2005:

La Commission scolaire de langue française

Official Enrolment by School and Grade September , 2004 Commission scolaire de langue française														
SCHOOL CODE	SCHOOL NAME	Grades												TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	
510	Ecole Evangéline	15	27	20	28	30	12	24	31	28	32	36	32	315
511	Ecole François-Buote	19	18	22	24	13	19	15	13	20	11	15	18	207
512	Ecole St-Augustin	10	10	3	4	0	2							35
513	Ecole-sur-Mer	9	9	12	8	4	2							44
514	Centre scolaire communautaire française de Prince-Ouest	6	6	7	7	9	2	3	3	4				47
515	École la Belle Cloche	4	7	2	6	1	5							25
	Totals	63	77	66	77	63	42	42	47	52	43	51	50	673

Some examples of the costs per pupil to maintain French First Language instruction in the Francophone boards are:

- Labrador/Newfoundland - Francophone Board - **\$21,334 per student**
- Manitoba – Francophone Board - **\$10,203 per student**
- Saskatchewan - Conseil francophone - **\$13,816 per student**

The cost of textbooks and other materials is also higher. The francophone board of Nova Scotia estimates that the French-language texts cost 20% more than the regular provincial boards.

Alberta Education budgeted costs of **\$2,261/FTE**, which is **\$1,462/FTE (province) and \$799/FTE (from Heritage Canada)**, just for French First Language instruction for 2005-2006.

Ontario provides funding for instruction in French as a First Language to its francophone boards as follows:

1. Multiply \$436.32 by the number of elementary school pupils of the board
2. Multiply \$704.57 by the total number of secondary school pupils of the board.
3. Multiply \$11,597 by the number of elementary schools of the board

Ontario provides funding for Francophone boards for ALF/PDF French as follows:

FTE funding:

Assimilation factor for the board X \$535 for Elementary

Assimilation factor for the board X \$195 for Secondary

School component:

Elementary schools X \$36,890

Secondary schools X \$67,780

Board component= \$85,045

Perfectionnement = \$7,847 per teacher over 4 years

8. Second Language Funding

Additional funding support provided to schools where the language of instruction is a second language for the student. Some examples of provincial funding for ESL are:

Ontario

Provides an additional amount of \$7847 per eligible student over a maximum of four years.

Quebec

Provides an additional allocation for up to 3 years for second language instruction in French – 100% of the allocation for the first year, 75% in year 2 and only 50% in third year:

K5 - \$1,258 per student

Elementary - \$2,012 per student

Secondary - \$3,143 per student

Manitoba

Provides an additional allocation of \$750 per student for a maximum of 2 years at the elementary level and 3 years at the secondary level.

Alberta

An additional allocation for ESL of \$1040/student for up to grade 6

Allocation for Enhanced ESL of \$357/student

British Columbia

Provides an additional allocation of \$1100/student for up to grade 6

9. Funding for Translation Costs

Cree School Board

Cree School Board received **\$253,019** for translation costs which included a cost of living indexation on 2003-2004 of 2.46% (basically \$70/FTE)

Kativik School Board

Kativik Board receives an amount of **\$90,000** for translation costs which is indexed annually according to the cost of living.