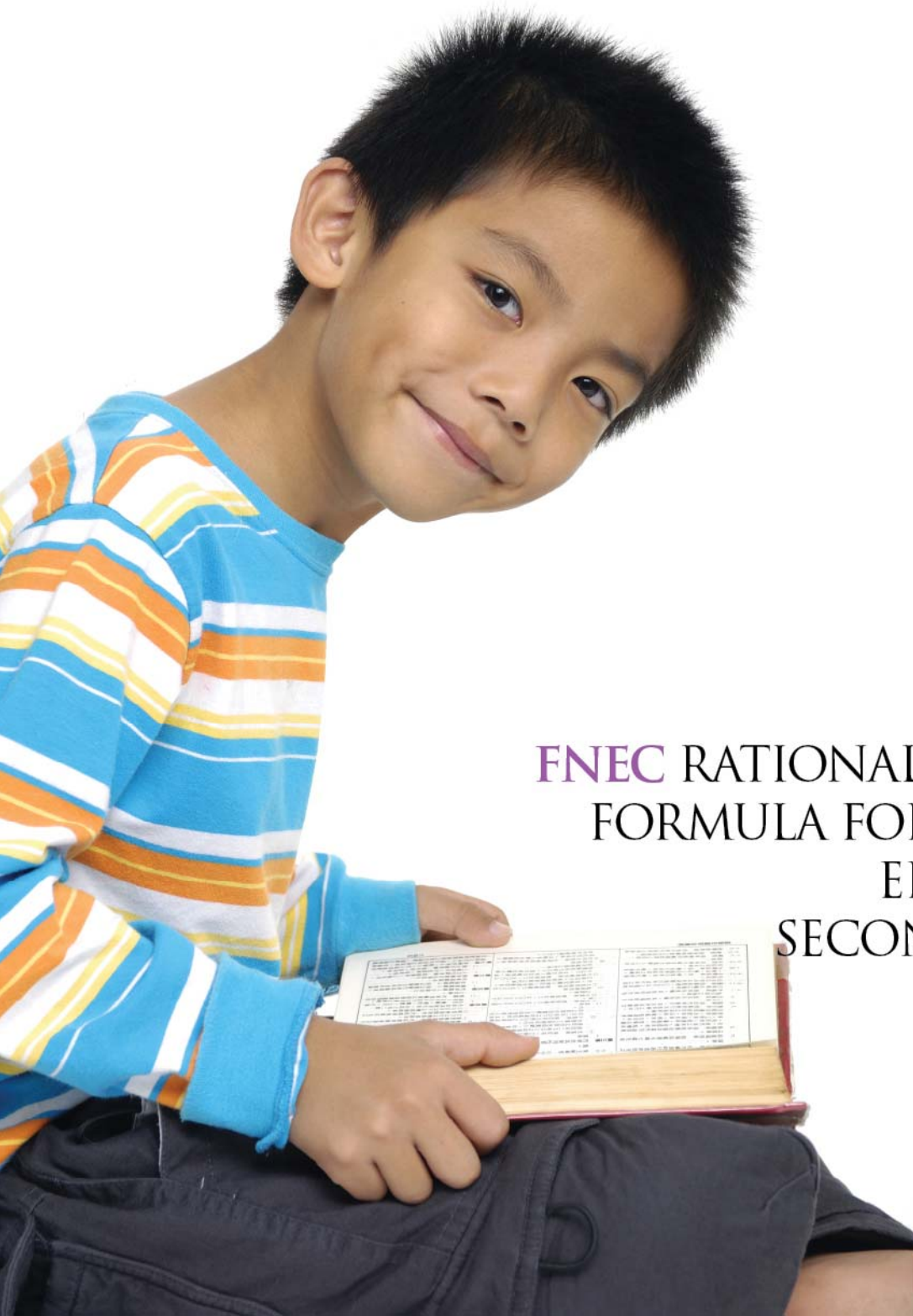


Supporting a Comprehensive and Equitable Funding Framework



FNEC RATIONALE FOR FUNDING
FORMULA FOR FIRST NATIONS
ELEMENTARY AND
SECONDARY SCHOOLS

APRIL 2009



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PREAMBLE

The objectives of the Indian and Northern Affairs Canada Elementary and Secondary program are "to provide eligible students living on-reserve with elementary and secondary education programs comparable to those that are required in provincial schools by statutes, regulations or policies of the province in which the reserve is located. It is expected that eligible students will receive a comparable education to other Canadians within the same province of residence, with similar educational outcomes to other Canadians and with attendant socio-economic benefits to themselves, their communities and Canada.

Funding agreements for the elementary and secondary program are based on a per student allocation according to an old federal government formula first used in 1988. The per student allocation is intended to cover instructional services including professional staff salaries, cultural and language support, and counselling; professional and curriculum development; purchase of instructional materials and supplies; school nutrition programs; school administration costs; evaluation procedures; and implementation of program recommendations. Other administrative costs including any associated with providing advice to Band Administrations, consultation with communities, management of education boards, and honoraria to First Nation school board members, are also included.

The buying power of an old federal formula first used in 1988, and last updated in 1996 is greatly reduced. The formula has never been amended to account for educational innovations. Since 1996, First Nations funding increases have been capped at 2%, an amount that falls short of the rising cost of living and the growing student population. The funding for provincial schools across the country has been indexed in excess of the cost of living and the provincial student population growth.

The FNEC has taken different steps to correct the situation. A cost study titled "An Analysis of Educational Costs and Tuition Fees: Preschool, Elementary School and High School", February 2005 was undertaken to support a revision of the funding formula. For almost four years, the FNEC was part of a national joint AFN/INAC working group to revise the funding formula. The BOFF working group produced the National Report "A Study of Educational Cost Drivers", in April 2006. Unfortunately, in 2006-2007, the federal government cancelled the working group's funding.

The FNEC is still pursuing a major awareness campaign to denounce this situation and has recently completed another cost analysis, a "Paper on First Nations Educational Funding", February 2009.

For almost two years, the FNEC has been working on developing an updated funding formula. A formula that takes into account the quality and range of services schools must offer, as well as considering the additional costs inherent in certain factors that are unique to, or more prevalent among, First Nations schools.

Rationale for Funding Formula

The members of the Working Group that have developed the formula include:

- FNEC: Raymond Sioui, Assistant Director; Nancy Doddridge, Coordinator Educational Services; Désirée Nsanzabera, Junior Analyst; and Normand Genereux, Programmer.
- Rosaire Jacques, retired Financial Administrator for the Fédération des commissions scolaires du Québec; currently consultant/ trainer to Quebec School Boards
- Jarrett Laughlin, Canadian Council of Learning, and formerly with AFN
- Linda Simon, First Nations Consultant
- Dobi-Dawn Frenette & Murray Waboose from NAN, Ontario First Nations
- Sara General, Chiefs of Ontario
- Additional Resource: Serge Dupéré, Financial Services, Quebec Ministry of Education, Loisirs and Sports
- Jeff Leblanc, CA and First Nations Manager (former member)

The formula was developed based on the principle of equity of educational opportunity rather than equal funding. It supports the autonomy of First Nations communities allowing for local decision, and is comparable in funding approaches with the province. The formula is simple to update and is replicable for First Nations in other regions.

GLOSSARY

The following terms are defined for the purposes of this document.

Comparability	<i>The formula is comparable in approach with the formula used for funding provincial schools to the extent that it is feasible and that it supports First Nations realities;</i>
Curriculum Development	<i>The development of pedagogical approaches and teaching materials for a local First Nations culture and language or for a community-based course. Can also include the local cultural adaptation of curriculum material to include First Nations content and world view;</i>
Funding Approaches	<i>The methodology that is used to deliver the funding required for a particular element;</i>
Funding Equity	<i>Sufficient funding to provide the same educational opportunity and equal access to educational outcomes;</i>
Funding Element	<i>The educational costs of an individual item within a specific component of the formula;</i>
Parameters	<i>The variables that adjust the funding to suit a particular need or specific difference;</i>
Replicable	<i>The formula can be reproduced for other First Nations in other regions;</i>
Educational Administration	<i>In addition to customary responsibilities of program administration, and intrinsic to First Nations policy of Indian Control of Indian Education, are the responsibilities to ensure parental involvement and community engagement in the education process;</i>

SECTION 1: FORMULA DESIGN

1.1 Background

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 each 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 item 2 of the appendix to this document. In the United States, there are basically 5 different funding models that are used in the various state education systems. A listing is provided in item 1 of the appendix.

First Nations Schools in Canada are funded through the Indian and Northern Affairs Canada Elementary and Secondary Program. The 1996-1997 funding model uses a single allocation per student, with an adjustment for school size and remoteness. This national model, 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, and in the cost of purchasing.
- The national distribution formula and the provincial funding models 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.
- 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.

Rationale for Funding Formula

- Appropriate annual indexation is not provided for critical elements such as teacher salaries.
- StatsCan in its Report for 2003-04 indicates that between 1997/8 and 2003/04 the cost per student in Canada averaged an increase of 24% which is higher than the inflation rate. Funding for First Nations education has been capped at 2% since 1996-1997.

1.2 Establishing a Framework

To compensate for the above, the First Nations formula design uses a compartmental approach that will allow for:

- Adjustments to particular elements that are cost-driven by volume or surface area
- Precise treatment of particular elements that are sensitive to regional differences in cost of purchasing
- Adjustment of elements that are affected by remoteness to ensure equitable opportunity
- Adjustments according to the socio-economic index for students at risk or disadvantaged
- Ability to provide for pedagogical needs in particular areas
- Ability to provide regional adjustments in response to changes in provincial curriculum.

Each element is further refined into salary and non-salary costs for each compartment of the formula. This allows the appropriate indexation to be applied so that funding levels remain adequate for all elements. The appropriate indexation is applied to each element. Salary is indexed for both cost of living and employers' share. Non-salary items are indexed for cost of living.

In addition to this basic indexation, there are costs that are sensitive to changes in the student volume or to changes in surface area, etc. or that are sensitive to cost of purchasing or to climate or to school size. Some examples would be:

ITEM	Student Volume	Surface m2	Climate	Size	Teaching Levels	Cost of Purchasing	Age Building	Location
Administration	x			x	x			x
O/M	x	x	x	x		x	x	x
Heating/Electricity		x	x	x				x
Library	x			x	x	x		x
Student Services	x			x	x			x
Equipment	x	x				x		x
Curriculum Dev	x			x	x	x		x
Special Education	x			x	x	x		x
IT Technology	x	x		x	x	x		x

1.3 Establishing the Funding Matrix

The following grid was developed to establish all of the elements that needed to be included in a framework for Elementary/Secondary Education, and the variables that were linked with these elements that should be considered in any formulation. In addition, the various indexations for each element were also indicated on the grid:

Indexation					
Remoteness	Dispersion	Cost of Living (EPI)	Cost of Purchasing	School Capacity	Socio-Econ Index

Sector	Category	Class	student/teacher ratio	# of teaching groups	# of students	# of special needs students	teaching workload	retention/mobility	curic sensitive grade level	teaching levels of school	# of staff	student/inetable	road access	distance to Mill/Que	surface area m2 education	climate	location	# of schools	age of buildings	Use by community	
Instructional Services	Teachers ¹	Salary	x	x	x	x	x	x	x	x		x	x	x			x	x			
		Supp / Serv																			
	Aboriginal Lang & Culture	Salary		x				x			x		x						x		
		Supp / Serv				x	x				x										
	Language as Lang of Instruct	Salary	x	x	x	x	x	x		x	x		x						x		
		Supp / Serv		x	x	x				x	x			x				x	x		
	Classroom Support staff ²	Salary	x	x	x	x	x	x		x	x		x	x				x	x		
		Supp / Serv																			
	Educational Materials ³	Salary																			
		Supp / Serv		x	x	x				x	x			x	x			x	x		
Complimentary Services	Special Education ⁴	Salary	x	x		x	x	x	x	x		x	x	x			x	x			
		Supp / Serv		x		x				x	x			x	x	x		x	x		
	ESL/FSL	Salary	x	x	x			x	x	x	x		x	x				x	x		
		Supp / Serv		x	x					x	x			x				x	x		
	School Administration	Salary		x	x	x		x	x		x	x				x					
		Supp / Serv		x	x						x	x		x	x	x		x	x		

Library	Salary		x	x		x	x		x		x						x		x
	Supp / Serv		x	x	x			x	x			x	x	x			x	x	
Curriculum Development	Salary		x	x				x	x	x			x				x		
	Supp / Serv		x	x	x			x	x	x			x	x			x	x	
Literacy and Numeracy	Salary	x	x		x	x		x	x		x								
	Supp / Serv		x	x	x			x	x			x	x				x	x	
Student Support Services	Salary		x	x	x	x	x	x	x	x	x	x	x				x	x	
	Supp / Serv		x	x	x			x	x			x	x				x		
Pedagogical Support Services	Salary																		
	Supp / Serv		x	x	x	x		x	x	x			x	x			x	x	
Sports and Wellness	Salary	x	x	x		x	x		x	x	x	x					x		
	Supp / Serv		x	x					x				x			x	x	x	
Music and Arts	Salary	x	x	x		x	x		x	x	x						x	x	
	Supp / Serv			x					x		x	x	x				x	x	
Technology	Salary		x	x	x	x			x	x	x							x	
	Supp / Serv		x	x	x			x	x	x	x	x	x				x	x	
After-School Activities	Salary	x		x		x			x	x	x							x	
	Supp / Serv		x	x					x		x	x			x			x	
Nutrition Program	Salary																		
	Supp / Serv			x		x			x		x					x	x	x	

Rationale for Funding Formula

	Educational Project	Salary		x	x		x	x	x	x	x	x						x		x	
		Supp / Serv		x	x	x			x	x			x		x		x	x			x
Operations and Equipment	School Maintenance	Salary			x				x	x				x		x	x	x			
		Supp / Serv											x				x	x	x		
	Heating and Electricity	Salary																			
		Supp / Serv			x						x				x	x	x	x	x		
	Furniture and Equipment	Salary																			
		Supp / Serv		x	x	x				x	x			x	x	x	x	x	x		
	Renovations	Salary																			
		Supp / Serv		x	x	x				x	x	x		x	x	x	x	x	x	x	x
	Education Administration	Salary		x	x	x		x		x	x	x		x	x		x	x			
		Supp / Serv		x	x	x	x	x		x	x			x	x	x		x	x	x	
	Connectivity	Salary		x	x		x			x	x			x	x			x	x		
		Supp / Serv		x	x					x	x			x	x	x	x	x	x	x	x

As a result of this grid, the elements currently being included in the new formula framework are framed into three components as shown in the following table:

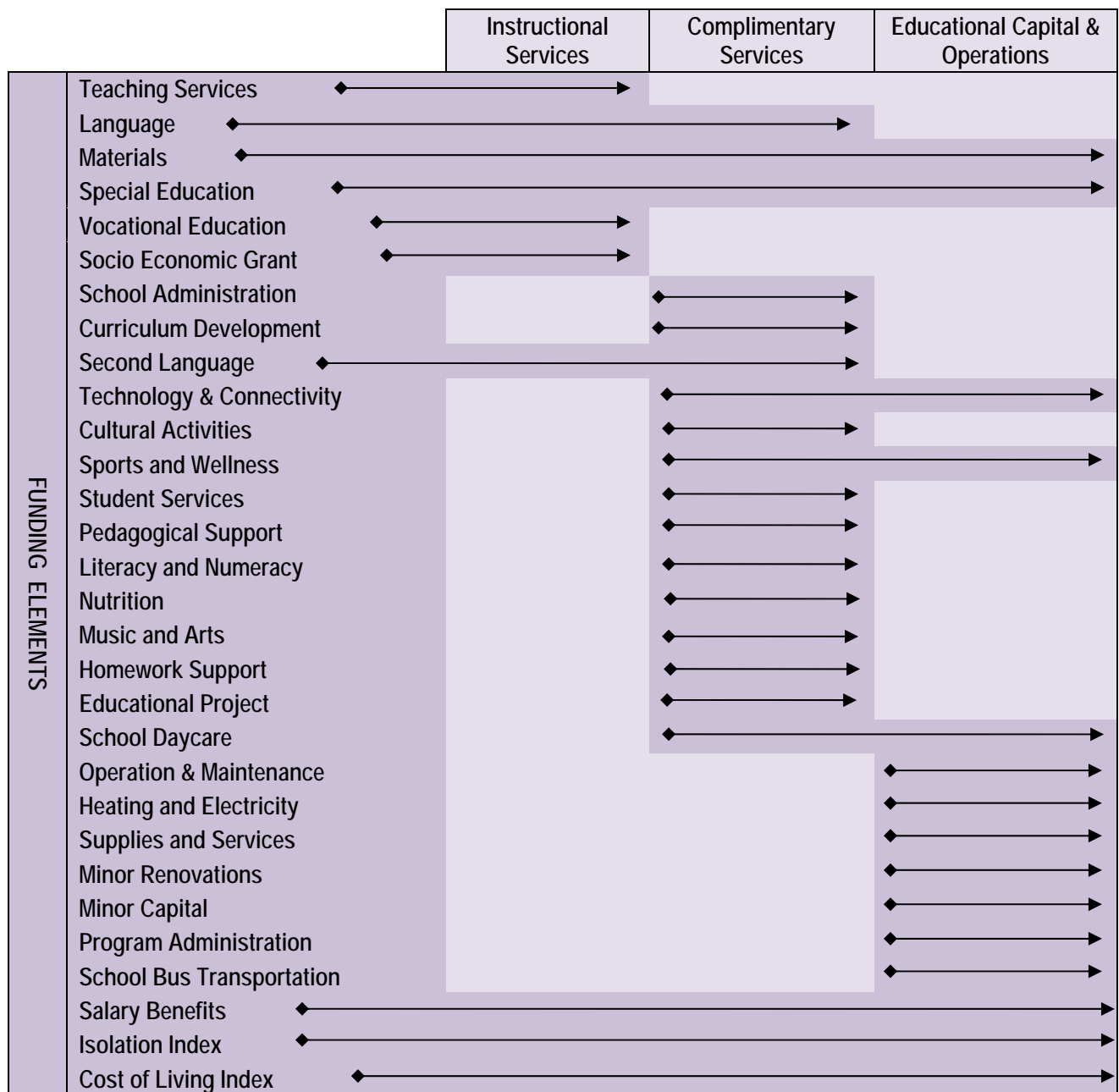
1.3.1 Funding Framework

Instructional Services	Complimentary Services	Educational Capital & Operations
Teaching Services	School Administration	Operation & Maintenance
FN Language	Curriculum Development	Heating and Electricity
Materials	E/F Second Language	Supplies and Services
Special Education	Instructional Technology IT	Minor Renovations
Vocational Education	Library	Furniture & Equipment
Socio Economic Grant	Cultural Activities	Connectivity
	Sports and Wellness	Ed Program Administration
	Student Services	School Bus Transportation
	Low Cost Special Education	
	Pedagogical Support	
	Literacy and Numeracy	
	Nutrition	
	Music and Arts	
	Homework Support	
	Educational Project	
	School Daycare	

:










Rationale for Funding Formula

Some elements of the formula have implications for funding in several components of the framework. As an example, Special Education services are funded in “instructional services” for teachers and educational materials, in “complimentary services” for professional services, and in “educational capital and operations” for capital equipment and for O/M as special needs students require a different norm for m2/student.



1.3.2 Comparability with Provincial Norms

The formula does provide comparability with the province, however, there are some adjustments required to address the reality of First Nations schools. In addition, the province often has a complexity attached to its formula that cannot be used for First Nations schools. As an example, for many elements, the Quebec Ministry of Education, Loisirs and Sports (MELS) does not apply the complexity of its formulas to lower populated special status boards such as the Crees, Kativik and Littoral.

COMPARABLE PROVINCIAL NORMS FOR	INSTRUCTIONAL SERVICES	COMPLIMENTARY SERVICES	EDUCATIONAL CAPITAL AND OPERATIONS
Funding Elements (Eligible items)	 Some are specific to FN such as language	 Some are specific to FN such as curriculum development	
Parameters (variables)	 Adjusted to FN reality	 Adjusted to FN reality	 Adjusted to FN reality
Approaches (Methods)			 Province has lot of complexity attached to formulas

1.3.3 Replicable

The formula can be replicated for First Nations schools in other provinces:

- The framework is a string of interchangeable pieces
- Parameters (variables) can be updated or changed very easily using the Parameters Tab within the Excel Workbook.
- Elements within each of the three main components that connect the framework can be added or removed according to regional needs.
- Additional components besides Instructional Services, Complimentary Services and Educational Capital & Operations can be added in (for example Provincial Schools).

SECTION 2: INSTRUCTIONAL SERVICES

This section of the formula is composed of the elements required for teaching services to meet the needs of the program of study.

1. Teachers' salary for classroom teachers, language and options
2. Special Education
3. Educational supplies
4. Support for vocational studies
5. Measures for School Success

These elements are then adjusted with the appropriate indexation.

2.1 Teachers' Salary

The amount of teachers' salary per school is determined using the Quebec approach. The model uses a student teacher ratio to determine the number of teachers required. This number also includes specialists. These are hiring ratios for the purposes of providing resources. These hiring ratios do not determine class size which is a local decision. The number of teachers is multiplied by the average teacher salary adjusted for benefits and indexation.

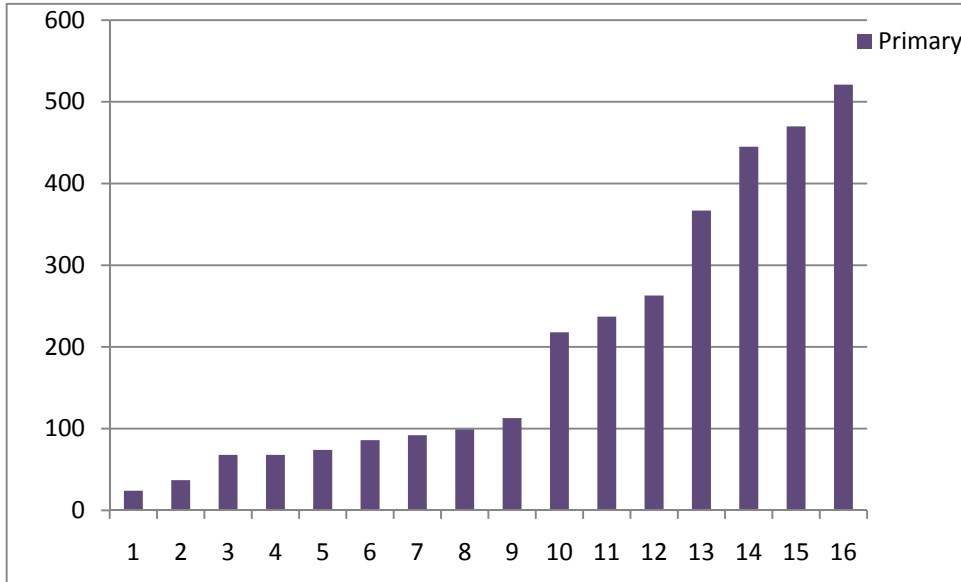
Rationale for Funding Formula

Overview of Process in Formula:

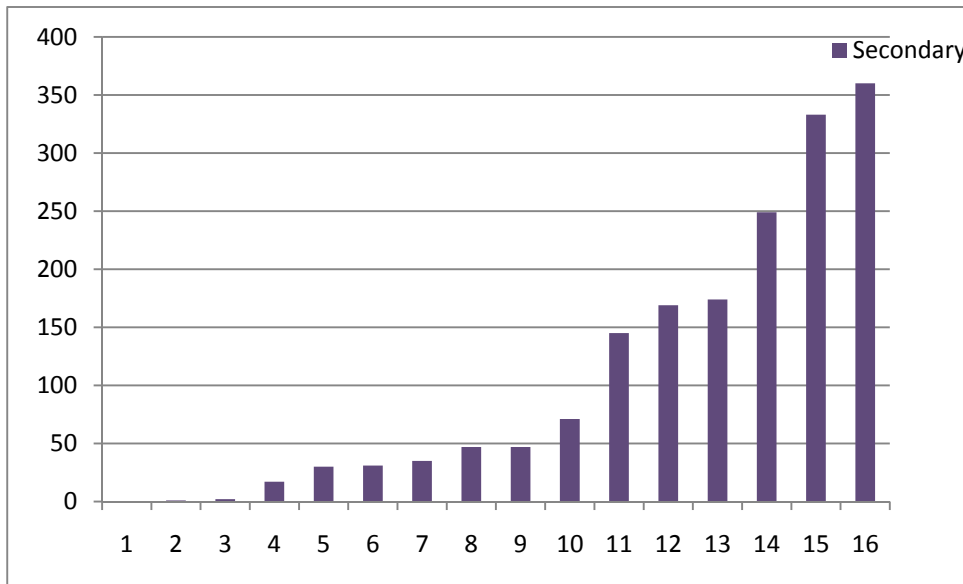
		STATUS	NON-STATUS
Student/teacher ratio	Elementary	X	X
	Secondary	X	X
	Total Regular Teachers	X	X
	Salary Regular Teachers	X	X
Special Needs	Moderate Cost #	X	X
	High Cost #	X	X
	Total Teachers	X	X
	Salary Spec Education	X	X
Language	Elementary (1.18 factor)	X	X
	Secondary (1.21 factor)	X	X
	Salary Language Teachers	X	X
Class Dispersion	Total teachers per above	X	X
	Total per dispersion	X	X
	Adjustment required	X	X
	Additional Teacher Salary	X	X
Ponderation S4/5	Weighting for Sec 4/5	X	X
	Additional Salary	X	X
Total No. of Teachers		X	X
Total Teachers' Salary		X	X

2.1.1 Teacher Ratios

The profiles of the FNEC schools were analyzed as part of the work on developing appropriate hiring ratios.



Primary
24
37
68
68
74
86
92
99
113
218
237
263
367
445
470
521
3182



Secondary
0
1
2
17
30
31
35
47
47
71
145
169
174
249
333
360
1711

Rationale for Funding Formula

The student teacher hiring ratios must be able to address the pedagogical reality of First Nations schools:

- There is great diversity in school sizes as shown in the charts above,
- There is a higher incidence of special needs and high risk in the student population,
- There are many communities with higher socio-economic disadvantage,
- The students' timetable is often longer than the provincial timetable because it includes additional subjects such as First Nations language, native studies, cultural teachings, etc.
- The teachers' workload is greater because of the additional subjects taught,
- The First Nations schools in Quebec teach three languages,
- There are significant socio-economic factors which impact on schools and learning in First Nations communities,
- In some schools, there is less fluency with the language of instruction.

The use of lower hiring ratios to meet community and pedagogical needs is supported in other jurisdictions as shown in section 3 of the appendix. According to the MELS 2007 Educational Indicators Report, the average number of students per teacher in Québec dropped from 16.3 in 1998-1999 to 14.9 in 2005-2006. The MELS school boards with less than 5000 students (referred to as Strate 1) have much lower ratios for all educational sectors, as provided in the Indicateurs de Gestion for 2006-2007, with an average ratio of 12.7 for the Youth Sector.

Some other examples of ratios both within Quebec and with provincial schools in British Columbia that have a higher proportion of First Nations students:

Teach Levels	Littoral SB 2008-09	Kativik SB 2008-11	Cree SB 2005-09	Nisga'a District No. 92 2005-06	Central Coast District No. 49	Stikine District No. 87 2005-06	Aver Ratios	Median Ratio
K4	14.5042	24.3995	25.0900	12.8	16.1	11.1	12.00	12.37
K5	7.2521	12.1997	12.5450	12.8	16.1	11.1	12.00	12.37
Elem	8.9191	11.9516	10.9800	11.5-12.2	18.6-16.5	13.8-16.2	13.41	12.80
Second	5.7774	5.9408	8.8613	11.6	11.2	11.0	9.06	9.93

In addition, in Quebec, there are also ratios of 1:6, 1:8 and 1:10 applied for High Cost Special Needs students. The Special Needs population is removed from the numbers of the general population before the teacher ratios are applied.

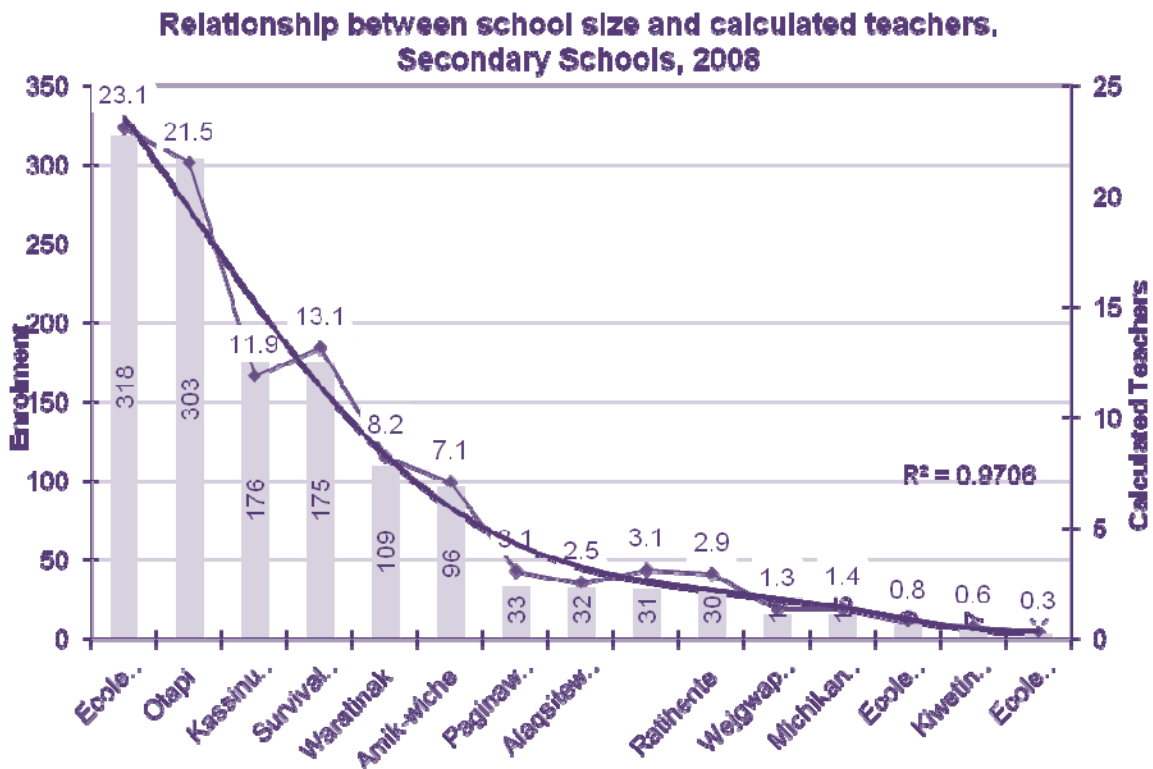
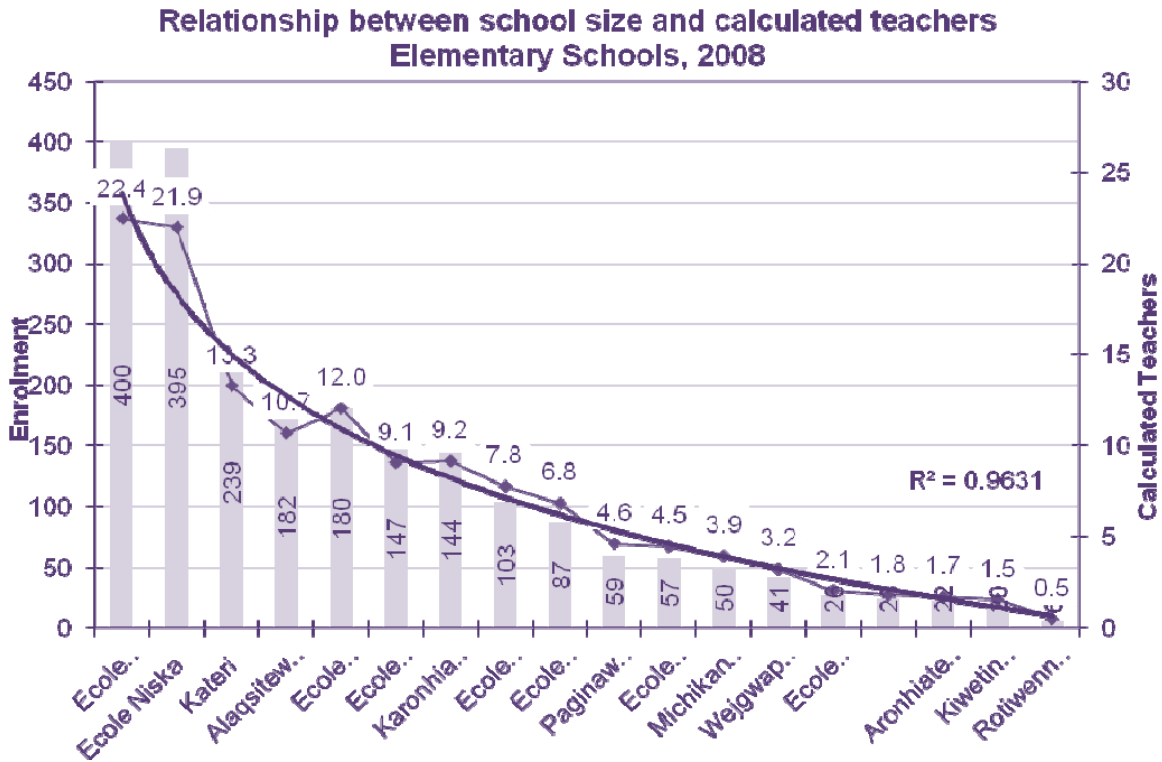
The regulated number of students per teacher forms a ratio that is used in hiring teachers. The student teacher ratios differ by teaching level or type of student population. They are applied to the number of full-time students in a given student population (without the special needs) to provide the number of teachers required.

Parameter 1: Class Size and Student Teacher Ratio

Description	Level	Min Ratio	Med Ratio	Max Ratio	Group size
SS	Sec	12		15	16
Sec 4 & 5	Sec	10		12	26
Sec 3	Sec	10		12	13
Sec 2	Sec	12		15	16
Sec 1	Sec	13	15	17	18
Elementary		Min	Med	Max	Group
SP	Elem	13	15	18	19
Grades 5 & 6	Elem	13	15	18	38
Grades 3 & 4	Elem	13	15	18	38
Grades 1 & 2	Elem	13	15	18	38
K5	Elem	12	14	17	18
K4	Elem	12	14	17	18
High Cost Sp Ed		6			
Moderate Sp Ed		8			

Excel IS Workbook
Refer to lines 31-41
Tab: Parameters

The following charts indicate the proportion between school size and number of teachers provided as a result of the application of the student-teacher ratio.



The formula would allow for the addition of adult students in secondary 3 - 5 who are working towards a high school leaving diploma, or who may be enrolled in a Work Orientation program or a semi-skilled trade.

Example of Calculations in Excel Workbook

Elementary	120	(Regular-Special Needs)	92		
Secondary	0	(Regular-Special Needs)	0		
1	Student/teacher ratio	Elementary		<u>Status</u>	<u>Non-Status</u>
		Secondary		3.7	3.0
		Total Regular Teachers		0.0	0.0
				3.7	3.0
		Salary Regular Teachers			\$472,830

The formula provides a calculation of the number of status and non-status teachers reported by the community on the Teachers Information form. This is done because there is a difference in the cost of benefits for status and non-status teachers.

An average teacher salary for each community is calculated. The reported qualifications and years of experience for each teacher (Teacher Information Forms) are applied to the provincial salary scale (2005 collective agreement – see section 10 of the appendix) to assess the equivalent provincial scale salary for each. Then the average teacher salary is worked out for each community. Some of the salary calculations are reported in section 9 of the appendix.

The number of teachers that is allowed by the formula is then multiplied by the average teacher salary for that community which has been adjusted to include the following benefits that are listed in the parameters of the excel workbook:

Excel IS Workbook
Refer to lines 11-25
Tab: Parameters

ADJUSTMENT	CALCULATION
Employment insurance	1.39% X 1.4
QPP	4.50%
QPIP	0.495% X 1.4
CSST	1.81%
Benefits Status (Cost 13.65%)	Applicable % of teachers
Benefits Non Status (Cost 14.90%)	Applicable % of teachers
Pension (NBP)	5.5%
5 Sick days	sub @ \$187.05/day
Professional Development	\$270 per teacher
Severance Pay	0.019
Annual Indexation (EPI)	0.031

Rationale for Funding Formula

2.1.2 Special Education Teachers

The formula provides for a number of special education teachers based on the ratios in the parameters for Moderate and Severe High Cost. A copy of the ratios in the Règles Budgétaires Document Complémentaire for 2008-2009, page 16 is provided in section 4 of the appendix.

The ratios are applied to the special education population. The numbers of special education students (moderate and severe) have been removed from the regular student population for the purposes of the calculation of the ratios.

Parameter 1: Class Size and Student Teacher Ratio				
Description	Level	Min Ratio	Max Ratio	Group size
High Cost Sp Ed		6		
Moderate Sp Ed		8		

Excel IS Workbook
Refer to lines 43-49
Tab: Parameters

2.1.3 Language Teachers

In the funding formula, once the ratio has been applied, an additional factor is added for language teachers who teach the First Nations language as a subject. The needs of the Immersion Programs are supported through Curriculum Development, and the resources for the immersion teachers' salary would be calculated through the same method as above for regular non-immersion schools.

Excel IS Workbook
Refer to lines 51-56
Tab: Parameters

The language factor was calculated using the MELS curriculum standards for number hours of Second Language teaching, and provincial collective agreement for teaching hours. The calculation is shown in section 5 of the appendix. The factor for the additional resources is applied to the number of regular elementary and secondary teachers as determined by the formula. The factor that was applied for Aboriginal Language teaching as a subject is:

- Secondary = 0.21 factor or 150 hours per cycle
- Elementary = 0.18 factor or 4.17 hours per week

2.1.4 Adjustments

1. Dispersion

A **dispersion** factor is provided to ensure that the ratio does not provide the school with less than the minimum number of teachers required. If the number of teachers provided by the formula falls below the minimum required, an additional number of teachers are added to bring the school up to the basic requirement. The minimum number of teachers is calculated using the hours in the student timetable, the standard teachers' workload, and the number of grade levels. The table of the dispersion factors that are applied is provided in section 6 of the appendix.

Excel IS Workbook
Refer to lines 58-63
Tab: Parameters
Tab: Dispersion

2. Weighting Factor for Secondary 4 & 5 Options

A weighting factor is also applied to the number of teachers for Secondary 4 and 5 to provide additional resources to cover the many different options that are required in the core subjects of Maths, Science and Second Language. Examples of various weighting factors, differentiated by grade-level for curriculum specific needs, used in the United States are provided in section of 7 the appendix. The factor currently applied is 0.10.

Excel IS Workbook
Refer to lines 65-66
Tab: Parameters

Parameter 3: Grade Weighting For Secondary 4/5

Weight:

Sec.4	0.1
Sec. 5	0.1

3. Small Schools

The MELS addresses the needs of small school boards and/or small schools through the provision of a base allocation. Small schools are considered to be those with less than 100 students. There is a description of this measure in section 8 of the appendix.

However, with the formula we address more closely the needs of small schools through a differentiation of the variables that are applied. We have not applied an indexation for small schools, but for a few elements we have used a base allocation to ensure that the same services are provided in a small school situation.

2.2 Premiums

Salary premiums are a means of attracting and retaining top-level qualified teachers. Most communities must compete with provincial school boards for teachers as limited number of qualified First Nations teachers.

Excel IS Workbook
Refer to lines 73-75
Tab: Parameters
Tab: Isolation Premiums

2.2.1 Isolation Premiums

The isolation premiums provide compensation for additional out of pocket expenses due to the location of the school for teachers who live and work in isolated communities. The isolation premiums used in the formula for Classes C, D, and E are based on those paid through the 2005-2010 teacher collective agreements. A copy is provided in section 10 of the appendix.

The premiums are generated by the number of teachers and the category of remoteness. Not all communities receive this allocation. The categories of isolation are defined as follows:

- A within 50 kms from a city; no difficulty with transportation or lodging;
- B within 51 - 150 kms of a town or city, need car but lodging/services are available in town;
- C between 151 kms - 300kms to nearest town, lodging/services are problematic, car is absolutely required, limited on-reserve services or lodging;
- D over 300 kms to nearest town, lodging on reserve is required due to poor road access/ limited facilities and services available;
- E fly in only community, in addition must include seasonal flights in and out.

Parameter 6: Isolation Pay Premium

Class	Amount	With Dependents
A	\$0	\$0
B	\$1,000	\$2,000
C	\$5,269	\$7,536
D	\$6,212	\$9,320
E	\$7,331	\$11,727

2.2.2 Retention Premiums

The MELS provides retention premiums for teachers working in the area of Sept-Illes due to difficulties with recruitment. The amount provided is equivalent to 8% of the salary. Many First Nations communities have similar difficulties with recruiting and retaining qualified quality teachers.

Excel IS Workbook
Refer to lines 77-78
Tab: Parameters
Tab: Retention Premiums

The Retention premiums are allocated in the formula according to the following classifications which were developed.

- A** No difficulty with keeping qualified teachers due to location and/or number of qualified teachers in community;
- B** A little difficulty with keeping qualified teachers due to competition with salary levels in provincial schools, not enough qualified community teachers;
- C** More difficulty in keeping qualified teachers as they must relocate a good distance to work in school, competition with salary levels and benefits working in provincial schools, not enough qualified community teachers;
- D** Great difficulty in keeping qualified teachers due to isolation, lack of lodging and services, not enough qualified teachers in community, competition from provincial schools with higher salaries and benefits, better working conditions.

Parameter 5: Retention Premiums

Class:	Amount
Level A	\$0
Level B	\$1,000
Level C	\$3,000
Level D	\$5,000

Excel IS Workbook
Refer to lines 82-98
Tab: Parameters
Tab: Retention Premiums

Example of Calculation from Workbook:

6	Isolation Premiums	Category of Isolation: B	\$1,000	\$6,754
7	Retention Premiums	Category of Recruitment Level C	\$3,000	\$20,261

2.3 Educational Materials

The Educational materials element provides for pedagogical materials and student textbooks for the classroom. It also includes an amount for lab materials at the secondary level.

An amount per student, which varies by teaching level, is multiplied by the number of students at that teaching level. The amounts used are based on the MELS allocations with an adjustment to include for language materials and other local program options. The amounts are as follows:

Parameter 7: Cost of Educational Materials

Regular:	Amt/Student:
Preschool/Primary	\$229
Secondary (weighted)	\$536
Special Educ:	
Preschool/Primary	\$1,664
Secondary weighted	\$1,532

The MELS allocations for 2008-2009 as stipulated in the Règles Budgétaires are:

Teaching Level	Amount
K5	\$203
1-6	\$229
Secondary	\$488
Special Educ Primary	\$1,664
Special Educ Secondary	\$1,532

The educational materials are indexed according to the Education Price Index:

Parameter 4: Education Price Index

	EPI	
Teacher Salaries	0.031	EPI 2003 (Canada)
Non-teacher Salaries	0.044	EPI 2003 (Canada)
Materials	0.016	CPI 2007 (Quebec)

2.4 Socio-Economic Grant

Socio-economic background has been identified as a key predictor of student success. The objectives for considering socio-economic factors as an equity issue include:

- Reducing educational disparities between different groups;
- Reducing barriers to participation faced by various groups
- Supporting educational services in raising their level of educational achievement

Excel IS Workbook
Refer to lines 101-103
Tab: Parameters
Tab: Socio-Economic

Rationale for Funding Formula

The MELS uses two indices to account for Socio-Economic disadvantage. One is the Low Income Index which considers the percentage of families above and below the poverty line. This is used for applying supplementary allocations such as a Breakfast Club or specific funding for the Island of Montreal or for allocations for school daycare services. The other Index is the IMSE which is research-based, and uses the strong correlation between mother's education (2/3), employment participation in the household (1/3) and levels of school success. An allocation referred to Agir Autrement is provided to schools that have students with high disadvantage scores of 8, 9 and 10.

In addition to this, MELS also provides additional resources above base allocations and per student allocations for disadvantaged students, students at risk and those with special needs that are integrated. This represents \$30M for additional posts at the secondary level, and another \$30M for professional and support services. (Refer: MELS Règles Budgétaires Document Complémentaire, 2008-2009, page 16 & 17).

First Nations do not have their own Socio-Economic Index; however some communities are reported on the Canadian Wellbeing Index. We struggled to try to correlate this CWB index with the IMSE used for Quebec schools. The steps used and the Socio Economic Allocation Table that was developed is provided in section 11 of the appendix.

The Socio-Economic Grant is designed to provide additional resources to address socio-economic disadvantage and create opportunities for school success:

Example of Calculation from the Excel Work Book:

SCHOOL SUCCESS			
Socio-Economic Index	School Population:	120	\$690
			Sub-total
			<u>\$82,800</u>

2.5 Vocational Education

The lack of access to vocational education for Quebec First Nations is critical considering the full extent of what is offered in the province. An amount of funding has been determined under the present formula for vocational education. The nominal roll chart for age/grade level in appendix section 13 shows that 28% of the students in secondary 1, and 36% of the students in Secondary 2 & 3 are not age-grade appropriate, and may benefit from a vocational or work orientation program.

Excel IS Workbook
Refer to lines 109-118
Tab: Parameters
Tab: School List

As per the FNEC/FNHRDCQ Study on the Access of First Nations to Vocational Education, the potential vocational population is calculated based on 6.1% of the total nominal roll population for the community. This will provide a starting point on which to base the number of vocational education students in First Nations schools.

The formula presently provides an amount for low cost courses based on a ratio of 1 to 8 students for vocational education. The MELS currently averages 10.2 students per vocational program. The average cost per student for a low cost sector course is \$12,595 as determined by the study (see section 14 in appendix).

The MELS provides a per student allocation for those enrolled in the Work Orientation Path (Règles Budgétaires, 2008-2009, page 19). These amounts have been included in the formula for those students identified as following these programs.

Parameter 8: Vocational Education

DEP: Percentage of total student population 0.06

Work Orientation Path	Amount Per Student
FPT 1	\$224
FPT 2	\$316
FMSS	\$362

2.6 Remoteness and other Indexation

2.6.1 Remoteness

There are many difficulties with the current approach being used to fund remoteness in First Nations communities. The band classification manual has not been updated for many years, and the education sector presently only applies the remoteness factor to 50% of the education funding. INAC uses only the distance from a service center as the remoteness index for education without consideration of pedagogical needs. While Health Canada uses the distance to the nearest physician services as a part of its remoteness index. There is no consideration of the distance from an urban center that provides pedagogical services in the language of the community, or of the road access for teachers and supplies.

The FNEC formula considers three factors for remoteness:

- The MELS indexation for cost of purchasing applied to school boards located in the First Nations territory;
- Distance from a large urban center that provides educational services in the language of the community, and a university center from where teachers can be hired;
- Road access to the community based on distance of logging/gravel road.

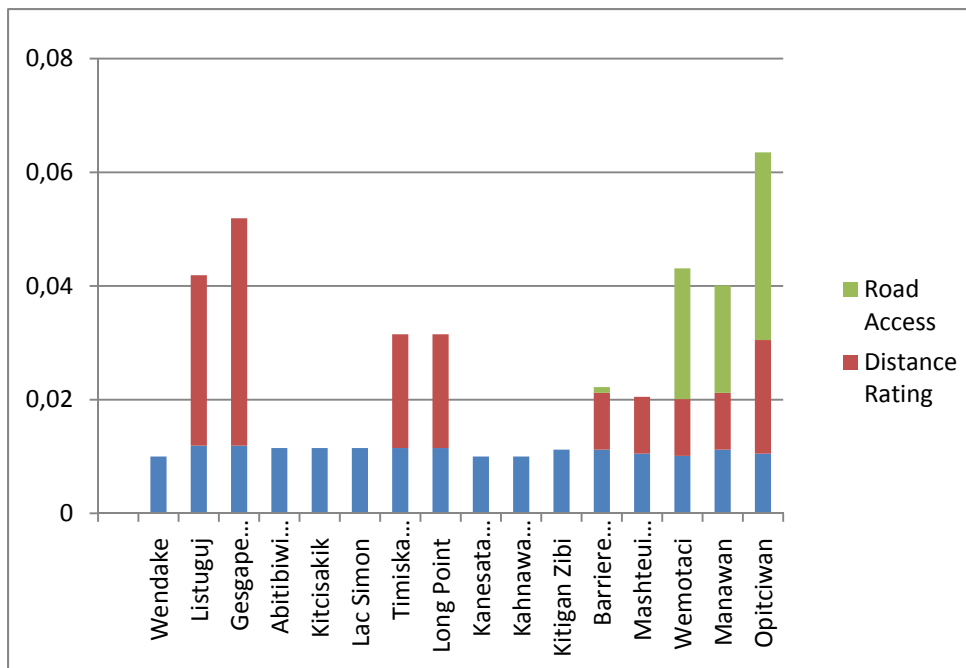
The formula uses the same geographic index for purchasing used by the MELS for its school boards. The index appropriate to the school board located closest to the First Nations community is applied for that community school.

Road access was determined based on the number of kilometers of gravel or dirt road leading to the community. A decimal equivalent was developed. The 4 communities that require this indexation are:

- Manawan
- Opitciwan
- Wemotaci
- Barriere Lake

Rationale for Funding Formula

The final factor was the distance traveled to large urban center for meetings, recruitment of teachers and pedagogical services. The table for remoteness in section 15 of the appendix provides details on each factor.



2.6.2 Cost of Living

The formula also provides indexation for each individual element where appropriate according to the cost of living:

Parameter 4: Education Price Index

	Applicable	Index
Teacher Salaries	0.031	EPI
Non-teacher Salaries	0.044	EPI
Materials	0.016	CPI
Services	0.0196	(MELS)
O/M of schools	0.0192	(MELS)

SECTION 3: COMPLEMENTARY SERVICES

3.1 School Administration

The school administration component provides salaries for 3 administrative positions:

- Principal/V. Principal
- Secretary
- Spec. Educ Coordinator

Excel CS Workbook
Refer to lines 28 – 46
Tab: Salary Info
Tab: Parameters

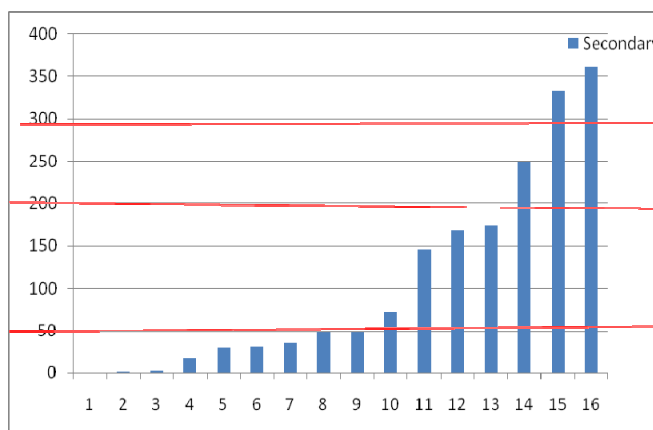
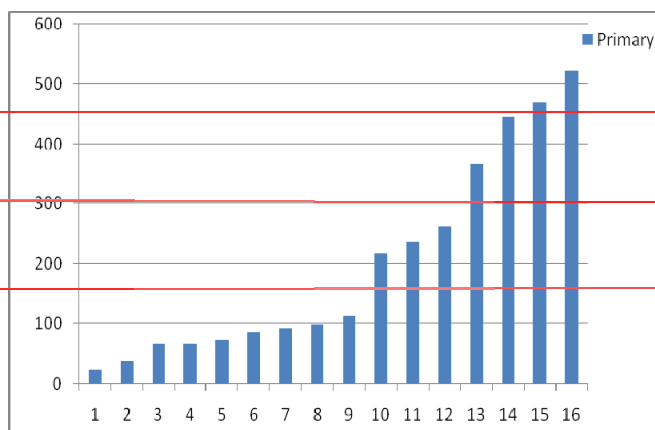
The FTE for the Secretary and Principal positions is based on the size of the school. In the case where there are not enough students for a principal, a stipend for a head teacher is provided. The school size is referenced to the size graphs provided below. The FTE for the Special Education Coordinator is determined by the number of high cost special education cases.

Parameter 1: School Administration Sizes

	Size	FTE
Principal		
V. Large	450	#/450
Large	300	1.00
Medium	150	0.50
Small	50	0.25
Minimum	25	Head Teach
Secretary		
V. Large	450	#/450
Large	300	1.0
Medium	150	0.5
Small	50	0.25
Minimum	10	0.0
Spec Educ Coord		
Large # cases	150	1.0
Medium # cases	100	0.5
Small # cases	50	0.25
Minimum	5	

Head Teacher Stipend \$1,383
(Ref: Quebec Collective Agreement 2005-2010)

Graphs of School Sizes:



The salaries applied for Principal and Secretary, as well as the stipend for the Head Teacher are taken from the MELS Collective Agreement effective June 2005. The principal salary step is based on the number of students supervised: Category 6 is based on 299 or less, Category 7 is between 299 and 499, and Category 7 is over 499. These salary scales are listed in section 16 of the appendix.

3.1.1 Salary Benefits

Salary benefits are applied to the salary dollars generated for each position per school. The parameters for each benefit are adjusted annually.

Parameter 2: Salary Benefits

Type of Benefit	Category	Amt:
Employment insurance	Employee	1.39%
	Employer	1.4
	Maximum	\$995
QPP	Employee	4.50%
	Maximum	\$2,049
QPIP	Employee	1.45%
	Employer	1.4
	Maximum	\$381
CSST		1.81%
Benefits Status		13.65%
Benefits Non Status		14.90%
Pension (NBP)		5.50%
Sick Days (substitution \$\$ per day)		\$173
Professional Development (rate per)		\$270

3.2 Curriculum Development

This component has two (2) elements which are treated separately due to differences in indexation:

- Salaries
- Materials

3.2.1 Salary

The salary component provides salary dollars for:

- Curriculum Coordinator
- Curriculum Language Specialist
- Curriculum Artist/Illustrator

Excel CS Workbook
Refer to lines 37 – 44
Tab: Salary Info
Tab: Parameters
Tab: Remoteness

The position of Curriculum Coordinator is funded only for Language Immersion Programs where the amount of curriculum development and research is significantly higher. The FTE for each position is based on the configuration of the school:

Parameter 5: Curriculum Development FTE	
K-3, K-4,	0.5
K-5, K-6 or S1-5	1.00
K-8	1.25
K-11	2.00

The salaries applied are taken from the MELS salary scales as outlined in the MELS Collective Agreements for June 2005, see scales in section 17 of the appendix. For this year, each position is paid according to the first echelon of the salary scale. The salaries are indexed using same parameters as indicated in section 3.1.1 “Salary Benefits” on previous page.

3.2.2 Curriculum Materials

Similar to the approach of the MELS in the Règles Budgétaires, the amount for curriculum materials is based on a per student allocation, per teaching level.

Excel CS Workbook
Refer to lines 46 – 54
Tab: Parameters
Tab 6: Remoteness

Parameter 6: Curriculum Development Materials	
Teaching Level:	Amount
Elementary	\$55 per student
Secondary	\$75 per student
(Washington State allocated \$42/student for curriculum materials 2006-07)	

The total amount of funding is then indexed for remoteness based on the community index listed in tab 6, and for cost of living using the Price Index listed in the parameters.

Parameter 4: Education Price Index

	Applicable Index
Teacher Salaries	0.031
Non-teacher Salaries	0.044
Materials	0.016
Services	0.0196 (MELS)

3.3 ESL/FSL

A grant is provided for Second Language Learning for those students who are identified by the school as requiring this intervention. The amounts of the allocations are the same as those provided by the MELS according to the Règles Budgétaires for Francisation. However, the manner of application differs. Instead of providing the same allocation over a period of 3 school years (which diminishes by a percentage in the second and third years), an allocation is provided for each grade, up to grade 2.

Parameter 3: ESL/FSL

	Per Eligible Student
K4/K5	\$1,330
Grade 1	\$2,127
Grade 2	\$1,595

Excel CS Workbook
Refer to lines 56 – 64
Tab: Parameters

(Ref: MELS 2008-2009 Règles Budgétaires, based on modification)

These amounts are indexed according to the education price index for services as shown previously. A copy of the MELS application is provided in section 17 of the appendix.

3.4 Technology-supported Learning

The amount of funding for technology-supported learning is based on the MELS own analysis of per pupil costs for IT. This is reported in the MELS Indicateurs de Gestion for 2006-2007, Strate 1, for school boards with populations below 4999.

Excel CS Workbook
Refer to lines 66 – 71
Tab: Parameters
Tab 6: Remoteness

Parameter 12: Technology Supported Learning

Per Student	\$71
(Ref: Indicateurs de gestion 2006-2007 CS Strat 1)	

The per student allocation is multiplied by the number of students, and the result is then indexed for 1) remoteness, using the index provided for each community in Tab 6 of the Excel Workbook, as well as for 2) cost of living, using the education price index for services.

The MELS resources 'Information Technology supported learning' by project under Measure 30080, "Micro-informatique a des fins éducatives", page 50, Règles Budgétaires 2008-2009.

3.5 Library Services

The component for school library is funded for salaries and for materials.

3.5.1 Library Salaries

The FTE is determined by the size of the school as shown in the parameters below. A school with less than 50 students would not be eligible for a librarian. The FTE is then multiplied by the salary for a school librarian as taken from the MELS salary scales in the June 2005 collective agreement for librarians (see section 19 in the appendix). For now, until more data is available from the communities, all of the librarians are paid according to the first echelon. Benefits are then applied for the salary as shown in previous section.

Parameter 7: Librarian FTE			Excel CS Workbook
School Size	Range	Factor	Refer to lines 73 – 76
V. Large	450	1/450	Tab: Parameters
Large	300	1.00	Tab 3: Salary Info
Medium	150	0.50	Tab 6: Remoteness
Small	50	0.25	
Minimum	49	0.0	

An additional factor is added to the school library to allow for community use of the library. In Quebec, the philosophy is making a school more than a school. In most First Nations communities, school facilities are shared by the community. The library can also benefit adults and postsecondary students. Therefore there is an additional factor is applied of \$25/hour of operation; up to a maximum of 15 hours per week. Some benefits are then applied for the salary.

3.5.2 Library Materials

The funding is provided using a per student allocation and school size, based on the MELS cost analysis in the Indicateurs de Gestion for school boards with 4999 students or less (Strate 1 School Boards).

Excel CS Workbook
Refer to lines 78 – 85
Tab: Parameters
Tab 6: Remoteness

Parameter 8: Library materials

Per Student Amount	<100	\$60
Per Student Amount	<200	\$30
Per Student Amount	<300	\$20
(Ref: MELS 2008-2009 =\$60/student, Indicateurs de gestion CS Strat1)		

In addition, an amount of \$10 per person based on the resident population is added to provide additional library resources for community use. (Similar to New Paths funding which uses community population in the formula calculation) The total funding is indexed for cost of living and for remoteness using the community remoteness index in Tab 6.

Rationale for Funding Formula

3.6 Cultural Activities

Under the MELS Cultural Communities program, funding is provided for two components: activities and transportation costs. The activities are based on \$1,500 per school. The transportation is funded at \$2,000 per school. Within the MELS, schools must submit a project to access the funding for Cultural communities.

Parameter 19: Cultural Activities

Per School allocation	\$1,500
Transportation	\$2,000

(Ref: MELS Cultural Communities Project Funding)

The funding is then indexed for cost of living and remoteness.

Excel CS Workbook
Refer to lines 87 – 95
Tab: Parameters
Tab 6: Remoteness

3.7 Sports and Leisure

In Quebec, provincial schools also have the benefit of participating in the 'Quebec en Forme' initiatives which First Nations communities do not have. These initiatives support community engagement in sports. The Sports and Leisure element in the formula is funded using the same approach as the MELS in the Règles Budgétaires 2008-2009, Measure 30250 "Écoles en forme et en santé", page 61. The approach provides a base amount per-school, and a per-student allocation. The total allocation is indexed for remoteness.

Parameter 9: Sports and Leisure

Per School	\$1,000
Per student	\$8.75

(Ref: MELS 2008-2009)

Excel CS Workbook
Refer to lines 98-105
Tab: Parameters
Tab 6: Remoteness

3.8 Low Cost Special Education

Low Cost Special Education is treated by the MELS through initiatives provided for students with learning difficulties. This is funded through a closed envelope of \$30M (as part of an overall \$90M for additional support). To provide support for First Nations schools through the formula, we analyzed the expenditures that are reported in the Indicateurs de gestion for the School Boards with enrollments of less than 5000 students (Strate 1).

The expenditures are reported per student, which we applied according to the number of students reported as Low Cost. The FNEC requires that the communities report the number of Low Cost Special Education as well as High Cost. The resulting allocation is then indexed for cost of living and remoteness.

Parameter 13: Low Cost Special Education

Per Student	\$95
-------------	------

(Ref: Indicateurs de gestion 2006-2007 CS Strat 1)

Excel CS Workbook
Refer to lines 106-111
Tab: Parameters
Tab 6: Remoteness

3.9 Complimentary Services to Students

This includes counseling and other school life services to students, as well as the contracting of professional services. The MELS approach to fund this is to provide each school board with a base allocation of \$90,000 and then to provide several different amounts based on specific populations within the school board. The amounts are determined by dividing the closed envelopes among the school boards according to the percentages of the specific populations within each board.

Excel CS Workbook
Refer to lines 113-124
Tab: Parameters
Tab 3: Salary Info
Tab 6: Remoteness

The calculations in the formula include a base allocation for contract services, a salary amount for counseling, and a per student allocation with indexation for remoteness as per the following example:

Complimentary Student Services		Contract Services	Base		\$30,000
		Counselor	Class	FTE	Salary
		Salary	1	0.5	\$18,311
		Total Salary with Benefits			\$21,209
Allocation		Per Student	96		\$15,936
		Total			\$67,145
Indexation		Remoteness	0.0315		\$2,115
Total		Total Complimentary			\$69,260

The salary scales for a counselor are based on the Quebec Collective Agreement 2005-2010 for Professionals and are provided in section 20 in appendix. The amount of FTE for a counselor is determined by the size of the school as shown in the parameters below:

Parameter 16: Complimentary Student Services

Base for Contract Services \$30,000

(Ref: MELS Régles Budgétaires 2008-2009 serv adapt scol p. 18 & 19)

\$90,000 per school board as base allocation

Counselor	Size	FTE
V. Large	450	#/450
Large	300	1.0
Medium	150	0.5
Small	50	0.25

Per Student \$166

(REF: MELS Indicateurs de gestion 06-07)

3.10 Pedagogical Support

This element provides support to the teacher in the classroom with the new program of study. Under Measure 30020, Renouveau pédagogique, the MELS provides each school board with a base allocation of \$35,000 and a variable allocation dependent on the number of teachers and principals in sharing a closed envelope of \$5.63M. A copy is provided in section 21 of the appendix.

This is now specific to the secondary level where the Reform is now being implemented. However, since First Nations schools have not received any pedagogical support for the Reform, we provided the amounts to cover all teaching levels.

Excel CS Workbook
Refer to lines 126-134
Tab: Parameters
Tab 6: Remoteness

Rationale for Funding Formula

The per-teacher allocation was derived from an analysis of the Indicateurs de gestion for school boards (2006-2007) with enrollments of less than 5000 students. The amounts are indexed for cost of living and for remoteness.

Excel CS Workbook
Refer to lines 136-145
Tab: Parameters
Tab 6: Remoteness

Parameter 17: Pedagogical Services

Base Allocation	\$35,000	(MELS Règles, Measure 30020)
Per teacher Allocation	\$100	

(Ref: MELS Indicateurs de gestion Strat 1 - serv. p)

3.11 Literacy and Numeracy

The MELS provides an initiative to improve the literacy of the French language in Quebec schools (Measure 30300). This initiative is part of a large envelope that provides a minimum of one pedagogical counselor per school board according to the number of students.

For First Nations schools, we used the Literacy initiative in Ontario as the approach was easier to apply to the formula, and cannot be confused with second level services. The Ontario Grants Manual provides a base allocation of \$3,000 per school and a per student allocation of \$126 per student in preschool and grades 1 to 3. The amounts are indexed for cost of living and remoteness.

Parameter 14: Literacy and Numeracy

Base Allocation	\$3,000	(max)
Per Student	\$126	

(Ref: Ontario grants manual for preschool, grades 1 - 3)

3.12 Nutrition

For the Cree and Kativik School Boards, the MELS provide an allocation for the purchase and distribution of milk and traditional healthy foods as well as education on healthy nutrition. The Cree School Board receives \$89,156. The MELS also provides similar allocations for nutritional support to disadvantaged areas within the Montreal School Board under Measure 30040, page 47 of the Règles Budgétaires. Unfortunately, other than global envelopes, there are no details on the actual allocations other than the annual rate of indexation.

Excel CS Workbook
Refer to lines 147-153
Tab: Parameters
Tab 6: Remoteness

The formula proposes to provide \$1 per student per day for the school's nutrition program. This is indicated in the parameters as \$180 per student. The total allocation is indexed for cost of living and remoteness.

Parameter 15: Nutrition

Per Student	\$180
-------------	-------

(based on \$1/day)

3.13 Homework Support

The MELS provides a specific allocation for homework assistance in the Règles Budgétaires 2008-2009, Measure 30240, page 62. This is only applied to Elementary Schools.

Excel CS Workbook
Refer to lines 147-153
Tab: Parameters

The same funding approach was applied in the formula:

Parameter 10: Homework Support	
Per Elementary School	\$4,000
Per Elementary Student	\$27.69

(Ref: MELS 2008-2009)

3.14 Music and Arts

In Article 22 of the Education Act, the teaching of Arts is required in all cycles of the elementary program. The arts program can include music, visual arts, drama and dance. An allocation of \$30 per student has been calculated in the formula to cover the costs of instrument rental/purchase for music, or materials for visual arts, and drama or dance. The allocation is indexed for cost of living and remoteness.

Excel CS Workbook
Refer to lines 161-167
Tab: Parameters
Tab 6: Remoteness

Parameter 18: Music and Arts	
Per student for materials	\$30

3.15 Educational Project

Presently, there is no information on the funding that will be available as follow-up for the School Success Plans. It is intended that the amount of this funding will be provided in this location as this element of the formula.

Excel CS Workbook
Refer to lines 169-173

3.16 School Daycare

The formula provides the same funding elements and approach as the MELS Règles Budgétaires 2008-2009, page 44, "Services de garde" (Measure 30010). The funding is provided based on the number of students declared as attending the school daycare. The parameters for funding are those used by the MELS on page 44 and 45 of the Règles.

Excel CS Workbook
Refer to lines 175-184

Rationale for Funding Formula

Parameter 11: School Daycare

Allocation	Amount
First 45 students enrolled	\$777 per student
Regular students over first 45	\$674
High Cost Special Needs	\$3,879
Moderate Cost Special Needs	\$2,090
K4 with Special Needs	\$1,316
Daily snacks	\$93
Ped days	\$14.58
Spring Break	\$7.58

(Ref: MELS 2008-2009)

3.17 Textbooks for the Reform

The MELS provides an allocation for the purchase of textbooks and teaching manuals for the new programs in the Reform under Measure 50650 on page 84 of the Règles Budgétaires 2008-2009. Although it is intended for the new courses at the secondary level, the allocation should be used for all teaching levels for First Nations schools which have not had the benefit of previous allocations. This allocation will be of limited duration.

Parameter 20: Purchase of Textbooks for the Reform (limited duration)

Excel CS Workbook

Refer to lines 188-194

Per Student allocation \$84

(Ref: MELS Règles Budgétaires 2008-2009, Measure 50650)

SECTION 4: EDUCATIONAL CAPITAL AND OPERATIONS

4.1 Operations and Maintenance (School cleaning)

The approach used for operations and maintenance in the formula is based on the MELS approach. The MELS distinguishes between total surface area and normalized surface area. The normalized surface area is total area that is used by the students. The average is 9.5m² per student. However as some students require more space; there are weighted norms for preschool, secondary, vocational and high cost special education students.

Excel CO Workbook
Refer to lines 32-42
Tab: Parameters
Tab 6: Remoteness
Tab 7: School Areas

A rate of \$38 per m² is applied to the normalized area of the school since this is the most used area, and a rate of \$18.66 per m² is applied for the balance of the total area of the school.

Parameter 1: Operation and Maintenance

Normalized Surface Area:	
<u>Weighted norms per student</u>	<u>M2</u>
K4 and K5	11.875
Primary	9.5
Secondary	13.775
Special Education	33.25
Vocational	19
(Ref: MELS)	
<u>Rates</u>	<u>Per m2</u>
Base area (Normalized m2)	\$38
Remaining area	\$18.66
(Ref: Règles Budgétaires 2008-2009)	
 Salary costs for O/M	
Per m2	\$15
(Ref: MELS (Rosaire courriel))	
 Energy Costs for O/M	
Per m2	\$14.78
(Ref: Bilan énergétique 2006-2007 MELS)	

Within the process of establishing the allocation based on \$/m² for total area and normalized area, the salary component is isolated and salary benefits are calculated. The non-salary balance of the allocation is indexed for cost of living, and the remoteness factor is applied.

Rationale for Funding Formula

The following is an example of the process of calculating the O/M for school cleaning:

	AREA OF SCHOOL IN M2	4723.00	
	NORMALISED M2	3111.25	
	OTHER EDUC FACILITIES M2	0	
Operations and Maintenance (School cleaning)	Allocation Per m2		
	per Normalized m2		\$118,228
	per Remaining m2		\$30,075
	Total		<u>\$148,303</u>
	Salary Component of Allocation	\$70,845	
	Salary Benefits		<u>\$20,809</u>
	Remoteness	0.0419	<u>\$6,214</u>
	Indexation for Non-Salary	0.0192	<u>\$2,847</u>
	Total O/M		<u>\$178,173</u>

4.2 Heating and Electricity

This element follows the approach of the MELS to provide for a cost adjustment to the energy section of the O/M funding component. This adjustment is added because the funding per m2 may not change as rapidly as the cost of energy.

Excel CO Workbook
Refer to lines 43-46
Tab: Parameters

To do this the amount of the O/M funding for energy is isolated and is then indexed according to the indexation provided by MELS in the Règles Budgétaires 2008-2009 for each type of energy source.

The energy component of the O/M is calculated based on the results of the MELS "Bilan énergétique du Réseau des commissions scolaires, 2006-2007". This document reports the combined cost of energy as being \$14.78 per m2.

The parameters shown below indicate the changes in cost (including negative) for the various types of energy. These are taken from the MELS 2008-2009 Document complémentaire, Règles Budgétaires, page 79, Annexe 2.

Parameter 3: Energy Costs

Type of Energy	Cost Increase
Heating Oil	4.31%
Gas	-6.22%
Electricity	2.90%
Overall change in cost	0.26%

(Ref: MELS: Document Complémentaire Annexe 2, p.81)

4.3 Supplies and Services

This element covers the costs involved with service contracts, equipment rental, office supplies, insurance, telephone, data management, professional fees related to human resource management, etc.

Excel CO Workbook
Refer to lines
Tab: Parameters

The element provides a base allocation to ensure that services can be provided to the school, and a per student allocation for supplies and services that are driven by volume (student/teacher numbers). The costs were taken from the MELS Indicateurs de gestion, 2006-2007 for school boards with enrollments less than 5000 (Strate1).

Parameter 8: Supplies and Services

Per student	Annual cost	
Insurance	\$13	
Printing	\$11	
Equipment rental	\$20	
Total:	\$44	(MELS Indic de gestion 2006-2007 strat 1)
Base Allocation:		
Service Contracts		\$7,000
Office Supplies & Materials		\$5,000
Telephone		\$6,000
Data Management		\$3,000
Professional fees		\$3,000
(Annual aver)		\$24,000

4.4 Minor Renovations (AMT)

This element is to cover the capital costs of minor repairs, modifications or enhancements (AMT). The formula uses the base allocation and per-student approach which has been applied by the MELS to the Littoral School Board. The smaller numbers do not justify the complicated formula used by the MELS for other school boards. The base allocation covers both the minor renovations and the furniture and equipment elements. The per-student amounts differ for elementary and secondary students as shown in the parameters below:

Excel CO Workbook
Refer to lines 55-61
Tab: Parameters

Parameter 7: Renovations

AMT	
K - 6	\$58.31
Secondary	\$106.38

(Ref: MELS: Règles Budgétaires Littoral 2008-2009, page 39)

4.5 Furniture and Equipment (MAO)

This element provides per student funding for the purchase of furniture, tools and equipment in addition to the base allocation of \$53,724 for both MAO and AMT. The per student amounts indicated in the parameters below are those provided in the Règles Budgétaires for the Littoral School Board, page 39.

Excel CO Workbook
Refer to lines 63-73
Tab: Parameters

Parameter 5: Furniture and Equipment

Per student

K5 and Elementary	\$41.31	
Secondary	\$79.44	
Daycare	\$24.16	
Special Education	\$125.78	(on request for specific needs)

(Ref: MELS Règles Budgétaires Littoral 2008-2009 p. 39)

Base allocation for MAO & AMT per community \$53,724
 (Ref: MELS Règles Budgétaires Littoral 2008-2009 p. 39)

The base allocation is applied in line 111 at the bottom of the Worksheet.

4.6 Playgrounds

First Nations schools require minor capital and maintenance costs for their school playgrounds. The MELS is presently planning an initiative to provide funding to enhance school playgrounds. There are no details of amounts available in the Règles Budgétaires. However many schools do budget for playground upkeep and renovations. We used an average of school budgets from the Internet. This amounted to \$3,000 per year as shown in the parameters below. Any additional information on the MELS playground project will be reflected in the formula parameters.

Excel CO Workbook
Refer to lines 75-76
Tab: Parameters

Parameter 9: Playgrounds Maintenance & Renovation

Annual Allocation \$3,000
 (Ref: Average of school budgets)

4.7 Connectivity

This element covers the costs for the school to be connected to the Internet, and to receive technical support in this area as needed. Currently the connectivity costs, which vary by community situation, are paid for by INAC. The formula provides the same level of resourcing for connectivity as currently received, and the additional services of a technician one day a week during the school year.

Excel CO Workbook
Refer to lines 79-83
Tab: Parameters
Tab 9: Connectivity

The current costs for connectivity are provided in section 22 of the appendix.

Parameter 10: Connectivity

1	Connectivity fees	Community Costs Reported to INAC (see tab 9. Connectivity)	
2	Technical Services	\$42,000 annual salary	(ICT Project)
	1 day /week/36 weeks	\$4,125	

4.8 Start-up for Daycare

Currently, under Measure 30840, the MELS provide a non-recurrent amount of \$5,000 for the start-up of a school daycare. Measure 30840 is described on page 74 of the Règles budgétaires 2008-2009.

Excel CO Workbook
Refer to lines 85-86
Tab: Parameters

4.9 School Bus Transportation

The funding guidelines for School Bus Transportation are included in a separate document, "Règles Budgétaires Transport Scolaire 2007-2012". The formulas and adjustments that are applied are complicated and much is provided on an historical basis. Some of the parameters that have been established are based on the MELS Indicateurs de transport scolaire 2006-2007.

Excel CO Workbook
Refer to lines 94-107
Tab: Parameters

It is necessary to conduct a survey of the communities to collect the necessary data to be able to develop an appropriate method of funding for First Nations schools. The data would include the number of buses or bus contracts, the daily kilometers for each bus, the kind of buses in stock, the age of the buses, the percentage of students transported daily, the number of students requiring adapted transportation, the distance and number of provincial schools for which transportation is provided.

The formula currently uses an interim approach until this information is collected. Moyenne Cote Nord is a small school board of 761 students. The cost per student based on a 72-passenger bus is \$1,247. This amount has been multiplied by the number of students to provide an interim allocation for school bus transportation.

Parameter 11: School Bus Transportation

Vehicle Capacity

Type of Vehicle	Primary	Secondary	% Cost
Bus with 4 or 5 rows	18	18	0.84
Bus with 6 or 7 rows	32.5	26	0.88
Bus with 8 or 9 rows	42.5	34	0.92
Bus with 10 or 11 rows	52.5	42	0.96
Bus with 12 rows	60	48	1
Adapted Vehicle	32.5	26	0.88
Van (Berline)	5	5	n/a

(Ref: MELS Indicateurs de transport)

Cost per Bus Type per kilometer

	Per Km
Bus with 4 or 5 rows (Minibus)	0.45
All other types of buses	0.70

(Ref: MELS Règles Budgétaires Transport)

Ponderation of Students for Transportation

Severe High Cost Special Education	5.00
Secondary	1.25
All others	1.00

(Ref: MELS Règles Budgétaires Transport 2007-2011)

Rationale for Funding Formula

Adjustments:	Per Student	Per Bus
Environment costs (Buses 2007 and up)		\$1,120
Additional students(above annual calculation)	\$500	(regular)
	\$2,700	(severe h.c.)
	(Over	
Modifications for Handicapped students	\$1000)	at cost
Price of fuel (above reference of \$0.0527/litre		

Replacement Costs:

Cost of bus/12 years for each bus

INTERIM FORMULA

Cost per student for CS Moyenne Cote Nord \$1,247
 Ref: MELS Indicateurs de transport 2007-2008
 (CS transports 350 students out of 761)

4.10 O/M Teacherages

The situation of teacherages is critical for many isolated communities who must be able to house their teachers within the community. While the building of teacherages is a major capital cost, the operation and maintenance of these buildings should be included in the Educational Capital and Operations component.

Excel CO Workbook
Refer to line 114
Tab: Parameters

The formula provides a \$/m2 allocation based on the number of m2 that are declared for teacherages. This amount per meter is provided in the parameters, and is currently comparable with the school O/M.

Parameter 13: O/M of Teacherages

Per M2 \$38

4.11 Educational Program Administration

The element for educational program administration is not allocated by school, it is allocated by community. There are several considerations provided for in this element:

Excel CO Workbook
Refer to lines 117-133
Tab: Parameters

- Funding Support for Parent Committees and Management Committees
- Overall program funding support for parental and community engagement
- Funding for the administration of the community school(s) which includes financial management, human resource management and program supervision;
- Funding for the salary of a Director of Education using comparable scales from the provincial collective agreement
- An allocation for the administration of provincial tuition fee agreements comparable in approach to that which the provincial school boards receive for these agreements.

Admin of Schools & Committees

Base Allocation
 Remoteness
 Cost of Living Indexation
 Total

Director Salary

Salary
 Benefits
 Annual Indexation
 Total Salary and Benefits

Admin Prov Schools

Total Administration

The MELS provides an allocation for the administration of schools that is based on the size of the school on page 9 of the Règles Budgétaires. As shown in the parameters, schools with more than 225 students are provided with a base allocation of \$48,756. Those schools with less than 225 students receive instead of the base allocation, a per student allocation of \$216.69. The formula calculates both of these conditions. The base allocation derived from these methods is then indexed for cost of living and remoteness.

The Salary scales for the Director's salary are provided in section 23 of the appendix. Benefits are applied to the salary, and an indexation is applied annually.

Parameter 12: Administration

Administration of Schools

Schools with >=225 students

Base Allocation \$48,756 per school

Schools with <225 students

Per Student \$216.69

(Ref: MELS Règles Budgétaires 2008-2009, p. 9 Gestion des écoles)

Director's Salary

see tab Salary Info

Ref: Quebec Prov 2005 Collective Agreement

Administration of Provincial Schools Tuition fees

2% of tuition fee agreements

Ref: MELS Règles Budgétaires, page 67, chapitre 2, (article 2,2) et page 68 (article 2,3)

In the Règles Budgétaires 2008-2009, through articles 2.2 and 2.3, on pages 67 and 68, (see section 24 in appendix) the MELS allows school boards to use 10% of the revenues from tuition fees for First Nations students, and tuition fees from students coming from outside of Quebec. The 10% is to cover the cost of managing and collecting the tuition fees.

In the formula, the First Nations education program receives a percentage of the cost of the tuition fees for the administration of these agreements. Currently, the formula uses 2% as the parameter for this element.

SECTION 5: APPENDICES

1. Funding Frameworks Used in United States

The Education Commission of the States in a 2005 policy brief, *State Education Funding Formulas and Grade Weighting*, written by Michael Griffith, provided descriptions of the different ways that the 50 states and the District of Columbia allocate education funding:

- A. **Foundation/Base Formula (25 states and Washington, D.C.)** – This method provides for a base-funding amount that is multiplied by a weight for each student. The weight factor varies depending on the perceived level of the student's educational needs. For example, higher funding levels are provided to students enrolled in special education, English Language Learner or at-risk programs.
- B. **Modified Foundation/Base Formula (12 states)** – Some state funding systems have a structure that is similar to a traditional foundation formula but include modifications which can cause it to function quite differently. The most common difference between a traditional and a modified foundation formula is that modified systems do not have a common foundation/base funding amount for all schools – instead the foundation amount varies from district to district
- C. **Teacher Allocation (7 states: Alabama, Georgia, Idaho, North Carolina, Tennessee, Washington and West Virginia)** – This type of formula allocates funding for education staff (teacher, administrators and support staff) as well as other costs to districts based on total student enrollment. For example, a district might receive funding for one teaching position for every 20 students enrolled and one administrator position (principal or vice principal) for every 400 students enrolled.
- D. **Dollar Funding per Student (2 states: Massachusetts and Wyoming)** – This less common school funding system provides an exact dollar amount per student. It is similar to the foundation method in that students with different education needs receive different amounts of funding. However, the states that use the dollar funding per student formula put into legislation the exact dollar level of funding that each student needs for education.
- E. **Other Systems (4 states: Delaware, Hawaii, Pennsylvania and Rhode Island)** – Two states, Pennsylvania and Rhode Island, have funding systems in legislation but for all practical purposes these systems are not used. Instead these states allocate funds to school districts based on what was received in the previous year plus an inflation increase. Delaware uses a combination of a foundation formula and a teacher allocation system. The state of Hawaii operates as a single school district so it does not have a traditional state education funding formula.

2. Provincial Funding Frameworks

Province	Main Elements of Formula Framework
BC	<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
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
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)
MB	<ul style="list-style-type: none"> ▪ Base Support ▪ Categorical Support ▪ Equalization Support
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
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
NB	<ul style="list-style-type: none"> ▪ Instructional Services ▪ Instructional Support ▪ Supplementary Education Programs ▪ Plant ▪ Bus Transportation ▪ District Office ▪ Employee Benefits
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

3. Examples of Ratios Applied in Other Jurisdictions

A. Littoral School Board

Les rapports maître-élèves de l'année scolaire 2007-2008 sont les suivants :

Éducation préscolaire 4 ans :	1 : 13,8700
Éducation préscolaire 5 ans, temps plein :	1 : 6,9350
Enseignement primaire :	1 : 8,5374
Enseignement secondaire :	

B. Cree School Board

Les rapports maître-élèves sont les suivants :

Éducation préscolaire 4 ans :	1 : 25,0900
Éducation préscolaire 5 ans :	1 : 12,5450
Enseignement primaire (1re à 7e année) :	1 : 10,9800
Enseignement secondaire en formation générale ou professionnelle :	1 : 8,8613

C. Kativik School Board

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

Beginning in 2006-2007, the ratio will be adjusted to take into account the extra hour and a half of teaching time.

D. MELS CS Strate 1 (Populations 0 – 4999)

13 CS (with 0 – 4999 students)

# of students per teacher	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Youth sector (General Educ)	13.4	13.5	13.3	13.2	12.7
Adult Sector (General Educ)	10.5	11.4	11.9	11.4	10.8
Vocational Education	7.7	7.7	7.9	8.1	8.1

(Référence: Indicateurs de gestion, MELs 2006-2007)

E. Other Provinces

BC Provincial School Boards with high percentage of First Nations FTE

	Kindergarten	Grades 1-3	Grades 4-7	Grades 8 - 12
Nisga'a	12.8	11.5	12.2	11.6
Stikine	11.1	13.8	16.6	11.0
Central Coast	16.1	18.6	16.5	11.2
Provincial Aver.	17.4	20.4	25.8	24.4

(Reference: *Overview of Class Size and Composition in BC Public Schools 2007/08*, British Columbia Ministry of Education, December 2007)

Rationale for Funding Formula

In Ontario, the number of large classes is dropping. In 2007-08:

- Almost all - 99.7% - of primary classes have 23 students or fewer
- 88.4% have 20 or fewer
- Only 0.1% of primary classes have 25 or more students.

F. Francophone Boards in Provinces Other than Quebec

The Conseil scolaire francophone provincial de Terre-Neuve et Labrador is the only francophone school board for Newfoundland/Labrador with 5 schools and 1 District Office. The total enrolment for 2006 – 2007 was 223 of which 2 schools had less than 50 students, and 3 had enrolments of between 50 and 99 students. 97 students attended the 3 urban schools, and 126 students attended the 2 rural schools.

The average class sizes in this board are as follows:

- K-3 = 10.5
- 4-6 = 8.3
- 7-9 = 8.3
- K-9 = 9.6

In 2005-2006, the enrolment was only 203, and the total expenditures reported were \$5,569,866. The costs for instruction were \$2,539,399 or \$12,509 per student.

La Division Scolaire Franco-manitobaine operates 23 schools in various communities all over Manitoba. The student population for 2005 – 2006 was 4,521 students. The pupil/teacher ratio was 15.5 for regular instruction, and the Educator ratio (includes principals, librarians, guidance and other support staff) was 12.5.

G. United States

Some examples from the United States that include different ratios for different grade levels:

State	Grades	One Teaching Unit for Each:
Alabama	K-3	13.8 pupils
	4-6	22 pupils
	7-8	21 pupils
	9-12	18 pupils
Georgia	K	15 pupils
	1-3	17 pupils
	4-12	23 pupils
Idaho	K	16 – 40 pupils (vary based on district size)
	1-6	12 – 20 pupils
	7-12	12 – 18.5 pupils
Tennessee	K-3	20 pupils
	4-6	25 pupils
	7-9	30 pupils
	10-12	26.5 pupils
Washington	K-3	18.05-20.4 pupils (varies with district size)
	4	18.05-21.7 pupils
	5-12	21.7 pupils

H. MELS Teaching Ratios

The MELS teaching ratios for determining the cost per student for each level and teaching group is shown below:

Les montants par élève pour l'enseignement sont déterminés ainsi :

$$\text{Montant par élève} = \frac{35\,056\ \$}{\text{Nombre d'élèves}} \times \text{Pondération pour spécialiste} \times 0,98$$

	<u>Nombre d'élèves</u>	<u>Pondération pour spécialiste</u>	<u>Montant par élève</u>
<u>Éducation préscolaire 5 ans</u>			
– élève régulier	20	20/19,5 ¹	1 762
– élève handicapé ²	10	1	3 435
– élève handicapé ³	6	1	5 726
– place-élève MELS-MSSS non occupée	8	1	4 294
<u>Primaire</u>			
– élève régulier	27 ⁴	24,0/19,5 ¹	1 566
– élève handicapé ²	10	8,5336/7	4 188
– élève handicapé ³	6	8,5336/7	6 980
– place-élève MELS-MSSS non occupée	8	1	4 294
<u>Secondaire</u>			
– élève régulier	32	54/36,9	1 571
– élève handicapé ²	10	8/7	3 926
– élève handicapé ³	6	8/7	6 544
– place-élève MELS-MSSS non occupée	8	1	4 294

Reference: Page 16 – Document Complémentaire 2008-2009, MELS.

4. Special Education Ratios (MELS)

Reference: MELS Règles Budgétaires 2008-2009, page 26.

→ EHDA	
☞ Éducation préscolaire 5 ans - Primaire - Secondaire (section 6, tableaux 1, 2 et 3)	
La méthode de calcul des postes d'enseignants est basée sur le regroupement, en quatre catégories, de l'effectif scolaire handicapé ou en difficulté d'adaptation ou d'apprentissage, pour lesquelles un rapport maître-élèves propre à chacune d'elles est considéré. Ces quatre catégories sont les suivantes :	
<u>Catégorie</u>	<u>Rapport maître-élèves</u>
Déficience motrice légère ou organique ou déficience langagière (catégories 33 et 34)	1/10
Troubles graves du comportement (catégories 13 et 14)	1/6
Déficience intellectuelle moyenne à sévère, déficience intellectuelle profonde ou troubles sévères du développement (catégories 23, 24, 50, 53 et 99)	1/6
Déficience physique grave (catégories 36, 42 et 44)	1/6

5. Calculation of Teaching Time for Language as a Subject

Application for Elementary Schools

Workload for an Elementary Teacher includes 23 hours of instructional time

Second Language requirements MELS

Level	Hours	% Curric	Pds/5 Day Wk	FTP
Teaching Group	4.17	16.7%	5	0.18

Application for Secondary Schools

Workload for a secondary teacher includes 20 hours of instructional time

Second Language requirements MELS

Level	Hours	% Curric	Pds/5 Day Wk	FTP
Secondary 1	150 hours	17%	4.25	0.21
Secondary 2	150 hours	17%	4.25	0.21
Secondary 3	150 hours	17%	4.25	0.21
Secondary 4	100 hours	11%	2.75	0.14
Secondary 5	100 hours	11%	2.75	0.14

Therefore the factor that was applied for Aboriginal Language teaching as a subject is:

- Secondary = 0.21 factor
- Elementary = 0.18 factor

6. Dispersion Factors

School type	K-levels	<u>Primary Grade Levels</u>	<u>Secondary Grade Levels</u>	<u>Min. Preschool Teachers</u>	<u>Min. Primary Teachers</u>	<u>Min Secondary teachers</u>	<u>Adjustment to teachers needed for language</u>	<u>Total Minimum teachers adjusted for language</u>
0	0	0	0	0	0.00	0.00	0.00	0.00
K-1	1.5	1	0	1.53	1.22	0.00	0.50	3.25
K-2	1.5	1	0	1.53	1.22	0.00	0.50	3.25
K-3	1.5	2	0	1.53	2.44	0.00	0.71	4.69
K-4	1.5	2	0	1.53	2.44	0.00	0.71	4.69
K-5	1.5	3	0	1.53	3.66	0.00	0.93	6.13
K-6	1.5	3	0	1.53	3.66	0.00	0.93	6.13
K-7	1.5	3	1	1.53	3.66	1.46	1.24	7.90
K-8	1.5	3	2	1.53	3.66	2.93	1.55	9.67
K-9	1.5	3	3	1.53	3.66	4.39	1.86	11.44
K-10	1.5	3	4	1.53	3.66	5.85	2.16	13.21
K-11	1.5	3	5	1.53	3.66	7.32	2.47	14.98
S1-5	0	0	5	0.00	0.00	7.32	1.54	8.85

Dispersion is calculated based on number of student minutes/number of teaching minutes

Level	Student	Teacher	Specialist
K4 & K5	23.5 hrs	23 hrs	19.5 hrs
Primary	25 hrs	20.5 hrs	19.5 hrs
Second	25 hrs	17.083 hrs	

7. Examples of Student Weighting by Grade Level

State	Grades	Student Weight
Arizona	K	0.579
	1-7	1.158
	8-12	1.268
Florida	K-3	1.007
	4-8	1.000
	9-12	1.113
Georgia	K	1.6226
	1-3	1.2686
	4-5	1.0258
	6-8	1.0102
	9-12	1.0000
Minnesota	K	0.557
	1-3	1.115
	4-6	1.060
	7-12	1.300
New Mexico	K	1.44
	1	1.20
	2-3	1.18
	4-6	1.045
	7-12	1.25
Oklahoma	K	1.30
	1-2	1.351
	3	1.051
	4-6	1.00
	7-12	1.20
South Carolina	K	1.30
	1-3	1.24
	4-8	1.00
	9-12	1.25

(Reference: *Policy Brief: Finance/Funding Formulas*. Michael Griffith, Education Commission of the United States, May 2005.)

8. Small Schools

(Reference: MELs Règles Budgétaires 2008-2009, page 21.)

d) Ajustement pour l'aide aux petites écoles (bâtiments)

Cet ajustement¹ vise à améliorer le financement accordé à la commission scolaire pour le personnel non enseignant et les dépenses non salariales des écoles ayant moins de 200 élèves de l'éducation préscolaire 5 ans, du primaire et du secondaire au 30 septembre 2007. Cet ajustement est calculé ainsi :

- si l'école a 100 élèves ou moins : **220 \$** par élève;
- si l'école a plus de 100 élèves, mais moins de 200 élèves : **22 000 \$** - [**220 \$** x (nombre d'élèves - 100)].

Les écoles considérées pour cet ajustement doivent scolariser des élèves au 30 septembre 2008.

9. Current Salaries in Community

The salary to be paid to teachers should as a minimum be equivalent to the provincial scale. Presently there are many communities that cannot afford to pay the provincial scale to their teachers.

In researching the difference in levels of pay among 413 band teachers, we found that the average band salary was \$47,702 while the equivalent average salary if the provincial scale were applied would be \$53,327, a difference of \$5,625 or 11.79%.

The average teacher salary of each community as applied to the provincial scale was used as the basis to calculate the amount of teachers' salary to be paid. Nevertheless, it is important to add that this is for start-up purposes, but the ideal would be to have each teacher placed on a grid according to their qualifications and experience, and using a common First Nations salary scale.

The salary scales that are being used are the provincial Ministry of Education, Sports and Loisirs. These scales are also provided in section 8. The chart below provides an overview of the results of these teachers' salary calculations.

Communities	Total # teacher reported	Total Salary per Band Scale	Average Band Salary	Total Salary per Provincial Scale	Average Band Provincial Salary	Aver of Total FNEC comm. (Prov. Scale)	Decimal Variance of Comm. to FNEC Average
Wendake	0						
Listuguj	25	\$1,199,501	\$47,980	\$1,714,424	\$68,577	\$53,154	1.2902
Gesgapegiag	16	\$694,660	\$43,416	\$750,076	\$46,880	\$53,154	0.8820
Pikogan	13	\$451,275	\$34,713	\$786,106	\$60,470	\$53,154	1.1376
Kitcisakik	4	\$150,139	\$37,535	\$152,057	\$38,014	\$53,154	0.7152
Lac Simon	20	\$987,235	\$49,362	\$1,020,052	\$51,003	\$53,154	0.9595
Timiskaming	14	\$609,382	\$43,527	\$686,353	\$49,025	\$53,154	0.9223
Winneway	13	\$512,401	\$39,415	\$670,182	\$51,552	\$53,154	0.9699
Kanesatake	14	\$554,298	\$39,593	\$703,367	\$50,241	\$53,154	0.9452
Kahnawake	92	\$4,389,949	\$47,717	\$5,281,313	\$57,406	\$53,154	1.0800
Kitigan Zibi	17	\$827,706	\$48,689	\$939,058	\$55,239	\$53,154	1.0392
Barriere Lake	0						
Mashteuiatsh	39	\$1,959,210	\$50,236	\$1,930,689	\$49,505	\$53,154	0.9313
Wemotaci	40	\$1,657,083	\$41,427	\$1,892,493	\$47,312	\$53,154	0.8901
Manawan	56	\$3,004,190	\$53,646	\$2,827,716	\$50,495	\$53,154	0.9500
Obedjiwan	50	\$2,704,100	\$54,082	\$2,670,296	\$53,406	\$53,154	1.0047
Total	413	\$19,701,129	\$47,702	\$22,024,182	\$53,327	\$53,154	1.0033

Rationale for Funding Formula

10. Provincial Salary Scales

The following are the provincial salary scales for 2007-2008 and 2008-2009. There is also a set of scales for an adjustment to be made on the 104th day of the school year, these scales were not used for the current exercise.

<u>Quebec Salary Scales for 2007-2008</u>			<u>Quebec Salary Scales for 2008-2009</u>		
1	\$	35,056.00	1	\$	36,472.00
2	\$	36,357.00	2	\$	37,826.00
3	\$	37,358.00	3	\$	39,179.00
4	\$	39,171.00	4	\$	40,753.00
5	\$	40,850.00	5	\$	42,500.00
6	\$	42,606.00	6	\$	44,237.00
7	\$	44,432.00	7	\$	46,227.00
8	\$	46,341.00	8	\$	48,213.00
9	\$	48,324.00	9	\$	50,276.00
10	\$	50,399.00	10	\$	52,435.00
11	\$	52,599.00	11	\$	54,682.00
12	\$	54,815.00	12	\$	57,029.00
13	\$	57,166.00	13	\$	59,475.00
14	\$	59,613.00	14	\$	62,021.00
15	\$	62,174.00	15	\$	64,685.00
16	\$	64,840.00	16	\$	67,460.00
17	\$	67,621.00	17	\$	70,352.00

Teachers with a Doctorate:

<u>20-Year Scale 2007-2008</u>			<u>20-Year Scale 2008-2009</u>		
1	\$	48,389.00	1	\$	50,344.00
2	\$	49,671.00	2	\$	51,677.00
3	\$	50,970.00	3	\$	53,029.00
4	\$	52,340.00	4	\$	54,455.00
5	\$	53,796.00	5	\$	55,969.00
6	\$	55,242.00	6	\$	57,474.00
7	\$	56,766.00	7	\$	59,059.00
8	\$	58,320.00	8	\$	60,676.00
9	\$	59,968.00	9	\$	62,390.00
10	\$	61,641.00	10	\$	64,131.00
11	\$	63,396.00	11	\$	65,957.00
12	\$	65,166.00	12	\$	67,798.00
13	\$	67,051.00	13	\$	69,760.00
14	\$	68,978.00	14	\$	71,765.00
15	\$	70,972.00	15	\$	73,839.00

11. Teacher Premiums

The following is taken from the Provincial Collective Agreement 2005-2010 between the Management Negotiating Committee for English-language School Boards (CPNCA) and the Quebec Provincial Association of Teachers (QPAT), Page 130.

12-2.00 RATES OF PREMIUMS						
12-2.01						
A teacher working in one of the sectors mentioned in clause 12-1.03 shall receive an annual isolation and remoteness premium of:						
	Periods Sectors	As of the first workday of the 2005-2006 school year	As of the 141 st workday of the 2005-2006 school year	As of the 141 st workday of the 2006-2007 school year	As of the 141 st workday of the 2007-2008 school year	As of the 141 st workday of the 2008-2009 school year
With dependent(s)	Sector I	\$6 962	\$7 101	\$7 243	\$7 388	\$7 536
	Sector II	\$8 610	\$8 782	\$8 958	\$9 137	\$9 320
	Sector III	\$10 834	\$11 051	\$11 272	\$11 497	\$11 727
No dependents	Sector I	\$4 869	\$4 966	\$5 065	\$5 166	\$5 269
	Sector II	\$5 739	\$5 854	\$5 971	\$6 090	\$6 212
	Sector III	\$6 773	\$6 908	\$7 046	\$7 187	\$7 331

12. Development of a Socio-Economic Index

1. Criteria for developing a Socio-Economic Index

- a. What socio-economic factors (education levels, housing, income,...) would impact 'success' of First Nations students?
 - b. Are we measuring socio-economic conditions of First Nations in Quebec relative to other First Nations? Non-First Nations in Quebec? Non-First Nations in Canada?
 - c. Does a new index need to be created or are there existing indices that can be adopted?
 - d. Are existing indices flexible enough to reflect realities of First Nations communities?
- Existing index that enables socio-economic comparisons to non-First Nations communities in Quebec is preferred.

2. What existing scales are there?

- a. Community Well-Being Index (CWB) – INAC

3.3 The CWB Index

A community's score is defined by the following equation:

$$CWB = \frac{Income + \left[\left(\frac{2}{3} \right) Literacy + \left(\frac{1}{3} \right) HSP \right] + \left(\frac{HQual + HQuant}{2} \right) + \left(\frac{LFP + Employment}{2} \right)}{4}$$

Where:

HSP = High School Plus

HQual = Housing Quality

HQuant = Housing Quantity

LFP = Labour Force Participation.

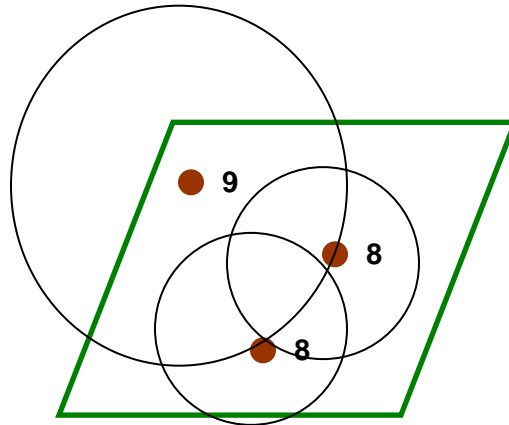
- b. Indice de milieu socio-économique (IMSE) – MELS, Quebec

The IMSE is developed from data from the Canadian Census attached to postal codes. The index includes the mother's scolarity (2/3), and the family employment (1/3). The incidence of disadvantaged students is put on a 1 to 10 scale in comparison with all the school commissions. The MELS provides schools in the level 10 ranges with \$1035 per student, those within level 9 receive \$690 per student, and those within level 8 receive \$345 per student. This "Agir Autrement" funding is provided automatically as part of the annual funding allocations to the school commission, the schools do not have to apply for it.

3. Various Methods Explored

- a. Use CWB scale to calculate index relative to Quebec average
 - *NEEDED IMSE SCALE TO BE COMPARABLE TO PROVINCE*
- b. Put First Nations on IMSE scale by:
 - i. Using IMSE score for closest Quebec community
 - *NOT AS RELEVANT – SOME COMMUNITIES DO NOT HAVE AN APPROPRIATE "CLOSEST" COMMUNITY*
 - ii. Using average IMSE score for comparable school board
 - *NOT ACCURATE – AVERAGE SCHOOL WITHIN EACH BOARD IS NOT COMPARABLE.*
 - iii. Determining relationship between IMSE scale and CWB scale

Use IMSE information from Quebec provincial schools (69 school boards, 2,313 schools) and from INAC's CWB index to determine relationship between to scales (see figure below).



IMSE Scores for schools in Dolbeau-Mistassini (0.85)

Due to the range in IMSE values for each school (as they are reflective of the characteristics of each parent), only IMSE values that were within an acceptable statistical range (+/- 1 standard deviation away from the mean) were used.

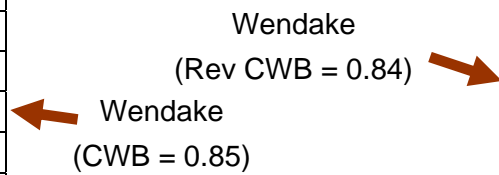
Another sub-option is to use only the “education” and “labour force” components of the CWB as they may better reflect the IMSE scale, which uses both scolarity (2/3) and labour force participation (1/3). The following tables were produced to determine what IMSE value each First Nations school would acquire based on its CWB index.

Using CWB Index

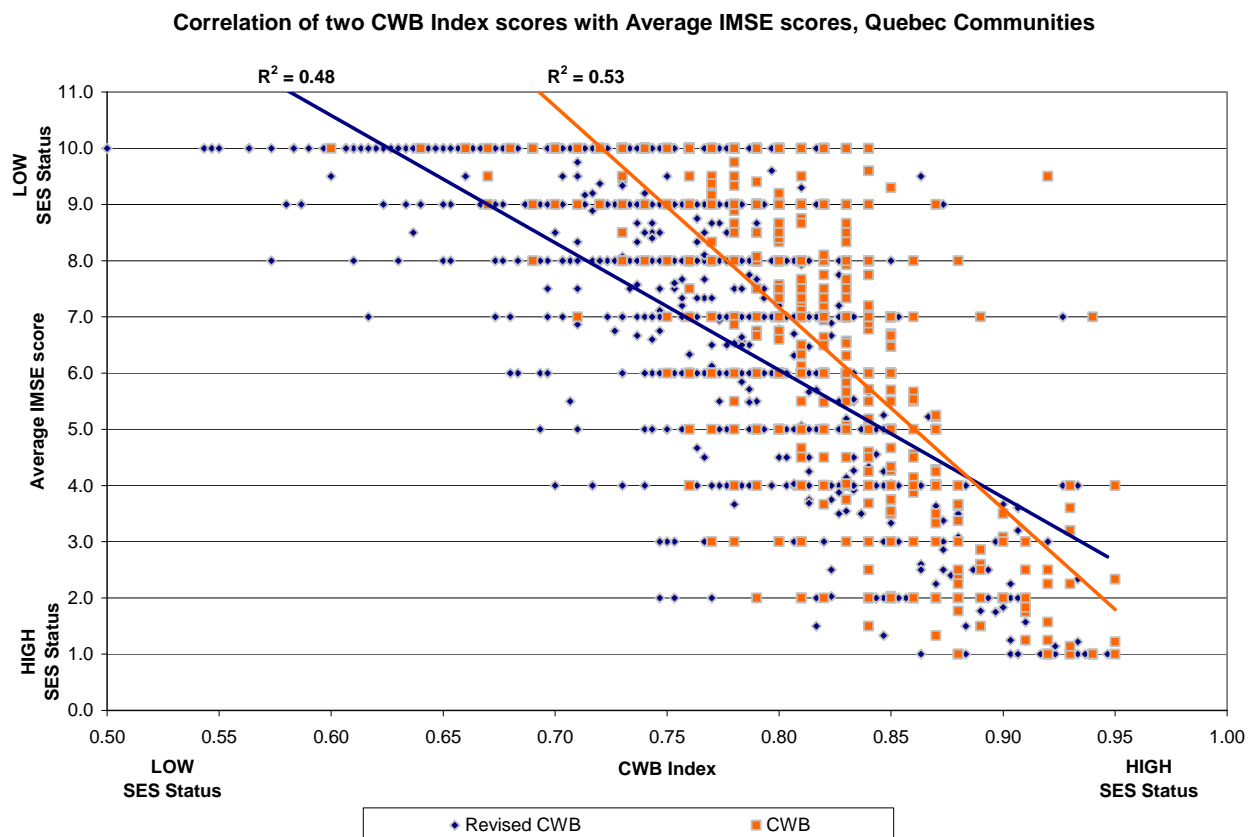
IMSE score	Avg CWB index
1	0.89
2	0.87
3	0.86
4	0.85
5	0.84
6	0.83
7	0.83
8	0.81
9	0.80
10	0.78

Using Revised CWB Index

IMSE Score	Avg Rev CWB Score
1	0.87
2	0.85
3	0.84
4	0.82
5	0.81
6	0.79
7	0.79
8	0.77
9	0.76
10	0.72



When graphing the correlation between the IMSE and CWB results for all Quebec communities, the relationship between IMSE and the CWB was best at 0.53, where the 'revised CWB' was 0.48 (see graph below)



➤ *THIS IS AN OPTION TO CONSIDER, BUT WOULD USE THE RESULTS FROM THE CWB, NOT THE 'REVISED' CWB.*

iv. Calculate IMSE score using Census data

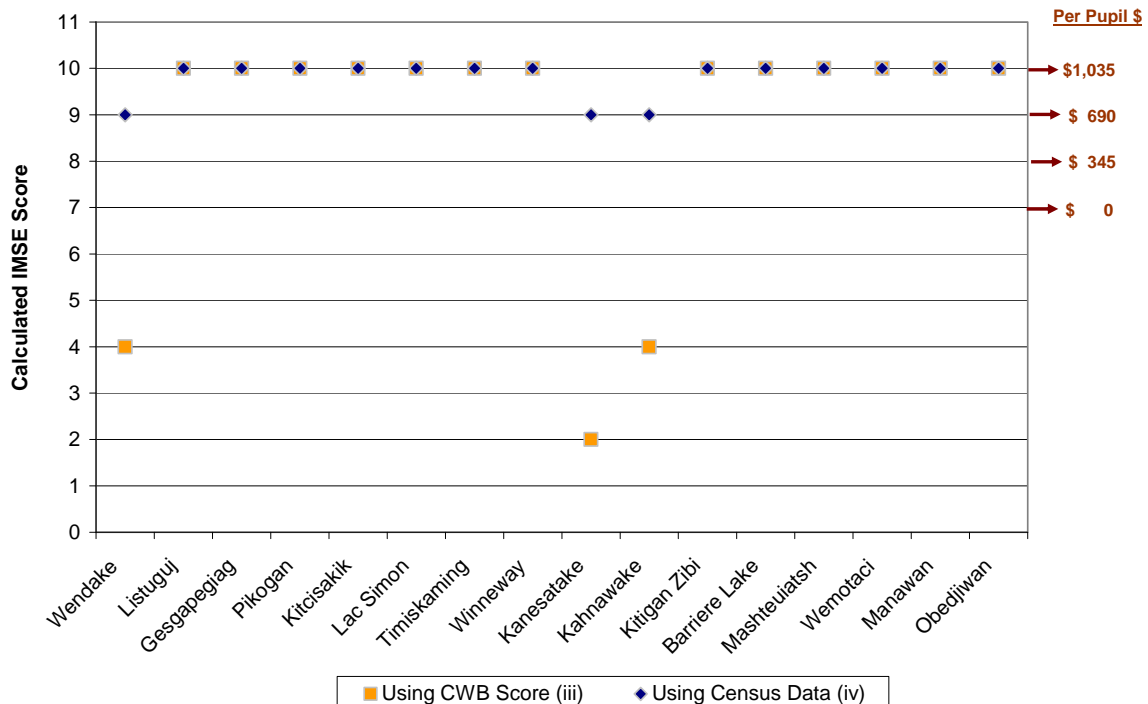
Use comparable 2006 census indicators to calculate IMSE index values for First Nations communities, using IMSE formula (see table below).

Band #	Community	Total Females 15-64 (2006)	Proportion of Females without a High School Diploma (15-64)		Proportion of Females without a High School Diploma (15+) x 2/3 (A)		Total Population 15+ (2006)	Proportion not in the labour force (inactive) (15+)		Proportion inot in the labour force (15+) x 1/3 (B)		Socio-Economic Index (A + B)
			Number	%	Number	%		Number	%	Number	%	
50	Wendake	395	110	27.8%	73	18.6%			32.6%		10.9%	29.43%
51	Listuguj	460	130	28.3%	87	18.8%	1,040	440	42.3%	147	14.1%	32.94%
52	Gesgapegiag	110	70	63.6%	47	42.4%			41.0%		13.7%	56.09%
55	Pikogan	160	70	43.8%	47	29.2%	315	110	34.9%	37	11.6%	40.81%
62	Kitcisakik	80	60	75.0%	40	50.0%	170	85	50.0%	28	16.7%	66.67%
63	Lac Simon	345	255	73.9%	170	49.3%	705	485	68.8%	162	22.9%	72.21%
64	Timiskaming	160	70	43.8%	47	29.2%	340	145	42.6%	48	14.2%	43.38%
67	Winneway	95	30	31.6%	20	21.1%	125	55	44.0%	18	14.7%	35.72%
69	Kanesatake	1,100	205	18.6%	137	12.4%	1,290	460	35.7%	153	11.9%	24.31%
70	Kahnawake	14,570	2,980	20.5%	1,987	13.6%	17,865	7,400	41.4%	2,467	13.8%	27.44%
73	Kitigan Zibi	365	115	31.5%	77	21.0%	825	260	31.5%	87	10.5%	31.51%
74	Barriere Lake	213	158	74.1%	105	49.4%	438	285	65.1%	95	21.7%	71.13%
76	Mashteuiatsh	515	185	35.9%	123	23.9%	1,130	510	45.1%	170	15.0%	38.99%
77	Wemotaci	285	195	68.4%	130	45.6%	630	310	49.2%	103	16.4%	62.02%
78	Manawan	495	340	68.7%	227	45.8%	1,040	615	59.1%	205	19.7%	65.50%
79	Obedjiwan	485	335	69.1%	223	46.0%	1,100	595	54.1%	198	18.0%	64.08%

In absence of a scale that relates the IMSE index to the IMSE value (1 to 10), use the results from the Quebec communities to determine the scale then determine the First Nations communities IMSE score.

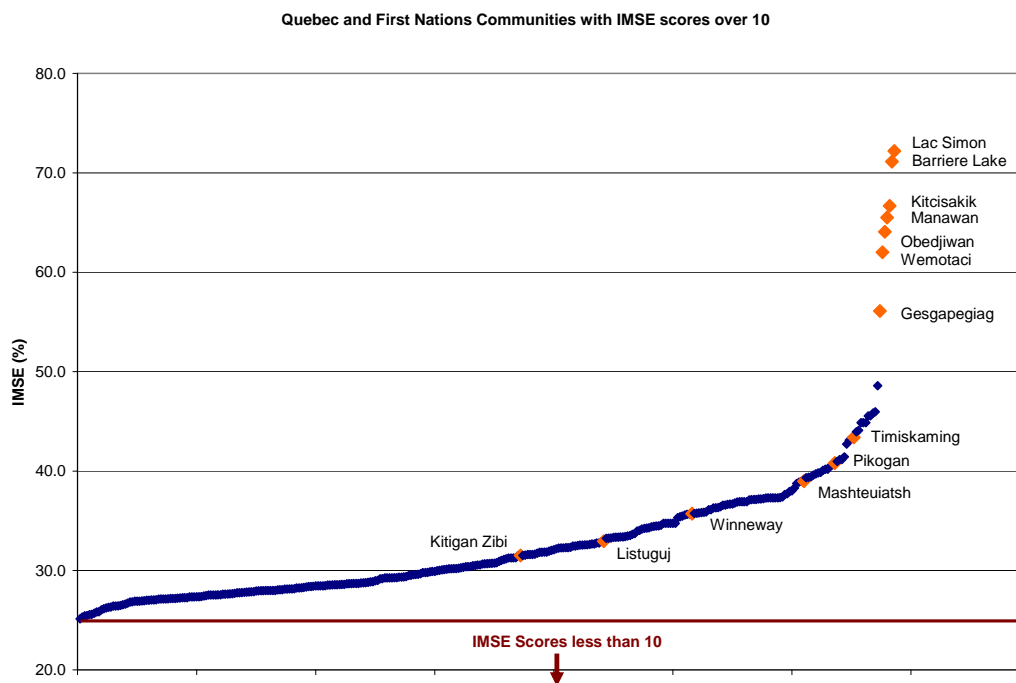
The results for this method and for method iii (using the CWB index) are shown below.

Comparisons of IMSE Results - Option iii and iv



4. Expanding Scale to reflect First Nations communities

Since the majority of First Nations communities are at an IMSE value of 10, how do these communities compare to Quebec communities at an IMSE value of 10? When looking at the calculated IMSE index, the graph below shows that the First Nations communities are at the lowest end of the socio-economic index scale.

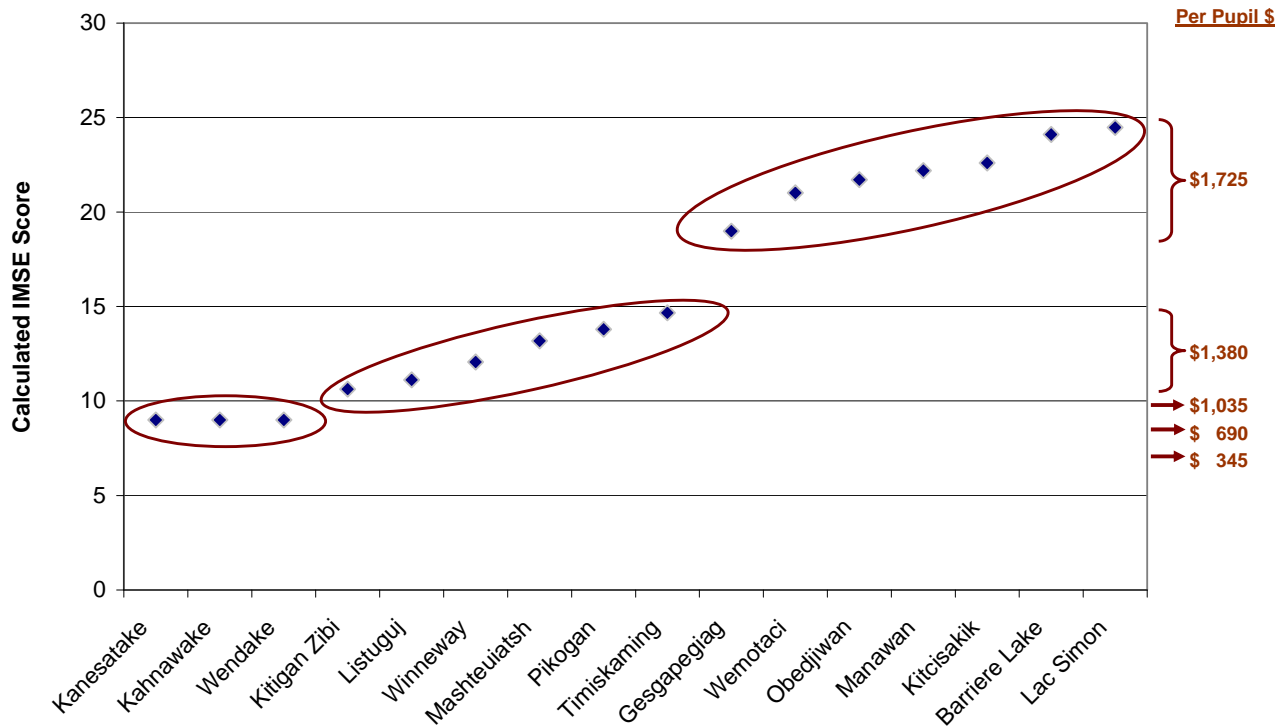


By determining the formula that determines the IMSE value of 1 to 10 from the IMSE index (%), we can extend the scale beyond 10 to reflect those First Nations communities. If the same formula for the IMSE value was used, as well as the per pupil allocation (scale increase of \$345), the results would be as depicted in the graph below.

It should be noted that regardless of the model used to evaluate a socio-economic index, these groupings of communities are consistent.

Table of Allocations per Community using Extended IMSE Score

Extending the IMSE and allocations scale (using option iv)



Band #	Community	2001 CWB Score	IMSE Index (census data)	Extended IMSE Score	Estimated Per Pupil Allocation
50	Wendake	0.85	29.43%	9	\$690
51	Listuguj	0.72	32.94%	11	\$1,380
52	Gesgapegiag	0.73	56.09%	19	\$1,725
55	Pikogan	0.70	40.81%	14	\$1,380
62	Kitcisakik	0.35	66.67%	23	\$1,725
63	Lac Simon	0.56	72.21%	24	\$1,725
64	Timiskaming	0.72	43.38%	15	\$1,380
67	Winneway	0.60	35.72%	12	\$1,380
69	Kanesatake	0.87	24.31%	9	\$690
70	Kahnawake	0.85	27.44%	9	\$690
73	Kitigan Zibi	0.74	31.51%	11	\$1,380
74	Barriere Lake	0.46	71.13%	24	\$1,725
76	Mashteuiatsh	0.72	38.99%	13	\$1,380
77	Wemotaci	0.59	62.02%	21	\$1,725
78	Manawan	0.57	65.50%	22	\$1,725
79	Obedjiwan	0.57	64.08%	22	\$1,725

13. Vocational Education Population for First Nations Schools

The following chart shows the numbers of secondary students who are not age-grade appropriate. The percentage is 36% for secondary 2 and 36.4% for secondary 3. A vocational education or work orientation program would prevent many of these students from becoming drop-outs.

Année inscription: 2003-2009

SOMMAIRE

Âge	K4	K5	01	02	03	04	05	06	SP	S1	S2	S3	S4	S5	SS	AFP	Total
4	304	1															305
5	87	327	1						6					6			427
6	1	101	307	2					15								426
7		1	101	202	4				9								407
8			6	142	265	2			27								441
9				10	114	264	4		21								413
10				1	17	142	253	6	25		1					1	446
11					2	20	147	257	33	3						1	463
12						1	25	141	29	210	3					66	475
13							1	28	12	161	176	25				97	500
14									3	64	163	142	73			77	462
15										47	86	160	116	7	71		487
16									3	15	50	61	147	95	80		451
17										11	35	61	78	108	42		333
18						1				3	18	42	65	48	28	1	206
19										2	3	20	63	21	32		131
20												1	29	27	38		95
21											1	2	1	3	15		22
1917									1								1
Total :	352	430	414	447	402	430	430	433	163	516	536	514	500	315	548	1	6491

There are two methods of calculating the potential vocational education population for First Nations schools.

Method 1: using MELS Stats indicating 6.1% of total school enrollment for a community is in vocational education

No	Band Name	Totals	6.10%
50	Conseil de la Nation Huronne Wendat	100	6.10
51	Listuguj Mi'gmaq Government	265	16.17
52	Micmacs of Gesgapegiag	117	7.14
55	Conseil de la Première Nation Abitibiwinni	94	5.73
62	Conseil des Anicinapek de Kitcisakik	24	1.46
63	Conseil de la Nation Anishinabe Lac Simon	382	23.30
64	Timiskaming First Nation	85	5.19
67	Long Point First Nation	72	4.39
69	Mohawks of Kanesatake	121	7.38
70	Mohawks of Kahnawake	770	46.97
73	Kitigan Zibi Anishinabeg	184	11.22
74	Algonquins of Barriere Lake	98	5.98
76	Conseil des Montagnais du Lac St.- Jean	541	33.00
77	Conseil des Atikamekw de Wemotaci	432	26.35
78	Conseil des Atikamekw de Manawan	830	50.63
79	Bande des Atikamekw d'Opitciwan	778	47.46
	Totals Summary	4893	298.47

Rationale for Funding Formula

Method 2: Across regions, average of 30.7% of under 20 population is enrolled in vocational education programs:

<u>Community As Per INAC Nominal Roll</u>	FN School S3 Total	FN School S4 Total	FN School S5 Total	Total \$\$ in Sec 3 to Sec 5	Combined Total	@ 30.7% Potential Voc
Algonquins of Barriere Lake	8	2	0	0.47	10.47	3.21
Avataq Cultural Institute Inc.	0	0	0	0.00	0.00	0.00
Bande de Matimekush-Lac John	13	15	0	0.47	28.47	8.74
Bande des Abénakis de Wôlinak	0	0	0	0.00	0.00	0.00
Bande des Atikamekw d'Opitciwan	28	46	63	32.06	169.06	51.90
Bande des Innus de Ekuanitshit	4	13	3	8.96	28.96	8.89
Bande des Montagnais de Natashquan	15	11	17	15.09	58.09	17.83
Bande des Montagnais de Pakua Shipi	17	3	2	1.41	23.41	7.19
Bande Innu Essipit	0	0	0	0.00	0.00	0.00
Betsiamites	31	30	19	28.76	108.76	33.39
Conseil de la Nation Anishinabe Lac Simon	25	13	9	3.77	50.77	15.59
Conseil de la Nation Huronne Wendat	0	0	0	0.00	0.00	0.00
Conseil de la Première Nation Abitibiwinni	0	0	0	0.00	0.00	0.00
Conseil des Anicinapek de Kitcisakik	0	0	0	0.00	0.00	0.00
Conseil des Atikamekw de Manawan	48	32	16	43.38	139.38	42.79
Conseil des Atikamekw de Wemotaci	9	9	5	40.55	63.55	19.51
Conseil des Montagnais du Lac St-Jean	15	17	1	55.64	88.64	27.21
Eagle Village First Nation - Kipawa	0	0	0	0.00	0.00	0.00
Innu Takuaiakan Uashat Mak Mani- Utenam	26	18	14	27.35	85.35	26.20
Kitigan Zibi Anishinabeg	9	13	11	1.89	34.89	10.71
Listuguj Mi'gmaq Government	5	1	0	0.00	6.00	1.84
Long Point First Nation	4	7	5	0.00	16.00	4.91
Louis Karoniaktajeh Hall Foundation	0	0	0	0.00	0.00	0.00
Micmacs of Gesgapegiag	3	4	4	0.00	11.00	3.38
Mohawks of Kahnawake	43	45	2	0.00	90.00	27.63
Mohawks of Kanésatake	9	9	4	1.89	23.89	7.33
Montagnais de Unamen Shipu	26	21	19	6.13	72.13	22.14
Odanak	0	0	0	0.00	0.00	0.00
Timiskaming First Nation	0	0	0	0.00	0.00	0.00
Totals	338	309	194	268	1109	340

14. Course Costs

<u>Average Costs for Low Cost Sectors (aver <\$130,000)</u>				Per student Cost (Based on 8:1 ratio)	
No.	Sector	DVS	AVS	DVS	AVS
		Av Cost	Av Cost		
1	Admin., Commerce and Computer Technology	\$109,405	\$83,891		
2	Agriculture and Fisheries	\$83,365	\$85,380		
3	Food Services and Tourism	\$92,058	\$88,461		
4	Arts	\$111,491	\$94,035		
5	Wood Working and Furniture Making	\$97,516	\$79,829		
18	Fashion, Leather and Leather	\$102,244	n/a		
19	Health Services	\$125,354	n/a		
21	Beauty Care	\$84,660	\$79,360		
Average Costs for Low Cost Sectors		\$100,761	\$85,159	\$12,595	\$8,516

(Taken from: A *Study of First Nations Access to Vocational Education and Technical Training. 2008*)

15. Remoteness in Other Jurisdictions

In MELS Quebec, the geographic factors include remoteness and density of population, and are applied to the Base Allocations for Administration, Equipment and the Youth Sector. They are based on:

- Average distance between the administration buildings of the school commission;
- Average distance between the schools and the Administration Centre of the school commission (dispersion);
- The distance between the Administrative Centre of the school commission and the regional offices of the Ministry of Education;
- The distance between the Administrative Centre of the school commission and the Ministry of Education offices in Quebec City or Montreal.

In BC, variations in location and demography are addressed through the Supplement for Unique Geographic Factors. The physical and environmental component of the Supplement for Unique Geographic Factors recognizes four characteristics of districts:

- Low district enrolment,
- Rural factors, measured by the population of the community where the board office is located, combined with the distance to Vancouver (Ministry of Education) and to the nearest regional education centre,
- Sparseness, measured by the distance between the board office and each school,
- Climate, defined by the number of degree days of heating above the provincial minimum.

(BC Min. of Educ (2003). *Operating Grants Manual 2003/04—2005/06*, Ministry of Education, pp. 15-16.)

Rationale for Funding Formula

The Distance/urban Factor in Ontario is part of the Remote and Rural Allocation. This component takes into account the additional costs of goods and services related to remoteness and the presence or absence of urban centers. This also recognizes that much like remote boards, French-language school boards in southern Ontario operating in a minority language context face higher costs obtaining goods and services.

Distance is measured from the nearest defined cities of Toronto, Ottawa, Hamilton, London or Windsor to the town or city located nearest to the geographic center of the board. A per pupil allocation is provided. Boards are also funded on the School dispersion component which recognizes the costs of providing goods and services to students in widely dispersed schools.

The following table shows the remoteness factors in the composite index as applied to each community.

Remoteness Factors in Composite Index

School Board	Band #	FNEC Community Schools	Cost of Purchasing	Difficult Road Access	Designated Urban Center	Distance from Urban Center (kms)	Distance Rating	Total Rating
Autres commissions scolaires	50	Wendake	0.00	0.00	Quebec City	22	0.00	0.00
882000 Eastern Shores	51	Listuguj	0.19	0.00	Montreal	740	0.03	0.22
882000 Eastern Shores	52	Gesgapegiag	0.19	0.00	Montreal	817	0.04	0.23
783000 Harricana	55	Abitibiwinni	0.15	0.00	Val d'Or	75	0.00	0.15
784000 de l'Or-et-des-Bois	62	Kitcisakik	0.15	0.00	Val d'Or	106	0.00	0.15
784000 de l'Or-et-des-Bois	63	Lac Simon	0.15	0.00	Val d'Or	37	0.00	0.15
785000 du Lac-Abitibi	64	Timiskaming	0.15	0.00	Hull/Ottawa	539	0.02	0.17
785000 du Lac-Abitibi	67	Long Point	0.15	0.00	Hull/Ottawa	600	0.02	0.17
Autres commissions scolaires	69	Kanesatake	0.00	0.00	Montreal	66	0.00	0.00
Autres commissions scolaires	70	Kahnawake	0.00	0.00	Montreal	18	0.00	0.00
886000 Western Québec	73	Kitigan Zibi	0.12	0.00	Hull/Ottawa	131	0.00	0.12
774000 des Hauts-Bois-de-l'Outaouais	74	Barriere Lake	0.12	0.01	Montreal	381	0.01	0.14
721000 du Pays-des-Bleuets	76	Mashteuiatsh	0.05	0.00	Quebec City	268	0.01	0.06
742000 de l'Énergie	77	Wemotaci	0.01	0.23	Quebec City	368	0.01	0.25
854000 Pierre-Neveu	78	Manawan	0.12	0.19	Montreal	250	0.01	0.32
721000 du Pays-des-Bleuets	79	Opitciwan	0.05	0.33	Quebec City	541	0.02	0.40

Rationale for Funding Formula

16. Salary Scales for School Administrative Positions

The following salary scales are from the provincial collective agreement 2005-2010:

Principal Salary Scale Quebec Collective Agreement July 2005

Classification		Minimum	Maximum	Mean
6	249 or less	\$60,877	\$81,183	\$71,030
7	250-499	\$65,376	\$87,168	\$76,272
8	500-799	\$70,196	\$93,595	\$81,896
9	800-1799	\$74,307	\$99,077	\$86,692
10	1800-2799	\$78,658	\$104,878	\$91,768
11	2800+	\$83,265	\$111,019	\$97,142

Vice-Principal Salary Scale Collective Agreement July 2005

Classification		Minimum	Maximum	Mean
5	250-799	\$56,706	\$75,606	\$66,156
6	800-2800+	\$60,887	\$81,183	\$71,035

School Secretary Salary - MELS Collective Agreement for Support Staff

Echelon	2008-04-01 au 2009-03-31	
	Hourly	Annual
1	\$17.20	\$31,304
2	\$17.73	\$32,269
3	\$18.26	\$33,233
4	\$18.80	\$34,216
5	\$19.38	\$35,272
6	\$19.94	\$36,291
7	\$20.53	\$37,365

Special Education Coordinator Salary: Based on Min of Educ Collective Agreement Scale for Professionals:
Education Consultant, Guidance Counsellor, Psychologist

Echelon	2008	2009
1	\$36,622	\$37,354
2	\$38,015	\$38,775
3	\$39,464	\$40,253
4	\$40,968	\$41,787
5	\$42,529	\$43,380
6	\$44,164	\$45,047
7	\$45,897	\$46,815
8	\$48,982	\$49,962
9	\$50,918	\$51,936
10	\$52,932	\$53,991
11	\$55,043	\$56,144
12	\$57,245	\$58,390
13	\$59,581	\$60,773
14	\$61,979	\$63,219
15	\$64,522	\$65,812
16	\$66,110	\$67,432
17	\$67,737	\$69,092
18	\$69,430	\$70,819

Annual Supplements for Head Teacher According to 2005-2010 Collective Agreement, Page 84.

6-5.00 ANNUAL SUPPLEMENTS

6-5.01

The teacher who is appointed staff assistant¹ or head teacher² shall receive the following supplement for his or her additional responsibilities:

Period	Amount
As of the first workday of the 2005-2006 school year	\$1 277
As of the 141 st workday of the 2005-2006 school year	\$1 303
As of the 141 st workday of the 2006-2007 school year	\$1 329
As of the 141 st workday of the 2007-2008 school year	\$1 356
As of the 141 st workday of the 2008-2009 school year	\$1 383

6-5.02

The annual supplements prescribed in this article shall be paid in proportion to the number of workdays during which the teacher is appointed to one of the functions referred to in this article.

17. Salary Scales for Curriculum Development

Reference: Quebec Collective Agreement 2005-2010 for Professionals.

Salary for Curriculum Illustrator and Graphics Technician

Echelon	<u>2008-2009</u>		<u>Apr 1 2009</u>	
	Hourly	Annual	Hourly	Annual
1	\$16.32	\$29,702	\$16.65	\$30,303
2	\$16.86	\$30,685	\$17.20	\$31,304
3	\$17.56	\$31,959	\$17.91	\$32,596
4	\$18.18	\$33,088	\$18.54	\$33,743
5	\$18.90	\$34,398	\$19.28	\$35,090
6	\$19.56	\$35,599	\$19.95	\$36,309
7	\$20.36	\$37,055	\$20.77	\$37,801
8	\$21.11	\$38,420	\$21.53	\$39,185
9	\$21.89	\$39,840	\$22.33	\$40,641
10	\$22.72	\$41,350	\$23.17	\$42,169
11	\$23.56	\$42,879	\$24.03	\$43,735
12	\$24.48	\$44,554	\$24.97	\$45,445

Salary for Curriculum Coordinator

Echelon	2008	2009
1	\$36,622	\$37,354
2	\$38,015	\$38,775
3	\$39,464	\$40,253
4	\$40,968	\$41,787
5	\$42,529	\$43,380
6	\$44,164	\$45,047
7	\$45,897	\$46,815
8	\$48,982	\$49,962
9	\$50,918	\$51,936
10	\$52,932	\$53,991
11	\$55,043	\$56,144
12	\$57,245	\$58,390
13	\$59,581	\$60,773
14	\$61,979	\$63,219
15	\$64,522	\$65,812
16	\$66,110	\$67,432
17	\$67,737	\$69,092
18	\$69,430	\$70,819

18. Adjustments for Language of Instruction as Second Language

(Reference: MELS Règles Budgétaires 2008-2009, page 19 & 20)

2.2 Ajustements à l'allocation de base

a) Ajustement pour l'élève recevant des services d'accueil et de soutien à l'apprentissage du français

Un montant additionnel peut être consenti à l'élève recevant des services d'accueil et de soutien à l'apprentissage du français. Par ordre d'enseignement, ce montant est le suivant :

Éducation préscolaire 5 ans	1 330 \$
Primaire	2 127 \$
Secondaire	3 323 \$

Les élèves admissibles à l'ajustement pour l'accueil et le soutien à l'apprentissage du français sont ceux, reconnus par le Ministère, qui répondent aux critères d'admissibilité suivants :

- élèves non francophones inscrits pour la première fois à l'enseignement en français;
- élèves dont la connaissance de la langue française ne leur permet pas de suivre, sans soutien, leurs cours dans une classe ordinaire;
- élèves inscrits dans une école d'une commission scolaire francophone;

Rationale for Funding Formula

L'effectif scolaire retenu en vue de l'ajustement est celui présent au 30 septembre 2008 dans une commission scolaire (point 2.3), ou inscrit en cours d'année, admissible pour la première fois au programme d'accueil et de soutien à l'apprentissage du français ou ayant bénéficié de cette allocation en 2007-2008. Chaque élève retenu est converti en élève équivalent temps plein, en tenant compte d'une part, de la durée de fréquentation pour l'année scolaire 2008-2009 et, d'autre part, du nombre maximal de mois admissible à un ajustement budgétaire, soit 10, 20 ou 30 mois selon l'ordre d'enseignement (éducation préscolaire, enseignement primaire ou secondaire) à partir de la date de leur première inscription dans une école de langue française, et du nombre de mois pour lesquels l'élève a déjà bénéficié d'une subvention à l'intérieur de cette mesure, chacun des mois reconnus étant pondéré selon la grille présentée ci-après. L'allocation est révisée si un élève change de commission scolaire en cours d'année.

La pondération est établie à partir de la grille suivante :

Ordre d'enseignement	Pondération mensuelle		
	10 premiers mois	11 ^e au 20 ^e mois	21 ^e au 30 ^e mois
Éducation préscolaire 5 ans	1,00		
Primaire	1,00	0,75	
Secondaire	1,00	0,75	0,50

19. Librarian Salaries

Reference: Quebec Collective Agreement 2005-2010 for Professionals.

Quebec Collective Agreement: Salary Scales for Librarians, Academic/Vocational Advisors, Translators, Nutritionist, Admin Officer, Student Life Animator.

Echelon	2008-09	2009 Apr 1
1	\$36,008	\$36,728
2	\$37,209	\$37,953
3	\$38,500	\$39,270
4	\$39,836	\$40,633
5	\$41,222	\$42,046
6	\$42,653	\$43,506
7	\$44,128	\$45,011
8	\$46,473	\$47,402
9	\$48,133	\$49,096
10	\$49,878	\$50,876
11	\$51,664	\$52,697
12	\$53,553	\$54,624
13	\$55,523	\$56,633
14	\$57,563	\$58,714
15	\$59,679	\$60,873
16	\$61,147	\$62,370
17	\$62,650	\$63,903
18	\$66,300	\$67,626

20. Salary Scales for School Counsellor

Reference: Quebec Collective Agreement 2005-2010 for Professionals.

Salary scales for Guidance Counsellor, Education
Consultant

Echelon	2008	2009
1	\$36,622	\$37,354
2	\$38,015	\$38,775
3	\$39,464	\$40,253
4	\$40,968	\$41,787
5	\$42,529	\$43,380
6	\$44,164	\$45,047
7	\$45,897	\$46,815
8	\$48,982	\$49,962
9	\$50,918	\$51,936
10	\$52,932	\$53,991
11	\$55,043	\$56,144
12	\$57,245	\$58,390
13	\$59,581	\$60,773
14	\$61,979	\$63,219
15	\$64,522	\$65,812
16	\$66,110	\$67,432
17	\$67,737	\$69,092
18	\$69,430	\$70,819

21. Pedagogical Support

Reference: MELS Règles Budgétaires Document Complémentaire 2008-2009, page 61

RENOUVEAU PÉDAGOGIQUE (30020)

L'allocation pour la formation continue du personnel scolaire en formation générale des jeunes correspond à une allocation fixe de 35 000 \$ par commission scolaire et d'une allocation variable de 5,63 M\$ allouée *au prorata* du nombre de directeurs adjoints et d'enseignants au secondaire (30025).

L'allocation pour la formation continue du personnel scolaire en formation générale des adultes correspond *au prorata* du nombre d'enseignants estimé pour le financement. Ce dernier est égal aux ETP financés divisés par le ratio de formation de groupe retenu pour le financement auquel on ajoute les enseignants oeuvrant dans les pénitenciers fédéraux. Pour cette allocation, les commissions scolaires se partagent 6,5 M\$ (30026).

22. Connectivity Costs

No	Band Name	School No.	Name of School	School Type	Monthly	Annual
		0	No School	0	\$0	\$0
50	Wendake	5001	Ecole TS8TAIE	K-6	\$1,800	\$21,600
51	Listuguj	5101	Alaqsitew Gitpu	K-8	\$2,400	\$28,800
52	Gesgapegiag	5201	Wejgwapniag	K-8	\$2,400	\$28,800
55	Abitibiwinni	5501	Ecole Migwan	K-6	\$680	\$8,160
62	Kitcisakik	6201	Ecole Mikizicec	K-2	\$125	\$1,500
63	Lac Simon	6301	Ecole Amikobi	K-6	\$125	\$1,500
63	Lac Simon	6302	Amik-wiche	S1-5	\$125	\$1,500
64	Timiskaming	6401	Kiwetin School	K-8	\$250	\$3,000
67	Long Point	6701	Amo Ososwan	K-11	\$125	\$1,500
69	Kanesatake	6901	Rotiwennakehte	K-1	\$115	\$1,380
69	Kanesatake	6902	Aronhiatekha	K-6	\$1,880	\$22,560
69	Kanesatake	6903	Ratihente	S1-5	\$0	\$0
70	Kahnawake	7001	Karonhianonha	K-6	\$0	\$0
70	Kahnawake	7002	Kateri	K-6	\$0	\$0
70	Kahnawake	7003	Survival School	S1-5	\$0	\$0
73	Kitigan Zibi	7301	Paginawatig School	K-11	\$1,575	\$18,900
74	Barriere Lake	7401	Michikanbikok Inik	K-6	\$200	\$2,400
76	Mashteuiatsh	7601	Ecole Amishk	K-6	\$1,200	\$14,400
76	Mashteuiatsh	7602	Ecole Kassinumamu	S1-5	\$900	\$10,800
77	Wemotaci	7701	Ecole Seskitin	K-6	\$2,400	\$28,800
77	Wemotaci	7702	Waratinak	S1-5	\$2,125	\$25,500
78	Manawan	7801	Ecole Wapoc	K-6	\$990	\$11,880
78	Manawan	7802	Otapi	S1-5	\$990	\$11,880
79	Opitciwan	7901	Ecole Niska	K-6	\$1,785	\$21,420
79	Opitciwan	7902	Ecole Mikisiw	S1-5	\$0	\$0

23. Salary Scales for a Director of Education

(Ref: Quebec Collective Agreement for Senior Staff within a School Board, 2005-2010)

MELS 2005 Collective Agreement for Senior Staff within School Board

Salary for Director of Educational Services with population less than 5,999 = Category 8

Salary for Coordinator of Educational Services with population less than 5,999 = Category 5

Echelon	2006-2007		2007-2008		2008-2009		Apr-09	
	Min	Max	Min	Max	Min	Max	Min	Max
9	\$71,422	95 229	72 850	97 134	74 307	99 077	\$75,793	\$101,059
8	\$67,471	89 961	68 820	91 760	70 196	93 595	\$71,600	\$95,467
7	\$62,837	83 783	64 094	85 459	65 376	87 168	\$66,684	\$88,911
6	\$58,523	78 030	59 693	79 591	60 887	81 183	\$62,105	\$82,807
5	\$54,504	72 671	55 594	74 124	56 706	75 606	\$57,840	\$77,118
4	\$50,761	67 681	51 776	69 035	52 812	70 416	\$53,868	\$71,824
3	\$45,300	60 400	46 206	61 608	47 130	62 840	\$48,073	\$64,097
2	\$40,428	53 903	41 237	54 981	42 062	56 081	\$42,903	\$57,203
1	\$36,078	48 104	36 800	49 066	37 536	50 047	\$38,287	\$51,048

24. Administration of Tuition

The following reference from pages 66 & 67 of the Règles Budgétaires indicates that school boards are allowed to retain 10% of tuition fees to compensate for administration costs.

2.2 Droits de scolarité pour enfants autochtones à percevoir par la commission scolaire

Des droits de scolarité sont perçus pour enfants autochtones **reconnus aux fins de financement**, conformément à l'annexe N; 90 p. 100 de ces droits sont considérés ici.

2.3 Droits de scolarité pour les élèves venant de l'extérieur du Québec

Des droits de scolarité sont perçus des élèves venant de l'extérieur du Québec **et reconnus aux fins de financement**, conformément à l'annexe E; 90 p. 100 de ces droits sont considérés ici.

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