

Junior Kindergarten - Fact Package

THIS PACKAGE PROVIDES DETAILED INFORMATION ON THE JUNIOR KINDERGARTEN PROGRAM SCHEDULED FOR IMPLEMENTATION IN 23 SMALL COMMUNITIES IN THE NWT IN SEPTEMBER 2014, INCLUDING FUNDING, ENROLMENT TRENDS, PUPIL-TEACHER RATIO (PTR), etc.

Revised Junior Kindergarten Infokit

School Funding Framework

NWT School Funding

Spending Per Student in K-12

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Projected Impacts of JK on Yellowknife Catholic Schools (YCS)

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JUNIOR KINDERGARTEN INFORMATION KIT



Northwest
Territories Education, Culture and Employment

Updated
June 2, 2014

You should know that changes have been made...

The Minister of Education, Culture and Employment has heard the concerns regarding the readiness and capacity of small community schools to implement Junior Kindergarten. For that reason, **Education Authorities were given the option of offering Junior Kindergarten** in their small community schools in the 2014/15 school year.

As of May 30, 2014, **23 small community schools have chosen to offer Junior Kindergarten** programming in the 2014-2015 school year.

For more detailed information on Junior Kindergarten implementation, click the links at the end of this document.

When will Junior Kindergarten be introduced?

2014-2015	23 Small Community Schools
2015-2016	All Small Community Schools and three Regional Centres (Inuvik/Hay River/Ft. Smith)
2016-2017	All NWT Schools including Yellowknife Schools



The chart below outlines the overview of the Junior Kindergarten Territorial Implementation roll-out for 2014 to 2017:

Junior Kindergarten Implementation			
School	Phase 1 2014-15	Phase 2 2015-16	Phase 3 2016-17
Beaufort Delta Education Council (BDEC)			
Moose Kerr School – Aklavik	✓		
Chief Julius School – Fort McPherson	✓		
Angik School – Paulatuk	--	✓	
Inualthuyak School – Sachs Harbour	✓		
Chief Paul Niditchie School – Tsiigehtchic	✓		
Mangilaluk School – Tuktoyaktuk	✓		
Helen Kalvak Elihakvik School – Uluhaktok	✓		
East Three Elementary School - Inuvik	--	✓	
Dehcho Divisional Education Council (DDEC)			
Echo Dene School – Fort Liard	✓		
Deh Gah School – Fort Providence	✓		
Bompas School – Fort Simpson	✓		
Louie Norwegian School – Jean Marie River	--	✓	
Territorial School – Kakisa	✓		
Charles Yohin School – Nahanni Butte	✓		
Charles Tetcho School – Trout Lake	✓		
Chief Julian Yendo School – Wrigley	✓		
Sahtu Divisional Education Council (SDEC)			
Colville Lake School – Colville Lake	✓		
?ehtseo Ayha School – Deline	✓		
Chief T'Selehye School – Fort Good Hope	✓		
Mackenzie Mountain – Norman Wells	✓		
Chief Albert Wright School – Tulita	✓		
South Slave Divisional Education Council (SSDEC)			
Deninu School School – Fort Resolution	✓		
Lutsel K'e Dene School – Lutsel K'e	✓		
Chief Sunrise School – Hay River Reserve	✓		
Joseph Burr Tyrell School – Fort Smith	--	✓	
Harry Camsell School - Hay River	--	✓	
Tłı̨chǫ Community Services Agency (TCSA)			
Chief Jimmy Bruneau School – Behchoko	--	✓	
Elizabeth Mackenzie School – Behchoko	--	✓	
Jean Wetrade School – Gameti	--	✓	

Alexis Arrowmaker School - Wekweeti	--	✓	
Mezi Community School – Whati	--	✓	
Dettah District Education Authority (DDEA)			
Kaw Tay Whee School – Dettah	✓		
Ndilo District Education Authority (NDEA)			
K’alemi Dene School – Ndilo	✓		
Commission scolaire francophone, TNO (CSF)			
École Allain St. Cyr	--	--	✓
École Boréale	--	✓	
Yellowknife Education District #1 (YK1)			
École JH Sissons School			✓
Mildred Hall School			✓
N.J. MacPherson School			✓
Range Lake North School			✓
Yellowknife Catholic Schools (YCS)			
École St. Joseph School			✓
Weledeh School			✓

Junior Kindergarten for 4 year olds is recognized across the country as one of the best ways to provide **high quality, free, safe** and **optional** early learning for our children.

Research consistently shows that high quality education programs for 4 year olds positively impact children’s development. Early education and care programs affect everything from graduation rates to health and well-being outcomes. The research shows that high quality preschool programs benefit **all** children.



There is no question that children and parents across the NWT will benefit from having **free** access to a quality early childhood program. Junior Kindergarten is especially beneficial for parents and caregivers in 10 of our smallest communities, where currently no licensed childcare exists. It will also benefit those parents who cannot afford preschool programs at a cost of about **\$650/child** per month.

In ***Right from the Start: A Framework for Early Childhood Development in the Northwest Territories***, the Government of the Northwest Territories (GNWT) expressed its vision for a future where children have the necessary supports in life to help them to develop to their full potential. The government committed to enhance access to high quality, affordable early learning programs and child care services. Junior Kindergarten is an exciting step in that direction – it will provide high quality, free, safe and optional care to 4 year old children across the NWT.

The government recognizes that NWT parents and families need programs that strengthen the economy, provide increased options for quality early childhood development programs and services, and work within the government's fiscal realities.

Junior Kindergarten will help reduce poverty in the NWT by helping interested parents return to work or school earlier, and by saving families the cost of expensive child care for their 4 year old children.

Why Junior Kindergarten?

A number of key factors support the introduction of Junior Kindergarten as the best, most immediate and most affordable option:

- As a result of an ongoing trend of decreasing student enrolments, most of our NWT schools are not at full capacity, but the government continues to pay to maintain all schools, no matter how many children occupy them. Therefore the majority of our NWT schools have space available for Junior Kindergarten to be offered.
- 10 of our communities have no private sector licensed childcare that government could consider subsidizing, but these 10 communities do have readily available schools that are not fully utilized.
- Schools are safe environments where highly educated staff work with children in an inclusive environment that focus on developmentally appropriate programming and supports for children of all ages and abilities.

Why not in all communities all at once?

- Small communities were identified as the first priority because they have unique needs and challenges that our larger centres do not necessarily experience.
- Also, 10 NWT communities do not have any preschool programming available for parents to choose from, so it makes sense to focus on implementing Junior Kindergarten in those smaller communities first.
- Education Authorities have expressed the need to have more time to properly plan for JK implementation, especially within the larger regional centre schools and in Yellowknife. A phased in approach over 3 years allows for the necessary planning and preparation to take place.

NWT communities currently without licensed early childhood daycares or programs:

- Colville Lake
- Enterprise
- Jean Marie River
- Lutselk'e
- Kakisa
- Nahanni Butte
- Norman Wells
- Trout Lake
- Tsiigehtchic
- Wrigley



What will Junior Kindergarten cost?

Based on the school year (July 1st to June 30th), the total **projected** cost of implementing Junior Kindergarten will be as follows:

- In the 2014-15 school year, Junior Kindergarten will be introduced in 23 small community schools at a projected cost of \$1.7 million;
- In the 2015-16 school year, Junior Kindergarten will be introduced in all remaining small community schools, as well as in the regional centre schools of Inuvik, Hay River and Fort Smith at an additional projected cost of \$3.1 million annually;
- In the 2016-17 school year, Junior Kindergarten will be offered in all remaining NWT schools including Yellowknife schools at an additional projected cost of \$2.6 million annually;
- The total cost to offer Junior Kindergarten in all of our communities by September 2016 is projected to be approximately \$7.4 million annually. This cost will be absorbed by all Education Authorities over the 3 year implementation period and ongoing thereafter;
- Every Education Authority will receive funding for every 4 year old who starts Junior Kindergarten the year it is implemented in that district;
- 4 year olds enrolled in Junior Kindergarten will be included in the regular K-12 school contribution funding per full-time equivalent (FTE) students in all of our schools.

\$7.4 million* of the **\$150 million** provided annually to Education Authorities, or **4.9%**, will be re-profiled from the current K-12 Pupil Teacher Ratio (PTR) and reinvested in free Junior Kindergarten in all of our schools across the NWT

*Amount has been updated to reflect new information



4.9%

How will we pay for Junior Kindergarten?

- All NWT Education Authorities are being asked to implement Junior Kindergarten with existing school funding, unless they reach above the 16:1 Pupil-Teacher Ratio (PTR). Additional, new money will be provided to all those Education Authorities that exceed the 16:1 PTR.
- With the size of the Education Authorities' budgets and their flexibility on how they spend their budgets, we are confident that they can manage the successful introduction of Junior Kindergarten.
- The re-profiled funding will come from adjusting the K-12 Pupil Teacher Ratio (PTR), which will not affect the funding of any small community schools with a student enrolment of 120 students or less.
- This is why the Education Authorities with large numbers of small schools will not experience as much of a decrease in funding as a result of the implementation of Junior Kindergarten.
- The **Education Act** requires the government to provide funding to achieve a territorial average PTR of 16 students to 1 educator (16:1):
 - The implementation of Junior Kindergarten will not negatively affect this legislated territorial average PTR of 16 to 1;
 - In fact, the government has made a commitment to all Education Authorities that the implementation of Junior Kindergarten will not lead to any Education Authority exceeding the 16 to 1 PTR; any Education Authority that would be above the 16 to 1 PTR will receive funding to bring them back to a 16 to 1 PTR; and
 - The PTR is a mechanism used by the government to allocate resources to schools for the Kindergarten to Grade 12 (K-12) school program. The PTR doesn't directly refer to class size - it is determined by dividing the number of full-time students by the number of funded educators, which includes not only classroom teachers, but also principals, assistant principals, and program support teachers.
- With the introduction of Junior Kindergarten, we will be closer to the territorial legislated level of funding at 16 to 1.

How will the Education Authorities absorb the changes in funding?

- It is not unreasonable to expect the Education Authorities to absorb and plan for a minor decrease of 0.4 to 1.0% over a three year period.
- All but two of the Education Authorities are projected to be in a surplus situation at the end of the 2013-2014 school year (June 30, 2014).

What are the impacts of Junior Kindergarten on licensed daycare spaces?

- In Yellowknife, the actual impact on licensed daycares will be minimal as many 4 year olds are already attending user-pay preschools operated by all three Yellowknife school boards.
- Daycare centres now serving 4 year olds will be helped to convert spaces to serve younger children.
- By opening up Junior Kindergarten for 4 year olds, spaces for children aged 0-3 will increase in licensed daycare centres. There are currently waiting lists in many licensed daycare programs for this age group.
- ECE is not changing the amount of operational funding per child per day for ECD programs.

How will licensed day care centres be helped to convert 4 year old spaces to spaces for children under 2 years old?

- The Department of Education, Culture and Employment will provide financial assistance to convert spaces.
- In Yellowknife, the amount equals \$780. This amount is calculated from the difference between start-up funding for a preschool space, which a program would have already received, and the start-up funding rate for an infant space.
- The amount varies depending on the NWT regions.
- Regional Early Childhood Consultants will work with programs to help them make the necessary changes to convert and to provide them with the financial assistance.
- Program operators simply need to contact their regional Early Childhood Consultant who will work with them to make the necessary changes to convert 4 year old spaces to accommodate younger children.



For more information:

School Funding Framework

NWT School Funding

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School Funding Framework

THE DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT'S (ECE) ALLOCATION OF CONTRIBUTIONS TO EDUCATION AUTHORITIES.

What is the School Funding Framework?

The School Funding Framework describes the formulas ECE uses to calculate the allocation of \$150 million of school contributions to NWT education authorities.

Currently, specific funding for Pupil-Teacher Ratio (PTR) and Inclusive Schooling (IS) are legislated, however for the past number of years, Education Authorities have been funded well above the legislated amounts.

This is in addition to other funding sources available to specific boards, such as:

- ⇒ Taxation for Yellowknife Education District No.1 (YK1) and Yellowknife Catholic Schools (YCS)
- ⇒ Federal Government funding for Commission scolaire francophone
- ⇒ Grants and Contribution Agreements

It is important to note that the formula is used to divide and distribute funds to the regions equitably. It is not a budget that directs or enforces (with a few exceptions) *where* and *how* those resources must be spent.

The school funding formulas:

- ⇒ use prior year September 30 student enrolments
- ⇒ use prior year salaries adjusted for current year collective agreement increases
- ⇒ adjust for cost differences due to freight, travel , cost of living and program costs
- ⇒ are 'block' funded (not itemized)

The framework is divided into the following five categories:

ADMINISTRATION AND SCHOOL SERVICES (5%)

Provides funds for regional administration staff, office

costs and travel, and governance costs. In most cases, the allocation depends on the number of full-time students and communities.

TERRITORIAL SCHOOLS (69%)

Funds the delivery of school programs. Amounts are calculated using formulas for consultants, teachers, counselors, secretaries, custodians, and materials and supplies for the classrooms primarily based on the number of full-time students, recognizing that smaller schools require lower pupil to teacher ratios.

INCLUSIVE SCHOOLING (18%)

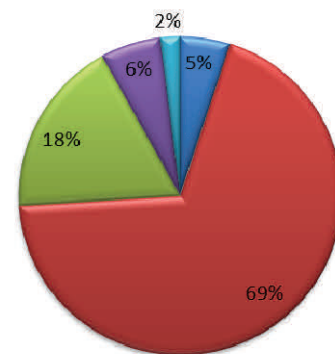
Provides funds for support systems and services to enable all students to fully participate in regular classrooms within their communities. Funding is provided for consultants, support teachers and program supports such as Education Assistants and materials, as well as for minor projects, equipment, travel, supplies, and professional development. **The current funding allocated for Inclusive Schooling is 3% above the legislated level of 15%.**

LANGUAGE AND CULTURAL PROGRAMS (6%)

Funding supports K-12 Aboriginal languages curricula, operation of Teaching and Learning Centres, and funding for classroom assistants and language specialists. Funding is based on the number of Aboriginal students.

INFRASTRUCTURE (2%)

Funding for leases, recruitment advertising, removal costs, and Workers' Safety and Compensation Commission (WSCC), based on actual cost.



- Administration and School Services
- Territorial Schools
- Inclusive Schooling
- Languages and Cultural Programs
- Infrastructure



Fact Sheet

School Funding Framework ...2

IMPORTANT DIFFERENCES TO NOTE:

The School Funding Framework (see ECE website) provides a means to allocate funding to education authorities. The framework has four main objectives:

1. To provide **adequate** resources for an agreed upon standard of services;
2. To treat all schools **equitably**, with resources distributed fairly according to need;
3. To promote **efficiency** by focusing resources on students; and
4. To give communities a high level of **flexibility** to decide how best to provide for their children's education.

Objective number 2 speaks to equity thus allowing for differences among the education authorities in certain areas.

For example:

SCHOOL FACILITIES

Unlike anywhere else in the NWT, YCS and YK1 own their school facilities outright, with the exception of École Sir John Franklin High School.

UTILITIES AND MAINTENANCE COSTS

In Yellowknife, where YK1 and YCS own the schools, the GNWT pays approximately 82.5% of all estimated operating and maintenance (O&M) costs for all Yellowknife schools.

In all other communities, the GNWT pays 100% of the utility and maintenance costs.

ABILITY TO RAISE TAX REVENUES

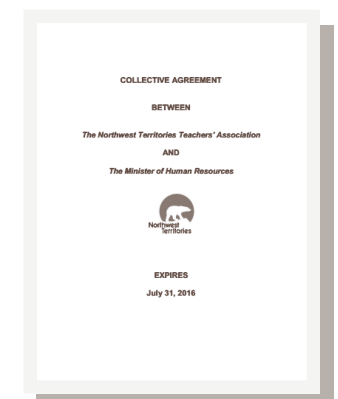
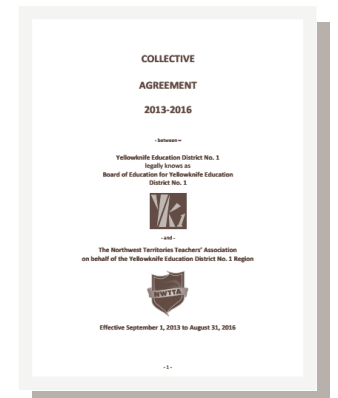
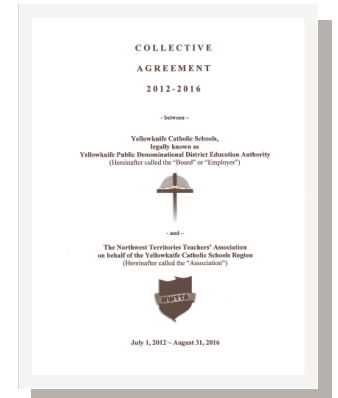
Only YK1 and YCS have the ability to collect school taxes. In fact, they receive part of their funding, about 20%, through municipal taxes. Any municipal taxes YK1 and YCS would raise would not affect the level of funding they receive from the GNWT.

COLLECTIVE AGREEMENTS

All YK1 and YCS employees are employed outside of the GNWT's public service. That means that YCS and YK1, as the employer, negotiate separate collective agreements with their employees.

The GNWT, as the employer, negotiates collective agreements with the NWT Teachers' Association for its employees (teachers) who work in schools outside of Yellowknife's YK1 and YCS.

That means that YCS and YK1 are independent employers who negotiate directly with their own bargaining units.



NWT School Funding

IN ORDER TO HELP PROMOTE A HIGH STANDARD OF EDUCATION ACROSS THE NWT, THE GNWT HAS PROVIDED A WIDE VARIETY OF FUNDING.

- ⇒ The NWT has ten education authorities, including the four Divisional Education Councils (DECs), four District Education Authorities (DEAs), the Tłı̄ch̄ Community Services Agency (TSCA) and the Commission scolaire francophone, Territoires du Nord-Ouest.
- ⇒ As shown in **Figure 1**, the GNWT provided approximately \$150,000,000 of school contributions to the Education Authorities in 2013-14. In addition to the school contributions, the GNWT provides other supports to the education authorities outside of Yellowknife. Some of these supports include utilities and maintenance, as well as dental benefits and medical travel for staff. For the Yellowknife education authorities, funding for these supports are included in their school contributions.
- ⇒ A small percentage of GNWT funding also supports the administration of education authorities.

FIGURE 2. FUNDING AND STUDENT ENROLMENT

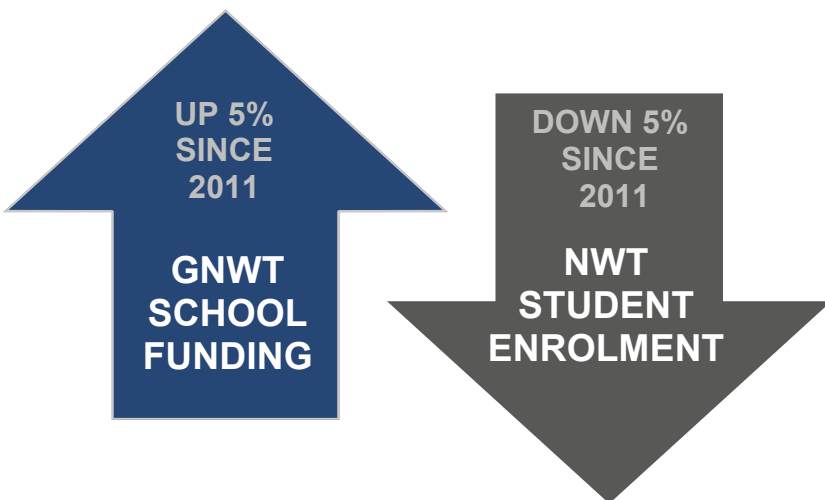
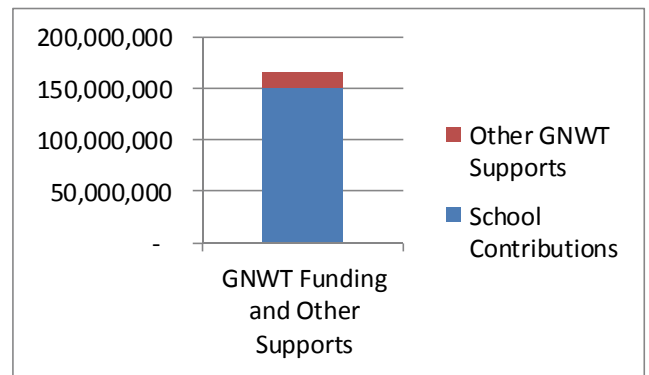


FIGURE 1. GNWT FUNDING AND OTHER SUPPORTS PROVIDED TO EDUCATION AUTHORITIES, 2013-2014



- ⇒ With very few exceptions, most of the money education authorities receive comes from tax dollars, collected NWT wide, in the City of Yellowknife, and through transfer payments from the Federal Government.
- ⇒ Yellowknife school property taxes contribute approximately 20% of the funding needed for school programs.
- ⇒ As shown in **Figure 2**, although enrolment decreased by 426 or 5% over the past four years, the GNWT's contributions to education increased by \$7 million or 5%. The funding increase is mainly due to additional teacher and staff salary increases and other 'hard' costs such as utilities and other operations and maintenance costs.

Fact Sheet

Spending per Student in K-12

SPENDING PER STUDENT IS ONE OF SEVERAL MEASUREMENTS USED BY PROVINCES AND TERRITORIES IN CANADA TO COMPARE RESOURCE ALLOCATION FOR K-12 SCHOOL PROGRAMS.

- ⇒ Following Statistics Canada’s formula, spending per student is calculated by dividing the total operating expenditures, annual capital expenditures and interest on debt services by the number of students.
- ⇒ As shown in **Figure 1**, the NWT spent \$22,202 per student in 2010-2011 (most recent data available). This comparison highlights the NWT’s position as one of the best funded education systems in Canada.
- ⇒ For the NWT, some additional operating expenses were not considered when calculating the cost per student, such as the cost of internet access in schools, which is upwards of \$2 million per year.

FIGURE 1. SPENDING PER STUDENT IN K-12, 2010-2011

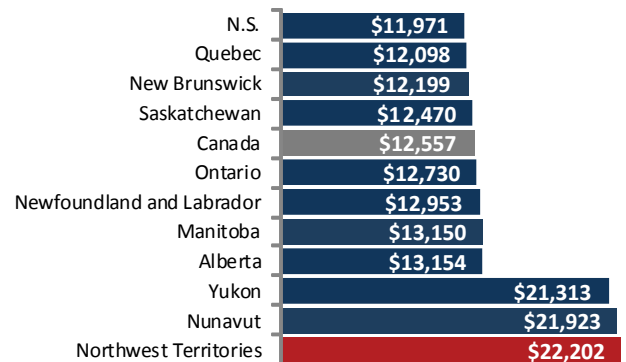
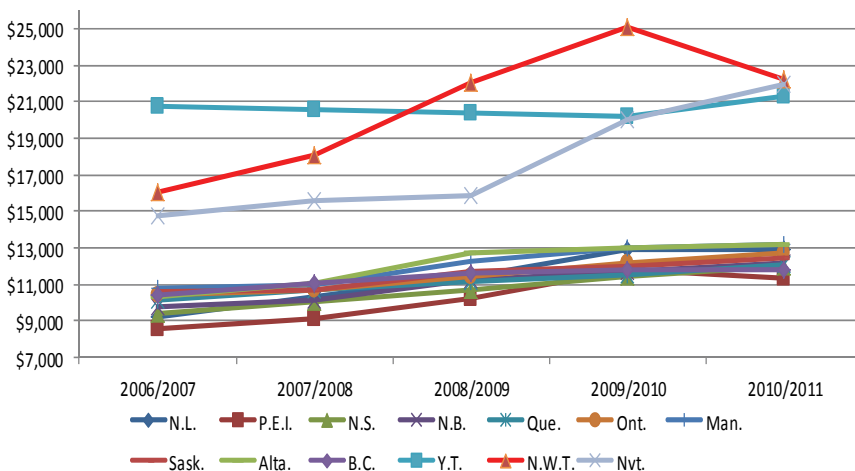


FIGURE 2. CHANGES IN THE LEVEL OF SPENDING PER STUDENT



- ⇒ As shown in **Figure 2**, Yukon, Nunavut and Northwest Territories have spent noticeably more per student than southern provinces, with the NWT showing a particularly rapid increase over the five years.
- ⇒ There was a sharp increase in per student spending in the NWT in 2009-2010. This can be attributed to a short-term increase in capital expenditures of 42%, resulting from the construction of East 3 School in Inuvik and the reconstruction of Chief T’Selehye School in Fort Good Hope.
- ⇒ Capital investments have a much greater impact on the spending per student for each of the northern jurisdictions.

Inclusive Schooling (Part A)

INCLUSIVE SCHOOLING IS ANCHORED IN THE BELIEF THAT ALL CHILDREN BELONG AND EVERY CHILD CAN MAKE A VALUED CONTRIBUTION.

The Vision: Every child feels accepted, valued and safe, and student strengths and challenges are central to all decisions.

What is Inclusive Schooling?

Inclusive schooling is a philosophy that embraces diversity and recognizes that every child has unique learning needs.

Inclusive schooling is legislated within the *Education Act*. Additionally, the *Ministerial Directive on Inclusive Schooling (2006)* provides Education Authorities in the NWT with guidelines, standards, required processes and accountability measures for supporting the needs of all students.

A comprehensive review of the Inclusive Schooling Directive is currently underway and is expected to be completed by the fall of 2014.

Core values and beliefs of inclusive schooling include:

- ⇒ All students can learn;
- ⇒ Students learn in different ways, at different rates and in different places;
- ⇒ Students come from diverse backgrounds and want their differences to be respected;
- ⇒ Students have the right to an appropriate education program and required supports; and
- ⇒ Parental involvement is essential.

Students are placed in a regular instructional setting with their age peers and are provided an education program and supports needed while acknowledging that student learning is always a work in progress.

Every child in the NWT is entitled to have access to an education program in a regular instructional setting in their home community.

All students in the NWT must have access to one of the following three programs:

- ⇒ **Regular Education Program (REP):** determined by learning outcomes in grade K-12 NWT curricula.
- ⇒ **Modified Education Program (MEP):** uses learning outcomes in NWT curricula, but at a grade level other than the assigned grade level. Necessary program changes are documented in a Student Support Plan (SSP).
- ⇒ **Individual Education Plan (IEP):** is a student specific program with annual student outcomes and objectives determined through a collaborative process and driven by the strengths and challenges of the student. It may or may not include learning outcomes from NWT curricula.

Inclusive schooling supports the full spectrum of students, including gifted and talented students, by providing a range of accommodations and adaptations to help them meet the learning outcomes of their program.



Fact Sheet

Inclusive Schooling Funding (Part B)

THE DEPARTMENT OF EDUCATION, CULTURE & EMPLOYMENT'S (ECE) FUNDING ALLOCATIONS FOR INCLUSIVE SCHOOLING.

The Vision: Inclusive Schooling funding is committed to ensuring proper supports are in place for all students in the NWT.

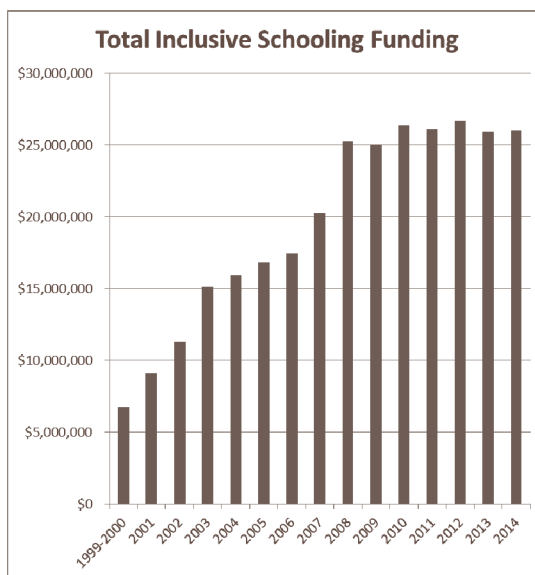
What is Inclusive Schooling Funding?

Schools are staffed and receive baseline funding according to student enrolment. Inclusive Schooling funding is given directly to Education Authorities and provides additional funding that is protected by legislation and conditional to ensure proper learning supports are in place for all students.

- ⇒ Legislation within the *Education Act* guarantees Inclusive Schooling funding at a minimum of 15% of the overall school contributions. Current funding is at 18%, which exceeds the legislated amount by nearly \$7 million.
- ⇒ Inclusive schooling funding is based upon student enrolment and Education Authorities decide on the allocation of funds to meet student needs.
- ⇒ To ensure quality on-going support, funding for Inclusive Schooling has increased significantly from \$7.2M in 1999 to \$26M in 2014.
- ⇒ Education Authorities are accountable for the expenditure of these funds and must provide an annual report on Inclusive Schooling expenditures.

Inclusive Schooling funding is conditional. Education Authorities are required to specifically direct funds to support:

- ⇒ hiring of program support teachers (PSTs), student support consultants, support assistants in the classroom, non-instructional support staff



- or specialists like educational psychologists and counselors.
- ⇒ purchasing of assistive technology, specialized student resources, special needs student transportation, professional / technical services, and southern placement facilities.
- ⇒ specialized educational opportunities for teachers and support staff, including school-based training, staff development for specific positions, staff development for specific student needs and intervention strategies to target specific student needs.

2013-14 School Year Inclusive Schooling Funding by Education Authority	
Education Authority	
DEC/DEA	Funding
BDEC	4,874,000
CSF	864,000
Dehcho DEC	2,586,000
Tłı̄chq̄ CSA	2,767,000
Sahtu DEC	2,409,000
South Slave DEC	4,196,000
YK1	4,493,000
YCS	3,079,000
Dettah DEA	294,000
Ndilo School	480,000
Total	\$ 26,042,000

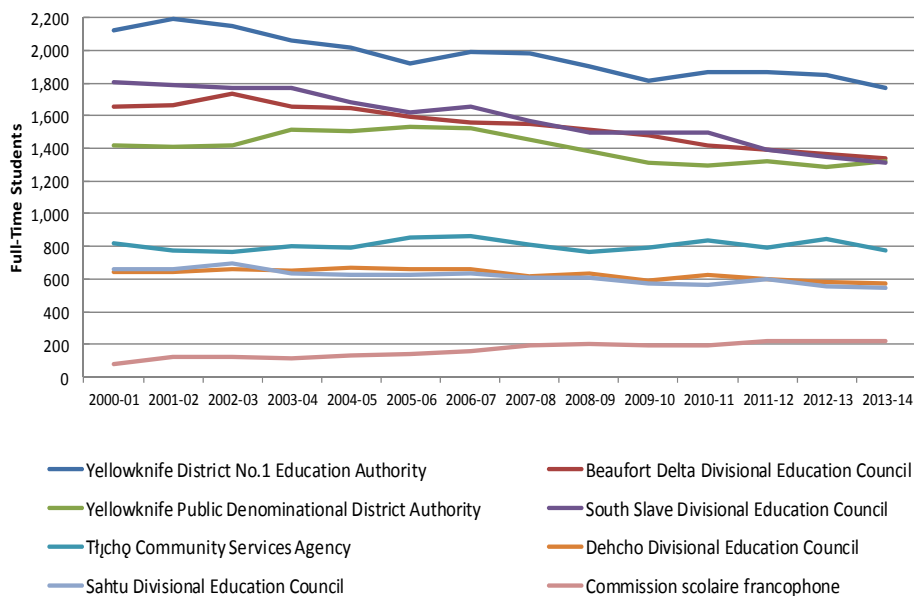
Fact Sheet

K-12 Student Enrolment

MONITORING AND RESPONDING TO CHANGES IN STUDENT ENROLMENT IS AN ESSENTIAL PART OF MAINTAINING AN EDUCATION SYSTEM AND IS DIRECTLY CONNECTED TO SCHOOL FUNDING.

- ⇒ Under the Northwest Territories (NWT) School Funding Framework, over 90% of the funding that education authorities receive is the direct result of the number of students attending school.
- ⇒ When student enrolment increases or decreases, funding mirrors these changes.
- ⇒ Overall, since the year 2000, student enrolment has been decreasing across the NWT.
- ⇒ The Department of Education, Culture and Employment (ECE) provides additional funding for extra teaching staff for unexpected bumps in enrolments.
- ⇒ Junior kindergarten students will be counted in the same way as other K-12 students as far as funding amounts are concerned.

NWT Student Enrolment, 2000-2013



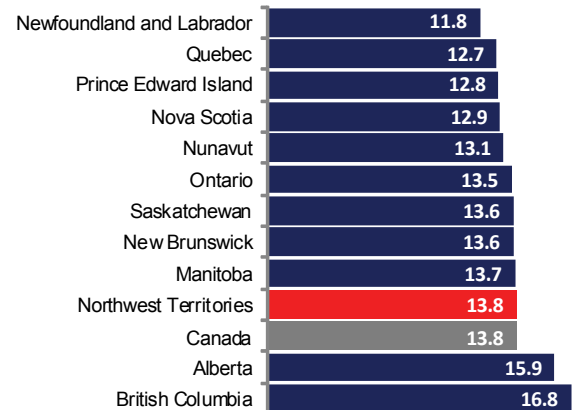
Fact Sheet

Pupil-Teacher Ratio in K-12

THE PUPIL-TEACHER RATIO (PTR) IS ONE OF SEVERAL MEASUREMENTS USED BY PROVINCES AND TERRITORIES IN CANADA TO MEASURE AND COMPARE K-12 EDUCATORS FOR SCHOOL PROGRAMS.

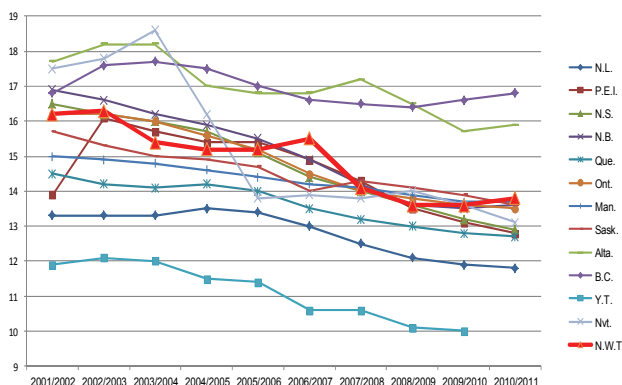
- Statistics Canada calculates the national PTR by dividing the number of students by the number of educators for a given year. From their most recent data collection, 2010-2011, the NWT had a PTR equal to the Canadian average (Figure 1).
- The number of educators used to calculate the PTR include regular classroom teachers, principals, assistant principals and program support teachers.
- Up until recently, the GNWT funded all NWT Education Authorities based on a territorial PTR level that cannot exceed 16 students per educator, or a 16:1 ratio. With the introduction of Junior Kindergarten, the GNWT now guarantees that it will provide additional funding to any Education Authority that exceeds the legislated maximum territorial PTR level of 16:1 students per educator. This additional funding will ensure no Education Authority exceeds a PTR of 16:1.
- It is important to note that Aboriginal Language/Cultural Specialists are excluded from the PTR, but represent another essential part of the education system in the NWT. The GNWT provides approximately \$7 million over and above the PTR funding for these specialists.
- As well, the PTR does not include other educational support staff who are essential to our school system and who are funded from the approximate \$26 million specifically allocated across the territory for Inclusive Schooling. Inclusive schooling funding is provided to Education Authorities to enable them to provide special needs students with supports. These supports include funding for positions such as student support consultants, classroom support assistants and other non-instructional support staff, such as educational psychologists and counsellors.

FIGURE 1. PTR IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 2010-2011



- If the above Aboriginal Language/Cultural Specialists and the various student support staff were included in the PTR, the overall NWT PTR ratio would in fact be much lower.
- PTR does not determine classroom sizes—all Education Authorities are responsible for setting classroom sizes for their schools.
- Class sizes in many small community schools may have a lower pupil-teacher ratio compared to larger centre schools, however more often than not they are comprised in a multi grade way with 3 or more grades in 1 class.
- Changes in the PTR over the past ten years (Figure 2) highlight how successful the NWT has been in maintaining a PTR that is comparable to most southern jurisdictions.
- It should also be noted that recent research published by the Organization for Economic Cooperation and Development (OECD) suggested that reducing class size is not, on its own, sufficient for improving the performance of an education system.
- For more info see: [http://www.oecd.org/edu/skills-beyond-school/EDIF 2012--N9 FINAL.pdf](http://www.oecd.org/edu/skills-beyond-school/EDIF%2012--N9%20FINAL.pdf)

FIGURE 2. CHANGES IN THE PTR OVER A TEN YEAR PERIOD



Fact Sheet

Projected Impacts of JK on YCS

WHAT THE IMPLEMENTATION OF JUNIOR KINDERGARTEN COULD MEAN IN FINANCIAL TERMS FOR YELLOWKNIFE CATHOLIC SCHOOLS (YCS) (ENROLMENT DEPENDENT).

SHARE OF JK IMPLEMENTATION COSTS

- ⇒ In **2014-15** a total of \$277,000 will be deducted from the YCS budget to offset JK implementation costs.
- ⇒ In **2015-16**, another \$467,000 is estimated to be deducted from their budget; this will bring the cumulative total to \$744,000 at the end of the school year.
- ⇒ In **2016-17**, another \$393,000 is estimated to be deducted from their budget; this will bring the total ongoing YCS share of JK implementation costs to \$1,137,000.

INCREASED FUNDING PROVIDED TO YCS

- ⇒ YCS will receive additional dollars when it implements JK in 2016-17 and is actually offering the program.
- ⇒ The JK related ongoing increase will amount to an additional \$960,000 of funding per ECE's School Funding Formula in 2016-17.
- ⇒ YCS will also get additional, new funding if its enrolment is high enough to exceed the 16:1 PTR; how much more money YCS will get depends on enrolment projections.
- ⇒ Two scenarios are described below. One projecting a higher student enrolment and one projecting a lower student enrolment; higher student enrolment means additional new money; lower student enrolment means less additional money.
- ⇒ In both scenarios YCS will experience an increase in funding.
- ⇒ In 2016-17, estimated PTR adjustment based on enrolment in YCS could result in additional funding ranging from \$757,000 (low enrolment) to \$1,192,000 (high enrolment).
- ⇒ YCS will be required to pay for JK within these fiscal parameters.
- ⇒ When it begins offering JK in 2016-17, YCS will also lose any revenue it currently receives from its fee-based pre-school program.

CONSERVATIVE ENROLMENT SCENARIO

- ⇒ In **2014-15** conservative enrolment projections mean that YCS is not expected to exceed the 16:1 PTR ratio and will receive no additional PTR funding.
- ⇒ In **2015-16**, using the conservative enrolment number of 1,294, YCS is expected to receive additional funding of \$219,000 to achieve a 16:1 PTR ratio.
- ⇒ In **2016-17**, with the implementation of JK, using the conservative enrolment number of 1,416, YCS is expected to receive \$757,000 to achieve a 16:1 PTR ratio.

OPTIMISTIC ENROLMENT SCENARIO

- ⇒ In **2014-15** optimistic enrolment projections mean that YCS is not expected to exceed the 16:1 PTR ratio and will receive no additional PTR funding.
- ⇒ In **2015-16**, using the optimistic enrolment number of 1,346, YCS is expected to receive additional funding of \$587,000 to achieve a 16:1 PTR ratio.
- ⇒ In **2016-17**, using the optimistic enrolment number of 1,478, YCS is expected to receive \$1,192,000 to achieve a 16:1 PTR ratio.

THE BOTTOM LINE

- ⇒ **Conservative scenario: YCS receives an increase to their budget of \$580,000 in 2016-17.**
- ⇒ **Optimistic scenario: YCS receives an increase to their budget of \$1,015,000 in 2016-17.**

Fact Sheet

Projected Impacts of JK on YK1

WHAT THE IMPLEMENTATION OF JUNIOR KINDERGARTEN COULD MEAN IN FINANCIAL TERMS FOR YELLOWKNIFE EDUCATION DISTRICT NO. 1 (YK1) (ENROLMENT DEPENDENT).

SHARE OF JK IMPLEMENTATION COSTS

- ⇒ In **2014-15** a total of \$372,000 will be deducted from the YK1 budget to offset JK implementation costs.
- ⇒ In **2015-16**, another \$630,000 is estimated to be deducted from their budget; this will bring the cumulative total to \$1,002,000 at the end of the school year.
- ⇒ In **2016-17**, another \$535,000 is estimated to be deducted from their budget; this will bring the total ongoing YK1 share of JK implementation costs to \$1,537,000.

INCREASED FUNDING PROVIDED TO YK1

- ⇒ YK1 will receive additional dollars when it implements JK in 2016-17 and is actually offering the program.
- ⇒ The JK related increase will amount to an additional \$1,445,000 of funding per ECE's School Funding Formula in 2016-17.
- ⇒ YK1 will also get additional, new funding if its enrolment is high enough to exceed the 16:1 PTR; how much more money YK1 will get depends on enrolment projections.
- ⇒ Two scenarios are described below. One projecting a higher student enrolment and one projecting a lower student enrolment; higher student enrolment means additional new money; lower student enrolment means less additional money.
- ⇒ In both scenarios YK1 will experience an increase in funding.
- ⇒ In 2016-17, estimated PTR adjustment based on enrolment in YK1 could result in additional funding ranging from \$1,232,000 (low enrolment) to \$1,344,000 (high enrolment).
- ⇒ YK1 will be required to pay for JK within these fiscal parameters.
- ⇒ When it begins offering JK in 2016-17, YK1 will also lose any revenue it currently receives from its fee-based pre-school program.

CONSERVATIVE ENROLMENT SCENARIO

- ⇒ In **2014-15** conservative enrolment projections mean that YK1 is not expected to exceed the 16:1 PTR ratio and will receive no additional PTR funding.
- ⇒ In **2015-16**, using the conservative enrolment number of 1,704, YK1 is expected to receive additional funding of \$728,000 to achieve a 16:1 PTR ratio.
- ⇒ In **2016-17**, with the implementation of JK, using the conservative enrolment number of 1,843, YK1 is expected to receive additional funding of \$1,232,000 to achieve a 16:1 PTR ratio.

OPTIMISTIC ENROLMENT SCENARIO

- ⇒ In **2014-15**, using the optimistic enrolment number of 1,759, YK1 is expected to receive additional funding of \$112,000 to achieve a 16:1 PTR ratio.
- ⇒ In **2015-16**, using the optimistic enrolment number of 1,774, YK1 is expected to receive additional funding of \$896,000 to achieve a 16:1 PTR ratio.
- ⇒ In **2016-17**, with the implementation of JK, using the optimistic enrolment number of 1,927, YK1 is expected to receive additional funding of \$1,344,000 to achieve a 16:1 PTR ratio.

THE BOTTOM LINE

- ⇒ **Conservative scenario:** YK1 receives an increase to their budget of \$1,140,000 in 2016-17.
- ⇒ **Optimistic scenario:** YK1 receives an increase to their budget of \$1,252,000 in 2016-17.