

DOCUMENT RESUME

ED 476 871

RC 024 103

TITLE The 2003 Elementary School Tracking Report. Six Years of the Funding Formula: Failing Ontario's Students.

PUB DATE 2003-05-00

NOTE 94p.; Produced by People for Education.

AVAILABLE FROM People for Education, P.O. Box 64, Station P, Toronto, Ontario, Canada M5S 2S6. Tel: 416-534-0100. For full text: http://www.peopleforeducation.com/tracking/summrpts/elem/2003/Elem_03_TrackingReport.PDF.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Evaluative (142)

EDRS PRICE EDRS Price MF01/PC04 Plus Postage.

DESCRIPTORS Educational Equity (Finance); *Educational Needs; Elementary Education; *Elementary Schools; Foreign Countries; *Funding Formulas; Personnel Needs; *School Personnel; *School Size; School Surveys; *Small Schools

IDENTIFIERS *Ontario

ABSTRACT

Annual elementary school surveys have tracked the effects of funding and policy changes on Ontario's publicly funded education system since the funding formula was introduced in 1997. In 2002-03, surveys were received from 886 public, Catholic, and French-language schools, representing 22 percent of Ontario's elementary schools and 71 of 72 district school boards. Results show that the provincial funding formula is no more equitable than the previous funding model based on local taxation ability. Per pupil funding has an unfair impact on the education of students in boards where most schools are small. Students in northern and rural Ontario are more likely to go without teacher-librarians and full-time principals. Students in boards where most schools are small have less access to music and physical education teachers, spend more time on school buses, and endure higher student-teacher ratios in special education. In Ontario, the funding formula is driving education policy. The government must develop education policy that guarantees students access to the staff and programs needed for educational success, and must provide adequate funding to implement the policy. This report presents data on school size, principals and administrative staff, class size, specialist teachers in music and physical education, guidance counselors, grade 7-8 specialist teachers in the arts and technology, school libraries and librarians, access to textbooks, special education, professional support services, teacher aides, English as a second language, volunteers, fund raising, condition of school buildings, custodians, community use of schools, and busing of students. Specific recommendations are offered in many of these areas. (SV)

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THE 2003 ELEMENTARY SCHOOL TRACKING REPORT

Six Years of the Funding Formula: Failing Ontario's Students

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PEOPLE FOR EDUCATION

THE 2003 ELEMENTARY SCHOOL TRACKING REPORT

**Six Years of the Funding Formula:
Failing Ontario's Students**

The 2003 Elementary School Tracking Report

© May 2003

**Published by
People for Education**

People for Education is a not-for-profit group working in support of fully publicly-funded education in Ontario public English, French and Catholic schools.

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MISSION STATEMENT

Public education is the foundation of a civil society. People for Education is dedicated to the ideal of a fully publicly-funded education system that guarantees every child access to the education that meets his or her needs. We work toward this ideal by doing research, by providing clear, accessible information to the public, and by engaging people to become actively involved in education issues in their own communities.

THE TRACKING PROJECT

The People for Education Tracking Project uses annual inventory surveys to track the effects of education funding and policy changes on Ontario schools. In 1997, we designed an elementary school survey which asks parents and schools to count things like class size, specialist teachers, parent fundraising, computers, educational assistants and gym teachers.

The survey was developed with the Metro Parent Network, in consultation with other parents' groups across the province, the Ontario Public School Boards' Association, the Ontario Principals' Council, the Catholic Principals' Council and research staff from the Ontario Secondary School Teachers' Federation, the Elementary Teachers' Federation of Ontario and the Ontario English Catholic Teachers' Federation. Ongoing support and advice was provided by Dr. Doug Hart at the Ontario Institute for Studies in Education at the University of Toronto.

Our annual Tracking Reports are sent to every school board in Ontario and to the Minister of Education. A summary of the report is sent to every school that participates. In 2000, the Tracking Project was expanded to include secondary schools.

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ACKNOWLEDGEMENTS

The People for Education Tracking Project includes the work of many dedicated individuals.

Thank you to Dr. Doug Hart, *Ontario Institute for Studies in Education at the University of Toronto*; Lou Rocha, *Executive Director, Catholic Principals' Council of Ontario*; Helen Spence, *President, Ontario Principals' Council*; John McKnight, *Finance Associate, Ontario Public School Boards' Association (OPSBA)*; Jeff Sprang, *Director of Communications and Media Relations, OPSBA*; Cathy Abraham; Ruth Baumann; Mary Caputi; Penny Connor; Jill Curzon; Mary Anne Feagan; Anne Finlay-Stewart; Maggie Groves; Anne Hamilton; John Hoffman; Sue Honsberger; Brenda Hopkins; Vicky Jukosky; Karen Laurence; Stephanie Lever; Wendy MacMillan; Brenda Millar; Shirley Mitchell; Nancy Myers; Carolyn Parker; Linda Read; Allison Savaria; Jacqui Strachan; Jan Sugerman; Helena Wehrstein; Jon Wright; and Dennis.

We thank the Walter and Duncan Gordon Foundation for their support and advice and we gratefully acknowledge the generous support of the Laidlaw and other foundations and our many individual donors.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

People for Education, with the help of parents across the province, has tracked the effects of funding and policy changes on Ontario's publicly funded education system since the Funding Formula was introduced in 1997. This year, school councils and principals from 886 public, Catholic and French-language schools participated in the project, representing 22% of Ontario's elementary schools and 71 of the 72 district school boards.

Results from this year's surveys clearly illustrate the flaws in Ontario's education policy – it is not based on coherent educational objectives, funding is insufficient and funding is not distributed fairly across the province.

“We are a rural school in Northern Ontario, contending with long distances and large busing costs and a small population. Extra funding for rural schools is essential if we are to remain open. If this school closes, many students from the area will be bused over an hour to arrive at the nearest school.”

JK - 8 school
Ontario Northeast DSB

This year's results show the provincial funding formula has not achieved its intended goal of making funding for education fair across the province. Funding based strictly on numbers of pupils continues to benefit more densely populated areas just as the former model based on local taxing ability did. The former model allowed boards with a larger tax assessment base to spend more on schools. The current formula favours boards with larger student populations and larger schools. And, because the current formula is based on a fiscal, rather than an educational vision, all schools continue to go without essential programs and people. But some schools operate with much less than others.

Paradoxically, equal funding does not create equal educational opportunity. Per pupil funding has an unfair impact on the education of students in boards where most of the schools are small. We can see from our survey that students in the north and in rural Ontario are more likely to go without teacher-librarians and full-time principals. Students in boards where a majority of the schools are small have less access to music and physical education teachers, they spend more time on school buses and they endure

higher student-to-teacher ratios in special education.

Effective education policy must start with a clear vision. It is essential to first establish the goals of the education system, and then plan a series of concrete steps toward meeting those goals. It is also essential that the initial goals be educational rather than fiscal. Only after students' educational needs are defined and the best method for meeting those needs established, can a funding formula be designed. The formula should exist only as a method of achieving educational goals efficiently. Thus, the policy drives the formula, and not the reverse.

"We have a dedicated supportive community. Our staff work as cohesive team members. However, as a rural, economically depressed area our students do not have access to enriching experiences which were previously funded by school boards. We do not have specialist teachers."

JK - 8 school
Near North DSB

Our tracking results show that in Ontario the Funding Formula is driving education policy. Despite the fact that educational research shows student achievement is improved in smaller schools, in schools with librarians and in schools with strong arts programs, we are losing these things all across the province. We know that students take from five to seven years to learn English as a Second Language, but the Funding Formula cuts them off after three years. The result - a 29% drop since 1998 in the number of schools with ESL programs. Students need adequate textbooks, they need safe and well-kept school buildings and they need equitable access to all the programs that improve learning. Many students in Ontario are going without those essentials.

In this report we recommend the government develop education policy that guarantees students access to the staff and programs that are essential for educational success, and that they provide adequate funding to implement the policy. Students should have access to these essentials no matter where they live, and regardless of their educational needs, the size of their schools, or the income level of their families.

HIGHLIGHTS FROM THE REPORT

Class Size

Despite some improvement, 38% of classes in the province still have 26 students or more.

Specialist Teachers

There has been a 22% decrease in the number of elementary schools with a physical education teacher and a 29% decrease in the number of schools with a music teacher since 1997/98.

Library

There has been a 28% decrease since 1997/98 in the number of schools with libraries staffed by a teacher-librarian all or part of the time, and the number of school libraries open 10 or fewer hours a week has doubled.

Special Education

Extrapolated province-wide, there are approximately 42,000 students on waiting lists for special education services.

Educational Assistants

There has been a 15% decrease in the number of educational assistants assigned to JK/SK classes since 1999/00.

English as a Second Language (ESL)

There has been a 63% increase in the number of schools reporting ESL students but no ESL program since 1999/00.

Fundraising

There has been a 55% increase in the number of schools reporting fundraising for classroom supplies since 1997/98.

School Building

Thirty-eight per cent of the schools in this year's survey reported needing renovations or general upgrades, and 42% of schools reported having portables.

Community Use of Schools

There has been a 113% increase in the number of schools reporting fees for community use since 1998/99.

Busing

Although 90% of schools report that some of their students are bused, there is still no funding formula for transportation or for the transportation of special needs students.

RECOMMENDATIONS

RECOMMENDATIONS

SCHOOL SIZE

People for Education recommends that the provincial government:

- formulate a policy outlining the programs and resources that should be in every school, regardless of size, and fund them accordingly.

ADMINISTRATIVE STAFF

People for Education recommends that the provincial government provide adequate funding to ensure that every school has:

- a full-time principal, and
- a full-time secretary.

CLASS SIZE

People for Education recommends that the provincial government:

- provide additional funding to ensure that there are no classes of more than:
 - 20 students from K to grade 3,
 - 24 students from grade 4 to grade 6, and
 - 30 students in grades 7 and 8.

SPECIALIST TEACHERS

People for Education recommends that the provincial government:

- change the Funding Formula to ensure that every student has access to a physical education teacher and a music teacher, and
- change the Funding Formula to ensure that the

Foundation Grant contains adequate designated funding for specialist guidance, visual and performing arts, design and technology and family studies teachers in schools with grades 7 and 8.

LIBRARY

People for Education recommends that the provincial government:

- change the Funding Formula to include a specific allocation formulated to ensure that school libraries are staffed by teacher-librarians, open full-time and have adequate acquisitions budgets, and
- change the per pupil allocation in the Funding Formula to one teacher-librarian per 500 students.

TEXTBOOKS

People for Education recommends that the provincial government:

- provide funding for adequate numbers of appropriate textbooks, and
- immediately increase the funding benchmarks in the Foundation Grant to reflect inflation and rising costs of textbooks, classroom materials and teachers' manuals.

SPECIAL EDUCATION

People for Education recommends that the provincial government:

- provide funding for a sufficient number of special education teachers to allow school boards the flexibility to make local choices about how to deliver special education programs,
- adequately fund the Special Education Per Pupil Amount (SEPPA) Grant,

- provide a one-time grant to eliminate existing special education waiting lists, and
- design less restrictive criteria for Intensive Support Amount (ISA) funding.

PROFESSIONAL SUPPORT SERVICES

People for Education recommends that the provincial government:

- increase the allocations in the Funding Formula to reflect actual salaries for psychologists, social workers, speech language pathologists and youth workers,
- protect the allocations for professional support staff, and
- ensure that school boards with small populations have access to the services of these professionals.

EDUCATIONAL ASSISTANTS

People for Education recommends that the provincial government:

- change the Foundation Allocation in the Funding Formula to provide educational assistants in kindergarten classes, and
- provide funding for a sufficient number of educational assistants to allow school boards the flexibility to make local choices about how to deliver special education programs.

ENGLISH AS A SECOND LANGUAGE

People for Education recommends that the provincial government change the criteria that qualify a student for ESL funding to recognize that:

- some children, born in Canada, arrive at school unable to speak English well enough to fully participate, and

- most children take longer than three years to acquire the language.

SCHOOL BUILDING

People for Education recommends that the provincial government:

- change and sufficiently fund the school renewal allocations for renovations,
- update the Funding Formula benchmarks to reflect inflation and rising costs of heat, light, insurance and maintenance, and
- implement the remaining Education Equality Task Force recommendation of \$365 million per year for school buildings.

COMMUNITY USE OF SCHOOLS

People for Education recommends that the provincial government:

- recognize and fund community use of schools, either through the Ministry of Education, another provincial ministry, or through municipal grants.

BUSING

People for Education recommends that the provincial government develop a funding formula for transportation that:

- is pegged to fuel costs,
- ensures that no student spends more than 1.5 hours per day on the school bus, and
- includes a funding policy for the transportation of special education students.

FINDINGS

SCHOOL SIZE

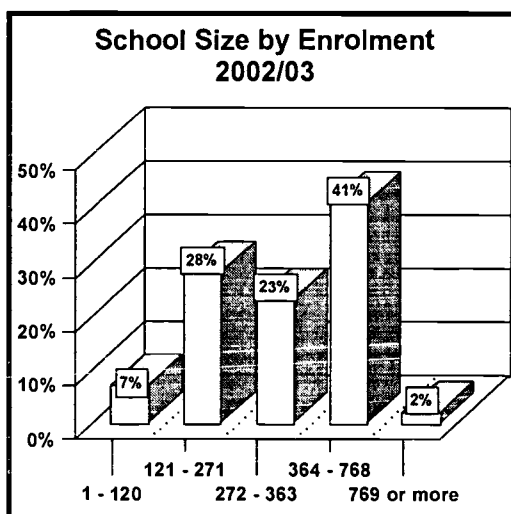
The Foundation Grant in the Funding Formula (*Appendix A*) gives school boards funding for staff on a per pupil basis.

Funding Formula Staffing Allocations	
Full-time Staff per # of Students	
1 teacher	24.5
1 secretary	272
1 principal	364
1 teacher-librarian	769
1 vice-principal	1,333
1 educational assistant	5,000
1 guidance counsellor	5,000

In our 2002/03 survey:

- 42% of schools have sufficient students to generate funding for a **full-time principal**, and 89% of schools report having one,
- 0% of schools have sufficient students to generate funding for a **full-time vice-principal**, and 43% of schools report having one, and
- 65% of schools have sufficient students to generate funding for a **full-time secretary**, and 93% of schools report having at least one.

Many school boards choose to keep schools open and viable by providing administrative staff to schools with too few students to generate funding. Boards provide this staff by making cuts in areas like textbooks, classroom supplies and maintenance. Similarly, boards make cuts in other areas to provide funding for teacher-librarians, educational assistants and guidance counsellors.



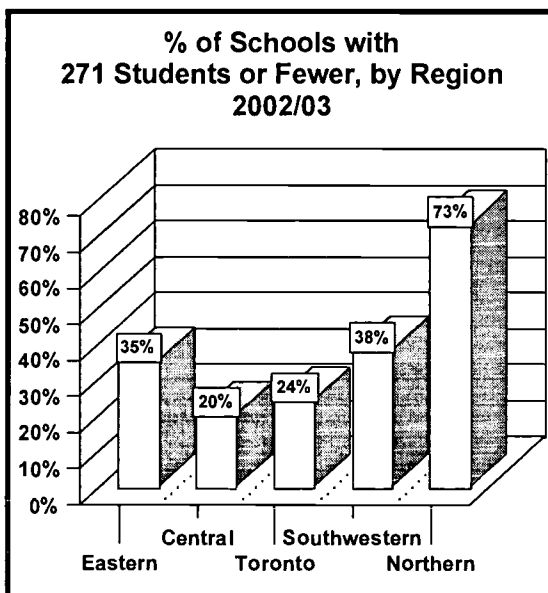
Smaller schools are at a disadvantage because the Funding Formula sets the number of students needed to generate staff at a higher level than the enrolment of most schools.

“I have a deep concern about school closure as we are a small school (200) and are looking at a review for closure in the near future. I know that if I could just walk a government official around this school, they would see for themselves that we are offering quality education and a very safe environment for these children.”

JK - 8 school
St. Clair CDSB

In 2002/03:

- 2% of schools have sufficient students to generate funding for a **full-time teacher-librarian**,
- 0% have sufficient students to generate funding for a **full-time educational assistant**, and
- 0% have sufficient students to generate funding for a **full-time guidance counsellor**.



Regional Variation

School size varies by region, with Northern boards reporting that 73% of schools have fewer than 272 students, compared to 20% in Central Ontario. Schools in the north and in rural Ontario are less likely to have full-time principals and teacher-librarians.

# of students	Eastern (% of schools)	Central (% of schools)	Toronto (% of schools)	Southwestern (% of schools)	Northern (% of schools)
1 - 271	35%	20%	24%	38%	73%
272 - 363	24%	20%	21%	26%	20%
364 plus	41%	60%	55%	36%	7%

Recommendation

People for Education recommends that the provincial government:

- **formulate a policy outlining the programs and resources that should be in every school, regardless of size, and fund them accordingly.**

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ADMINISTRATIVE STAFF

PRINCIPALS

In 2001/02 there was an increase in funding for principals in the Small Schools Allocation, and this year we see a slight increase in the number of schools reporting full-time principals.

In our 2002/03 survey:

- 89% of schools reported a full-time principal, compared to 94% in 1997/98, and
- 11% reported a part-time principal compared to 6% in 1997/98.

Background

Prior to the funding increase, some boards coped with the lack of funding for principals by assigning one principal to two schools (twinning). However, boards said they found this practice unworkable. Principals responsible for two schools spent too much time travelling and were less available to both staff and parents. Since the funding increase some boards have reintroduced full-time principals to their schools.

In the report of the Education Equality Task Force, Dr. Rozanski recommended that the Ministry allocate core support funding to boards that have decided to keep open a small school in a single school community. Each school would be guaranteed funding for a full-time principal, a secretary, a custodian and, in schools from grades 8 to 12, a guidance counsellor. The province did not implement this recommendation.

VICE-PRINCIPALS

“Our school is twinned. Our board uses twinning as a short-term solution when two schools are going to be amalgamated. Twinning is not a feasible long-term solution because it is too hard on the administrator who has two of everything to complete and it is not fair to students and staff to have to feel so stretched for administrative time.”

Elementary school
Blewater DSB

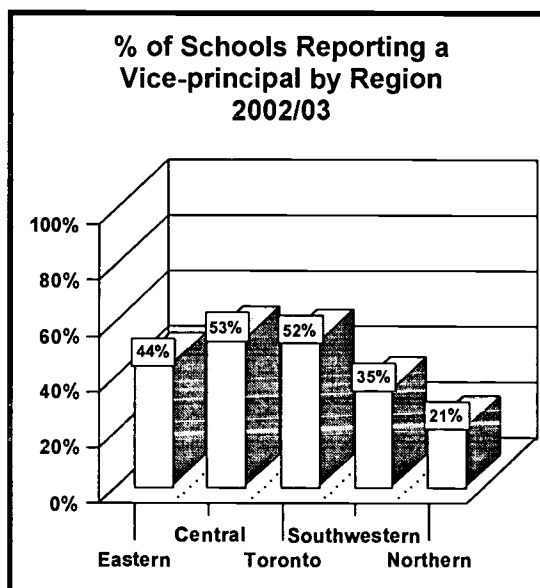
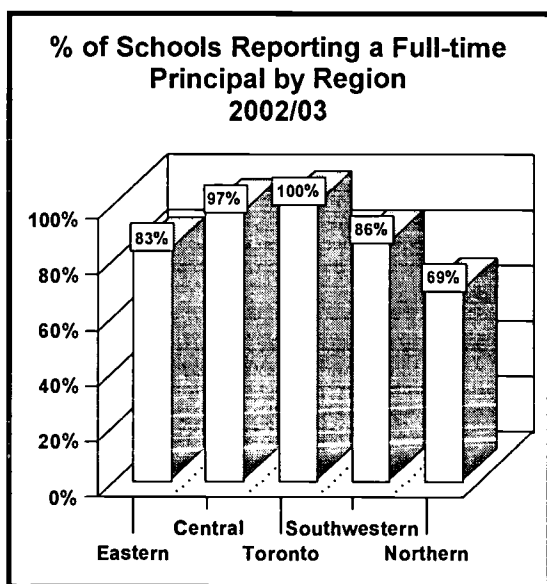
In 2002/03:

- 43% of schools report having a vice-principal, for some or all of the time, compared to 54% in 1997/98,
- 22% report a part-time vice-principal, compared to 25% in 1997/98, and
- 18% report a full-time vice-principal, compared to 29% in 1997/98.

Regional Variation

The number of schools reporting full-time principals varies by region. While 100% of schools in Toronto and 97% of schools in Central Ontario report a full-time principal, the figure drops to 69% for Northern Ontario.

The number of schools reporting a vice-principal ranges from a low of 21% in Northern Ontario to 53% in Central Ontario.



SECRETARIES

In our 2002/03 survey:

- 93% of schools reported at least one full-time secretary, unchanged since 2000/01,
- 38% reported more than one full-time secretary, and
- 7% reported a part-time secretary.

Regional Variation

The number of schools reporting at least one full-time secretary varies from region to region. For example, in Toronto and Central Ontario 98% report at least one full-time secretary, while the figure is 76% for Northern Ontario.

Recommendation

People for Education recommends that the provincial government provide adequate funding to ensure that every school has:

- a full-time principal, and
- a full-time secretary.

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CLASS SIZE

Despite some decreases in large class sizes, 38% of classes still have 26 or more students.

In our 2002/03 survey:

- 62% of schools reported classes of 25 students or fewer, compared to 51% in 1997/98,
- 32% reported classes of 26-30, compared to 36% in 1997/98, and
- 6% of schools reported classes of 31 students or more, compared to 13% in 1997/98.

Regional Variation

Elementary Class Size						
Class Size	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03
25 students or fewer	51%	58%	58%	63%	61%	62%
26 - 30 students	36%	35%	36%	32%	33%	32%
31 students or more	13%	8%	7%	5%	6%	6%

Except for Northern Ontario, class size does not vary much by region. In the north 76% of schools reported classes of 25 students or fewer, while Eastern, Central, Toronto, and Southwestern regions all reported roughly 60% of their classes had 25 students or fewer.

Background

There are still many large classes because the provincial class size regulation does not establish a cap on actual size, it stipulates a board-wide average, excluding special education classes. For grades K - 3 the provincially mandated average is 24 students, and for grades 4 - 8 it is 24.5 students.

Research on class size shows that investing in small classes in the early years results in significant long-term

benefits to students. The Tennessee Student/Teacher Achievement Ratio Study shows that students assigned to small classes of between 13 and 17 students were less likely to fail a grade level and performed better on all tests. They were also less likely to be suspended than peers who started school in larger classes.¹ In addition, students who started their education in small classes were less likely to drop out in high school, made better grades, took more advanced courses and were more likely to attend college than peers from larger classes.²

Recommendation

People for Education recommends that the provincial government should provide additional funding to ensure that there are no classes of more than:

- 20 students from kindergarten to grade 3,
- 24 students from grade 4 to grade 6, and
- 30 students in grades 7 and 8.

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SPECIALIST TEACHERS

There has been a steady drop in the number of schools with specialist teachers of any kind since 1997/98. There are also dramatic differences from region to region in the number of schools reporting specialist teachers.

“As a rural economically depressed area our students do not have access to enriching experiences, which were previously funded by school boards. We do not have specialist teachers.”

JK - 8 school
Near North DSB

There is no designated funding for specialist music, physical education, visual or dramatic arts, design and technology or family studies teachers. Funding for these teachers can be taken from the classroom teacher funding in the Foundation Grant or may be generated through the preparation time allocation for each regular classroom teacher. Funding for preparation time amounts to approximately one prep teacher for every nine classroom teachers. Smaller schools may not have enough teachers to generate the preparation time needed to provide specialists.

PHYSICAL EDUCATION

Specialist physical education teachers take additional qualification courses and most have majored in physical education at university.

In our 2002/03 survey:

- 32% of schools reported having a physical education teacher, compared to 41% in 1997/98, and
- 19% of schools reported having a full-time physical education teacher compared to 18% in 2000/01.

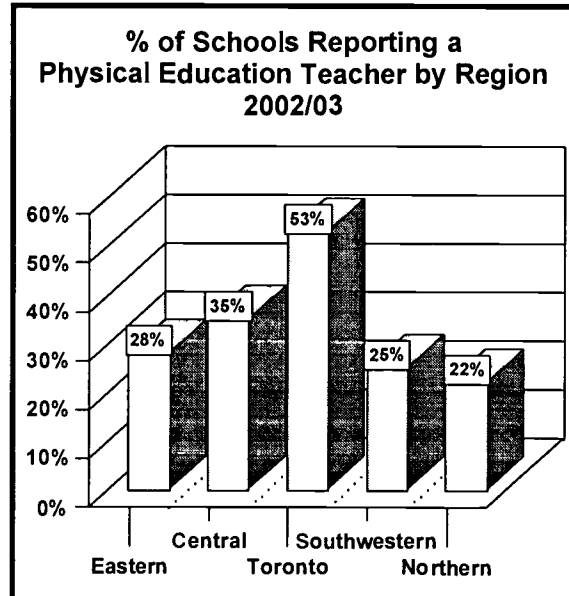
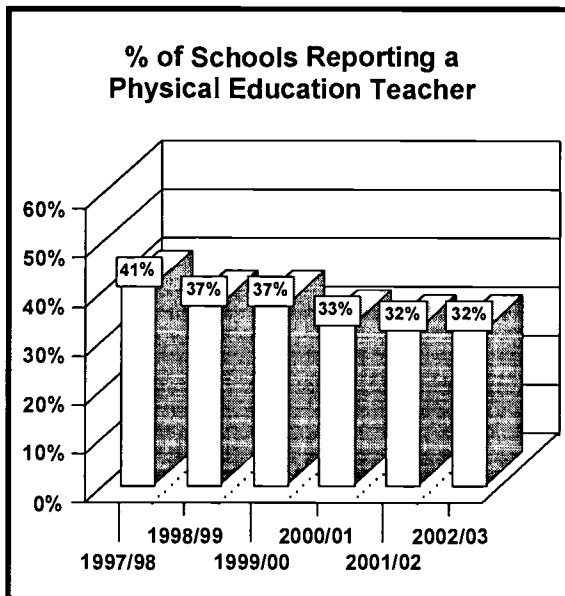
Background

A well-developed physical education program has an impact on the physical, social, emotional and academic well-being of students. Recent research suggests that exercise is important to bone growth and for preventing obesity. It also helps develop the skills and abilities that are an important factor for people participating in some form of

“Children and adolescents involved in physical activity are less likely to be engaged in ‘deviant’ social behaviours. Athletic participation is associated with fewer incidences of smoking, drug use, unwanted pregnancy, delinquent behaviour and dropping out of school.”¹

Bruce Kidd
Dean, Faculty of Physical Education and Health, University of Toronto

physical activity as they age.² Research also indicates that providing more opportunity for increased physical activity leads to improved academic test scores.³ When regular classroom teachers must deliver the physical education curriculum, gym periods may be missed, and many classroom teachers do not have the knowledge or skills to deliver a program of vigorous physical activity.⁴



MUSIC

To teach the elementary music curriculum, a teacher must be able to read music, understand musical terms and think conceptually about music. Without specialist teachers, the music curriculum cannot be delivered at more than a rudimentary level.

In 2002/03:

- 41% of schools reported a music teacher, compared with 58% in 1997/98,
- 16% of schools reported a full-time music teacher,

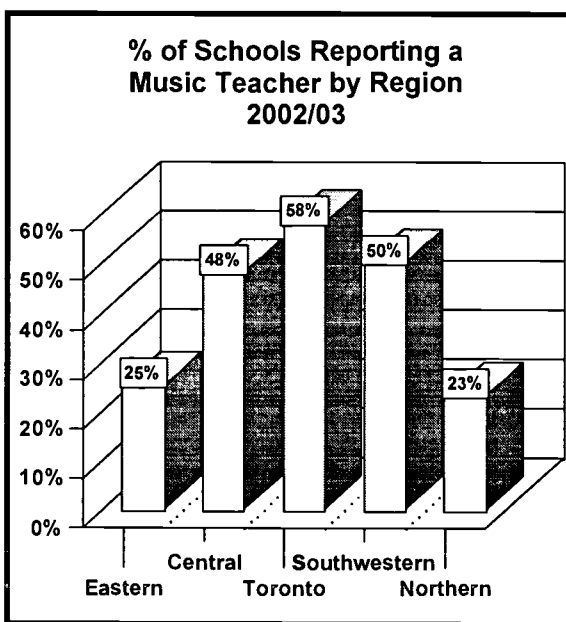
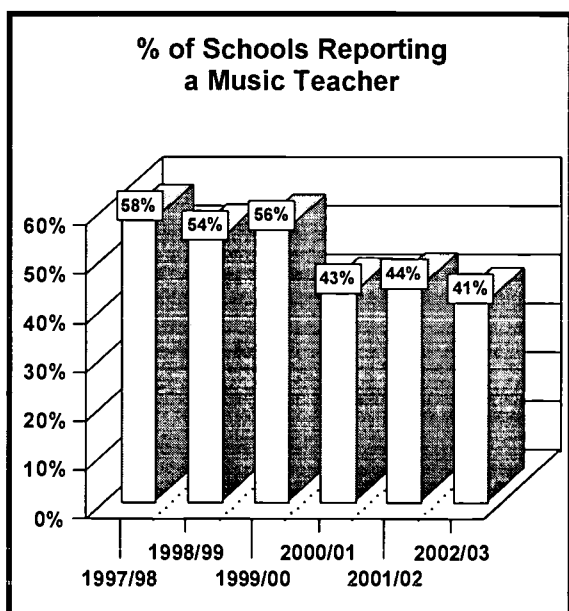
“We have a full music program, including band, because the staff have the skills to teach the program and the school council provides funds to operate the program.”

JK - 8 school
Simcoe County DSB

- compared to 14% in 1997/98,
- 25% reported a part-time music teacher, compared to 44% in 1997/98, and
- 21% of schools reported an itinerant music teacher, unchanged since 2000/01.

Background

A new study of children who attend elementary schools involved in a special program called “Learning Through the Arts” found that those children scored higher on math tests of computation and estimation than students in control schools, regardless of socio-economic background. Furthermore, only 1% of the parents surveyed (regardless of school type) questioned the importance of arts programs.⁵



GRADE 7 AND 8

SPECIALIST TEACHERS

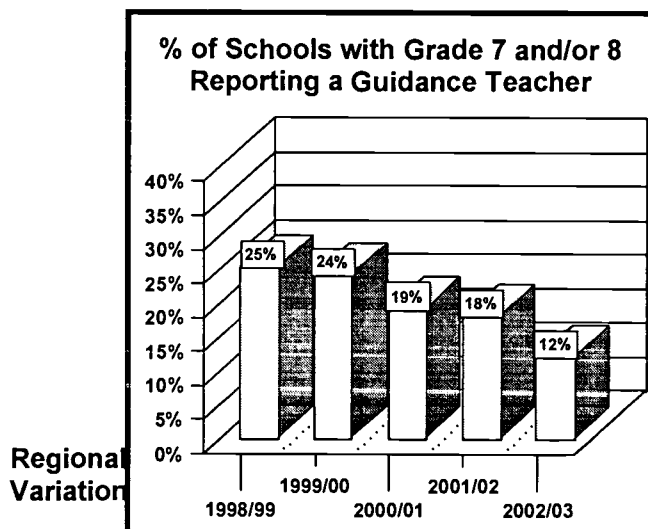
Guidance, Visual and Performing Arts, Design and Technology and Family Studies teachers are found primarily in schools that include grades 7 and 8. Fifty-eight per cent of the schools in our 2002/03 sample include these grades. The following data is based only on schools which include grade 7 and/or 8.

GUIDANCE

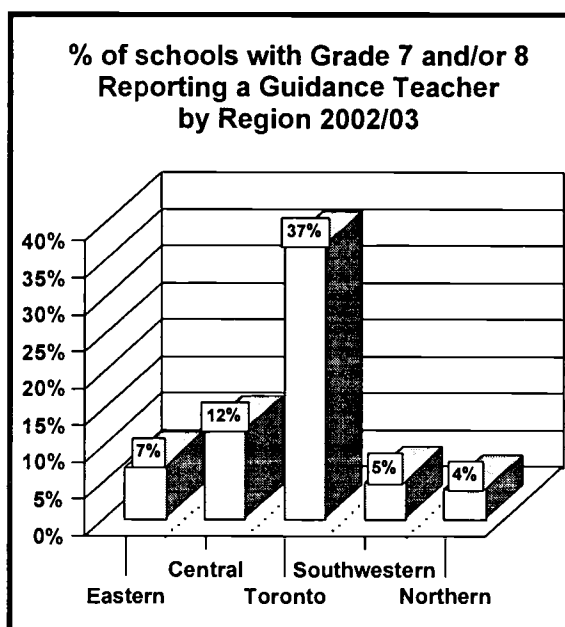
The curriculum requires students to produce an annual education plan and, in grade 8, to choose between applied and academic streams for high school but guidance teachers, who are critical to this process, continue to be cut. The Funding Formula provides funding for one guidance teacher per 5,000 students in a board.

In our 2002/03 survey:

- 12% of schools reported a guidance teacher, compared to 25% in 1998/99.



The regional variation in schools with grade 7 and/or 8 reporting a guidance teacher this year ranged from 37% in Toronto to 4% in Northern Ontario.



VIS- AND PERFORMING ARTS

UAL

In 2002/03:

- 19% of schools reported a visual arts teacher, compared to 20% in 1998/99, and
- 5% of schools reported a performing arts teacher, compared to 6% in 1998/99.

Regional Variation

The regional variation in schools with grade 7 and/or 8 reporting a visual arts teacher this year ranged from 35% in Toronto to 6% in Northern Ontario.

DESIGN AND TECHNOLOGY

AND FAMILY STUDIES

In 2002/03:

- 10% of schools reported a design and technology teacher, compared to 22% in 1998/99, and
- 6% of schools reported a family studies teacher, compared to 16% in 1998/99.

Regional Variation

% of Schools Reporting Design and Technology and Family Studies Teachers by Region 2002/03					
	Eastern	Central	Toronto	Southwestern	Northern
Design & Technology	11%	8%	24%	5%	6%
Family Studies	2%	3%	23%	4%	2%

Recommendation

People for Education recommends that the provincial government:

- change the Funding Formula to ensure that every student has access to a physical education teacher and a music teacher, and
- change the Funding Formula to ensure that the Foundation Grant contains adequate designated funding for specialist guidance, visual and performing arts, design and technology and family studies teachers in schools with grades 7 and 8.

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LIBRARY

Forty-two per cent of schools in this year’s survey have no teacher-librarian.

TEACHER-LIBRARIANS

Teacher-librarians work with classroom teachers to coordinate library resources with curriculum requirements, develop library collections, and teach research strategies and literacy skills. The Funding Formula provides funding for one full-time librarian for every 769 elementary students in a school board. This funding is not protected, and boards often use it to pay for other services such as other specialist teachers, smaller class sizes or principals and vice-principals.

“Our teacher-librarian has to cover classes to deliver prep time rather than being able to take a class and teach research skills.”

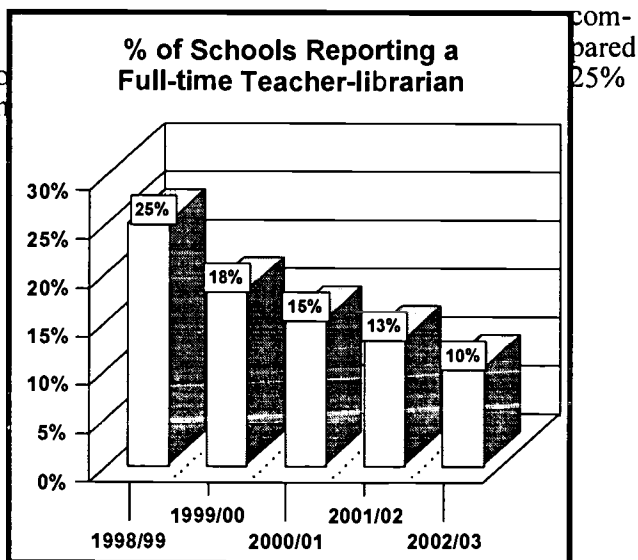
JK - 8 school
Kawartha Pine Ridge DSB

“...there is a good body of research to indicate that good teacher-librarians can make a great difference in the life of a school and help to improve student achievement....Within a library programme, for example, there are many important instructional responsibilities (e.g., research skills and effective access to information) that are best delivered by a certified teacher-librarian.”

The Road Ahead: the First Report of the Education Improvement Commission¹

In our 2002/03 survey:

- 58% of schools reported having a teacher-librarian for some or all of the time, compared to 80% in 1997/98,
- in schools reporting teacher-librarians, their hours dropped to .31 FTE (full-time equivalent) from .58 FTE in 2000/01, and
- 10% of schools reported a full-time teacher-librarian,



1998/99.

“We have a strong literacy program that is a board-driven initiative; unfortunately our library (the greatest place to encourage literacy) is sadly outdated.”

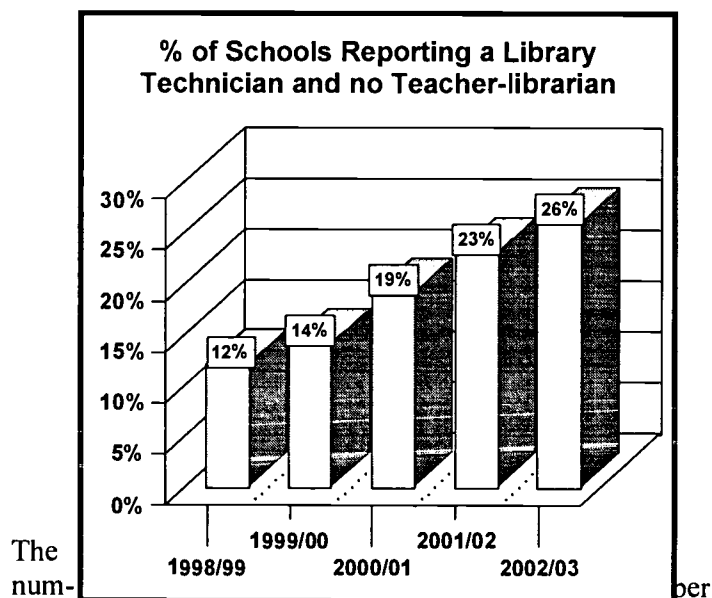
K - 8 school
Renfrew DSB

LIBRARY TECHNICIANS

Library technicians maintain the library collection, and catalogue and manage the circulation of the library’s resources, but they are not trained to co-ordinate curriculum resources or teach students. They are paid significantly less than teacher-librarians.

In 2002/03:

- 33% of schools reported libraries staffed by a library technician, compared to 17% in 1999/00,
- 79% of library technicians worked half-time or less, and
- 26% of schools reported a library technician and no teacher-librarian, compared to 12% in 1998/99.



“There is a direct link between scores and school libraries. At each grade level, schools with library programs have higher scores; students score higher on tests when there is a higher per pupil book count and students score higher on tests in schools where the libraries are open longer.”

Ken Haycock
Ontario Library Association²

of schools reporting that their libraries are staffed by library technicians with no teacher-librarian has more than doubled since 1998/99. Some school boards have completely eliminated teacher-librarians, replacing them with library technicians.

VOLUNTEERS

In 2002/03:

- 41% of schools reported volunteers working in the library, unchanged since 1998/99.

HOURS

In our 2002/03 survey:

- school libraries were open for an average of 23 hours, compared to an average of 26 hours in 1998/99,
- 37% of schools reported their libraries were open 20 hours or fewer, compared to 31% in 1998/99, and
- 14% of schools reported their libraries were open 10 hours or less, compared to 7% in 1998/99.

Background

Research on reading by professor of education Stephen Krashen found that “larger school library collections and longer hours increase both the circulation and the amount read.”³ A study of high-achieving inner-city schools in London, England found that they went to considerable effort and expense to keep their libraries open throughout the day as well as after school hours.⁴ Increasingly, Ontario schools report that their libraries are open 20 or fewer hours a week, which means they are not open before or after school, at lunch time or full-time during school hours.

COLLECTIONS

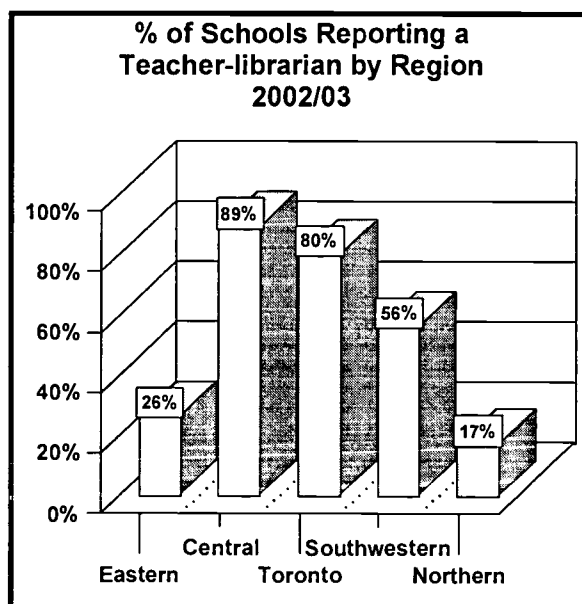
This year library collections have increased in size.

Our 2002/03 survey shows:

- the average number of library books per school has increased to 7,575 books, from an average of 7,353 books in 2001/02,
- the average number of books per student has risen to 25, compared to 23 books per student in 2001/02,
- the top 25% of schools report an average of 29 books per student compared to the bottom 25% which had an average of 13 books per student, and
- 59% of the schools that reported fundraising raised money for library books, compared to 56% in 1998/99.

Regional Variation

The number of schools reporting a teacher-librarian varies widely from region to region. For example, 89% of schools in Central Ontario report a teacher-librarian com-



pared to 26% in Eastern Ontario and 17% in Northern Ontario. Schools in Northern Ontario report a higher number of books per student.

Comments from the Surveys

This year, as they have on past surveys, many schools reported a decrease in the time spent by

their teacher-librarians in the library, and an increase in the time they spent delivering preparation time for other teachers. Some schools also commented on a decline in library-technician time.

Recommendation

People for Education recommends that the provincial government:

- **change the Funding Formula to include a specific allocation formulated to ensure that school libraries are staffed by teacher-librarians, open full-time and have adequate acquisitions budgets, and**
- **change the per pupil allocation in the Funding Formula to one teacher-librarian per 500 students.**

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TEXTBOOKS

The number of schools reporting shared and worn or out-of-date textbooks has decreased since last year.

In our 2002/03 survey:

- 64% of schools reported that students must share textbooks, compared to 62% in 1997/98,
- 63% of schools reported worn or out-of-date textbooks, compared to 76% in 1997/98, and
- 20% of schools that reported fundraising raised money for textbooks, compared to 21% in 1997/98.

% of Schools Reporting Shared and Worn or Out-of-date Textbooks						
	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
schools reporting students share textbooks	62%	58%	66%	66%	69%	64%
schools reporting worn or out-of-date textbooks	76%	61%	65%	63%	65%	63%

Background

On March 14, 2003, in response to recommendations of the Education Equality Task Force chaired by Dr. Rozanski, the provincial government announced a \$64 million increase in funding for textbooks, computers and classroom supplies. Of this amount, \$22 million is available for the 2003/04 school year. It is up to individual school boards to decide how much of the total amount to spend on textbooks.

This is the latest in a series of grants provided since the introduction of the Funding Formula. The formula gives school boards \$75 per student for textbooks as part of the

Foundation Grant. In 1998/99, there was a \$100 million one-time grant to cover the costs of textbooks for the new curriculum. This one-time grant did not include funding for teacher manuals and was insufficient to cover the costs of other classroom resources or library supports. In April, 2002, the government granted a further \$65 million for textbooks and learning materials, most of which was designated for secondary schools.

Recommendation

People for Education recommends that the provincial government:

- **provide funding for adequate numbers of appropriate textbooks, and**
- **immediately increase the funding benchmarks in the Foundation Grant to reflect inflation and rising costs of textbooks, classroom materials and teachers' manuals.**

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SPECIAL EDUCATION

STUDENTS

This year an average of 13.9% of the school population received special education services. There has been an increase in the number of special education students per special education teacher.

Our 2002/03 survey shows:

- an average of 45.5 special education students per school, compared to 47.6 in 2000/01.

“Our high needs population (autistic, Down Syndrome, PDD, etc.) continues to increase at a frightening pace. We have very supportive parents who are able to work effectively with us. It is heart-breaking not to have the basic resources, experienced personnel, and access to specialized experts to support these vulnerable young people.”

JK - 8 school
Near North DSB

Background

To be legally entitled to special education services in Ontario, a student must be identified as exceptional by an Identification, Program, Review Committee (IPRC) which is called at the request of the principal or parent. The committee will consider an educational assessment of the student and may require a psychological, speech language or health assessment to make a correct identification or placement decision.

Each student identified as exceptional by an IPRC must have an Individual Education Plan (IEP). Students who have not been identified formally by an IPRC may also be given an IEP and receive some special education services, however they are not legally entitled to services unless they are identified by an IPRC.

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.

TEACHERS

“We need more special education teacher allocation to meet the needs of our students.”

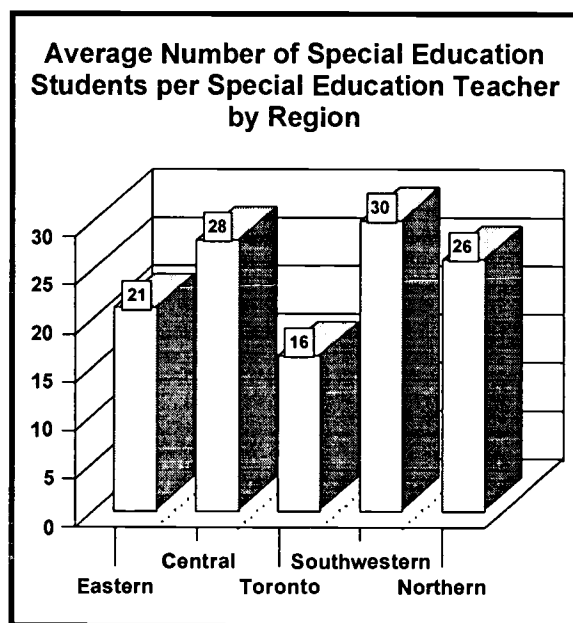
JK - 6 school
Near North DSB

In 2002/03 schools reported:

- an average of 1.98 special education teachers per school, compared to 2.07 in 2000/01, and
- an average of 22.7 special education students to 1 full-time special education teacher, compared to 20.9 students to 1 teacher in 2000/01.

Regional Variation

Special education students across Ontario do not have equal access to special education teachers. Student-to-teacher ratios vary from an average of 16 students to 1 teacher in Toronto to 30:1 in Southwestern Ontario.



PLACEMENTS AND PROGRAMS

“I am very pleased with the special education support from the educational assistants but there seems to be little support for the big picture in special education. For example, are we creating enough self-contained classes or, conversely, can we adequately support integrated students? Where do children who need a treatment program go? There are few services for them!”

JK - 6 school
Halton DSB

In our 2002/03 survey, schools reported the following programs, with many schools reporting more than one category:

- SERT (Special Education Resource Teacher), 48% of schools,
- Learning Centre/Remedial, 36% of schools,
- Literacy, 25% of schools,
- Learning Disabilities, 24% of schools,
- Gifted, 14% of schools,
- General purpose, 13% of schools,
- Behaviour, 11% of schools,
- Developmentally Delayed, 7% of schools,
- Mild Intellectual Delay, 6% of schools,
- Autism/Communication disorders, 4% of schools,
- Physical (including Deaf/Hard-of-Hearing and Blind/Low Vision), 4% of schools,
- Speech Language, 4% of schools, and
- Multiple Exceptionalities, 3% of schools.

Background

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. IPRCs are intended to select the placement that best meets the students’ needs and the parents’ wishes (see Appendix B).

Boards may also have a range of programs such as learning centers, Reading Recovery, SERT (Special Education Resource Teachers) or literacy programs that are provided for students who are struggling but may not have been formally identified as special needs students. Funding for these programs may come from the Special Education Per Pupil Amount (SEPPA) or from other special purpose grants (see Appendix C).

WAITING LISTS

There has been a 21% increase since 1999/00 in the number of students on waiting lists for special education services.

In the schools reporting students waiting for special education services in our 2002/03 survey:

Students on Waiting Lists for Special Education Services (extrapolated province-wide)	
1999/00	34,700
2000/01	37,000
2001/02	39,700
2002/03	42,000

- schools reported an average of 10.6 students per school on waiting lists, compared to 9.3 per school in 2000/01,
- 65% of the students on waiting lists were waiting for assessment, and
- 25% were waiting for IPRC, and 10% were waiting for placement.

Comments from the Surveys

In 2001/02 the province began a review of all Intensive Support Amount (ISA) files for very high needs students. The review was conducted to establish a baseline of ISA funding for each board. Now that ISA funding levels have been established, boards will only have to submit claims for new ISA students.

In comments about special education, a small number of schools noted that assessments were being conducted for the first time since the ISA review. Others commented that limits had been placed on the numbers of students each school was permitted to refer for assessments. One-quarter of the schools commented that there had been decreases in staffing at the school level or board level, resulting in greater workloads and reduced service to students. Some schools said they coped with reduced staff by changing the way programs are offered, often by integrating more stu-

“There are long waiting lists for special education assessments.”

JK - 8 school
Kawartha Pine Ridge DSB

dents or, in a few very small schools, by assigning principals to provide support. Where staffing levels remained the same, schools reported that staff are serving more students in less time.

Many schools commented that ISA claims and other paper work were time-consuming, limited time spent with students and created long waits for assessments and services.

Recommendation

People for Education recommends that the provincial government :

- **provide funding for a sufficient number of special education teachers to allow school boards the flexibility to make local choices about how to deliver special education programs,**
- **adequately fund the Special Education Per Pupil Amount (SEPPA) Grant,**
- **provide a one-time grant to eliminate existing special education waiting lists, and**
- **design less restrictive criteria for Intensive Support Amount (ISA) funding.**

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PROFESSIONAL SUPPORT SERVICES

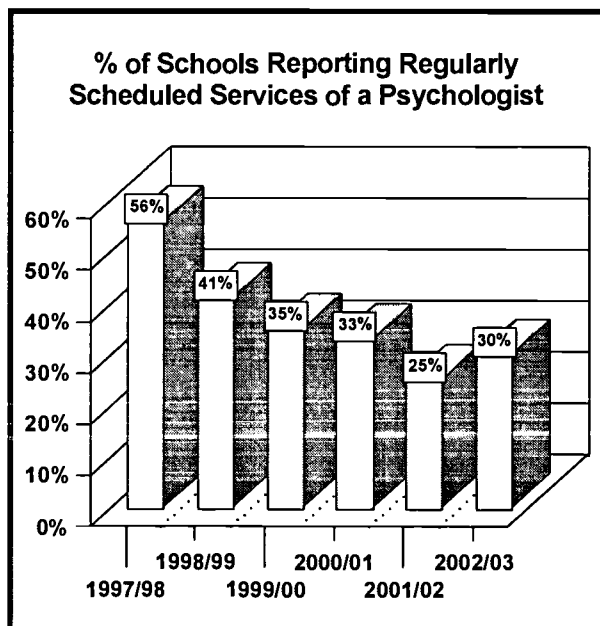
“We need more remedial and classroom support from professionals.”

JK - 5 school
Toronto DSB

Province-wide there are 42,000 students on waiting lists for special education services. There are dramatic regional differences in the availability of these services due, for the most part, to funding variations caused by enrolment differences. In addition, boards have different philosophies about what services they should provide.

Psychologists, social workers, speech language pathologists, child and youth workers and other professional support staff may conduct assessments of students, provide resources and support to school staff and offer direct service to special needs students. Funding for these professionals is provided in the Foundation Grant, and supplies one professional for every 769 students at an average annual salary that is considerably lower than the actual salary range. In addition, boards may use the funding allocated for professional services for other expenses.

- 10% of schools did not have access to board psy-



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 consultation to parents and teachers.

In 2002/03:

- 30% of schools reported having the regularly scheduled services of a psychologist, compared to a low of 25% in 2001/02, and 56% in 1997/98,
- 60% of schools reported having access to a board psychologist on an on-call basis, compared to 52% in 1999/00, and

“The educational assistant situation is critical, Psych. Services situation is long past critical”

JK - 8 school
Bluewater DSB

chologists, compared to 8% in 1999/00, but a slight improvement from 12% in 2001/02.

The numbers of hours regularly scheduled psychologists were available to provide service to students has increased slightly since 2001/02, although there has been an overall decline since 1999/00.

In 2002/03 schools reported:

- the services of regularly scheduled psychologists were available an average of 11.8 hours per month, compared to a low of 10.6 hours in 2001/02 and 12.7 hours in 1999/00.

Regional Variation

Access to the services of board psychologists varied dramatically across the province. In Northern Ontario, 37% of schools reported that the services of a board psychologist were not available, compared to only 2% of schools in Toronto. Two per cent of northern schools reported that the services of a board psychologist were regularly scheduled compared to 52% of schools in Toronto.

SOCIAL WORKERS

Social workers provide counselling for students, families

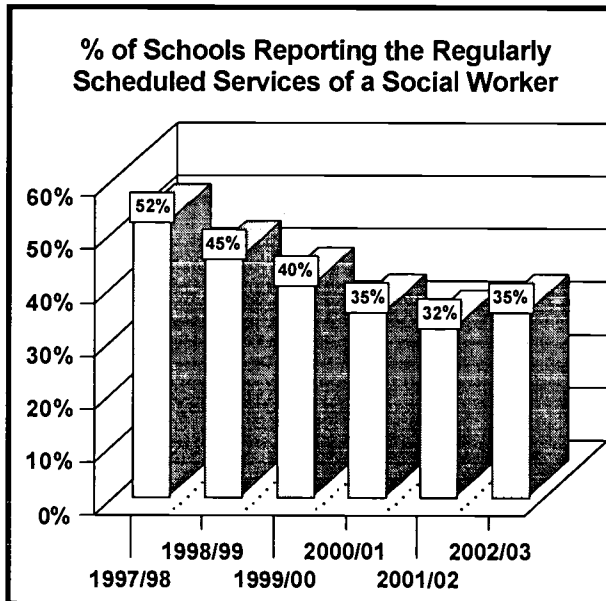
% of Schools Reporting Psychologist Availability by Region					
	Eastern	Central	Toronto	Southwestern	Northern
not available	11%	5%	2%	10%	37%
on-call	52%	66%	46%	73%	61%
regularly scheduled	38%	29%	52%	17%	2%

Average # of Regularly Scheduled Psychologist Hours Available per Month by Region				
Eastern	Central	Toronto	Southwestern	Northern
9	12	14	9	0

and groups within a school setting. They provide consultation to teachers, referrals to community services and coordination of services.

There has been a slight increase in the number of schools reporting the regularly scheduled services of a social worker since 2001/02, but an overall decline since 1997/98.

In 2002/03:



In 2002/03:

- 35% of schools reported having the regularly scheduled services of a social worker, compared to 52% in 1997/98,
- 41% of schools reported having access to the services of a social worker on an on-call basis, compared to 37% in 1999/00, and
- 23% of schools reported that the services of a social worker were not available, compared to 19% in 1999/00.

- in schools with regularly scheduled social workers, they were available 13.3 hours per month, compared to 17.7 hours per month in 1999/00.

Regional Variation

Access to the services of social workers varied widely in schools across Ontario:

- outside Toronto, nearly one-quarter of schools reported that the services of social workers were not

“Our social worker must serve many schools and has very limited time per school due to the elimination of youth workers.”

JK - 8 school
Kawartha Pine Ridge DSB

- available,
- only 2% of schools in Toronto reported that the services of a social worker were not available, but
 - in Northern Ontario 36% of schools reported that the services of a social worker were not available.

% of Schools Reporting Social Worker Availability by Region					
	Eastern	Central	Toronto	Southwestern	Northern
not available	21%	31%	2%	31%	36%
on-call	38%	39%	46%	38%	49%
regularly scheduled	40%	29%	52%	31%	15%

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SPEECH LANGUAGE PATHOLOGISTS

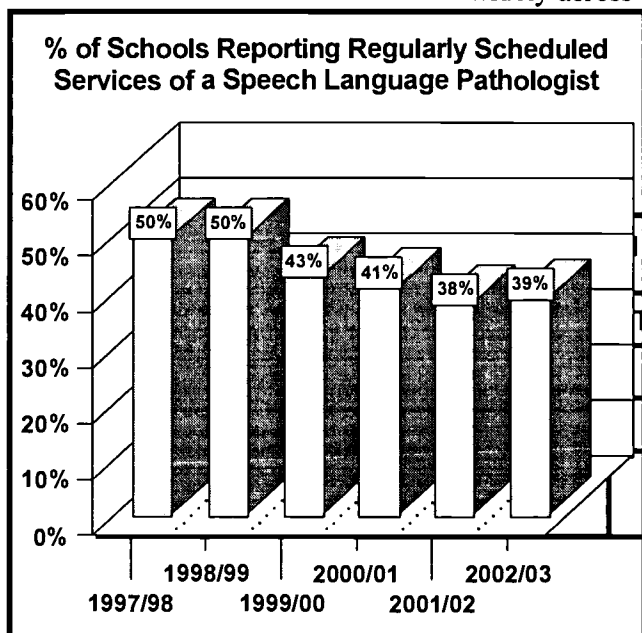
Speech language pathologists provide assessment and

“Our social worker must serve many schools and has very limited time per school due to the elimination of youth workers.”

treatment for children who have communication disorders. They educate and counsel students, families and teaching staff regarding students’ speech language development.

Regional Variation

The availability of speech language pathologists varies widely across



In 2002/03:

- 39% of schools reported having the regularly scheduled services of a speech language pathologist, compared to 50% in 1997/98,
- in schools reporting regularly scheduled hours, speech language pathologists were available an average of 11 hours per month, compared to 8.4 hours per month in 1999/00,
- 54% of schools had access on an on-call basis, compared to 49% in 1999/00, and
- 6% of schools reported that speech language pathologists were not available, compared to 3% in 1999/00 but an improvement from 10% in 2001/02.

Ontario, with 59% of schools in Southwestern Ontario reporting regularly scheduled services and only 20% in Toronto.

YOUTH WORKERS

Youth workers provide treatment and prevention of psy-

% of Schools Reporting Speech Language Pathologist Availability by Region					
	Eastern	Central	Toronto	Southwestern	Northern
not available	6%	11%	3%	3%	12%
on-call	51%	54%	76%	38%	53%
regularly scheduled	43%	35%	20%	59%	35%

cho-social problems in children and adolescents, as well as relationship problems between youth and among family members. They are also employed in special education classes and may also be assigned to work with individual students.

In our 2002/03 survey:

- 46% of schools reported that youth workers were not available, compared to 40% in 2000/01,
- 26% of schools reported having the regularly scheduled services of a youth worker, compared to 24% in 2000/01,
- 29% of schools had access on an on-call basis, compared to 24% in 2000/01, and
- in schools reporting the regularly scheduled services of a youth worker, they were available for an average of 49 hours per month, compared to 61 hours per month in 2000/01.

“Due to budget cuts, we have no youth counsellors. The school board counsellor, who also used to be regularly scheduled, is only available in crisis or for student attendance issues.”

JK - 8 school
Kawartha Pine Ridge DSB

Regional Variation

Two-thirds of schools in Toronto reported that the services of youth workers were not available, while in other regions fewer than 50% of schools reported they were not available.

Comments from the Surveys

Beginning in 2000/01, professional support staff like psychologists, social workers and speech language patholo-

% of Schools Reporting Youth Worker Availability					
	Eastern	Central	Toronto	Southwestern	Northern
not available	40%	46%	67%	36%	37%
on-call	31%	30%	18%	28%	41%
regularly scheduled	29%	25%	16%	35%	22%

gists were working on a review of the Intensive Support Amount (ISA) files for high needs students, in preparation for this funding to “go live”. They were not available to perform their other duties.

On this year’s survey, a small number of schools reported that the services of psychologists and other support staff are available now that the review of ISA claims has been completed. However, they report that there is a backlog of assessments that were put on hold during the ISA process. In some cases no new referrals were permitted or limits were placed on the numbers of students referred to professional support staff.

“Due to budget cuts, we have no youth counsellors. The school board counsellor, who also used to be regularly scheduled, is only available in crisis or for student attendance issues.”

JK - 8 school
Kawartha Pine Ridge DSB

Recommendation

People for Education recommends that the provincial government :

- **increase the allocations in the Funding Formula to reflect actual salaries for psychologists, social workers, speech language pathologists and youth workers,**
- **protect the allocations in the Funding Formula for these professionals, and**
- **ensure that school boards with small populations have access to the services of these professionals.**

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EDUCATIONAL ASSISTANTS

Educational assistants work in kindergarten classes, special education classes and may be assigned to assist in a regular classroom with individual special needs students under the supervision of special education staff. They may also be assigned to ESL students, large classes, French Immersion classes or may rotate throughout a school as needed. Most boards do not require educational assistants to have any specific training, although some provide ongoing professional development for these employees.

In our 2002/03 survey:

- schools reported an average of 3 educational assistants, unchanged since 2001/02,
- 46% reported educational assistants assigned to special education classes, compared to 47% in 1999/00,
- 68% reported educational assistants assigned to individual special education students, compared to 66% in 1999/00,
- 33% reported educational assistants assigned to JK/SK classes compared to 39% in 1999/00, and
- 22% reported educational assistants assigned to other duties compared to 24% in 1999/00.

“Our highest needs students receive some educational assistant support - other students with special needs but not so severe do not get the assistance they need.”

JK - 8 school
Limestone DSB

Regional Variation

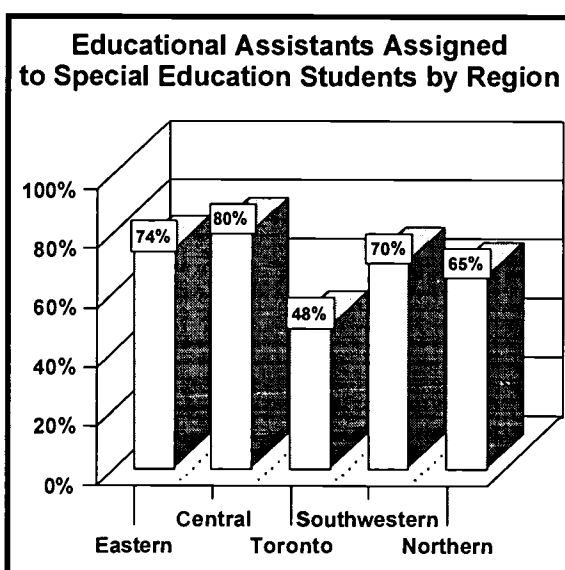
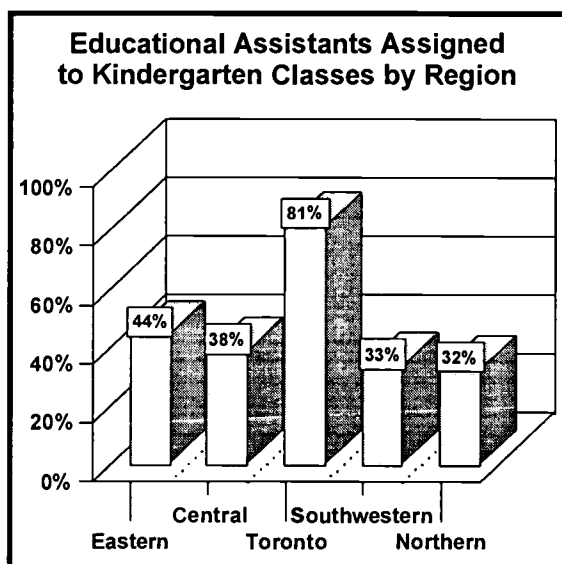
Kindergarten:

Fewer than 30% of schools outside Toronto reported having educational assistants in JK/SK classes, compared to 63% of schools in Toronto.

Special Education:

Outside Toronto, fewer than 44% of schools in each region reported educational assistants assigned to special education classes compared to 81% of schools in Toronto. In all regions except Toronto, 65% or more schools reported

educational assistants assigned to individual special education students, compared to 48% in Toronto. This variation may be the result of different models of serving special needs students.



“We are concerned about the lack of support for children who require extra time due to limited numbers of educational assistants. Only children with IEPs and most serious issues are required to get extra attention.”

JK - 8 school
Kawartha Pine Ridge DSB

Comments from the Surveys

Nearly one in five schools commented that they had fewer educational assistants or that they were working for less time. Many commented that staff were serving more students or students with higher needs. Increasingly, support was being provided to special needs students, particularly those with ISA funding, while less support was being given to regular classes or resource programs. In some cases, educational assistants are allocated to schools by ISA grants but are being assigned according to the needs of the school.

Recommendation

People for Education recommends that the provincial government :

- **change the Foundation Allocation in the Funding Formula to provide educational assistants in kindergarten classes, and**
- **provide funding for a sufficient number of educational assistants to allow school boards the flexibility to make local choices about how to deliver special education programs.**

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ENGLISH AS A SECOND LANGUAGE (ESL)

“We have a fabulous staff and community! We are concerned about a funding model that does not meet the needs of a small school. We currently have a bare-bones model. Even our ESL allocation has been rolled into class time.”

K - 6 school
Toronto DSB

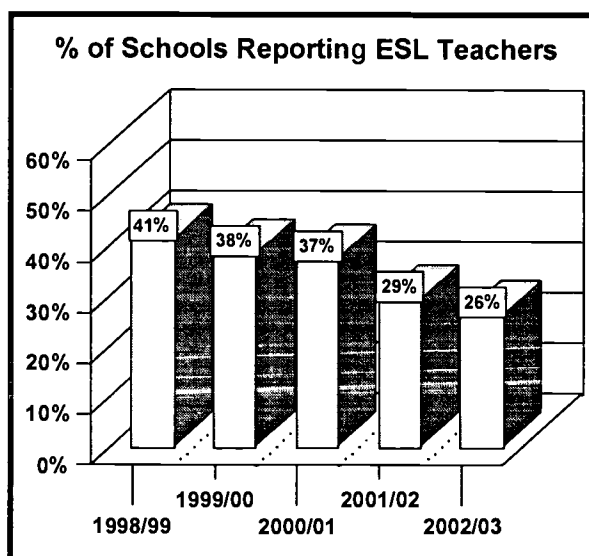
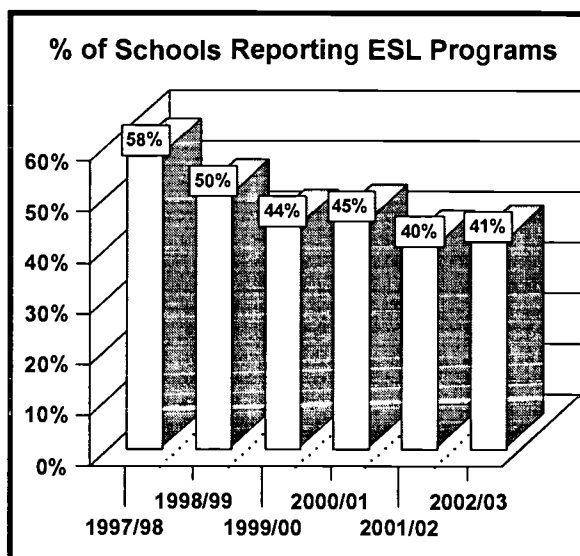
In its latest census findings, Statistics Canada reports that Ontario attracted 149,900 immigrants in 2000/01, about 33,100 more than in the previous year, or a 28% increase.¹ In spite of this fact, the numbers of Ontario ESL teachers and programs have decreased substantially since 1998/99.

School boards receive funding for English as a Second Language programs based on the number of students in a board who fit the provincial criteria for ESL. The funding is limited to:

- students who have been in Canada for three years or less, and
- who were born in a country in which the first language is not English.

In 2002/03:

- 43% of schools reported ESL students, compared to 48% in 1999/00,

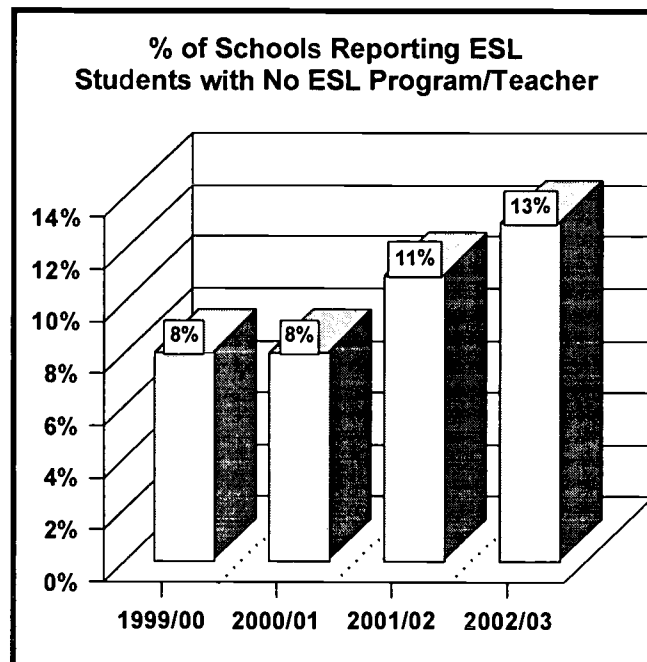


- 41% of schools reported ESL programs, compared to 58% in 1997/98, and
- 26% of schools reported ESL teachers, compared with 41% in 1998/99.

The number of schools reporting ESL students but no ESL program or teacher has increased to 13% this year from 8% in 1999/00.

“Countless hours and money are spent on administering EQAO testing which is totally inappropriate for high needs ESL students. We only have two ESL teachers to serve the needs of the entire school. This is a reduction from 9 ESL teachers 8 years ago.”

JK - 7 school
Hamilton-Wentworth DSB



Regional Variation

ESL programs and students tend to be concentrated in urban areas.

In our 2002/03 survey:

- 76% of ESL students are in the 416 and 905 area codes (Toronto and surrounding areas), and
- 65% of schools reporting ESL programs are in the

416 and 905 area codes.

“ESL delivery is not available to our native students who have English as a second language. The Ministry has to rethink the funding model and its criteria.”

JK - 8 school
Lakehead DSB

Background

At the same time that the numbers of ESL programs and teachers have decreased, the performance of ESL students compared to non-ESL students on Grades 3 and 6 Reading and Writing tests has deteriorated. Testing of Ontario students over the past four years reveals that ESL students are falling farther behind non-ESL students. While non-ESL student performance has generally improved every year over the testing period, the performance of ESL students is generally declining.²

Research regarding the acquisition of a second language shows that it takes between 5 and 10 years to achieve complete proficiency (*see Appendix D*).³

In the Report of the Education Equality Task Force, Dr. Mordechai Rozanski recommended increasing the funds allocated under the Language Grant to reflect five years of language training. Until April 2003, students arriving in Canada from an English-speaking country but who did not speak English were ineligible for ESL funding. The Ministry of Education has changed the criteria to allow these students to receive ESL support. However, they have not implemented Dr. Rozanski's recommendation that funding be increased.

Recommendation

People for Education recommends that the provincial government change the criteria that qualifies a student for ESL funding to recognize that:

- **some children, born in Canada, arrive at school unable to speak English well enough to fully participate, and**
- **most children take longer than three years to acquire the language.**

“We have strong community involvement. Parents provide support in the classrooms, on field trips and for extra-curricular activities. We believe that this involvement is essential to a nurturing child-centred environment and crucial to a process for social education in which the school and the community share responsibility. However, we do not believe that parents can be expected to provide more than a supporting role in their functions. When most families depend upon both parents working it is clearly impossible for parents to provide services that should be provided by the school board.”

JK - 6 school
Toronto DSB

“We have a wonderful school council and supportive parents who have helped the school carry on with needed resources and services, in particular by fundraising they have provided texts and cultural events. Through their generous volunteering of time they have helped to keep the library open. Without the parents, our school would have suffered much more from cutbacks.”

K - 6 school
Upper Grand DSB

VOLUNTEER PARTICIPATION

In our 2002/03 survey:

- 99% of schools reported some volunteer hours every month,
- schools reported an average of 122 volunteer hours per month, roughly the equivalent of 2,900 full-time jobs extrapolated province-wide, and
- the number of volunteer hours per month ranged from 0 to 2,640 per school.

Parents continue to undertake a wide range of volunteer activities in their children’s schools. The vast majority of schools report having volunteers in two main areas: to assist on field trips and to help out in the classroom. Volunteers also perform many other tasks. In this year’s survey, schools reported that volunteers conduct regular lice checks, run book fairs, conduct fundraising activities, work in the school office, supervise the lunch hour, run breakfast programs, assist with school teams and extra-curricular activities of all kinds, run early literacy programs, help in computer labs and libraries, read with individual students, run pizza lunches, work on school councils, and run special events. In some schools volunteers are working in special education and English as a Second Language programs.

Regional Variation

In Northern Ontario the average number of volunteer hours per school is less than half that of schools in the rest of the province.

The two regions with the highest average of volunteer hours per school are Eastern Ontario and Central Ontario. Schools in Central Ontario are also more likely to have volunteers working in the office and during the lunch hour than schools in other regions.

FUNDRAISING

"We have withstood government cuts in funding because of excellent fundraising in our school. Parents raised more money than our supplies and services budget."

JK - 8 school
Thames Valley DSB

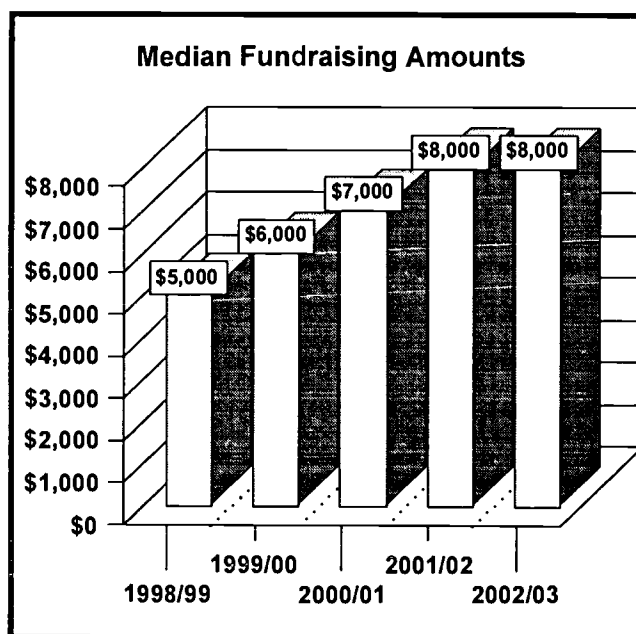
In schools that reported fundraising this year, 62% said they would raise money for basics like textbooks, computers and classroom supplies. Thirty-three cents out of every dollar raised was used for basics.

In our 2002/03 survey:

- the schools that responded to this question reported that they will raise a total of \$7.7 million,
- extrapolated province-wide, school communities will raise an estimated \$38.5 million, and
- the median amount raised was \$8,000 compared to \$5,000 in 1998/99.

"There are too many fundraisers. Parents are tired of having to buy so many things."

JK - 8 school
Greater Essex County DSB



Schools continue to report a broad range of fundraising ca-

“Parents are involved in fundraising for needs not being met by the board. This raises some serious concerns for us. We have a diverse cultural and economic population. This creates specific requirements and needs (language translation, cultural education and sensitivity, etc.) that we must raise funds for, which puts our community at a distinct disadvantage relative to schools in more economically advantaged and culturally unified neighbourhoods. That we are placed in a position of disadvantage as the result of excessive budget cuts for our school is unacceptable in a society that promotes equality in education.”

JK - 6 school
Toronto DSB

capacities. The amounts raised ranged from \$0 to \$60,000.

In our 2002/03 survey:

- 3% of schools reported raising \$0,
- 67% of schools reported raising \$1 - \$10,000,
- 23% of schools reported raising \$10,001 - \$19,999, and,
- 7% reported raising \$20,000 or more, and
- the top 10% of schools raised as much money as the bottom 53%.

We asked schools to report whether they fundraise for textbooks, computers/software, classroom supplies and library books.

In our 2002/03 survey:

- 20% of schools reported fundraising for textbooks, compared to 21% in 1997/98,
- 35% reported fundraising for computers and/or software, compared to 50% in 1997/98,
- 48% reported fundraising for classroom supplies, compared to 31% in 1997/98, and
- 59% reported fundraising for library books, compared to 56% in 1998/99.

We asked schools to report how much money they would raise for textbooks, computers and classroom supplies.

In our 2002/03 survey:

- of the schools that reported fundraising, 62% raised money for basics like textbooks, computers and computer software or classroom supplies,
- schools reported that they would raise an average of \$3,580 per school for textbooks, computers or classroom supplies, compared to \$3,188 in 1997/98, and
- amounts raised per school for textbooks, computers and classroom supplies ranged from \$0 to \$35,000, compared to \$0 to \$32,550 in 2001/02.

“There is increased pressure on school councils to fund basic needs. Our council has a written philosophy of ‘enriching and enhancing’ our children’s education. But we are being asked to repair windows, curtains, musical instruments, laboratory equipment, and replace printed material (music, etc.) and lab equipment (test tubes, microscopes, etc.)”

JK - 8 school
Ottawa-Carleton DSB

We asked schools to report on the other things they raise money for.

In our 2002/03 survey:

- 71% of schools reported raising money for other items such as playgrounds, field trips, extra-curricular activities, arts enrichment, sports equipment and musical instruments.

SCHOOL BUILDING

“Our classrooms have carpeting that is at least 40 years old, creating serious allergy problems with some children. Neither school council nor principal are prepared to use school budget dollars to perform this renovation. The school also needs to be painted inside and the gymnasium is too small to be fully used for some activities. The playground area is also a huge concern as old equipment is removed and not replaced, asphalt is crumbling in the area where students once played basketball and sinkholes appear regularly in the spring. As things stand the school staff are doing a remarkable job with the resources they have to work with. However, we wonder as time passes and regular maintenance and repair is not conducted, where it will all end.”

K - 8 school
Rainbow DSB

As buildings age they require more frequent repairs as well as upgrades to and replacement of electrical, plumbing and heating systems, roofs and windows. More than half of the schools in our 2002/03 survey are over 40 years old and 38% reported needing renovations or general upgrades that were not approved.

We asked schools to report:

- whether repairs/renovations were
 - completed or in process,
 - scheduled, or
 - required but not approved, and
- how many portables they have.

In our 2002/03 survey:

- 16% of schools reported that renovations or additions were complete/in process or scheduled, compared to 23% in 2000/01,
- 16% reported that renovations or additions were required but not approved, unchanged since last year,
- 31% of schools reported that general upgrades like roof, furnace, paint, carpet, furniture, etc., were complete/in process, compared to 29% in 2000/01, and
- 33% reported that general upgrades like roof, furnace, paint, carpets, furniture, etc., were required but not approved, compared to 29% in 2000/01.

We also asked whether schools had portable classrooms.

In 2002/03:

- 42% of schools reported having portables,
- schools reporting portables had an average of 3 per school, and
- the number of portables per school ranged from 1 to

16.

“Cleanliness is a concern in the bathrooms, halls and gym. Repairs are required, especially to the roof; we have many leaks that are dangerous (safety hazards) whereby a staff member, student or visitor could slip and suffer an injury. Water becomes a problem when it builds up in the light fixtures. Again, a safety issue.”

JK - 5 school
Hamilton-Wentworth DSB

Background

When the Funding Formula was introduced in 1997, the benchmark for heat, light, maintenance and cleaning was set at \$5.20 per square foot, based on a formula of 100 square feet per elementary student (*see Appendix E*). Some additional funding to allow for things like wide hallways and large foyers was added in 1999. In March 2003 the salary component of the benchmark was increased to make it \$5.44 per square foot for the 2003/04 school year. There is no flexibility in the formula to allow for things like greater heating and snow removal needs in the north or the higher cost of living in urban areas.

In the December 2002 report of the Education Equality Task Force, Dr. Mordechai Rozanski recommended updating the operations benchmark costs to heat, light, insure, clean and maintain schools. He estimated the cost of the increase at \$165 million. He recommended an additional \$250 million be allocated for school renewal and deferred maintenance.

In March 2003, the provincial government agreed to provide \$25 million for the 2003/04 school year for deferred maintenance and school renewal costs. It also allocated \$25 million to replace schools that are too expensive to repair.¹ Province-wide, school boards identified 273 schools in the worst condition and the province has approved funding to replace 34 of these. The province has not implemented either the operations benchmark increase or the amount recommended for deferred maintenance.

Recommendation

People for Education recommends that the provincial government:

- **change and sufficiently fund the school renewal allocations for renovations,**
- **update the Funding Formula benchmarks to reflect inflation and rising costs of heat, light, insurance and maintenance, and**
- **implement the remaining Education Equality Task Force recommendations of \$365 million per year for school buildings.**

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CUSTODIANS

“Our concerns are the lights in the hallway, outdated fixtures, and custodial staff shared with another school. Problems always seem to occur when our custodian is at the other school. We have four student washrooms that urgently need to be repainted, tiled and stall doors cleaned up. In the library the ventilation is poor, the carpet needs to be removed and tile put in.”

JK - 8 school
Durham DSB

Custodians are funded as part of the School Operations allocation in the Pupil Accommodation Grant (*Appendix E*). Boards are given \$5.44 per square foot to heat, light, maintain and clean schools, based on a formula of 100 square feet per elementary student, with some additional funding to allow for things like wide hallways and large foyers.

In our 2002/03 survey:

- 97% of schools reported at least one full-time custodian, unchanged since 2000/01, and
- 75% reported more than one full-time equivalent custodian, compared to 79% in 2000/01.

Many boards have well over 100 square feet per student. Special purpose rooms, such as those designated for child care, family studies, design and technology, computer labs and art, do not qualify for funding.

COMMUNITY USE OF SCHOOLS

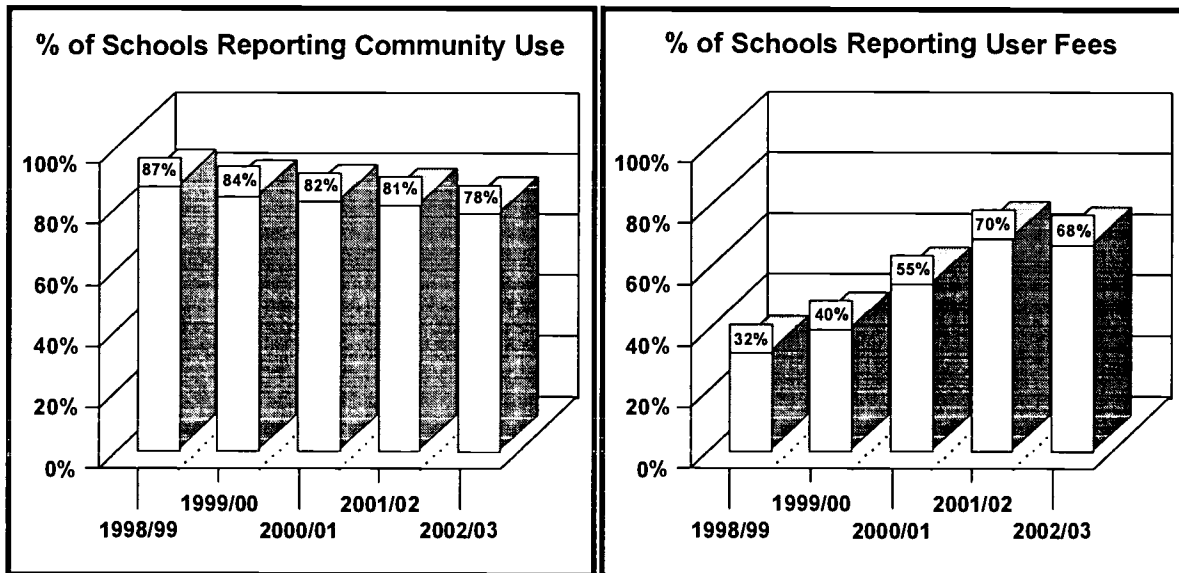
“Neighbourhood schools are ideally suited as both centres of learning and community life. Promoting community use for pre-school and school age children, and broader community use of schools is consistent with the intent of the education system, as well as public objectives related to volunteerism, health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

United Way Task
Force on Public Space

School buildings and schoolyards are the hub of activity for many 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.

In our 2002/03 survey:

- 78% of schools reported community use, compared to 87% in 1998/99,
- 68% of schools reporting community use reported charging user fees, and
- 32% of schools reporting user fees reported the fees had increased since last year.



"I run a free summer day camp for children who would not otherwise be able to afford the camp experience. This is a totally volunteer-run organization funded by residents, local service organizations and local businesses. We use a church basement for free to run the program. For the past five years we have gone across the street for a couple of hours each Friday in the summer to play games with the children. We have always applied for a permit to use the school property. Two years ago we were charged \$53, last summer it was \$157, and this year's bill is for \$764! Now that is a price increase."

Diana Stapleton
Community Volunteer
Toronto

Prior to the introduction of the Funding Formula, many school boards were able to offer their facilities for use by community groups free of charge or at a nominal fee. Because the Funding Formula makes no provision for community use of schools, most boards now charge fees or have increased fees for the community use of their facilities, making schools unaffordable for many groups.

Recommendation

People for Education recommends that the provincial government:

- **recognize and fund community use of schools, either through the Ministry of Education, another provincial ministry, or through municipal grants.**

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BUSING

School buses are a key component of our education system. More than 800,000 Ontario elementary and secondary school students, about 45% of the school population, are eligible for busing. Without school buses, some of them would be unable to attend school.

“Busing is a real issue. Some students spend a total of 9 hours from the time they leave home ’til they return. It’s too long a day, especially for the developmental students.”

JK - 8 school
Greater Essex County DSB

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

In our 2002/2003 survey:

- 90% of schools reported that some students are bused, down slightly from 92% in the previous two years,
- 96% reported their shortest one-way rides are under 30 minutes, down from 98% in 2001/02,
- 32% reported their longest one-way rides are under 30 minutes, up from 28% in 2001/02,
- 48% reported their longest one-way rides are 30-59 minutes, down from 52% in the two previous years,
- 20% reported their longest one-way bus rides are one hour or more, unchanged from the two previous years, and
- the longest reported one-way ride was 2.5 hours (in a Northern Ontario special education school).

Regional Variation

Busing data varies somewhat from region to region. For example, while 80% of Toronto schools reported that some students are bused, the figure was 98% for Northern Ontario. The median time for longest rides was 40 minutes in Eastern, Southwestern and Northern schools as opposed to 30 minutes in more populated areas like Toronto and Central Ontario.

Busing by Region		
Region	% of schools with students bused	% of schools with one-way rides of one hour or more
Eastern	97%	31%
Central	89%	14%
Toronto	80%	12%
Southwestern	90%	24%
Northern	98%	19%

“Our bused students arrive 25 to 30 minutes before the bell rings. We cannot shorten this by starting or ending earlier because we are tied into senior and high school busing.”

K - 5 school
Upper Grand DSB

Background

Although busing data from our survey has not changed significantly in the past three years, what has changed is the increasing financial pressures faced by bus companies and school board transportation budgets. In 2000, the provincial auditor reported that fundings for transportation had declined by 7% since 1993.¹ Over that same period busing costs have risen substantially even though school boards have found ways to save money through measures such as sharing routes with neighbouring boards, increasing walking distances, and staggering school start times so that drivers can double up on routes.

In January 2003, the Ontario School Bus Association reported that:

- the cost of a new school bus has increased by 35% since 1995,
- maintenance costs have risen by 20% since 1995, and
- insurance premiums rose 50-150% in a one-year period (2001/02).²

In the Education Equality Task Force report, Dr. Mordechai

“We are a rural school in Northern Ontario, contending with long distances and large busing costs and a small population. Extra funding for rural schools is essential if we are to remain open. If this school closes many students from the area will be bused over an hour to arrive at the nearest school.”

JK - 8 school
DSB Ontario North East

Rozanski said that since 1997:

- the price of fuel has increased 9.6%,
- vehicle maintenance has gone up 11.7%, and
- the overall cost of transportation has risen 17.5%.³

Inequity is also an issue. 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.⁴ 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.

Beginning in 2002/03, the government approved an increase to base funding for transportation. However, there is still no provincial funding formula for transportation or for the transportation needs of special education students (see Appendix F).

Recommendation

People for Education recommends that the provincial government develop a funding formula for transportation that:

- **is pegged to fuel costs,**
- **ensures that no student spends more than 1.5 hours per day on the school bus, and**
- **includes a funding policy for the transportation of special education students.**

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“Absolutely incredible, professional staff who work and continue to excel under the most adverse conditions. They work 7 days a week.”

JK - 5 school
Waterloo Region DSB

“This is a small village school with a very small population. The community is actively supportive and involved. It would be a cruel blow to the community if this school were ever to close. There is a real sense of history and continuity here, with grandparents coming in at Open House, showing their grandchildren and great grandchildren where they sat when they were in Grade 1.”

JK - 8 school
Waterloo Catholic DSB

“We are a high needs school with a transient population. We require extra staffing and resources but we do not receive them.”

JK - 8 school
Lakehead DSB

“Our concern is with the lack of support services shown for our aboriginal students by the system.”

JK - 8 school
Lakehead DSB

ADDITIONAL COMMENTS

Every year we ask schools to tell us the things they are most pleased with in their schools, and their greatest concerns.

As in other years, the largest number of comments expressed satisfaction with staff and schools. This year, over half were positive remarks about the quality of the staff, how well they communicate with parents, students and the community, how they go “above and beyond” the call of duty and carry on in spite of funding cuts. There were no negative comments about staff.

Other respondents reported satisfaction with specialty programs like literacy, art, French immersion, and good extra-curricular activities. Some were pleased with new facilities and a few reported being happy with extra textbook funding.

The greatest areas of concern were the loss of, or need for, staff or programs. There were nearly as many comments about the state of the school building and the need for more money in the system. Other concerns were fundraising, safety, concerns about computers (lack of computers and lack of support), small school funding, library issues, lack of textbooks, shrinking enrolment, ESL, class size and busing (the lack of funding and the amount of time children spend on the bus).

For the first time this year Northern schools wrote about their concerns around aboriginal issues and the lack of support in this area, and French-language schools voiced concerns about assimilation.

METHODOLOGY

METHODOLOGY

This is People for Education's sixth annual survey of resources in Ontario elementary schools. The survey examines the quantifiable programs, resources and staff in Ontario schools and acts as an information tool, allowing parents to track changes in their children's schools.

Each year since 1997/98, parents and parent groups across the province have worked to ensure regional representation and a high response rate.

Surveys were mailed with an explanatory covering letter to every Ontario elementary school in January 2003. Translated surveys were provided to French-language schools. Reminders were faxed before the deadline at the beginning of February. To ensure a high level of reliability, schools which had participated previously were also phoned and solicited directly for their repeat participation.

Survey responses were generated at the school level by school councils in co-operation with school staff. Surveys were returned by fax or mail. Except where their permission was obtained in advance, schools were guaranteed anonymity for their individual responses. Only compiled data is released.

This year's sample of 886 schools equals 22% of the province's elementary schools and 23% of its students. Schools from 71 of the province's 72 school boards (30/31 English-language public school boards; 29/29 English-language Catholic school boards; 4/4 French-language school boards; and 8/8 French-language Catholic school boards). Fifty-one per cent of schools in the sample participated last year.

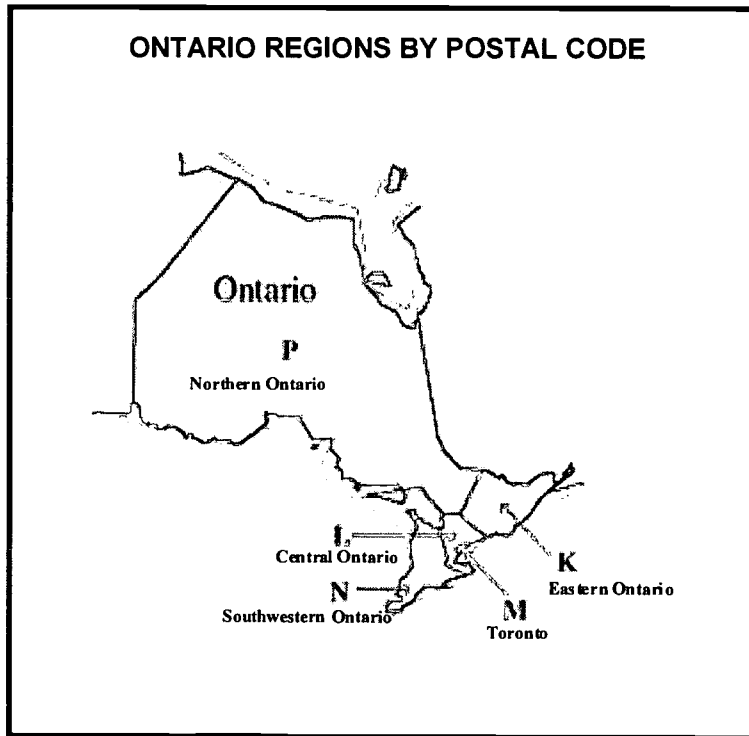
Fifty-six per cent of the respondent schools are K-8.

Twenty-four per cent are K-6. Twenty per cent are some other form (i.e., K-5, Grade 7-8).

Schools were sorted according to their postal codes into geographic regions.

In order to assure that shifts in school populations were

REGION (postal code)	% OF SCHOOLS IN SURVEY	% OF SCHOOLS IN PROVINCE
Eastern (K)	20%	19%
Central (L)	23%	28%
Toronto (M)	21%	18%
Southwestern (N)	24%	19%
Northern (P)	13%	16%



not influencing year-over-year changes, schools were also categorized according to school size. This year's sample has remained essentially consistent with previous years' samples.

SCHOOL SIZE	2002/03	2001/02	2000/01	1999/00	1998/99	1997/98
(1 - 120)	6%	5%	5%	5%	5%	3%
(121 - 271)	28%	30%	31%	31%	30%	29%
(272 - 363)	23%	22%	21%	20%	21%	21%
(364 - 768)	41%	41%	41%	42%	42%	45%
(769+)	2%	2%	2%	2%	2%	2%

Calculations have been rounded to the nearest whole number where necessary, and so do not always add up to 100%. Where appropriate, comparisons by school size, region or year-over-year are noted. Where a question has changed since year one, comparisons are made to the first year the question was asked the same way as in 2002/03. Where significant shifts were found in year-over-year comparisons, the trends were confirmed by a comparison with the smaller sample of repeating schools.

POLLARA verified our data. In some cases the proportion of schools in certain school boards was either under-represented or over-represented. Weighting was applied for comparison purposes to assure a provincially representative sample. The weighted provincially representative sample yields results which are accurate to within $\pm 3\%$, 19 times out of 20.

Copies of the French and English 2003 Elementary Tracking Surveys are in Appendix H.

The number of schools responding by board is in Appendix G.

The number of individual responses is reported for each section as N.

SCHOOLS RESPONDING BY SURVEY QUESTION

Number of Schools (N) Responding per Survey Question 2002/03	
Survey Question	N
School Overview	884
Class Size	829
Specialist Teachers	863
Library	875
Textbooks	864
Education Assistants	875
Special Education	881
Psychologists, etc.	867
ESL	809
Volunteer Participation	866
Fundraising	865
School Building	875
Community Use	874
Busing	871

APPENDICES

Foundation Grant

The Foundation Grant is a per pupil allocation that supports the components of a classroom education that are required by and generally common to all students. For this school year, the ministry projects that total funding from the Foundation Grant will be \$7.88B. The actual total will vary over the course of the school year based on board enrolment.

ELEMENTARY		# staff per 1,000 students	average salary + % benefits	\$ per pupil for supplies and services	\$ allocation per pupil
Classroom Teacher Class size: 24.5:1	Classroom Teacher	40.82	50,975 + 12%		2330
	Supply Teacher			83	83
	Staff development			11	11
Teaching Assistants		0.20	22,590 + 16%		5
Textbooks and Learning Materials				75	75
Classroom Supplies				77	77
Classroom Computers				43	43
Library and Guidance Services	Teacher Librarian	1.30	50,975 + 12%		74
	Guidance Teacher	0.20	50,975 + 12%		11
Professional/Para- Professional Supports		1.33	43,686 + 14.8%		67
Prep Time		4.08	50,975 + 12%		233
In-School Administration	Principal	2.75	79,296 + 12%		244
	Vice-Principal	0.75	72,360 + 12%		61
	Department Head	0.00			123
	Secretary	3.67	28,346 + 18%	5	5
Classroom Consultants		0.48	70,171 + 12%		38
Local Priorities Amount					200
TOTAL FOUNDATION GRANT		55.58		\$294	\$3,680

SPECIAL EDUCATION PLACEMENTS

The Ministry of Education requires that boards maintain a range of placements. Identification Program Review Committees (IPRC) select the placement that best meets the students' needs and the parents' wishes.

Boards may also have a range of programs such as learning centres, Reading Recovery, SERT (Special Education Resource Teachers) or literacy programs that are provided for students who are struggling but may not have been formally identified as special needs students. Funding for these programs may come from the Special Education Per Pupil Amount (SEPPA) or from other special purpose grants (*see Appendix C*).

Individual Education Plans (IEPs)

Each student identified as exceptional by an IPRC must have an Individual Education Plan. Students who have not been identified formally by an IPRC may also be given an IEP and receive some special education services.

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 FUNDING

Special education services and programs are funded through two special education grants.

The Special Education Per Pupil Amount (SEPPA)

SEPPA is based on a school board's total enrolment. It pays for the entire range of programs and services from psychologists, social workers and educational assistants to remedial classes and congregated classes for learning disabled or gifted students.

Each board receives the following SEPPA amounts per pupil by grade:

JK- grade 3 - \$500
grades 4-8 - \$376
secondary - \$243

The Intensive Support Amount (ISA)

ISA grants provide 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. The money is pooled with the SEPPA funding, rather than being assigned to individual students.

The Ministry began a comprehensive audit of ISA files on high needs students in 2001/02. Once all files are audited they will be used to establish a stable baseline for ISA funding based on the incidence of approved claims. When the baseline is established, boards will file claims for students new to the system or whose needs have changed.

Funding for regular classroom teachers, educational assistants, professional support services and learning materials are covered under the Foundation Grant, which is a per pupil amount for every student in Ontario.

Transportation

Transportation costs are not part of the special education budget, but come under the boards' overall transportation costs.

Professional Support Services

Professionals and paraprofessionals such as psychologists, psychometrists and speech language pathologists are funded through a combination of the Foundation Grant, the Special Education Grant and additional Special Purposes Grants, such as the Early Learning Grant or Learn-

ing Opportunities Grant. Funding for professional services is not protected and boards may use that money to pay for other services such as teachers' salaries.

For more information see:

<http://mettowas21.edu.gov.on.ca/eng/funding/fund0203.html>

ENGLISH AS A SECOND LANGUAGE

School boards receive funding for English as a Second Language programs based on the number of students in a board who fit the provincial criteria for ESL. The funding is limited to students who have been in Canada for three years or less, and who have come to Canada from a country in which the first language is not English.

The ESL curriculum states: “[ESL/ ELD] students need to be given time to develop their skills in English before their achievement can be assessed according to the criteria used for other students.”¹ The curriculum goes on to note: “Most ESL/ELD students are able to use English to communicate in social situations and day-to-day classroom interactions within one or two years. However, students may require from *five to seven years* [original emphasis] to develop the ability to understand the academic language used in textbooks and to use English to express the increasingly complex and abstract concepts encountered in the higher grades.”²

1. *The Ontario Curriculum. Grades 1-8: English as a Second Language and English Literacy Development - A Resource Guide, 2001*. Toronto: The Queen’s Printer, p. 6.

2. *Ibid.* p. 11.

Pupil Accommodation Grant

The Pupil Accommodation Grant has three major allocations:

- School Operations;
- School Renewal; and
- New Pupil Places.

Total funding of \$2.31B* is projected for the Pupil Accommodation Grant.

The School Operations Allocation addresses the costs of operating (that is, heating, lighting, maintaining, and cleaning) schools; the School Renewal Allocation addresses the costs of repairing and renovating schools; and the New Pupil Places Allocation enables boards to construct new schools or additions, where boards have demonstrated that they have fully utilized all existing school buildings effectively and that their enrolment cannot be accommodated without new space. These allocations are calculated as follows:

<i>School Operations Allocation</i>	=	<i>Enrolment</i>	x	<i>Benchmark Area Requirement Per Pupil</i>	x	<i>Supplementary School Area Factor</i>	x	<i>Benchmark Operating Cost Per Sq. Ft.</i>
<i>Plus Top-up Funding for School Operations**</i>								

<i>School Renewal Allocation</i>	=	<i>Enrolment</i>	x	<i>Benchmark Area Requirement Per Pupil</i>	x	<i>Supplementary School Area Factor</i>	x	<i>Benchmark Renewal Cost Per Sq. Ft.</i>
<i>Plus Top-up Funding for School Renewal**</i>								

* These amounts are Ministry of Education projections for the 2002-03 school year. Actual funding will vary over the course of the school year based on board enrolment and board program decisions.

** Top-up funding is available for schools that are offering a regular day school program (exclusive of adult day school) and that are operating at less than full capacity.

<i>New Pupil Places Allocation</i>	=	<i>Enrolment in Excess of Capacity</i>	x	<i>Benchmark Area Requirement Per Pupil</i>	x	<i>Benchmark Construction Cost Per Sq. Ft.</i>
		<i>Enrolment Pressure</i>	x	<i>Benchmark Area Requirement Per Pupil</i>	x	<i>Benchmark Construction Cost Per Sq. Ft.</i>
		<i>Capital Transitional Pressure</i>	x	<i>Benchmark Area Requirement Per Pupil</i>	x	<i>Benchmark Construction Cost Per Sq. Ft.</i>

The sums of the three components X Geographic Adjustment factor

The factors used to determine the Pupil Accommodation Grant are outlined below:

Enrolment

- Elementary Enrolment “Day School Average Daily Enrolment” of pupils enrolled in Junior Kindergarten, Kindergarten, and Grades 1 to 8.
- Secondary Enrolment “Day School Average Daily Enrolment” of pupils enrolled in Grades 9 through OAC, excluding students 21 years of age and older.
- Adult Enrolment* “Day School Average Daily Enrolment” of students 21 years of age or older plus the “Average Daily Enrolment” of students enrolled in Continuing Education credit courses during the day (excluding pupils enrolled in correspondence self-study programs, and including students in summer school programs).

Benchmarks

Area Requirements Per Pupil – Elementary: 100 square feet

Provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming consistent with the average class size limits under the *Education Act* and provides additional space required to accommodate the typical distribution of special education, learning opportunities, and language (for example, ESL) programming.

* For School Operations and School Renewal Allocations only.

Area Requirements Per Pupil – Secondary: 130 square feet

Provides sufficient teaching and ancillary space to permit the effective delivery of secondary school programming consistent with the average class size limits under the *Education Act* and provides additional space required to accommodate the typical distribution of special education, learning opportunities, and language (for example, ESL) programming.

Area Requirements Per Pupil – Adult: 100 square feet

Lower than the traditional secondary school panel because less additional space is required for special needs programs.

Operating Cost: The funding benchmark for the School Operations Allocation is \$5.20 per square foot.

Renewal Cost: weighted average of \$0.64 and \$0.96 per square foot for schools under and over 20 years of age respectively.

Construction Cost – Elementary: \$11.00 per square foot

Represents an estimated cost of \$117 per square foot including fees and taxes to construct, furnish, and equip new elementary schools, amortized over 25 years.

Construction Cost – Secondary: \$12.00 per square foot

Represents an estimated cost of \$126 per square foot including fees and taxes to construct, furnish, and equip new secondary schools, amortized over 25 years.

Geographic Adjustment Factor

A Geographic Adjustment Factor is applied to the New Pupil Places Allocation in recognition of differences in construction costs across the province. The Geographic Adjustment Factor is based on the distance component of the Remote and Rural Allocation.

No explicit geographic adjustment is being applied to the School Renewal and School Operations Allocations. Student-focused funding includes several special purpose grants that address unique circumstances faced by individual boards. In determining the Small Schools Allocation, the Remote and Rural Allocation, and the Early Learning Grant, allowance has been made for custodial and maintenance costs.

Supplementary Area Factor

An adjustment factor is applied in the calculation of the School Operations Allocation and the School Renewal Allocation. The Supplementary Area factor recognizes unique design features of a board's schools, such as wide hallways, large shop spaces, auditorium space, and the additional space needs of special education programs.

Transportation

In response to concerns about transportation funding pressures the province provided one-time supplemental grants of \$23 million in 2000 and \$29.3 million in 2001 and in the spring of 2002 they increased base transportation funding by a further \$20 million. This was the first increase in base funding for transportation since the province took control of transportation funding in 1998.

In December 2002, the Education Equality Task Force recommended that the government increase transportation funding by a further \$80 million.¹ In response the Ministry of Education released the \$20 million which had previously been announced in the 2002 budget.

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Number of Schools Responding per School Board

School Board	# of Schools
Algoma	12
Algonquin and Lakeshore Catholic	11
Avon Maitland	13
Bluewater	18
Brant/Haldimand-Norfolk Catholic	5
Bruce-Grey Catholic	4
Catholic DSB of Eastern Ontario	6
Catholique Centre-Sud	7
Catholique de l'Est Ontarien	4
Publiques de l'est de l'Ontario	9
Catholique des Aurores Boréales	2
Catholique des Grandes Rivières	10
Catholique du Centre-Est de l'Ontario	8
Catholique du Nouvel-Ontario	7
Catholique Franco-Nord	5
Catholiques de Sud-Ouest	10
Centre Sud-Ouest	11
Grand Nord de l'Ontario	2
Nord-Est de l'Ontario	1
Niagara	12
Ontario North East	10
Dufferin-Peel Catholic	8
Durham Catholic	2
Durham District	24
English-language #38 Catholic	9
Grand Erie	15
Greater Essex County	15
Halton Catholic	2
Halton	24
Hamilton-Wentworth Catholic	4
Hamilton-Wentworth	17

School Board	# of Schools
Hastings & Prince Edward	11
Huron Perth Catholic	4
Huron Superior Catholic	4
Kawartha Pine Ridge	27
Keewatin-Patricia	0
Kenora Catholic	2
Lakehead	6
Lambton Kent	10
Limestone	9
Near North	7
Niagara Catholic	5
Nipissing-Parry Sound Catholic	1
Northeastern Catholic	3
Northwest Catholic	1
Ottawa-Carleton Catholic	12
Ottawa-Carleton	42
Peel	27
Peterborough Victoria Northumberland Clarington Catholic	7
Rainbow	8
Rainy River	2
Renfrew County Catholic	8
Renfrew County	7
Simcoe County	19
Simcoe Muskoka Catholic	7
St. Clair Catholic	12
Sudbury Catholic	3
Superior North Catholic	4
Superior-Greenstone	5
Thames Valley	34
Thunder Bay Catholic	4
Toronto Catholic	33

School Board	# of Schools
Toronto	154
Trillium Lakelands	15
Upper Canada	15
Upper Grand	32
Waterloo Catholic	1
Waterloo Region	19
Wellington Catholic	5
Windsor-Essex Catholic	5
York Catholic	12
York Region	9
School Authority	8
Total	886

ENDNOTES

ENDNOTES

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3. C. W. Symons, B. Cinelli, T. C. James, and P. Groff, "Link between Nutrition, Physical Activity, and Academic Achievement," International Life Sciences Institute, 2002. <<http://www.ilsa.org/file/CHPpub1.pdf>>
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3. J. Cummins, “Age on Arrival and Immigrant Second Language Learning in Canada: A Reassessment,” *Journal of Applied Linguistics*, vol. 2, pp. 132-49.

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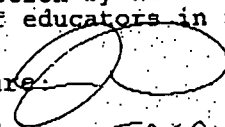
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