

# The 2004 Secondary School Tracking Report

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## The 2004 Secondary School Tracking Report

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**People for Education** is a not-for-profit group working in support of fully publicly-funded education in Ontario.

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## EXECUTIVE SUMMARY AND RECOMMENDATIONS

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Every year, over 1,000 Ontario schools participate in People for Education's Tracking Project, keeping track of funding and policy changes on Ontario schools. The participating schools track everything from custodians to class sizes to library hours. In 2003/04, twenty-one per cent of Ontario's secondary schools participated in the project.

September 2003 marked the beginning of an exceptional year in Ontario's high schools. It was the first full year without OAC courses (grade 13) and the first year of the full implementation of secondary school reform.

Two things stand out in this year's Tracking data: the effects of the dramatic decline in enrolment have been delayed for at least one year, and nearly three-quarters of compulsory English classes are now over the government-mandated average class size.

### **\$270 Million Cut Delayed**

The elimination of OAC resulted in an enrolment decline of 38,650 students. Because the Education Funding Formula works on a per pupil basis, the dramatic decline in enrolment should have resulted in a cut of approximately \$270 million in provincial funding and significant cuts to staff, but our tracking data suggest that schools have yet to feel the full impact of the new four-year program. Two factors mitigated the impact of the decline in enrolment.

First, many school boards were reluctant to cut staff this year, not knowing how many students would be returning for a fifth year. Second, the provincial Declining Enrolment Grant protected boards from feeling the full effect of the loss of per pupil funding during the first year. This grant will be gradually phased out over the next two years, at which point – barring government action – secondary schools will lose approximately \$270 million in per pupil funding.

In the meantime, the combination of transitional funding and fewer students is reflected positively in the data from the 2003/04 secondary school surveys. Student-to-teacher ratios are lower this year, and access

to some resources and programs has improved slightly, returning to 2000/01 levels.

If schools are to maintain resources and reasonable student-to-teacher ratios, even at the present inadequate level, the province must increase the basic per pupil amounts in the Foundation Grant. If funds are not increased, this year's scant improvement will be reversed next year and worsen again the year after. By 2006, the impact of inaction will be a loss of over \$270 million per year, equivalent to the cost of 4,500 secondary school teachers. This loss of funding will mean even higher student-to-teacher ratios, the closing of more schools and the loss of staff in areas such as guidance, libraries and special education support.

### **Large Class Sizes in Compulsory Courses**

Despite the fact that the full impact of the funding formula has been postponed this year, a number of areas did not improve. Students continue to attend school in compulsory classes that are well over the government-mandated average size, in buildings that are in dire need of repair, and without many of the supports they need to succeed.

### **Students at Risk**

Government-commissioned reports released this year by the Students At Risk Working Group and Dr. Alan King of Queen's University warn of a dramatic increase in the drop-out rate and a very high failure rate among students in the Applied Stream in grades 9 and 10. The reports recommend specific modifications to the curriculum and immediate implementation of supports for students at risk. Recommended supports include lower class sizes, clear pathways to Workplace and Apprenticeship programs and better access to support staff.

In contrast, data from the Tracking Report reveal continuing deficiencies in the very programs that are especially important to students at risk. There are very high ratios of students to teachers in special education, large class sizes in compulsory English classes, and no increase in the number of schools with ESL teachers despite a 50% increase in immigration to Ontario over the last decade.

### **Immediate Action Needed**

If students are to succeed in secondary school, the provincial government must act quickly to ensure that steep declines in enrolment do not result

in equally steep declines in funding for secondary schools. Immediate implementation of the recommendations in the report of the Education Equality Task Force, 2002, will prevent some of that decline. (See Appendix C: Updates on the Recommendations of the Education Equality Task Force.) The government must adjust the funding formula to ensure that:

- all students have access to appropriate curriculum and supports;
- funds are available for necessary repairs and renovations to school buildings;
- funds are available to provide an adequate number of teachers in all subjects so that compulsory classes are not over-crowded; and
- schools and school boards have the necessary resources to respond to the needs of the students in their communities.

## Highlights from the Report

### School Overview

The ratio of students to staff for principals, vice-principals, guidance counsellors and regular classroom teachers has, for the most part, returned to pre-2001/02 levels. But without changes to the funding formula, the loss of over 38,000 students will mean a cut of approximately \$270 million. The resultant loss of over 4,000 staff in secondary schools will mean that student-to-teacher ratios will inevitably increase, many smaller secondary schools will close and there will be further cuts to professional support staff.

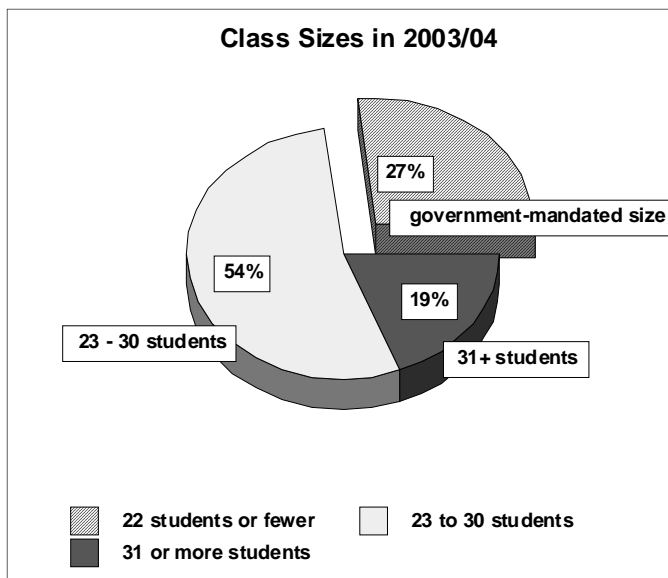
The funding formula continues to be geared to schools that are much larger than the actual school sizes found in Ontario. This puts boards with predominantly smaller schools at a disadvantage, and forces them to fund staff for smaller schools by making cuts in other areas or close their small schools.

### Class Size

The new Liberal government has focused on lowering class sizes in the primary grades, but students currently struggling in secondary school, especially those in the Applied Stream in grades 9 and 10, cannot receive the individual attention they need in classes of over 30 students. The

funding formula mandates and funds average class sizes across school boards, forcing boards to balance out very small classes in some specialized secondary school courses with very large classes in mandatory courses.

- 73% of compulsory English (or, in French language schools, French) classes were above the government-mandated average class size.



## Library

This year 16% of schools reported they had libraries but no teacher-librarian to staff them. If the funding formula is not adjusted, the enrolment decline in secondary schools and the resultant cuts to the Foundation Grant covering teacher-librarians will result in a greatly increased ratio of students to teacher-librarians in future years.

- the average ratio per school was 1,042 students to one teacher-librarian.

## Special Education

Ninety-seven per cent of schools report having special education students, and in those schools, an average of 17% of the student population receives special education assistance, an increase from 14% in 2000/01. Schools may be identifying more students who require special education assistance and placing more students in special education programs because of the high failure rate in grade 9 and 10 Applied courses, and to ensure they receive accommodations for standardized tests.

- the average ratio per school of special education students to special education teachers was 55 students to one teacher, compared to 48 students per teacher in 2000/01.

### **English as a Second Language**

Statistics Canada reports that in 2002, 152,831 immigrants arrived in Ontario and that 37% of them were under the age of 19. The majority of new immigrants come to Ontario from non-English-speaking countries. There has been virtually no increase in the number of schools with ESL teachers.

- 37% of schools report ESL students, with some schools reporting that over 20% of their students are identified as ESL students.

### **Textbooks**

Annual one-time grants for new textbooks for the new secondary curriculum have resulted in a steady decline over the last four years in the number of schools reporting insufficient textbooks. Despite the grants, half of Ontario secondary schools still report that students must share textbooks in some subjects.

There are no textbooks for most courses in the Applied Stream. In the cases where texts have recently been published, such as for Applied Math, few schools can purchase them because one-time funding for new texts for the new curriculum has run out.

- 51% of schools reported that some students must share textbooks due to a lack of supply, a decrease of 18% since 2000/01.

### **Fundraising**

Parents and students in secondary schools raised a total of approximately \$10 million province-wide for charities, student activities and school supplies. Schools themselves raise a further \$11 million province-wide to augment operating funding they receive from school boards.

- the amount fundraised per school by parents and students ranged from a low of \$0 to a high of \$248,000; and
- 83% of schools reported augmenting their operating funding with revenue from vending machines, bingo, cafeteria sales and donations from alumni and local businesses.

### **Fees**

Despite statements from the former Minister of Education that all required curriculum materials should be provided free of charge, schools continue to charge fees for materials and labs in many courses, including French, Science and Art.

- 83% of schools report charging fees for some materials and labs, an 11% increase since 2000/01.

### **Community Use of Schools**

Many school boards formerly provided individuals and community groups with access to schools after hours by covering or subsidizing the costs of caretakers and maintenance. Because the funding formula does not provide any funds to cover the cost of maintaining schools after hours, boards can no longer assist in this way. A number of recent studies show that increased costs for community use have restricted access and excluded some groups completely.

- 89% of schools reported charging fees for community use of schools, a 13% increase since 2000/01.

### **Busing**

Funding for transportation has not kept pace with the inflation in costs over the last seven years. Funding for transportation declined by 7% between 1993 and 1999 while costs since 1997 have increased by 17.5%. Despite recommendations in the Rozanski report and annual promises from the provincial government, there is still no formula for busing in the funding formula.

- 82% of schools report some of their students are bused;
- 52% of schools report one-way rides of one hour or more; and
- the longest one-way ride was one hour and forty-four minutes.

### **School Buildings**

According to the *Education Act*, school boards must “keep school buildings and premises in proper repair and proper sanitary condition.” But 59% of the schools in our survey were built more than 40 years ago and many of them are in urgent need of repair. Last year’s Education Equality Task Force report recommended a substantial increase in funding to clear up the backlog in repair and renewal for school buildings and to provide adequate upkeep for schools. Governments have yet to implement \$375 million of the recommended funding increase.

- 37% of schools report they require a renovation or an upgrade that is not yet approved.

## Recommendations

- funding formula* 1. People for Education recommends that the provincial government:
- implement the remaining recommendations made by Dr. Rozanski's Education Equality Task force to address the problems in the funding formula. (See Appendix C.)
- school size* 2. People for Education recommends that the provincial government:
- change the funding formula to reflect research on the optimum size for secondary schools; and
  - formulate a policy outlining which programs and resources should be available in every school, regardless of size, and then fund them accordingly.
- class size* 3. People for Education recommends that the provincial government:
- lower the number of students required to generate per pupil funding for teaching staff so that no class has more than 30 students and boards have the flexibility to allow schools to continue to offer low enrolment courses.
- special education* 4. People for Education recommends that the provincial government:
- implement the 10% increase to the Special Education Per Pupil Amount (SEPPA) for secondary school students recommended by the Education Equality Task Force;
  - provide funding for a sufficient number of special education teachers and educational assistants to allow boards the flexibility to make local choices about how to deliver special education programs;
  - develop an appropriate curriculum for students who would previously have studied at the basic level in secondary school;
  - develop an alternative secondary school graduation certificate outlining the skills and accomplishments of students studying at the basic level; and
  - review the Ontario Secondary School Literacy Test to ensure that it is an appropriate assessment tool for all secondary students.
- professional support staff* 5. People for Education recommends that the provincial government:
- protect the allocations in the funding formula for professional support staff; and
  - ensure that boards with small populations have equitable access to these professionals.

- second language instruction* 6. People for Education recommends that the provincial government:
- change the criteria for Second Language funding to provide ESL/PDF instruction until students are proficient in English or French;
  - modify the Ontario Secondary School Literacy Test (or its requirement for a Secondary School Diploma) to address the needs of ESL/PDF students; and
  - collaborate with the federal government to develop national standards and provide federal transfer funds for the provision of second language instruction and other essential services to immigrant children.
- library* 7. People for Education recommends that the provincial government:
- change the funding formula to ensure that every secondary school has a library that is open full-time, staffed by a teacher-librarian, and has an adequate, protected acquisitions budget.
- textbooks* 8. People for Education recommends that the provincial government:
- ensure funding for adequate numbers of appropriate textbooks, and set funding benchmarks for textbooks to reflect inflation and rising costs.
- fees* 9. People for Education recommends that the provincial government:
- increase the Foundation Grant to provide adequate funding for materials necessary to support or complement the curriculum in order to ensure equitable access to courses and activities.
- school building* 10. People for Education recommends that the provincial government:
- implement the remaining recommendations made by the Education Equality Task Force to provide an additional \$375 million in funding for school renewal, new pupil places, deferred maintenance, and replacement of schools too expensive to repair; and
  - change and sufficiently fund the school renewal allocations for repairs and renovations.
- community use* 11. People for Education recommends that the provincial government:
- recognize and fund community use of schools in the Funding Formula.
- busing* 12. People for Education recommends that the provincial government:
- provide the remaining \$60 million for transportation recommended by the Education Equality Task Force; and
  - develop and implement a needs-based student transportation funding model that addresses actual costs of fuel and insurance, and includes a plan for providing late busing to allow students to participate in extra-curricular activities.

## SCHOOL OVERVIEW

### Enrolment

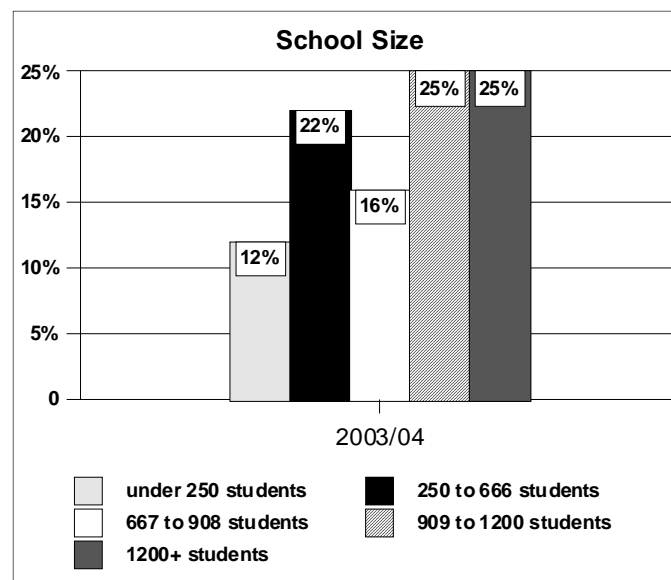
Funding for education is allocated by the provincial government according to a complex formula. Every school board receives a Foundation Grant based on student enrolment. This grant is supplemented by funds from ten special-purpose grants and a Pupil Accommodation Grant for the operation, maintenance and construction of school buildings.

Because funding is allocated on a per pupil basis, enrolment affects the number of staff and the availability of programs in individual schools. The funding formula continues to be geared to schools that are much larger than the actual school sizes found in Ontario. This puts boards with predominantly smaller schools at a disadvantage, and forces them to fund staff for smaller schools by making cuts in other areas or by closing small schools.

With the double cohort graduating year, our FTE [students] decreased significantly, having a negative impact on our school budget.

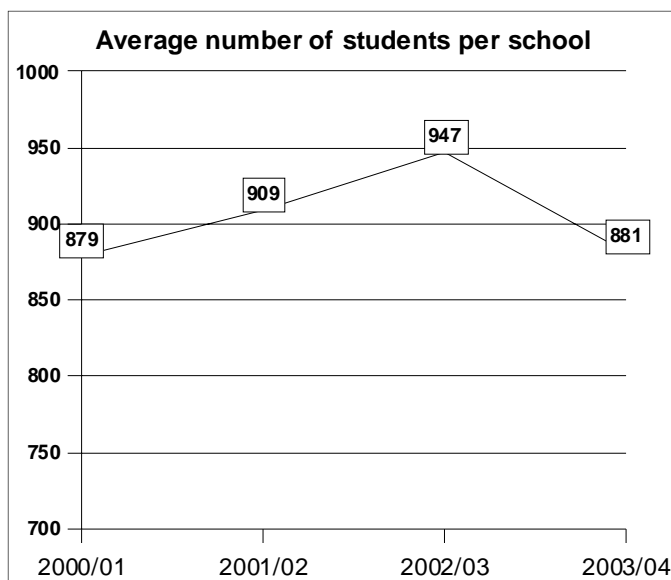
*A secondary school, Avon Maitland DSB*

This year there are 38,650 fewer students in schools across the province now that the new four-year Secondary School program is fully in place. The trend toward larger secondary schools found in our 2001-2003 surveys has halted. Our 2003/04 survey shows that schools had an average of 881 students compared to an average of 947 in 2002/03.



The funding model still favours large, urban schools. It is equal but not equitable.

*A secondary school, Upper Canada DSB*



### Staff

Funding is allocated to school boards according to a staff-to-student formula outlined in the chart below. The percentage of schools in our 2003/04 survey with sufficient numbers of students needed to generate funding is also indicated.

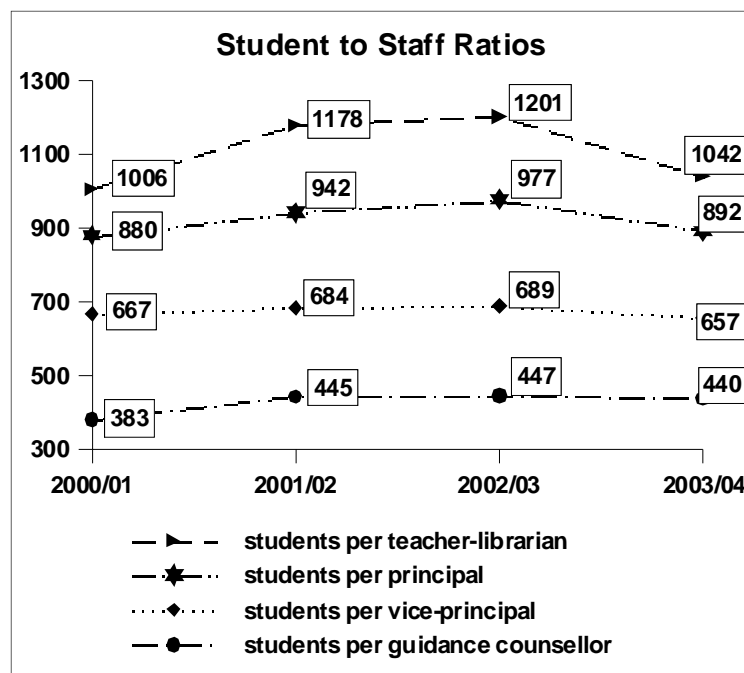
Funding formula per pupil allocation		
Staff	Number of students to generate funding	Percentage of Ontario high schools in 2003/04 with sufficient enrolment to generate staff
1 full-time principal	909	50%
1 full-time vice-principal	667	66%
1 full-time teacher-librarian	909	50%
1 full-time guidance teacher	385	83%
1 full-time office staff	188	91%

Although many schools have too few students to generate funding for certain staff positions, boards may choose to keep smaller schools open and viable by providing key administrative staff. Boards provide this

staff by making cuts in other areas such as textbooks, classroom supplies and maintenance.

Our survey shows:

- 99% of schools reported having a full-time principal, unchanged since last year, but up from 95% in 2000/01; and
- 91% of schools reported at least one full-time vice-principal, unchanged since last year but up from 84% in 2000/01.



Decreased enrolment due to the elimination of the fifth year of high school was expected to have a negative impact on staffing, yet our survey shows that student-to-staff ratios have improved since 2002/03.

In 2003/04, two things mitigated the effect of the loss of students. Many school boards were reluctant to cut staff this year because they were unsure how many students would be returning for a fifth year of high school. In addition, the provincial Declining Enrolment Grant, which provides gradually decreasing funding over three years, protected boards from feeling the full impact of the loss of per pupil funding in the first year.<sup>1</sup> Although student-to-staff ratios have improved since last year,

most staff are working with higher numbers of students this year than in the first year of our study (2000/01).

### **Endnotes**

- <sup>1</sup> Ministry of Education, *Student-Focused Funding : 2003-04 Technical Paper*. Toronto: Ministry of Education, Spring, 2003.  
<<http://mettowas21.edu.gov.on.ca/eng/funding/0304/tech/technical.html#enrolment>>

## CLASS SIZE

Class sizes are large (25-30) with only a few small classes to allow for special programming needs (workplace level, specialized art, special education).

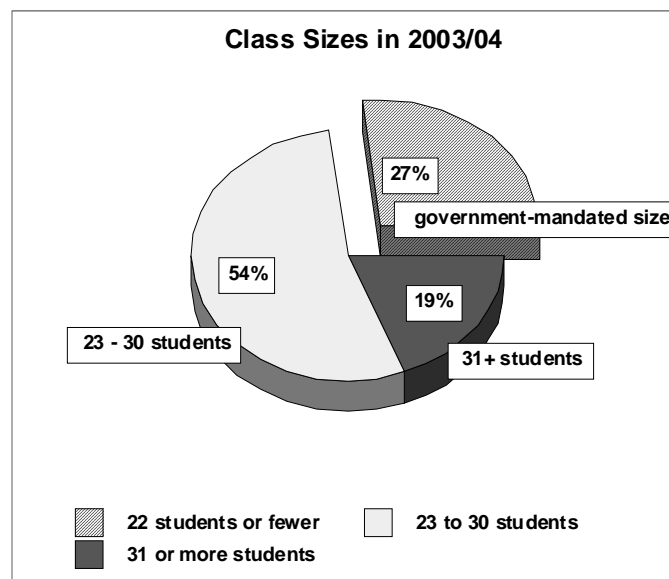
*A secondary school,  
Thames Valley DSB*

In our 2003/04 survey, 73% of compulsory English/French classes exceeded the government-mandated average, compared to 70% in 2002/03, the first year the question was asked.

Class size is mandated by the *Education Act*.<sup>1</sup> At the secondary level, the Act requires each school board to have an average of 21 students per class. This board-wide average does not include special education classes. At a school board's request, and with the Minister of Education's permission, this average can be increased to 22 students per class.

Since the maximum number is an across-the-board average and not a cap on individual class sizes, there can be a wide range of class sizes depending on the subject area, the grade, and the size of the school.

In order to get a clear snapshot of class sizes, we asked for data on core classes that every student must take in every grade. Schools in English language boards reported on the size of English classes and schools in the French boards reported on the size of French classes.



### **Recommendations**

People for Education recommends that the provincial government:

- lower the number of students required to generate per pupil funding for teaching staff so that no class has more than 30 students and boards have the flexibility to allow schools to continue to offer low enrolment courses.

### **Endnotes**

1. Ministry of Education. *Education Act*, R.S.O. 1990, CHAPTER E.2 Section 170.1.  
<[http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90e02\\_e.htm#P3086\\_298365](http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90e02_e.htm#P3086_298365)>

## SPECIAL EDUCATION

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Many secondary special education students are integrated into regular classrooms for all or a significant part of their school time. Special education teachers who provide support to students integrated into regular classes are often working with from three to eight subject teachers per student.

In 2003/04 schools reported an average ratio of 55 special education students to each full-time special education teacher, compared to 48 students per teacher in 2000/01. With these ratios, it is unlikely that students are receiving extensive amounts of direct support.

### **Funding**

Two special education grants supplement the Foundation grant to provide funding for the additional costs of delivering special education programs and services.

The Special Education Per Pupil Amount (SEPPA) is based on a board's total enrolment and is funded at the rate of \$274 for every secondary school student.<sup>1</sup> The SEPPA grant pays for a range of programs and services including remedial and congregated classes, psychologists, social workers and educational assistants. The SEPPA amount is combined with the Intensive Support Amount (ISA), which provides funding for all special education services for a very small number of high needs students. For more information see Appendix A.

In 2002, the Education Equality Task Force recommended an increase in the SEPPA amount for secondary students to offset the estimated decline in enrolment and to increase the SEPPA by a further 10% "to support a high level of special education programs and services at the secondary school level."<sup>2</sup> Dr. Rozanski estimated that the cost of increasing the SEPPA in this way would be \$19 million.<sup>3</sup> This recommendation has not yet been implemented.

### Staff and Students

Fewer EAs, fewer, less qualified teachers, less time to complete increasing paperwork, less time to spend with students, trying to teach courses and give Resource help at the same time.

*A secondary school, Thames Valley DSB*

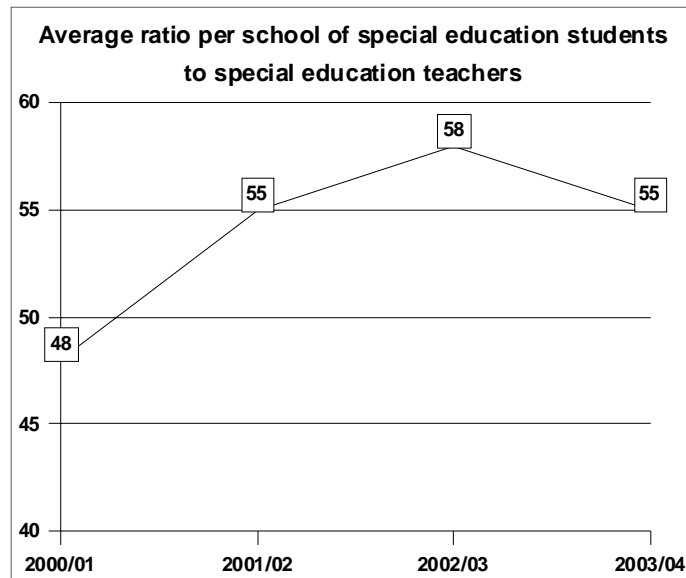
To be legally entitled to special education services in Ontario, students must be identified as exceptional by an Identification, Placement, Review Committee (IPRC). The committee reviews students' educational assessments and may require a psychological, speech language or health assessment to make a correct identification or placement decision. However, students who have not been formally identified by an IPRC may receive remedial assistance or may have Individual Education Plans (IEP) that outline specific learning goals and appropriate special education programs and services. For more information see Appendix A.

Our 2003/04 survey shows:

- 97% of schools reported having special education students;
- in schools reporting special education students, an average of 17% of the students received special education services, compared to 14% in 2000/01; and
- an average ratio of 55 special education students to every full-time special education teacher compared to 48 students per teacher in 2000/01.

The increase in the average percentage of students receiving special education assistance may be a response to the increased failure rates among students studying at the Applied level of the new curriculum. The *Double Cohort Study* commissioned by the Ministry of Education shows that students in the Applied Stream in grades 9 and 10 are failing at an unprecedented rate and close to half of the students will not graduate in four years, if at all.<sup>4</sup> Schools may be identifying more students for special education assistance and placing more students in special education programs to address the increased failure rates.

The new secondary school curriculum offers few program choices for students with special needs or for those who are not college or university-bound. In the past, many students who aspired to graduate from high school and enter the workplace directly were enrolled in the basic level program, but this program no longer exists. Many boards have received permission to offer "Locally Developed" or "Essentials" courses but these courses are offered mainly in large high schools or technical schools. Students may count no more than three locally developed courses – one each in English, mathematics, and science – as compulsory credits toward graduation. See Appendix A for more information.



### **Educational Assistants**

Educational assistants may assist in a special education class or may be assigned to a regular class to assist with a student with special needs. We asked schools to tell us how many full-time equivalent (FTE) educational assistants they had.

Our 2003/04 survey shows:

- 78% of schools reported having educational assistants assigned to special education, virtually unchanged since 2002/03;
- in schools reporting educational assistants, there was an average of 4.6 educational assistants per school; and
- an average ratio of one educational assistant per 47 special education students, compared to one to 50 students in 2002/03;
- 11% of schools reported having no educational assistants; and
- 11% of schools did not report on educational assistants.

### **Waiting Lists**

Unlike elementary schools, where most of the identification of special education students takes place, the numbers of students on waiting lists for services in secondary schools tends to be fairly low. This year, 66%

of schools reported having students waiting for special education services. There has been a small decrease in the average numbers of students per school waiting for assessments, IPRCs, or placements since 2000/01.

### **Ontario Secondary School Literacy Test**

All students are required to pass the Ontario Secondary School Literacy Test or Literacy Course in order to graduate. Special education students may have adjustments made to the setting, timing or format of the test if those accommodations are documented in an IEP.<sup>5</sup> Results of the 2002 Grade 10 Literacy Test show that while 87% of the students in the Academic Stream passed, only 44% of the students in the Applied Stream were successful.<sup>6</sup> Results for students in special education and locally developed courses are even worse. Only 40% of students identified as special needs passed the test and only 12% of students taking locally developed courses passed.<sup>7</sup>

### **Ontario Human Rights Commission Report**

A 2003 Ontario Human Rights Commission report examining the barriers that students with disabilities face, noted that, “Many children are missing out on the chance to learn vital skills because of inadequate funding, physical inaccessibility, cumbersome and time-consuming accommodation processes, and negative attitudes and stereotypes towards students with disabilities.”<sup>8</sup>

The report outlines a number of actions required by schools, school boards, the provincial government and post-secondary institutions to address barriers, and concludes that the Commission may consider naming government ministries as respondents in human rights complaints if required actions are not addressed over the next 12 months.<sup>9</sup>

### **Comments from the Survey**

In our survey we asked schools how, if at all, special education had changed in the last year. Of those who provided comments, about one in five said that there were more special education students, many with higher needs. As in other years, there were comments about time-consuming, extensive paperwork and limited access to assessments for students.

## Recommendations

People for Education recommends that the provincial government:

- implement the 10% increase to the Special Education Per Pupil Amount (SEPPA) for secondary school students recommended by the Education Equality Task Force;
- provide funding for a sufficient number of special education teachers and educational assistants to allow boards the flexibility to make local choices about how to deliver special education programs;
- develop an appropriate curriculum for students who would previously have studied at the basic level in secondary school;
- develop an alternative secondary school graduation certificate outlining the skills and accomplishments of students studying at the basic level; and
- review the Ontario Secondary School Literacy Test to ensure that it is an appropriate assessment tool for all secondary students.

## Endnotes

1. Ministry of Education. *Student-Focused Funding : 2003-04. Technical Paper*. <<http://mettowas21.edu.gov.on.ca/eng/funding/0304/tech/technical.html#enrolment>>
2. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*. (Toronto: Education Equality Task Force, 2002), p.46. <<http://www.edu.gov.on.ca/eng/document/reports/task02/report.html#lor>>
3. Ibid.
4. Dr. Alan J.C. King, *Double Cohort Study Phase 3 Report for the Ontario Ministry of Education October 2003*. (January 2004 (Revised)), p. 40. <<http://www.edu.gov.on.ca/eng/document/sports/phase3/reports3.pdf>>
5. Education Equality Accountability Office. *Guide for Accommodations, Special Provisions, Deferrals and Exemptions, Ontario Secondary School Literacy Test, October 2003*. (Toronto: Queen's Printer for Ontario, 2003), pp. 2-3. <[http://www.eqao.com/pdf\\_e/03/03P027e.pdf](http://www.eqao.com/pdf_e/03/03P027e.pdf)>
6. Education Equality Accountability Office, *Ontario Secondary School Literacy Test, February 2002: Report of the Provincial Results*. (Toronto: Queen's Printer for Ontario, September 2002), p. 11.
7. Ibid., p. 12.
8. Ontario Human Rights Commission. "Give students with disabilities the opportunity to succeed, Ontario Human Rights Commission tells education providers." (Toronto: Ontario Human Rights Commission, Press Release. October 27, 2003). <<http://www.ohrc.on.ca/English/index.shtml>>
9. Ontario Human Rights Commission. *The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities*. (Toronto: Queen's Printer for Ontario), 2004.

## **PROFESSIONAL SUPPORT STAFF**

Psychologists, social workers and youth workers may conduct assessments of students, provide resources and support to school staff, and offer direct service to special needs students and other students who are considered “at risk” of failure or dropping out. Salaries and benefits for professional support staff are funded through a combination of the Foundation Grant, the Special Education Grant, and some special purpose grants. Funding for these positions is not protected and boards may choose to use the funds for other purposes.

Our survey shows an improvement in access to some professional support services since last year, but compared to 2000/01, access this year is virtually unchanged. There are dramatic regional differences in the availability of services.

<b>Percentage of Schools Reporting Professional Support Staff</b>				
	2000/01	2001/02	2002/03	<b>2003/04</b>
<b>Psychologist</b>				
Regularly scheduled	29%	28%	21%	<b>28%</b>
On call	58%	61%	63%	<b>63%</b>
Not available	13%	11%	16%	<b>9%</b>
<b>Social Worker</b>				
Regularly scheduled	52%	51%	46%	<b>50%</b>
On call	29%	29%	31%	<b>33%</b>
Not available	19%	19%	23%	<b>17%</b>
<b>Youth Worker</b>				
Regularly scheduled	32%	no data	20%	<b>30%</b>
On call	20%	no data	26%	<b>19%</b>
Not available	48%	no data	54%	<b>51%</b>

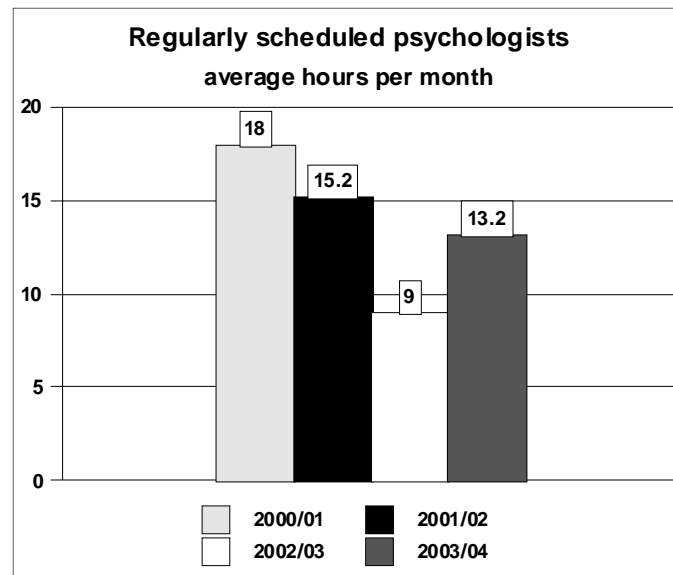
In 2001, the Ministry initiated a review of the Intensive Support Amount (ISA) component of special education funding. Many of the professional support staff, particularly psychologists, were occupied with filing ISA claims and were not available to provide direct service to students and staff. This year the majority of the claims have been filed, making professional staff more available to students. In addition, funding for special education was increased in December 2002 by \$250 million in response to recommendations made by the Education Equality Task Force. In 2003/04, the SEPPA component of special education funding increased slightly when salary benchmarks were increased.

### Psychologists

Psychologists assess students and make recommendations to teachers, parents, students and the Identification, Placement, Review Committee (IPRC) for appropriate program modifications and placements. They may provide additional information and resources to parents and teachers.

In our 2003/04 survey:

- 28% of schools reported having the regularly scheduled services of a psychologist; and
- in schools reporting regularly scheduled hours, psychologists were available for an average of 13.2 hours per month.



Our survey also shows:

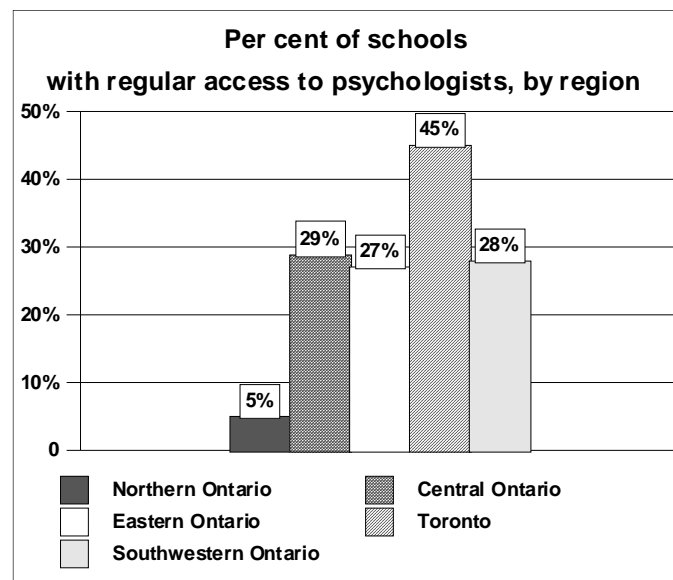
- 63% of schools reported access to a board psychologist on an on-call basis; and
- 9% reported no access to the services of a board psychologist.

### **Regional Differences**

Our survey continues to show regional disparities in access to professional support staff.

In 2003/04:

- 5% of schools in northern Ontario reported that the services of a psychologist were regularly scheduled, compared to 45% of schools in Toronto.



### **Social Workers**

Social workers provide counselling for students, families and groups of students within a school setting. They provide resources and information to teachers, referrals to community services and coordination of services.

In our 2003/04 survey:

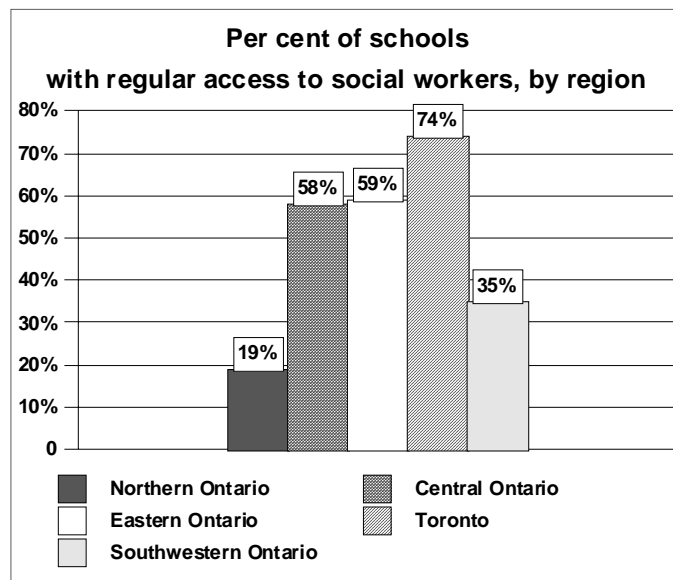
- 50% of schools reported having the regularly scheduled services of a social worker;

- in schools reporting regularly scheduled services, social workers were available for 25.5 hours per month, compared to 27.2 hours per month in 2000/01;
- 33% of schools reported access on an on-call basis; and
- 17% of schools reported no access to the services of a social worker.

### **Regional Differences**

In our 2003/04 survey:

- 19% of schools in northern Ontario reported that the services of social workers were regularly scheduled compared to 35% in southwestern Ontario and 74% in Toronto.



### **Youth Workers**

Youth workers collaborate with teachers, social workers, psychologists, and psychiatrists to help adolescents to stay in school. They work with students who have been involved with the law, have learning difficulties or family conflicts. They may work with students who are violent, or are coping with depression or sexual abuse.

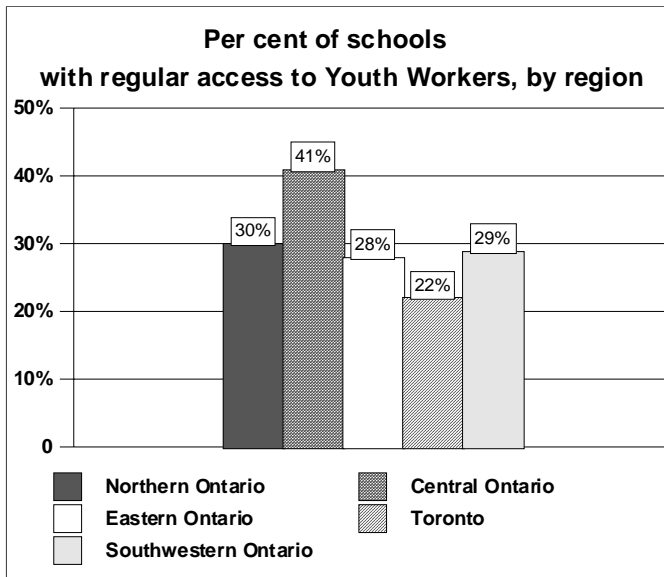
In our 2003/04 survey:

- 30% of schools reported having the regularly scheduled services of a youth worker;
- 19% of schools reported having access to youth workers on an on-call basis;

Our youth counsellors (formerly street workers) were cut this year! The loss of our youth counsellors, who were on-site and available to support the at-risk youth we serve, has made a profound impact on the whole delivery of our program.

*A secondary school,  
Toronto DSB*

- 51% of schools reported that the services of a youth worker were not available; and
- in schools that reported having regularly scheduled services, youth workers were available for an average of 63 hours per month, unchanged from 2000/01.



### **Regional Differences**

- 22% of schools in Toronto reported that the services of youth workers were regularly scheduled, compared to 41% in central Ontario.

### **Recommendations**

People for Education recommends that the provincial government:

- protect the allocations in the funding formula for professional support staff; and
- ensure that boards with small populations have equitable access to these professionals.

## **SECOND LANGUAGE INSTRUCTION**

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The Language Grant provides funding for English as a Second Language (ESL) and English Skills Development (ESD) programs. These programs are for students who were born in countries where English is not a first or standard language, and for Canadian-born students whose language spoken at home is not English. French-language school boards receive funding for programs that are comparable to ESL and ESD programs. The programs are known as Actualisation linguistique en français (ALF) and Perfectionnement du français (PDF).<sup>1</sup>

The percentage of secondary schools reporting ESL and ALF/PDF teachers and students has not changed significantly over the four years of our study.

Statistics Canada reports that in 2002, 152,831 immigrants arrived in Ontario.<sup>2</sup> Over three-quarters of all immigrants to Canada come from countries where English is not the first language<sup>3</sup> and 37% of all immigrants to Ontario are under the age of 19.<sup>4</sup>

Schools in our 2003/04 survey were asked how many ESL or ALF/PDF students were in the school, if they had an ESL or ALF/PDF program, and how many ESL or ALF/PDF teachers they had.

Our survey shows:

- 37% of schools reported having ESL or ALF/PDF students, virtually unchanged since 2001/02; \*
- 33% of schools reported ESL or ALF/PDF teachers, compared to 31% in 2000/01; and
- 5% of schools reported having ESL or ALF/PDF students but no teachers, compared to 10% in 2001/02.\*

\*the first year the question was asked.

### **Ontario Secondary School Literacy Test**

All students must pass the Ontario Secondary School Literacy Test (OSSLT) or the Grade 12 Literacy Course in order to receive the Ontario

Secondary School Diploma. Research regarding the acquisition of a second language shows that it takes between five and ten years to achieve complete proficiency,<sup>5</sup> yet in Ontario schools, students are not funded for ESL support after they have been in Canada for three years, regardless of their ability to function in English.

The provincial document outlining policies about program planning and assessment states, “Appropriate modifications to teaching, learning, and evaluation strategies must be made to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. (Teachers should bear in mind that it may take up to seven years for a student to acquire a level of proficiency in reading, writing, and abstract thinking in a second language that is on a par with the level mastered by speakers of a first language.)”<sup>6</sup>

ESL students writing the Literacy Test are permitted to have special provisions, including additional time, periodic breaks, and writing the test in an individual or small group setting.<sup>7</sup>

In October 2003, 67% of ESL students writing the Literacy Test for the first time without special provisions failed either one or both components of the test, compared with an overall failure rate of 28%.<sup>8</sup> ESL students writing with special provisions scored only marginally better, with 64% failing both reading and writing components.<sup>9</sup> While these students are allowed to rewrite the test in subsequent years, the success rate of students who have rewritten the test is not significantly improved.<sup>10</sup>

### **Changes to Eligibility Criteria**

The provincial government has recently made changes to the eligibility and funding for ESL/PDF in response to criticism that the criteria were too rigid. Eligibility for second language instruction is now based on date of entry into Canada and country of birth, rather than the country from which the student entered Canada. This change recognizes students who have “stopped over” in an English-speaking country, such as the USA, before entering Canada. The criteria for funding still do not consider students’ actual need for second language programs and services.

In the Education Equality Task Force report, Dr. Rozanski recommended an increase of \$65 million to the Language Grant to reflect five years of

language training for ESL and PDF.<sup>11</sup> In December, 2003, the government announced an increase of \$17 million to the ESL and Perfectionnement du Français (PDF) components of the Language Grant.<sup>12</sup> However, this grant was not in place at the time of our survey and the additional \$48 million increase recommended by Dr. Rozanski has not been implemented.

Under the constitution, immigration is a shared federal-provincial jurisdiction. The federal government provides funding for health and social assistance through transfer payments, and supports community-based settlement services through Citizenship and Immigration Canada. The federal government does not provide funding for ESL programs for children although it does support language training for adults.

## Recommendations

People for Education recommends that the provincial government:

- change the criteria for Second Language funding to provide ESL/PDF instruction until students are proficient in English or French;
- modify the Ontario Secondary School Literacy Test or its requirement for a Secondary School Diploma to address the needs of ESL/PDF students; and
- collaborate with the federal government to develop national standards and federal transfer funds for the provision of second language instruction and other essential services to immigrant children.

## Endnotes

1. Ministry of Education. *Student-Focused Funding: Parents Guide Spring 2003. Language Grant*. <<http://www.edu.gov.on.ca/eng/funding/0304/parents/parents.html#language>>
2. Statistics Canada *Table 051-004 – Components of population growth, Canada, provinces and territories, annual (Persons)*. <<http://cansim2.statcan.ca/cgi-win/CNSMCGIEXE>>
3. Statistics Canada *Immigrant population by place of birth and period of immigration: 2001*. <<http://www.statcan.ca/english/Pgdb/demo25.htm>>
4. Statistics Canada. *Place of Birth of Respondent, Sex and Age at Immigration for Immigrant Population for Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2001 Census – 20% sample Data: Ontario*. <<http://www.statcan.ca/english/IPS/Data/95F0359XIE2001004.htm>>
5. James Cummins, “Age on Arrival and Immigrant Second Language Learning in Canada: A Reassessment,” *Journal of Applied Linguistics*, Vol. 2 (1981), pp. 132-49.

6. Ministry of Education, *Program Planning and Assessment. The Ontario Curriculum, Grades 9 to 12, 2000*. (Toronto: Queen's Printer for Ontario, 2000), p. 10.  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/progplan/progplan.pdf>>
7. Education Equality Accountability Office, *Guide for Accommodations, Special Provisions, Deferrals and Exemptions, Ontario Secondary School Literacy Test, October 2003*. (Toronto: Queen's Printer for Ontario, 2003), p. 4.  
<[http://www.eqao.com/pdf\\_e/03/03P027e.pdf](http://www.eqao.com/pdf_e/03/03P027e.pdf)>
8. Education Quality Accountability Office, *Ontario Secondary School Literacy Test, October 2002, Report of Provincial Results* (Toronto: Queen's Printer for Ontario, April 2003), p. 15. <[http://www.eqau.com/pdf\\_e/03/03P006e.pdf](http://www.eqau.com/pdf_e/03/03P006e.pdf)>
9. Ibid. p. 16.
10. Ibid. p. 32.
11. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*. (Toronto: Education Equality Task Force, 2002), p. 55.
12. Ministry of Education, *New Funding for ESL and Literacy Programs*.  
<<http://www.edu.gov.on.ca/eng/funding/0304/eslfund/esl0304.html>>

## LIBRARY

The book collection is very outdated. About 75% of the collection is over 15 years old. The newest encyclopaedia is from 1996. The library subscribes to the e-library database but that consumes about 25% of the budget. With the focus on literacy, more money is needed to be allocated to libraries in the schools as they serve all the students.

*A secondary school,  
Renfrew County DSB*

In secondary schools, teacher-librarians work with other teachers to coordinate library resources with curriculum needs, develop library collections and provide research instruction to students. Library technicians maintain the library collection, and catalogue and manage the circulation of the library's resources.

The funding formula provides funding for one full-time teacher-librarian for every 909 students in a school board, and this funding is not protected. Although the average school in our 2003/04 survey had only 881 students, and 50% per cent had too few students to generate funding for a full-time teacher-librarian, 60% of schools had at least one. However, 16% of schools reported that libraries were open but never staffed by a teacher-librarian.

In a recent study of 1700 Florida schools, researchers found that well-staffed, well-stocked libraries increased high school reading scores by 22%.<sup>1</sup> There was a direct correlation between the amount of time a library was professionally staffed and the number of students in the school who read at grade level; test scores were more than 20% higher in high schools with a full-time professional staff than in schools with only part-time staff.<sup>2</sup>

### Staffing

#### ***Teacher-librarians***

In our 2003/04 survey:

- 60% of schools had at least one full-time equivalent teacher-librarian, unchanged over the four years of our study;
- 20% of schools had a part-time teacher-librarian only, unchanged compared to 2000/01;
- 16% of schools had no teacher-librarian; and
- 4% did not report on staffing.

### Other Staff

We asked schools to record all the ways in which their libraries were staffed. In our 2003/04 survey:

- 42% of schools had a library technician, compared to 36% in 2000/01;
- 12% of schools reported having a library technician without any teacher-librarian available, unchanged compared to 2000/01; and
- 3% reported having no staff at all.

### Hours

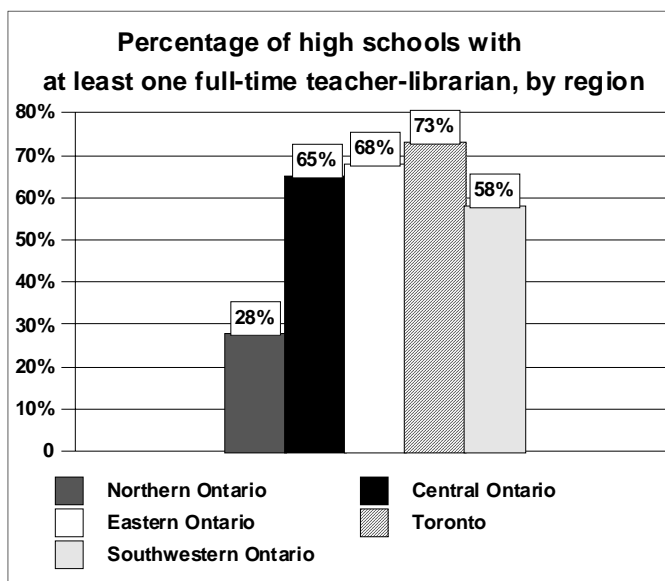
Schools reported that libraries were open an average of 34 hours a week. However, libraries were open *and* staffed by a teacher-librarian an average of 24 hours a week.

In 2003/04 schools reported:

- 16% of libraries were open but never staffed by a teacher-librarian, compared to 12% in 2002/03 (the first year the question was asked).

### Regional Differences

Our survey shows that schools in Toronto, eastern and central Ontario are more likely to have one or more full-time teacher-librarians than schools in southwestern or northern Ontario. Funding for teacher-librarians is not protected and boards may choose to use the funding for other staff or resources.



### **Collections**

In 2003/04, schools reported collections ranging from 500 to 100,000 books. In addition:

- school libraries had an average of 13,900 books compared to 15,800 in 2001/02 (the first year the question was asked);
- school libraries had an average of 17 books per student, compared to 20 books per student in 2001/02; and
- the bottom 10% of schools had 6 or fewer books per student.

### **Recommendation**

People for Education recommends that the provincial government:

- change the funding formula to ensure that every secondary school has a library that is open full-time, staffed by a teacher-librarian, and has an adequate, protected acquisitions budget.

### **Endnotes**

1. Donna Baumbach, *Florida Media Study: Key Findings*. (updated Jan. 4, 2004)  
<<http://www.sbac.edu/~media/research.htm>>
2. Ibid.

## FUNDRAISING

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Our funding is too little in a school with a low socio-economic population. We can't fundraise or do the activities other schools do regularly.

*A secondary school,  
DSB of Niagara*

Parents, students and teachers in secondary schools fundraise primarily to support charities and to pay for student activities, graduations and awards. They also fundraise for school necessities including textbooks, classroom or lab supplies and library books. Fundraising in secondary schools takes many forms. Schools reported raising money from vending machines, bingos and cafeterias, and through donations of money or in-kind goods and services from community associations, corporations, local businesses and alumni associations.

The 131 schools that reported fundraising totals in our survey raised a total of \$2.6 million in 2003/04. When this number is extrapolated to include the total number of secondary schools in Ontario, it means that province-wide, schools are raising a total of approximately \$10 million.<sup>1</sup> Schools reported raising as little as \$0 and as much as \$248,000.

In addition, many schools augmented their budgets with revenue from vending machines, bingos and cafeterias and with donations from local businesses, community associations and alumni. The 97 schools that reported raising money in this way raised a total of \$1.9 million. Extrapolated province-wide, schools are raising approximately \$11 million from these sources. Schools reported raising as little as \$0 and as much as \$165,000 in this manner.

### Fundraising by Students, Parents and Teachers

In 2000/01 teachers withdrew their support for extra-curricular activities to protest legislation introduced by the provincial government. Because it was not a representative year, comparisons are made to 2001/02.

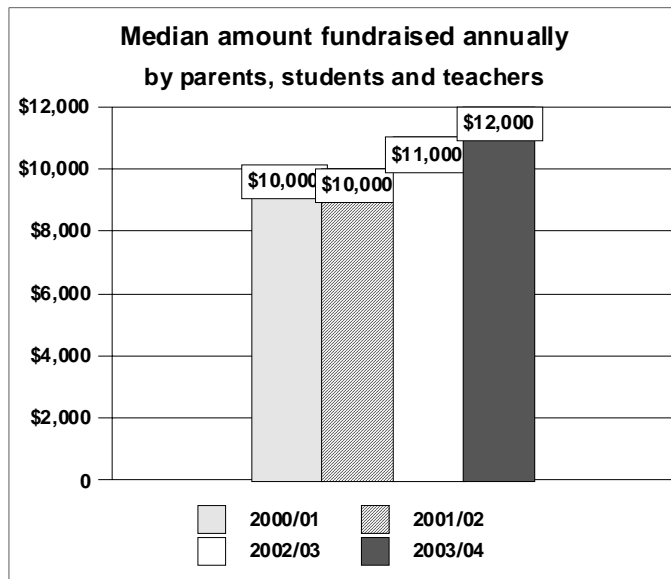
In our 2003/04 survey:

- 86% of schools reported that students participated in fundraising, compared to 83% in 2001/02;
- 63% reported teachers fundraised, compared to 66% in 2001/02;
- 48% reported fundraising by parents, unchanged since 2001/02; and
- 9% reported fundraising by others (not reported in other years).

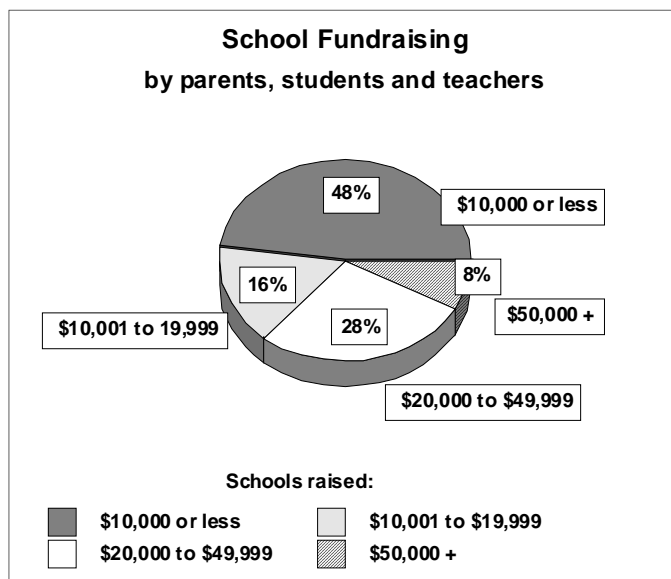
### Fundraising Totals

In the 131 schools that provided fundraising *totals*:

- the total amount raised by students, parents and teachers was \$2.6 million;
- the median amount raised per school was \$12,000, compared to a median of \$10,000 in 2001/02; and
- the amount fund-raised per school ranged from \$0 - \$248,000.



The chart below illustrates the wide variation in the fundraising totals reported by schools in our 2003/04 survey.



In addition, our 2003/04 survey shows that:

- the top 10% of fundraising schools reported raising as much money in total as the bottom 75% of schools.

### **Fundraising for Necessities**

Our survey shows that 69% of schools reported raising money for charities, a figure that has been unchanged since 2001/02.

We asked schools whether they fundraised for necessities such as textbooks, classroom or lab supplies, computers and/or software, library books or musical instruments.

In 2003/04, our survey shows:

- 30% of schools raised money for musical instruments, compared to 22% in 2001/02;
- 13% raised money for computers and/or software, virtually unchanged compared to 2001/02;
- 11% raised money for textbooks and/or classroom or lab supplies, virtually unchanged since 2001/02; and
- 10% raised money for library books, compared to 6% in 2000/01.

### **Local Businesses, Corporations, Community Associations, Alumni**

In our survey we also asked schools if they had received money or donations of in-kind goods or services from alumni associations, community associations, corporations or local businesses, in addition to operating funds from school boards. We also asked how the money was raised.

Our survey shows that 83% of schools received money or donations of in-kind goods and services from these sources, compared to 78% in 2001/02.

For schools that reported this type of fundraising or donation:

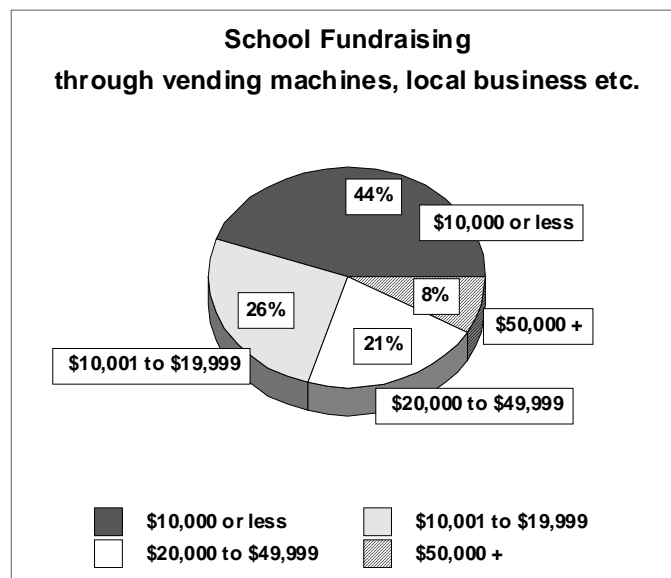
- the median amount raised per school was \$13,000;
- 5% raised less than \$1,000;
- 39% of schools raised between \$1,000 - \$10,000;
- 47% raised between \$10,001 - \$50,000; and
- 8% raised over \$50,000.

## Sources of Funds

We asked schools to identify the sources of fundraising and donations. Many schools reported more than one source.

Our 2003/04 survey shows:

- 57% of schools reported raising money through the use of vending machines;
- 35% raised money through their cafeterias;
- 33% received donations from local businesses;
- 32% received donations from community associations;
- 23% received donations from corporations;
- 20% received donations from alumni associations;
- 15% raised money from bingos; and
- 10% of schools reported raising money from other sources.



## Endnotes

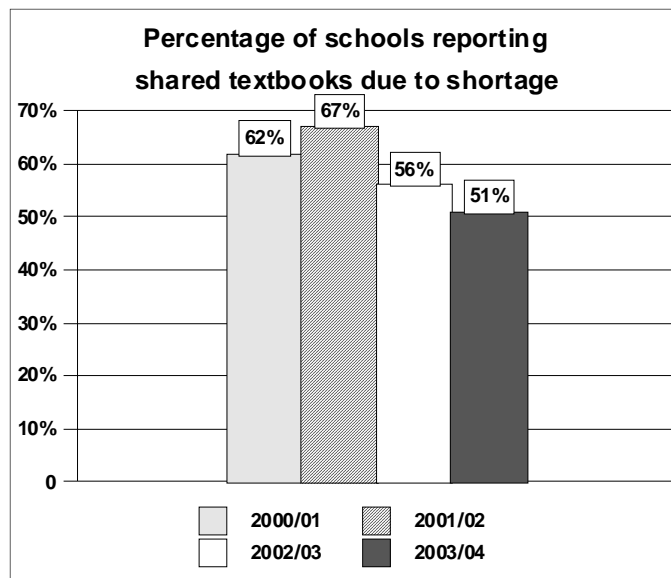
<sup>1</sup> For information on extrapolations, see Methodology.

## TEXTBOOKS

In 2003/04, schools reported an improvement in the availability and quality of their textbooks for the third year in a row. Despite this continued improvement, half of the schools surveyed reported that some students needed to share textbooks and almost three-quarters reported that some textbooks were worn or out-of-date.

This year marks the first time since the introduction of the province's funding formula that the benchmark for textbook funding has increased. In 1997 the provincial government set its textbook budget at \$100 per student per year. The benchmark remained unchanged for the next five years and additional one-time grants were needed to help offset the costs of providing materials for the new curriculum.

In late 2002, in the report from the Education Equality Task Force, Dr. Mordechai Rozanski recommended that textbook benchmarks be raised by 10.3% to reflect increases in the Consumer Price Index from 1997-2002.<sup>1</sup> The Conservative government promised to implement this change over three years.

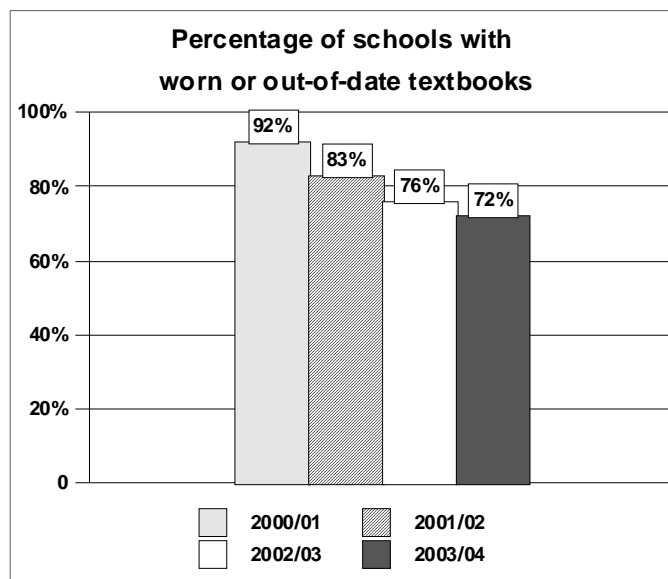


Money for texts was made available for each year of the implementation of the new curriculum.

During that time, there were very few texts published for applied level grade 9 and 10 and college/workplace courses. As a result, a number of applied/college courses are being taught out of academic texts which have a very difficult reading level for a number of applied/college students. ...With no extra textbook money to purchase applied/college textbooks, which are just now being published, we have a major equity problem in how we service applied/college students and academic/university students.

*A secondary school,  
Renfrew County DSB*

For the 2003/04 school year, there was an increase of \$3 per student or \$1,904,898 province-wide. Similar increases have been promised for the next two years. There are no textbooks for most courses in the Applied Stream. In the cases where texts have recently been published, such as for Applied Math, few schools can purchase them because one-time funding for texts for the new curriculum has run out.



## Recommendation

People for Education recommends that the provincial government:

- ensure funding for adequate numbers of appropriate textbooks, and set funding benchmarks for textbooks to reflect inflation and rising costs.

## Endnotes

1. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*. (Toronto: Education Equality Task Force, 2002), p.100, Appendix J, Table J:2.

## COMPUTER TECHNOLOGY

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According to studies released by Statistics Canada, Canadian students have greater access to computers both at home and at school than most of their international peers.<sup>1</sup> The average number of computers per school has increased steadily since 2000/01 and schools report that Information Technology support is more readily available than in previous years.

Our computers are becoming obsolete and there is no money for upgrades.

*A secondary school,  
Toronto DSB*

### Access to Computers

Our 2003/04 survey shows:

- an average of 202 computers per school compared to 187 computers per school in 2000/01;
- the number of computers ranged from 10 to 525; and
- an average of 4.5 students per computer.

### Information Technology (IT) Support

School boards with technical staff who support information technology are less likely to rely on teachers and students for these services.

In our 2003/04 survey:

- 90% of schools reported that their school boards offer technical staff to provide support, compared to 86% in 2000/01;
- 37% of schools reported having an in-school technician providing support, compared to 29% in 2000/01;
- 61% reported having teachers who provide IT support, compared to 66% in 2000/01;
- 16% reported having students provide IT support, compared to 24% in 2000/01;
- 52% of schools reported receiving IT support in two days or less, compared to 40% in 2001/02 (the first year the question was asked); and

- 17% reported waiting one week or more, compared to 28% in 2000/01.

**Endnotes**

1. Statistics Canada, "Computer access at school and at home 2000," *The Daily*, Oct. 29, 2002. <<http://www.statcan.ca/Daily/English/021029/d021029a.htm>>

## FEES

The reduction in our overall school budget will result in an increase in school fees next year.

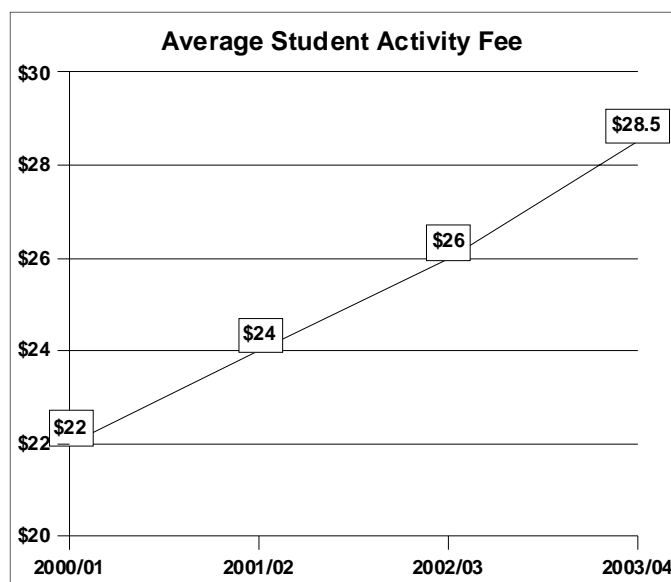
*A secondary school,  
Toronto DSB*

Ontario secondary school students pay an annual student activity fee. Fees for athletic activities and for course and lab materials have also become standard in most schools. In 2003/04, 83% of schools reported charging lab and material fees, compared to 75% in 2000/01.

### Student Activity Fees

Student activity fees cover items like yearbooks, agendas, newsletter mailings, student cards and discounts on admission fees. The fees can be paid to the student council or to the school administration which directs funds to the student council. Student activity fees may vary within a board.

In our 2003/04 survey, 91% of schools reported student activity fees, a figure that remains relatively unchanged over the four years of our study, except for 2000/01. In that year, teachers withdrew their participation in extra-curricular activities to protest proposed provincial legislation.



In our 2003/04 survey:

- the average student activity fee was \$28.50, rising steadily over four years from \$22 in 2000/01; and
- activity fees in schools ranged from \$5 to \$80.

### **Athletic Fees**

Students who participate on school sports teams are commonly required to pay fees. These fees cover costs for the rental of venues such as pools or rinks, referees, maintenance staff outside of school hours, and transportation to games.

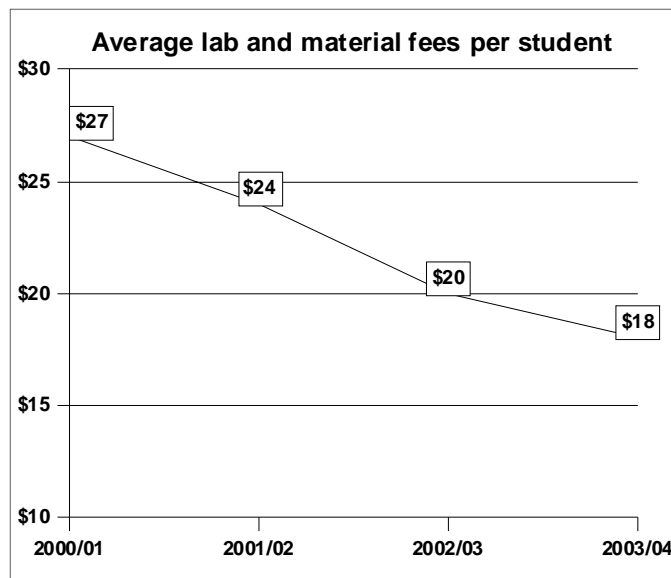
In our 2003/04 survey:

- 72% of schools reported athletic fees; and
- athletic fees ranged from \$5 to \$350.

### **Lab and Material Fees**

Lab and material fees are charged to cover costs such as science lab supplies, design and technology materials, photographic supplies, photocopying, art supplies and workbooks for language courses. Fees vary by course, by school and by board.

<b>PERCENTAGE OF SCHOOLS CHARGING LAB &amp; MATERIAL FEES</b>	
<b>Subject</b>	<b>2003/04</b>
Art	63%
Physical Education	41%
Design & Technology	41%
Music	42%
Science	25%
Moderns	24%
Computers	25%
Business	21%
English	9%
Mathematics	9%
Geography	2%
History	4%



In our 2003/04 survey:

- the total amount students might pay in lab and material fees ranged from \$2 to \$150;
- the average amount students might pay in lab and material fees was \$18, reflecting a steady decline since 2000/01 when the average was \$27; and
- 94% of schools have subsidies for students who cannot afford the fees.

### **Recommendation**

People for Education recommends that the provincial government:

- increase the Foundation Grant to provide adequate funding for materials necessary to support or complement the curriculum in order to ensure equitable access to courses and activities.

## SCHOOL BUILDING

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The physical state of the building is unacceptable.

*A secondary school, CEP de l'Est de l'Ontario*

The funding formula's Pupil Accommodation Grant pays for the cost of heat, lights, maintenance, renewal, and the construction of new schools. Over the past decade, schools have put off needed repairs and renovations because of many years of inadequate funding. In the 2002 Education Equality Task Force report, Dr. Rozanski noted that the cost to repair schools was estimated at \$5.6 billion.<sup>1</sup>

Fifty-nine per cent of the schools in our survey were built more than 40 years ago. This year, 37% reported that a renovation or general upgrade such as to the roof, furnace, paint, carpet or furniture was required but not approved. Schools reported that the number of portables per school ranged from 1 to 18.

We asked schools to tell us when their school was built, whether repairs or renovations were complete or in progress, scheduled, or required but not approved. We also asked how many portables schools had.

### Repairs/Renovations

In our 2003/04 survey:

- 16% of schools reported at least one renovation was required but not approved, compared to 33% in 2000/01;
- 37% of schools reported a renovation or general upgrade (roof, furnace, paint, carpet, furniture, etc.) was required but not approved, compared to 43% in 2000/01;
- 33% of schools reported at least one general upgrade was required but not approved compared to 39% in 2000/01; and
- 31% of schools reported a renovation was scheduled or completed, compared to 28% in 2001/02 (the first year the question was asked in the same way).

School needs a facelift because of its age. This would help instill a sense of pride in our run-down school.

*A secondary school, DSB of Niagara*

## Portables

Schools reported having fewer portables than in the first year of our survey.

In our 2003/04 survey:

- the number of portables per school ranged from 1 to 18;
- 31% of schools reported having portables, compared to 36% in 2000/01; and
- the average number of portables per school was 6, compared to 8 in 2000/01.

Blinds have been purchased at a cost of \$12,000 from the school budget. It is unmanageable to teach in hot rooms – the sun beats in. Some major work needed on plant; there have been no major repairs in over 40 years. Yet the staff maintains focus and spirit.

*A secondary school,  
Bluewater DSB*

## Funding Increases Fall Short

Dr. Rozanski made a number of recommendations in his report about the maintenance and renewal of school buildings, including:

- increasing the benchmark for school operations from \$5.20 per square foot to \$5.81 per square foot to cover salaries for custodians, and the costs of heat, light and maintenance;
- \$75 million in funding for the most pressing school renewal needs;
- \$200 million for deferred maintenance; and
- \$39 million for new pupil places including new schools and major renovations and additions.<sup>2</sup>

In response to Dr. Rozanski's recommendations, the grant for School Operations was increased for the first time since the funding formula was introduced in 1998 from \$5.20 to \$5.35 per square foot. In 2003/04, the School Operations Benchmark increased again to \$5.44 per square foot although Dr. Rozanski had recommended \$5.81 per square foot.<sup>3</sup>

Funding for school renewal was increased by \$25 million in 2002/03 to enable boards to make urgently needed repairs and renovations. In 2003/04, an additional \$25 million was added.<sup>4</sup> Despite the additional funding, the increases to the benchmarks fell short of the recommendations, and no money was allocated for the backlog of deferred maintenance or for new pupil places. Dr. Rozanski's report recommended additional funding of \$425 million for school buildings, but funding announcements fell short by \$375 million.

## Recommendations

People for Education recommends that the provincial government:

- implement the remaining recommendations made by the Education Equality Task Force to provide an additional \$375 million in annual funding for school renewal, new pupil places, deferred maintenance and replacement of schools too expensive to repair; and
- change and sufficiently fund the school renewal allocations for repairs and renovations.

## Endnotes

1. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*. (Toronto: Education Equality Task Force, 2002), p. 40.
2. Ibid. p. 98.
3. Ministry of Education, *Student Focused Funding: Pupil Accommodation Grants 2003-04*. (Toronto: Queen's Printer for Ontario, Spring 2003), p. 12.  
<<http://www.edu.gov.on.ca/eng/funding/e0304pupilacc.pdf>>
4. Ministry of Education, *Student-Focused Funding : 2003-04 Technical Paper*. (Toronto: Queen's Printer for Ontario, 2004).  
<<http://www.edu.gov.on.ca/eng/funding/0304/tech/technical.html#pupil>>

## COMMUNITY USE OF SCHOOLS

Neighbourhood schools are ideally suited as both centres of learning and community life. Promoting community use for pre-school and school age children, and broader community use of schools is consistent with the intent of the education system, as well as public objectives related to volunteerism, health and well-being.

*Opening the Doors: Making the Most of Community Space, The United Way Task Force on Public Space*<sup>2</sup>

Secondary schools are a valuable resource to communities. Their classrooms, gymnasiums, auditoriums, meeting rooms, playing fields and swimming pools are used for countless educational, recreational and civic uses. These include local events and meetings, continuing education programs, sports clubs and competitions, seniors' programs, childcare, fitness programs, and election polling centres.

The United Way Task Force on Public Space noted that "Neighbourhood schools and municipal community and civic centres are the product of long-term public investment in neighbourhood and community infrastructure. Their value must be broadly recognized, not narrowly defined, and the use of these assets should be maximized to further both educational and community objectives."<sup>1</sup>

Ninety-five per cent of the schools in our 2003/04 survey reported community use of school facilities.

### User Fees

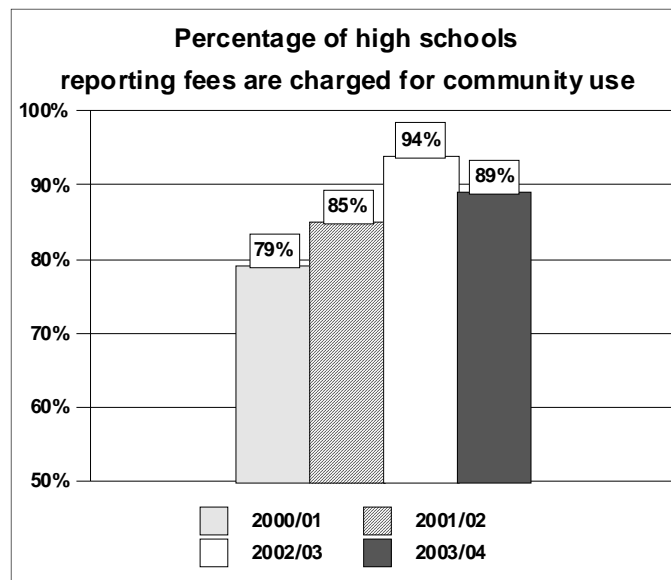
The funding formula makes no provision for community use of schools. Prior to the introduction of the funding formula, many school boards offered their facilities for use by community groups free of charge or at a nominal fee; now most school boards charge fees or have increased fees for the community use of their facilities to cover the cost of providing extra staff to keep buildings open after school hours. This shift has put the use of school facilities out of the reach of many community groups.

In our 2003/04 survey:

- 95% of schools reported community use of schools, compared to 97% in 2000/01;
- 89% of schools reporting community use said they charged user fees, compared to 79% in 2000/01; and
- 25% of the schools charging user fees reported an increase in the amount charged since last year.

Community use of schools is a victim of the current challenges in education funding ..... Changes to education funding introduced by the province in 1998, and consequent policy changes made by school boards, jeopardize the role of schools as local assets that support all aspects of community learning and vibrant neighbourhoods.

*Frances Lankin, President, United Way of Greater Toronto and Dr. John Evans, Chair, United Way's Task Force on Community Use of Space, Toronto Star, November 15, 2002*



### Continuing Education and School-Based Child Care

We asked if schools housed continuing education programs and school-based child care. These questions were included for the first time in the 2001/02 survey.

In our 2003/04 survey:

- 35% of schools reported housing continuing education programs, relatively unchanged since 2001/02; and
- 12% of schools reported housing school-based child care programs, virtually unchanged since 2001/02.

### Recommendation

People for Education recommends that the provincial government:

- recognize and fund community use of schools in the funding formula.

### Endnotes

1. United Way Task Force on Public Space, *Opening the Doors: Making the Most of Community Space*, (Toronto: United Way Task Force on Public Space, December 2002).
2. Ibid.

## BUSING

The majority of our students are bused to school and some have a long ride to and from school. The funding model for transportation costs does not give our board enough money to cover transportation costs and affects our students. Some are not able to stay after school to participate in extra-curricular activities or receive tutoring.

*A secondary school,  
Upper Grand DSB*

School buses are a key component of our education system. Approximately 40% of the student population of Ontario is eligible for busing. Busing numbers have not changed appreciably during the four years of our survey. What has changed is increasing financial pressures faced by bus companies and school board transportation budgets.

We asked schools to report whether students were bused, and the length of bus rides.

In our 2003/04 survey:

- 82% of secondary schools reported that some of their students are bused;
- the longest one-way bus ride is an hour and forty-four minutes;
- 52% of schools reported that the longest bus ride was one hour or more;
- 59% of schools reported that some of their students took local transit; and
- 34% of the schools reported that local transit subsidies were available.

### Late Busing

At the high school level, there is a link between transportation funding and access to extra-curricular activities. Late buses provide secondary school students with the opportunity to participate in extra-curricular activities after school. For the past two years we have asked schools to report on late busing. In previous years, some schools had reported that late busing had been cut. When this happens, fewer students are able to participate in extra-curricular activities.

In 2003/04,

- 26% of schools reported that late busing was available, up slightly from 22% in 2002/03 (the first year the question was asked).

## Regional Differences

Busing data varies from region to region. For example, the majority of high schools in Toronto (73%) do not have any students who are bused, while over 90% of schools in all other regions of Ontario report that some students are bused.

## Financial Pressures

Last year we noted that, according to the provincial auditor, funding for transportation declined by 7% between 1993 and 1999.<sup>1</sup> Inequity is also a problem. When the current system for transportation funding was implemented in 1998, school boards were funded based on how much money they had spent the previous year.<sup>2</sup> Therefore, boards which were more frugal were, in a sense, penalized because they received lower per-capita grants than those who had spent less efficiently.

In the 2002 Education Equality Task Force report, Dr. Mordechai Rozanski reported that since funding benchmarks were developed in 1997:

- the price of fuel increased by 9.6 %;
- maintenance costs rose by 11.7%; and
- the overall cost of transportation increased by 17.5%.<sup>3</sup>

Dr. Rozanski recommended that the government increase spending on transportation by \$80 million. In response, the Minister of Education in the former Conservative government released \$20 million in transportation funding that had previously been announced in the 2002 budget. At press time, the new Liberal government, which committed itself to making the necessary investments to address Dr. Rozanski's recommendations, had still not announced when the remaining \$60 million would be allocated.

In June 2003, the former Conservative government announced that a long-awaited needs-based student transportation funding model would be implemented for the 2004/05 school year. At present this plan, which bus operators felt was at least a step in the right direction, seems to be in limbo. The new Liberal government has not yet announced its plans for transportation funding.

## Recommendations

People for Education recommends that the provincial government:

- provide the remaining \$60 million for transportation recommended by the Education Equality Task Force; and
- develop and implement a needs-based student transportation funding model that addresses actual costs of fuel and insurance, and includes a plan for providing late busing to allow students to participate in extra-curricular activities.

## Endnotes

1. Office of the Provincial Auditor of Ontario, *2000 Annual Report. Special Report on Accountability and Value for Money* (Toronto: tabled Nov. 21 2000).
2. Ontario School Bus Association, *Submission to the 2003/2004 Pre-Budget Consultations. Student Transportation Funding* (Toronto: Ontario School Bus Association, January 2003), from <[www.osba.on.ca/releases/pdf/012003.pdf](http://www.osba.on.ca/releases/pdf/012003.pdf)>
3. Education Equality Task Force, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*. (Toronto: Education Equality Task Force, 2002), p. 49.

## **EXTRA-CURRICULAR ACTIVITIES**

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For many students, extra-curricular activities represent the part of the high school experience that is remembered forever. These activities include sports, clubs, drama, dances, concerts, bands, yearbook and student councils. They provide opportunities for students to pursue a passion or develop a talent or skill that may provide the incentive to stay in school. Some students acquire skills and experiences through extra-curricular activities that lead to careers. Others learn to become the informed audiences that sustain theatres, symphonies, galleries, movies and sports events. Extra-curricular sports provide opportunities for students to be physically active through their adolescent years, when children tend to become increasingly inactive.<sup>1</sup>

In our 2003/04 survey:

- 99% of schools reported having some extra-curricular activities;
- the average number of sports teams per school (including intramurals) was 22; and
- the average number of clubs and interest activities per school was 17.

### **Benefits of Participation in Extra-curricular Activities**

A recent study of 22 Ontario high schools hypothesizes that “student involvement in extra-curricular school activities represents a potentially powerful predictor of academic and behavioural functioning at school.”<sup>2</sup> The study, conducted by the Centre for Addiction and Mental Health, examined the role of school culture in student success. Researchers found that a sense of school membership reduced the likelihood of academic and behavioural problems. The study argues that one way to promote positive peer and teacher relationships is through extra-curricular activities that increase opportunities for students and teachers to meet informally.

The benefits of physical activity have been well-documented, along with evidence of increasing inactivity among children. Public health departments and organizations like the Ontario Physical and Health Education

Association (OPHEA) believe that school communities can be catalysts in encouraging children and youth to lead active healthy lives. However, research into the structured opportunities for student physical activity in Ontario schools shows that in secondary schools, enrolment in physical education classes tends to drop off significantly in higher grades. This finding is partly explained by provincial requirements for a single physical education credit, which most students take in grade nine.<sup>3</sup>

The researchers conclude that the problem of declining enrolment in secondary school physical education courses must be addressed “both in terms of the factors influencing this pattern, and ways of increasing enrolment.” In addition, “school-based intramural activity, particularly at the secondary school level, needs to be further developed through policy support, increased opportunities for a variety of activities, and the promotion of these programs to students.”<sup>4</sup>

### Endnotes

1. Foundation for Active Healthy Kids, *A Call to Action*.  
<<http://www.activehealthykids.ca/Ophea/ActiveHealthyKids/call.cfm>>
2. David J. DeWit, et al., *Sense of School Membership: A Mediating Mechanism Linking Student Perceptions of School Culture with Academic and Behavioural Functioning (Baseline Data Report of the School Culture Project)*. (Toronto: Centre for Addiction and Mental Health, August, 2002), p. 86.
3. Kenneth R. Allison, Edward M. Adlaf, “*Structured Opportunities for Student Physical Activity in Ontario Elementary and Secondary Schools.*”  
<<http://www.ophea.net/Ophea/Ophea.net/articleitem.cfm?RSID=2147102905>>
4. Ibid.

## COMMENTS FROM THE SURVEYS

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Participants in our survey were asked to comment on their schools and tell us what pleased them most, or what concerned them most.

The majority of concerns focused on the state of the school building and the need for upgrades, renovations or repairs. Other concerns involved transportation costs and availability, and the loss of staff, including teachers, clerical and custodial staff, guidance and youth counsellors, and professional services staff. Again this year, a number of schools commented on the downloading of administrative paperwork from the school boards, and the additional burdens of completing annual education plans, Ministry report cards, EQAO testing, and safe schools administration reports.

Schools continue to praise the efforts and quality of teaching staff, and acknowledge the contributions of students, parents, and community members.

Our school council is very proud of the school and the dedicated administration, teaching staff, non-teaching staff and students. We have teams up and running....The administration staff are very helpful and supportive of the school council. Our students' council is very active in the school. They work closely with the teachers and the school community council. We have great community support.

*A secondary school,  
Upper Grand DSB*

Money is restricted for the transit subsidy. We are pleased that custodial staff have managed to keep up the facility given the reduction of staff by four since 1993. The maintenance of the roof, windows, paint (peeling) and mould on the wall in the girls' change room are critical health and safety matters. Overall, staff and students are managing as well as can be expected given the ongoing reduction in staff, support and resources.

*A secondary school,  
Toronto DSB*

## METHODOLOGY

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This is our fourth annual survey of resources in Ontario secondary schools. The survey acts as an informational tool for parents and Ontario citizens. It focuses on the quantifiable resources available in schools across the province, and over time, tracks any disparities or changes which occur. The resulting data provides an annual picture of the effects of education policy and funding shifts. People for Education has collected this type of data in Ontario elementary schools since 1997/98 and in secondary schools since 2000/01.

Surveys were mailed to every publicly funded secondary school in Ontario in September 2003. Translated surveys were sent to schools in French-language boards. Copies of the survey are addressed to school councils and school principals, along with a letter requesting that they work together to complete the survey. Confidentiality of individual school responses is guaranteed. Where direct quotes are used, permission has been obtained.

Parents in the People for Education Network worked in their regions to ensure a high response rate. Responses were returned by fax or mail by December 19, 2003, and the results compiled. The number of responses for each section is reported in Appendix B.

Student-to-staff ratios were calculated for schools which reported both the total number of students and the full-time equivalent for staff positions. To more accurately depict student-to-staff ratios in secondary schools, this year we have reported the mean of the student to staff ratio of each school. In previous years, we reported on the ratio of students to staff for the entire sample.

Calculations have been rounded to the nearest whole number, so cumulative percentages do not always add up to 100%. In some sections, comparisons by region are noted.

Where significant shifts were found year-over-year, the trends were confirmed by making a comparison of the smaller sample of repeating schools.

Some results, such as fundraising totals, were extrapolated to include the total number of secondary schools in Ontario, using median amounts as the basis for the calculation. The median is the mid-point number in a frequency distribution at which half of the data are smaller and half of the data are larger.

This year 174 schools participated in the survey, representing an increase of 34% since 2000/01. Repeat schools comprise 55% of the 2003/04 sample, compared to 49% in 2002/03. Schools from 46 of the 72 district school boards participated this year. The provincial response rate is 21% of Ontario secondary schools.

Eighty-seven per cent of the respondents reported they are Grade nine to Grade 12 schools. Eighty-four per cent reported their school year is semestered.

The distribution of respondent schools is representative of the distribution of the population. As well, the distribution of respondent schools is well-balanced by student population.

DISTRIBUTION OF RESPONDENT SCHOOLS BY REGION					
REGION	ACTUAL PROPORTION OF SCHOOLS	2000/01	2001/02	2002/03	2003/04
Eastern (Postal Code 'K')	19%	20%	13%	19%	18%
Central (Postal Code 'L')	28%	24%	31%	25%	23%
Toronto (Postal Code 'M')	18%	14%	19%	15%	19%
Southwestern (Postal Code 'N')	19%	24%	22%	26%	26%
Northern (Postal Code 'P')	16%	18%	15%	24%	14%

<b>DISTRIBUTION OF RESPONDENT SCHOOLS BY SIZE</b>				
<b>NUMBER OF STUDENTS IN SCHOOL</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>
Under 250	14%	9%	10%	12%
250 - 666	23%	23%	23%	22%
667 - 908	14%	16%	11%	16%
909 - 1200	25%	25%	25%	25%
Over 1200	24%	27%	31%	25%

**NUMBER OF  
SECONDARY SCHOOLS  
RESPONDING PER  
DISTRICT SCHOOL  
BOARD 2003/04**

<b>District Board of Education</b>	<b># of schools</b>
Algoma DSB	4
Avon Maitland DSB	3
Bluewater DSB	2
Brant/Haldimand-Norfolk CDSB	1
Bruce-Grey CDSB	1
Catholique du Nouvel Ontario	1
CDSB of Eastern Ontario	1
CÉP de l'Est de l'Ontario	3
CSD des écoles catholiques du Sud-	2
CSD du Centre Sud-Ouest	3
CSD du Nord-Est de l'Ontario	2
CSDC des Aurores Boréales	1
CSDC des Grandes Rivières	3
CSDC du Nouvel-Ontario	1
DSB of Niagara	6
DSB Ontario North East	4
Durham DSB	4
Grand Erie DSB	6
Greater Essex County DSB	6
Halton CDSB	1
Halton DSB	5
Hamilton-Wentworth DSB	2
Kawartha Pine Ridge DSB	6
Lakehead DSB	1
Lambton Kent DSB	4
Near North DSB	1
Niagara CDSB	2
Northeastern CDSB	1
Ottawa-Carleton CDSB	3
Ottawa-Carleton DSB	3
Peel DSB	7
Peterborough Victoria Northumberland	1
Rainy River DSB	1
Renfrew County DSB	4
Simcoe County DSB	3
Superior-Greenstone DSB	2
Thames Valley DSB	12
Thunder Bay CDSB	1
Toronto CDSB	4
Toronto DSB	28
Trillium Lakelands DSB	4
Upper Canada DSB	9
Upper Grand DSB	8
Waterloo Region DSB	1
York CDSB	2
York Region DSB	3
<b>Total participating schools</b>	<b>174</b>

## APPENDICES

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### APPENDIX A: SPECIAL EDUCATION

#### Special Education Funding

Two special education grants supplement the Foundation grant to provide funding for the additional costs of delivering special education programs and services.

#### Special Education Per Pupil Amount (SEPPA)

The Special Education Per Pupil Amount (SEPPA) is based on a board's total enrolment. It is intended to pay for the entire range of programs and services from psychologists, social workers and educational assistants to remedial and congregated classes. The SEPPA amount provides:

- \$562 for each JK to Grade 3 student,
- \$424 for students in Grade 4 to Grade 8 student and
- \$274 per pupil for secondary school students.<sup>1</sup>

#### Intensive Support Amount (ISA) funding

The Intensive Support Amount (ISA) provides funding for a very small number of high needs students who meet a strict set of criteria. Boards submit ISA claims for each individual high needs student. When the grant process is fully implemented boards will receive funding in proportion to the total number of claims approved. The money is pooled with SEPPA funding, rather than being assigned to individual students. There are four levels of ISA funding.

##### ISA 1

- covers the incremental cost of an individual student's equipment needs in excess of \$800 in the year of purchase.

##### ISA 2 and 3

- address the cost of providing intensive staff supports;
- eligible ISA Level 2 files are funded at \$12,000 per file; and
- eligible Level 3 files are funded at \$27,000.

##### ISA 4

provides funding for programs for students receiving their education in

facilities such as hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community living/group homes, and other social services agencies.<sup>2</sup>

### **Special Education Programs and Placements**

To be legally entitled to special education services in Ontario, a student must be identified as exceptional by an Identification, Placement, Review Committee (IPRC). The IPRC will recommend a placement for the student. The term placement is often used interchangeably with program. The program is the plan identified in the IEP and may include reference to a placement-- the physical space in which the program is delivered. The Ministry of Education requires that boards maintain a range of placements. The options for placement include:

- placement in a regular class with support;
- placement in a regular class with withdrawal support to a specialized class delivered by a qualified special education teacher;
- placement in a congregated class with other students with similar exceptionalities; and
- placement in a congregated class with students with different exceptionalities.

### **Individual Education Plan (IEP)**

Each student identified as exceptional by an IPRC must have an Individual Education Plan (IEP). Students who have not been formally identified by an IPRC may also be given an IEP. An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate special education programs and services. It also identifies the methods by which the student's progress will be reviewed. The IEP describes in writing:

- the strengths and needs of the student;
- the special education program and services that are needed; and
- how the student's program and services will be delivered.

Special education students may require an individual program that differs in "content, process, outcomes, and evaluation strategies from the program of most other students. Accommodations may include reducing the workload, simplifying tasks and material, and providing more time for learning and the completion of activities. Curriculum expectations may need to be modified."<sup>3</sup> Individual classroom teachers use the IEP as a

tool to enable them to modify their programs and evaluation tools for exceptional students.

### **Locally Developed Courses**

Boards are permitted to develop courses that may review and reinforce the elementary curriculum expectations to provide students with a stronger foundation in the knowledge and skills necessary for further study at the secondary level. One course in each of mathematics, English and science can be counted as meeting a compulsory credit requirement. After successfully completing a Grade 9 locally developed compulsory credit course, some students may take a Grade 9 academic or applied course. Others may take a Grade 10 locally developed optional credit course, which would provide a "stepping stone" from the Grade 9 locally developed compulsory credit course to the Grade 11 workplace preparation course in that discipline.<sup>4</sup>

### **Endnotes**

- 1 Ministry of Education. *Student-Focused Funding : 2003–04 .Technical Paper.* <http://mettowas21.edu.gov.on.ca/eng/funding/0304/tech/technical.html#enrolment>
- 2 Ibid.
- 3 Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12. Program and Diploma Requirements 1999.* (Toronto: Queen's Printer for Ontario, 1999). <[www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.html#5.4](http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.html#5.4)>
- 4 Ministry of Education. *Guide to Locally Developed Courses, Grades 9 to 12. Development and approval procedures (2004)* <[www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/localdev.html#2b](http://www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/localdev.html#2b)>

## APPENDIX B

### Number of Responses per Survey Question Secondary Schools 2003/04

<b>QUESTION</b>	<b>(N)</b>
School Overview	170
Class Size	157
Special Education	169
Professional Support Staff	168
Second Language Instruction	171
Library	167
Fundraising	158
Textbooks	172
Computer Technology	172
Fees	174
School Building	173
Community Use of Schools	169
Busing	173
Extra-curricular Activities	152
Comments	63

<b>UPDATE ON THE IMPLEMENTATION OF THE EDUCATION EQUALITY TASK FORCE RECOMMENDATIONS</b>		
	<b>Rozanski Recommendations:</b>	<b>Government Action:</b>
1.	“ <b>update the benchmark costs</b> for all components of the funding formula to reflect costs through August 2003...”	<b>Not done.</b>
2.	“ <b>allocate funds</b> for the current school round of collective bargaining...”	<b>Done for 2003/04.</b>
3.	“develop mechanisms for annually reviewing and <b>updating benchmarks</b> ...”	<b>Not done.</b>
4.	review <b>special purpose grants</b>	<b>Not done.</b>
5.	“increase <b>Learning Opportunities Grant</b> for students at risk because of socio-economic factors...and update the socio-economic factors in the formula using 2001 census data...”	<b>Done.</b>
6.	“increase the funds allocated under the Language Grant to reflect five years of language training for <b>English as a Second Language</b> ...”	<b>Not Done.</b> A marginal increase in funding and a slight adjustment to the Formula do not meet the recommendations.
7.	“establish the extent of school boards’ needs...to ensure that there is an integrated approach to and adequate funding for the education of <b>Aboriginal students.</b> ”	<b>Not done.</b>
8.	“amend the funding formula...to ensure that each of the grants in the formula recognizes the higher costs experienced by <b>French-language boards.</b> ”	<b>Not done.</b>
9.	“allocate core-support funding... to school boards that have decided to keep open a <b>small school</b> in a single-school community...to cover a full-time principal and secretary, a full-time support staff and a full-time guidance teacher in grades 8 to 12”	<b>Done.</b> Funding was increased, but it covers costs for remote schools only, and is insufficient to guarantee the staff recommended.
10.	“extend the duration of the <b>Declining Enrolment</b> Adjustment to three years...”	<b>Done.</b>
11.	“reconstitute the <b>Local Priorities</b> Amount as 5% of the Basic Amount of school boards’ Foundation Grants (updated annually...)”	<b>Not done.</b>
12.	“make a new investment of \$50 million in the <b>School Renewal</b> Allocation...”	<b>Done.</b>
13.	“allocate a new investment of \$200 million annually to a <b>‘deferred maintenance amortization fund’</b> ”	<b>Not done.</b>
14.	“fund school boards for all claims approved during the review (of ISA claims)”	<b>Done.</b>
15.	“increase the <b>Special Education Per Pupil Amount</b> for secondary school students...”	<b>Not done.</b>
16.	“develop a funding policy for the <b>transportation of students with special needs.</b> ”	<b>Not done.</b>
17.	“complete the development of a <b>Transportation Grant</b> that is based on need, that includes a mechanism for annual reviews and updates of school boards’ student transportation costs”	<b>Not done.</b>

<b>UPDATES ON IMPLEMENTATION OF FUNDING RECOMMENDATIONS IN THE EDUCATION EQUALITY TASK FORCE REPORT</b>			
<b><i>Funding Category</i></b>	<b><i>Total Amount Recommended</i></b>	<b><i>Total Funded</i></b>	<b><i>Amount Remaining</i></b>
<b>Textbooks, classroom supplies, computers</b>	\$64 M	\$22 M	<b>\$42 M + cost of inflation</b>
<b>Small schools</b>	\$63 M	\$69 M	<b>cost of inflation</b>
<b>Remote, rural and northern schools</b>			
<b>School renewal, new pupil places and deferred maintenance</b>	\$425M	\$25 M	<b>\$375 M + cost of inflation</b>
<b>Replacement of schools too expensive to repair</b>		\$25 M	
<b>Declining enrolment</b>	\$5 M	\$5 M	<b>inflation</b>
<b>Update funding for 2002/03 school year</b>	\$70 M	\$ 0	<b>\$70 M</b>
<b>Salaries – teaching and non-teaching</b>	\$1.014 B	\$340	<b>\$674 M</b>
<b>Transportation</b>	\$80M	\$40M	<b>\$40 M</b>
<b>Special Education</b>	\$269 M	\$250 M	<b>\$19 M</b>
<b>Language (ESL/PDF)</b>	\$65 M	\$17 M	<b>\$48 M</b>
<b>Students-at-risk</b>	\$50 M	\$50 M	<b>\$0 M</b>
<b>School office</b>	\$2 M	\$2 M	<b>\$0 M</b>
<b>Board Administration</b>	\$15 M	\$0	<b>\$15 M</b>
<b>Total for all resources, programs and salaries</b>	<b>\$2.12 Billion + cost of inflation</b>	<b>\$845 M</b>	<b>\$1.28 B + cost of inflation</b>