

# MAKING CONNECTIONS BEYOND SCHOOL WALLS

People for Education Annual Report  
on Ontario's Publicly Funded Schools 2012





THE ANNUAL  
REPORT ON  
ONTARIO'S  
PUBLICLY  
FUNDED  
SCHOOLS  
2012

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## DATA FROM THE SURVEY

If specific research data from the survey are required, they can be provided for a fee. Elementary school data have been collected since 1997, and secondary school data have been collected since 2000. Please contact [info@peopleforeducation.ca](mailto:info@peopleforeducation.ca).

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MAKING  
CONNECTIONS  
BEYOND  
SCHOOL WALLS

# HIGHLIGHTS: QUICK FACTS

## SCHOOL–COMMUNITY CONNECTIONS

- 15% of elementary and 28% of secondary schools have designated school-community staff liaisons, but the vast majority have no time set aside for the work.
- 24% of elementary and 19% of secondary schools report their access to mental health services is ‘poor’.

## HEALTHY SCHOOLS

- 44% of elementary schools have a specialist Health and Physical Education teacher, a steady improvement since 2001.
- 14% of elementary and 17% of secondary schools report that they do not have access to a psychologist.

## POVERTY & INEQUALITY

- In the 10% of elementary schools with the lowest average family incomes, 46% of students speak a first language other than English, compared to 5% in high-income schools.
- Schools with the highest average family incomes fundraise five times more per school than schools with the lowest family incomes.
- Schools with low average family incomes have greater access to full-day kindergarten and family support programs.

## SPECIAL EDUCATION

- Between 2000/01 and 2011/12, the percentage of elementary students receiving special education assistance increased from 11% to 18%; student teacher ratios increased from 22:1, to 36:1.
- 50% of elementary schools and 47% of secondary schools report that there is a cap on the number of students who can be assessed each year.

## SUPPORT FOR NEWCOMER STUDENTS

- 60% of English-language elementary schools and 54% of secondary schools have students who are English Language Learners.
- 40% of elementary schools with English Language Learners report having no connections with community settlement programs.
- 74% of elementary schools in French-language boards report students who require French Language support.

## FIRST NATIONS, INUIT & MÉTIS EDUCATION

In Ontario's publicly funded elementary schools where 7.5% or more of the students are Aboriginal:

- 17% report that they never connect with Aboriginal organizations.
- An average of 22% of students have special needs, compared with the provincial average of 18%.

Per-pupil funding on-reserve is approximately \$2000 lower than per pupil funding in publicly funded schools.

## EARLY YEARS

- 30% of schools report having onsite childcare for children under four, and 47% for kindergarten-aged children.
- Schools with higher family incomes are more likely to have extended day programs for children 6 years of age and older.

## LIBRARIES

- 56% of Ontario elementary schools have a teacher-librarian, compared to 80% in 1998.
- 98% of elementary schools in the GTA have a teacher-librarian, compared to 11% in Northern Ontario and 25% in Eastern Ontario.

## THE ARTS

- 49% of Ontario elementary schools have music teachers, compared to 58% in 1998.
- 36% of elementary schools have neither a music teacher nor an itinerant music teacher.

## FUNDRAISING & FEES

- The top 10% of fundraising schools fundraise more than the bottom 75% combined.
- Since fee guidelines were introduced last year, the percentage of secondary schools that report charging fees for courses dropped from 68% to 45%.

## DECLINING ENROLMENT/SCHOOL CLOSINGS

- Since 1998, there has been a 13% decline in the average enrolment of elementary schools and a 10% decline in the average enrolment of secondary schools.
- There are over 125 schools slated or recommended to close between June 2012 and June 2015

# INTRODUCTION

Ninety-five percent of Ontario's students attend publicly funded schools, and this year's annual report reveals that these students come from an amazingly diverse range of backgrounds.

In some of our schools, the average family income is over \$400,000 per year. In others, it is under \$20,000. There are schools in which 90% of the students are newcomers, and schools in which over one-third of the student population has special needs. Eighty percent of Ontario's Aboriginal students go to publicly funded schools in school boards across the province. Some of our students live on farms, or in the far north, while others live in rapidly expanding suburbs.

The challenge for any public education system is to serve all of its students and to serve them well. To truly meet this challenge, our schools must do more than focus simply on academic achievement. They cannot operate in isolation from their communities, or from other services and programs that support children and youth.

This year, over 1,000 principals from elementary and secondary schools from 71 of Ontario's 72 English, Catholic and French school boards answered questions about the staff and programs in their schools. While the vast majority of principals were proud of their schools' resources and accomplishments, many raised concerns—about serving students with special needs, about the difficulty they had accessing supports in the community and about losses to their libraries and arts programs.

Ontario's *Education Act* states that “a strong public education system is the foundation of a prosperous, caring and civil society,” and that the purpose of education is to “provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society.” The Act describes “enhancing student achievement and well-being” as key goals for the education system.

In this year's report, we include a number of recommendations that will help schools live up to that overall responsibility:

- Ontario needs better policy to support school-community connections and to ensure that, in this era of declining enrolment, our school buildings are used to full advantage. We lag far behind many other provinces that provide extra funding for community schools, which are hubs for cooperative services for children and families, including everything from recreation programs to child-care to adult education centres.
  - It is time for a public review of the province's system for serving students with special needs. We were shocked to find that, in many schools, there are caps on the number of students who can be assessed. At the same time, the ratio of special education students to special education teachers has risen dramatically.
  - While some steps have been taken to improve the overall health of Ontario's children, more needs to be done. Ontario needs policy to support “health-promoting schools,” where students' physical, mental, social and emotional health is paramount. This policy will require cooperation among a number of ministries, including Health and Long-Term Care, Community and Social Services, Education, Children and Youth Services, Justice, and Tourism and Culture, and all levels of government—federal, provincial, municipal and school board.
  - Fairness and equity are fundamental to strong public education. In Ontario, we can be proud that the impact of socio-economic status on both our highest- and lowest-performing students is less pronounced than in many other jurisdictions, but it is still all too apparent that some students have great advantages over others. Schools where families enjoy higher-than-average incomes, for example, are more likely to have extended-day programs, charge fees that support enrichment and extracurricular activities, and fundraise at five times the level of schools with a high proportion of students who live in poverty. An Equity in Education Grant would provide targeted funding for staff and programs that have been proven to help bridge the gap between advantaged and disadvantaged students, and would mitigate the inequities caused by fees and fundraising.
- Ontario needs better policy to support school-community connections and to ensure that, in this era of declining enrolment, our school buildings are used to full

# SCHOOL–COMMUNITY CONNECTIONS

Creating strong school–community connections is a challenge for administrators and teachers in Ontario.

Unlike many other provinces,<sup>1</sup> which have comprehensive policies and dedicated funding to support schools' role in bringing health, education and community services together, Ontario schools are mainly left to their own devices to do this vital work.

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**These relationships require time and commitment to coordinate. But when they are established, and we are working together, they are incredibly effective. It would be nice to have some “time” built into school schedules to support this type of liaison.**

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*Elementary school principal, Simcoe Muskoka CDSB*

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“Connected” schools are strongly linked to childcare; employment services; libraries and recreation programs; social, mental and medical health services; and programs ranging from community gardens to parenting classes. Despite decades of talk in Ontario about dismantling service “silos,” there is still no integrated framework of education, health, health promotion, children and youth services, and recreation services that would effectively address the needs of Ontario’s children and youth, and overcome barriers to coordination.

There is some provincial policy and funding to support community use of schools, including free space for after-school rentals in “high-priority” neighbourhoods, and one staff person per board to coordinate community use.<sup>2</sup> In addition, boards are required to notify community partners if they have empty space in schools.<sup>3</sup> But the policy focus is more on renting school space than on creating strong connections with community services.

## FEW SCHOOLS HAVE COMMUNITY LIAISON STAFF

This year’s People for Education survey shows that only 15% of Ontario’s elementary and 28% of secondary schools report having a staff person, other than the principal or vice-principal, who is responsible for acting as a liaison with the community. But even in those schools, only 18% of elementary and 29% of secondary schools report that there is any time allotted for the work.

## QUICK FACTS FOR 2011/12

- 15% of elementary and 28% of secondary schools have designated school–community staff liaisons, but the vast majority have no time set aside to do the work.
- 24% of elementary and 19% of secondary schools report their access to mental health services is “poor.”
- 23% of elementary and 26% of secondary schools report that they “often” connect with municipal recreation programs.

Principals’ comments suggest that the many demands on their time and energy are barriers to making school–community connections work: “In theory, I should do more. This is my second year in a high-needs school and all my energy is used in the building,” says an elementary school principal.<sup>4</sup>

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**Who do you think is able to do all this? Everything outside of the classroom is the responsibility of the administration. In schools where there are committed staff who like to volunteer, more of this may happen. It is not always about the availability of the outside service but the ability of the school to organize.**

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*Secondary school principal, York Region DSB*

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Ontario schools struggle to provide staff time for school–community connections, but 40% of elementary and 58% of secondary principals report that their schools participate in inter-agency teams for program planning. However, as one principal commented, in her school, as in many others, these kinds of community connections are only “accessed when there is a crisis.”<sup>5</sup>

## WHO DO SCHOOLS CONNECT WITH?

The People for Education survey asks whether there is any (“often,” “some” or “never”) connection or collaboration with a selection of community organizations. It also asks principals to rate the accessibility of these services.

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**Our biggest issue is the long wait time for service for our students with mental health issues. The wait list is up to three years long.**

*Elementary school principal, Simcoe County DSB*

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Almost all elementary and secondary schools had at least some connection with public health (99%), which has a legal mandate to work with schools;<sup>6</sup> and with local children's aid societies (98%), because there is a duty to report suspected abuse or neglect.<sup>7</sup> There were fewer and less consistent connections with other organizations.

Secondary schools report more school-community connections than elementary schools. In secondary schools:

- 28% report that they “often” connect to mental health services; 7% report that they “never” do.
- 32% “often” connect with adult education programs; 26% “never” do.
- 26% “often” connect with municipal recreation programs; 14% “never” do.
- 22% “often” connect with Aboriginal organizations; 33% “never” do.
- 22% “often” connect with youth employment programs, 14% “never” do.

Elementary schools are less likely to connect with Aboriginal organizations (56% “never” do), settlement organizations (60% “never” do) and mental health services (25% “never” do). On the other hand, they report strong connections with public libraries (85% at least “some”) and municipal recreation programs (84% at least “some”).

### ACCESS TO SERVICES IS NOT ALWAYS EASY

A number of factors influence the connections between schools and the services around them, including whether there are legal duties to connect, how high the need is for the services, and the school's perception of its role in ensuring students' well-being beyond a narrow definition of academic achievement.

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**Yes, [school-community connections] need to be strengthened, but who will call folks together? Currently if there is a case conference for a student, the school gets the work of calling it together, taking the minutes and doing the follow-through.**

*Elementary school principal, Avon Maitland DSB*

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In addition to asking whether schools had connections, we asked them to rate (“excellent, good, fair or poor”) the accessibility of those services. At least half of the schools that participated in our survey say that accessibility to some services—such as public health and municipal recreation programs—was excellent or good. But 24% of elementary and 26% of secondary schools reported poor access to settlement programs, and 19% of elementary and 13% of secondary schools reported poor access to Aboriginal organizations. Access to mental health programs is not much better, with 24% of elementary and 19% of secondary schools reporting that access is poor.

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**It seems that community agencies are struggling to provide services and the education system is not really a priority. Although we have tried to work with agencies, it becomes frustrating, as they don't have the time, suitable programs or personnel.**

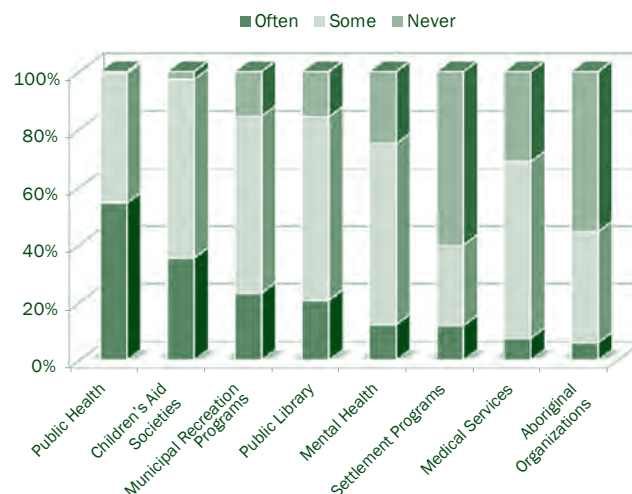
*Elementary school principal, Bluewater DSB*

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There can be a significant negative impact on students when community services are under-resourced or unavailable. As one secondary principal noted, “We often feel that the school becomes the ‘dumping ground,’ or at least the front line in identifying community-related issues, but is left holding an empty bag.”<sup>8</sup>

An elementary principal explained simply, “We are in a rural setting; we are the community.”<sup>9</sup>

**School-community connections:**  
*cooperation between elementary schools and other organizations*



# HEALTHY SCHOOLS

The concept of school health goes far beyond the “gym” classes of old, and schools are now recognized as key settings for promoting health in the broadest sense of the word.

According to the World Health Organization (WHO), many of the leading causes of death, disease and disability can be prevented or significantly reduced through effective school health programs.<sup>10</sup>

The WHO has developed a framework for health-promoting schools that extends beyond traditional health and physical education curriculum to include the physical and social environment of the school, and access to a range of health and nutrition services for children and their families.<sup>11</sup> A health-promoting school is larger than the school itself, and its success depends on inter-sectoral collaboration and the integration of activities and services that include both the schools and the surrounding community.

## NEW CURRICULUM MOVES FROM HEALTH EDUCATION TO HEALTH PROMOTION

Ontario’s revised Health and Physical Education (H&PE) curriculum focuses on building students’ skills and knowledge about all aspects of healthy, active living, including physical, social, emotional and sexual health. The revised curriculum for elementary and secondary students is still not fully implemented as a small group objected to the sex education component of it.

This year, 44% of elementary schools report that they have a specialist H&PE teacher, a steady improvement over the last decade. But only 22% of schools report that the H&PE specialist is able to teach all the students in the school.

In addition to H&PE classes and recess, all elementary schools are required to have 20 minutes of Daily Physical Activity (DPA). But a number of schools report that DPA is a “low priority” in an “already packed school day.” Among the barriers to implementing DPA, principals list insufficient equipment, space, teacher training and commitment.

### QUICK FACTS FOR 2011/12

- 44% of elementary schools have a specialist Health and Physical Education (H&PE) teacher, a steady improvement since 2001.
- 68% of elementary schools have a Healthy Schools Initiative—mostly related to healthy eating.
- 24% of elementary schools and 19% of secondary schools report poor cooperation and/or coordination with local mental health services.
- 14% of elementary and 17% of secondary schools report that they do not have access to a psychologist.

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**There are too many competing programs to be delivered in the 300 minutes of instruction—we can’t do everything and do it all well.**

*Elementary school principal, Rainy River DSB*

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## HEALTHY SCHOOLS

Ontario’s Ministry of Education has provided schools with an outline of the Foundations for a Healthy School and a School Food and Beverage Policy, which were introduced this year. The outline includes suggestions for promoting physical activity and healthy eating, mental health, bullying prevention, personal safety and injury prevention, and substance use and abuse prevention.<sup>12</sup> The Food and Beverage Policy includes nutrition standards for all food and beverages that may be sold in schools and at events. The guidelines and policy did not come with funding to support the transformation of schools.

In 2011/12, 68% of elementary schools report having a Healthy Schools Initiative. Most initiatives focus on providing healthier food options and raising awareness of the importance of healthy eating.

Most schools report that they comply with the School Food and Beverage Policy. But a number of schools raised concerns that the new policy was having unintended consequences on cafeteria revenues and fundraising initiatives, limiting their ability to subsidize field trips and make charitable donations.

FOCUS ON MENTAL HEALTH

When asked to write about the major issues in their schools, the most common response from principals was that they are ill-prepared to deal with the increasing number of mental health issues they see. Principals' perceptions are backed up by research, which shows that between 15% and 21% of children and youth have a significant mental health disorder that affects their daily lives,<sup>13</sup> and that fewer than a quarter receive treatment.<sup>14</sup>

Mental health services are not meeting the needs of the community. Wait lists and lack of staff (psychologists, psychiatrists, mental health programs) continue to present huge obstacles for our students. School staff is not trained to deal with and manage serious mental health issues.

Elementary school principal, Waterloo Region DSB

Principals say that wait lists are long and collaboration with mental health agencies is limited. This year, 14% of elementary and 17% of secondary schools report that they do not have access to a psychologist. These numbers vary widely across the province. In Northern Ontario, 37% of elementary schools report they have no access to a psychologist, compared to 4% in the GTA.

COLLABORATING TO CREATE HEALTHY SCHOOLS

According to the Ministry of Education, partnerships with public health units, community recreation facilities, social service agencies and other community organizations are key components in developing healthy schools. But Ontario has little funding or policy to support this kind of collaboration.

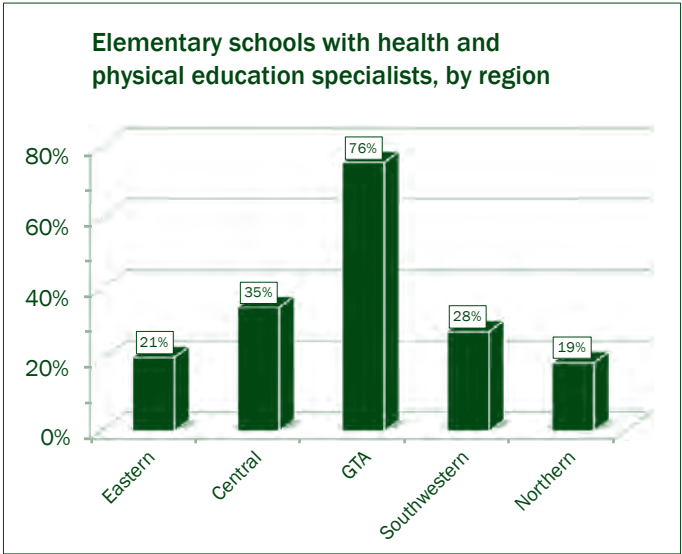
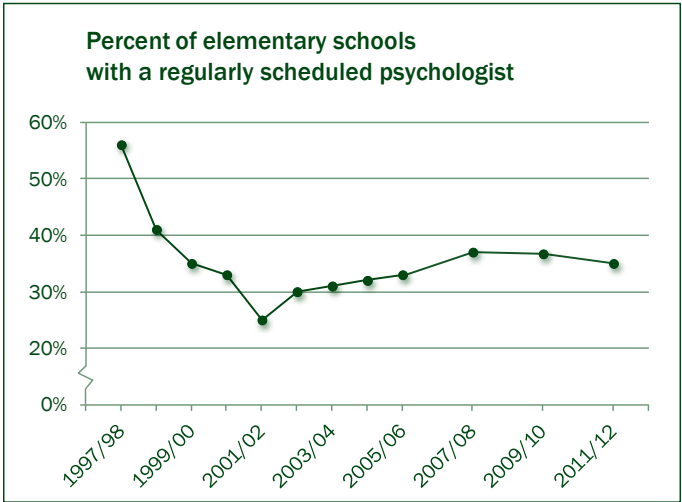
Mental Health issues are on the rise, and school personnel need more support. We should be considered as first level interventionsists or crisis interventionists, not forced to act as make-shift counsellors in areas in which we are not fully trained because professionals are not available.

Secondary school principal, Bluewater DSB

Ontario has introduced a Mental Health and Addictions Strategy that will add mental health workers and nurses with mental health expertise to some schools and boards, but the strategy is in its very initial stages.<sup>15</sup>

To build a true health-promoting school requires focusing on changes that are enduring and far-reaching—as opposed to short-term initiatives that focus on immediate problems. International experience shows that ownership, leadership, collaboration and integration are all critical to improving schools' health. These kinds of changes take time to implement, and schools need support to actively engage the wider school community in pursuing the health-promoting schools ideology.<sup>16</sup>

This year's findings show Ontario's schools have a long way to go in achieving these goals.



# POVERTY & INEQUALITY

Providing every child—rich or poor—with an equitable chance for success is one of the central missions of any publicly funded education system.

While Ontario is justifiably proud that the achievement gap between high- and low-income students is smaller than the gap in many OECD (Organisation for Economic Co-operation and Development) countries,<sup>17</sup> family income continues to have a powerful influence on children’s chances for success in school.

In 2011, over 400,000 Ontario children and youth were living below the low-income cut-off (LICO), Statistics Canada’s widely accepted measure of poverty.<sup>18</sup> That translates to one in six children.<sup>19</sup>

But the risk of poverty is not equal. The highest rates of poverty are seen amongst people with disabilities, Aboriginal populations, lone parents and new Canadians. Almost half of Ontario children whose families recently immigrated to Canada experience poverty.<sup>20</sup>

## THE GAP BETWEEN HIGHEST- AND LOWEST-INCOME SCHOOLS

Using provincial data to compare the 10% of schools with the lowest average family income to the 10% with the highest average incomes, the differences are stark. Among the lowest-income schools:

- average family incomes are half that of the high-income schools;
- one-third of the students live with a single parent, compared to one-tenth of the children from the richest schools; and,
- parents are nearly three times as likely to not have a high school diploma.

People for Education’s survey data show that schools’ capacity to fundraise is also affected by average family incomes. Schools in the top 10% fundraise five times the amount of those in the bottom 10%. As a result, some children have a double disadvantage: Their families are unable

Education Quality and Accountability Office (EQAO): <sup>21</sup> DEMOGRAPHICS OF ONTARIO ELEMENTARY SCHOOLS			
	Ontario Average	Low-income schools <sup>22</sup>	High-income schools
Students in low-income (LICO) families	17%	45%	3%
Average family income	\$75,716	\$48,331	\$94,647
Parents with university degrees	30%	28%	29%
Parents without a high school diploma	7%	13%	5%
Lone-parent households	19%	32%	11%
Recent immigrants	5%	15%	0%
Aboriginals	3%	2%	3%
Percentage of students with special educational needs	19%	22%	18%
English Language Learners	7%	14%	1%
First language other than English or French	19%	46%	5%

to afford educational resources at home,<sup>23</sup> and they attend schools where far less money is raised to cover the costs of enrichment and enhanced resources. If inequalities in wealth and income continue to increase in Canada,<sup>24</sup> it is likely that many of these trends in schools will only intensify.

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**Poverty pervades all we do. Our playground equipment is going to be declared unusable and then we won't have anything for our JK–grade 2 classes to play on. We cannot raise the funds locally to support buying new equipment and the cost of replacement is well over \$40,000.**

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*Elementary school principal, Thames Valley DSB*

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There are also similarities between the lowest- and highest-income schools: Overall, the proportions of Aboriginal students and students with special educational needs are roughly the same. There is also little difference between the percentage of parents with university degrees, a finding that reflects the “high-education/low-income paradox,” which refers to the fact that, in Ontario, unlike most OECD jurisdictions, a relatively large proportion of university graduates are in lower-income categories.<sup>25</sup> This finding runs counter to stereotypes about who lives in poverty, and suggests the importance of developing Ontario-specific approaches to overcoming the impact of poverty in schools.

### **NEWCOMERS IN HIGH-POVERTY SCHOOLS**

One of the key distinguishing features of low-income Ontario schools is the overrepresentation of newcomer students.

While the percentage of children who have immigrated in the past five years is virtually zero in high-income schools, there are some low-income schools where more than 50% of students are recent immigrants. On average, 46% of students in low-income schools speak a first language other than English, compared to only 5% in high-income schools, and the proportion of students in low-income schools who need support because they are English Language Learners is twice the provincial average.

### **EXTRA SUPPORTS IN LOW-INCOME SCHOOLS**

People for Education’s analysis shows that lower-income schools have greater access to certain key resources: They are more likely to have full-day kindergarten for 4- and 5-year-olds, for example, and family-support programs. This suggests that an increasing number of children living in poorer households have been provided with priority access to early years support, which can save families as much as \$6,500 a year.<sup>26</sup> This was one of the goals of Ontario’s Poverty Reduction Strategy.

Furthermore, the survey results indicate that lower-income schools, on average, have lower student-teacher ratios for English as a Second Language, English Language Development and special education.

### **DISAPPEARING LEARNING OPPORTUNITIES GRANT**

Provincial policy and funding through the Learning Opportunities Grant (LOG) provides some extra support to school boards based on characteristics such as family income, lone-parent status and parental education. Since 2005, however, the total amount in the LOG has been cut by 6%.<sup>27</sup> Not only has the funding been cut, but the focus of the grant itself has also been diluted.

The LOG was originally intended to be used for programs and resources such as increased numbers of counsellors and social workers, more educational assistants, smaller class sizes, mentoring programs, breakfast and lunch programs, free access to extracurricular activities and recreation, and before- and after-school programs. Now, over one-third of the funding is targeted to cover a wide array of literacy and numeracy programs, specialist high skills majors, and the K-12 School Effectiveness Framework.

These changes are contrary to the recommendations in a 2002 government review, which urged the government to increase the amount of the grant and provide better analysis of the effectiveness of the programs and services it funds, to ensure that they are actually helping students at risk.<sup>28</sup> There is also no requirement that the funds be spent on programs for students whose socio-economic status may put them at risk of struggling in school. Many boards spend at least some of this funding on basic necessities such as heat and light.

# SPECIAL EDUCATION

The percentage of children and youth with special needs continues to grow.

This year, an average of 18% of elementary students and 24% of secondary students per school are receiving some form of special education assistance.

## SPECIAL EDUCATION SERVICES THINNER

While the proportion of students receiving services is increasing, there has also been an increase in student-teacher ratios. The average ratio per school of special education students to special education teachers has risen in elementary schools, from 22 to 1 in 2000/01 to 36 to 1 this year; and in secondary schools, from 48 to 1 to 69 to 1 over the same period. These numbers vary widely by region: in Eastern Ontario, the ratio of elementary special education students to special education teachers is 52:1; in the Greater Toronto Area (GTA) it is 26:1.

There has also been a sharp increase this year in the percentage of schools reporting that not all identified students are receiving recommended support: 34% of elementary schools, up from 23% last year, and 23% of secondary schools, up from 21%.

## EDUCATIONAL ASSISTANTS PROVIDE CRUCIAL SUPPORT

Many principals commented in the surveys on the challenges of coping with fewer educational assistants (EAs). Educational assistants are often assigned either to individual students with significant special needs, or to classes for students who may have substantial behavioural or medical issues. In secondary schools, there are an average of 51 special education students for each EA, up from 42 students five years ago. In elementary schools, there are an average of 22 students for each EA—a number that has remained fairly steady over the last five years.

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**Each year we experience a decline in the number of educational assistants on our staff. Only students who could be a danger to themselves or others seem to receive**

## QUICK FACTS FOR 2011/12

- 18% of elementary students receive some special education assistance, up from 11% in 2000/01.
- 24% of secondary students receive some special education assistance, up from 14% in 2000/01.
- 50% of elementary schools and 47% of secondary schools report that there is a cap on the number of students who can be assessed each year.
- In elementary schools, the average ratio of special education students to special education teachers is 36:1, up from 22:1 in 2000/01.
- In secondary schools, the average ratio of special education students to special education teachers is 69:1, up from 48:1 in 2000/01.

**EA support, or those who are medically fragile. We are left juggling support for needy students, and those with learning disabilities are never even considered in the mix of individuals who should receive this support.**

*Elementary school principal, Ottawa CDSB*

## THE SPECIAL EDUCATION PIPELINE: WAITING LISTS

Despite the increase in overall percentages of special education students, the number of students on waiting lists for special education services has declined over the last decade—from approximately 46,000 in 2000/01 to approximately 35,000 this year.

The majority of students on waiting lists are waiting for psycho-educational assessments, which identify a student's learning needs and guide the programming and accommodations that will help the child succeed in school. The assessments are the first step in the Identification Placement and Review Committee (IPRC) process. IPRCs are a prerequisite for recognizing a child's legal right to special education services.

There are a number of possible reasons for the shorter waiting lists. First, the budget for special education has increased by 86% since 2000/01, to over \$2.5 billion this year.<sup>29</sup> The drop is also partly a result of provincial policy changes that encourage boards to allow students to receive special education services without going through the time-consuming and resource-intensive IPRC process.<sup>30</sup> (In 2009/2010, over one-third of students receiving special education services had not been formally identified through the IPRC process.<sup>31</sup>) While limiting IPRCs may result in quicker access to services, it is difficult, without full assessments, to be sure students' actual learning needs are being met.

### CAPS LIMIT STUDENTS' ACCESS TO APPROPRIATE SUPPORT

New data from this year's survey suggest another, more worrying reason for the lower numbers of students on waiting lists. In 47% of secondary schools and 50% of elementary schools, principals told us there is a cap on the number of students who can be assessed each year.

These numbers vary widely by region—80% of elementary schools in Eastern Ontario report a cap, compared to 32% of schools in the GTA. In addition, several principals said that while there is no official cap, more students have special needs than are being put forward for assessment.

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**The board decides on the cap on the number of assessments. Each school gets two assessments each year. The number two is the same, no matter the size of your school (ranging from 80 to 800 students). We do get the odd emergency assessment for students going into Section 19 classes, or in the case of a serious mental health situation.**

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*Elementary principal (board name withheld)*

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One result of caps is an increasing pressure on families who have the resources—extended medical plans or higher incomes—to pay to have their child assessed by a psychologist in private practice. These private assessments can cost as much as \$2,500, but they allow parents to go to the “head of the line” for IPRCs.

### WHAT COUNTS AS EXCEPTIONAL

In December 2011, the Ministry added a greater degree of flexibility to the basis on which a student can be identified as exceptional. This change may allow many more children to qualify for an IPRC.<sup>32</sup>

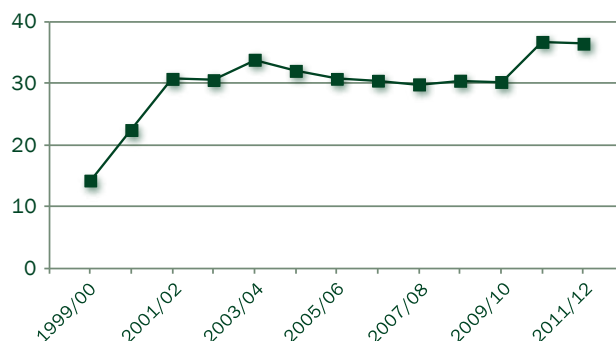
The December memo from the provincial government stated that special education guidelines are to be “interpreted broadly,” and students whose medical conditions previously did not qualify them to be identified as exceptional may now qualify. These include conditions “such as (but not limited to) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), Fetal Alcohol Syndrome (FAS), Tourette Syndrome” and more.

These new guidelines could represent a sea change in special education. Until now, it often took strenuous advocacy to get services for a child if their diagnosis—however serious—was not on the list in the Ministry's guidelines.

### WHAT IS THE RIGHT THING TO DO?

Families and many experts agree on one thing: There is a lack of good information about the quality and effectiveness of special education services overall.<sup>33</sup> From parents' point of view, it is stressful and burdensome not only to get services, but also to be sure that they're the best available.<sup>34</sup> Recent reviews of special education emphasize the need for more information in order to improve services, ensure equity and control costs.<sup>35</sup>

**Average ratio of special education students to special education teachers in elementary schools**



# SUPPORT FOR NEWCOMER STUDENTS

Students in Ontario schools speak more than 200 different languages.<sup>36</sup>

The rich linguistic and cultural diversity of Ontario schools provides opportunities for enrichment and learning—but it also means that schools have a responsibility to support a significant and growing number of English Language Learners (ELLs) and provide high-quality English as a Second Language (ESL) and English Literacy Development (ELD) programs at all levels of education.

## SUPPORT FOR ENGLISH LANGUAGE LEARNERS

In Ontario's English-language schools, the average proportion of English Language Learners per school is 9% in elementary schools and 24% in secondary schools. In some schools, as many as 94% of the students are English Language Learners.

More than half of Ontario's English-language elementary schools (60%) and secondary schools (54%) have ELL students; in the Greater Toronto Area, the figure increases to 85% in elementary schools.

But not all schools have specialist ESL/ELD teachers to support their ELL students. In fact, most ELL students in elementary schools learn in a regular classroom. Even schools with a high number of ELL students may not have a specialist teacher.

- 21% of elementary and 5% of secondary schools with 10 or more ELL students do not have a designated ESL/ELD teacher.
- In the GTA, 10% of schools with 10 or more ELL students have no ESL/ELD teacher, compared to 53% in Central Ontario.

### QUICK FACTS FOR 2011/12

- 60% of English-language elementary schools and 54% of secondary schools have students who are English Language Learners (ELLs).
- In schools with 10 or more ELL students, 21% of elementary schools and 5% of secondary schools do not have an English as a Second Language (ESL/ELD) teacher.
- 40% of elementary schools with ELL students report having no connections with community settlement programs.

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**This board has abandoned all ELL support. We now have a 0.2 ELL coach every other week, but she does NOT provide direct support to students—she only works with teachers. We are in a growing, culturally diverse community in a board that is not very diverse, so we face significant challenges with board-level understanding of these issues. To place direct work on classroom teachers in addition to their regularly mandated work poses challenges.**

*Elementary school principal (board withheld)*

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To adjust to life in a new country, newcomer students and their families need supports beyond language. Settlement agencies provide many of those supports. Although schools with higher numbers of ELL students are more likely to have access to settlement services, 40% of elementary schools with ELL students report that they “never” connect with settlement organizations in their communities.

## CLASSROOM TEACHERS WORKING WITH ENGLISH LANGUAGE LEARNERS

ESL is not a mandated component of most initial teacher education programs in Ontario. However, in many boards, classroom teachers receive support from board-level consultants or ESL/ELD specialists. Board specialists (in all subjects) are on the list for substantial cuts in the coming years.<sup>37</sup>

In a number of schools, principals raised concerns that the current model was not meeting the needs of ELL students. They suggested that more intensive and targeted support provided by specialist ESL/ELD teachers is required.

**The needs of ELLs are significant and the staff allocation does not even scrape the surface.**

*Elementary school principal, Peel DSB*

**FRENCH-LANGUAGE LEARNING IN FRENCH-LANGUAGE SCHOOLS**

Children of parents educated in French, and children who come to Canada from French-speaking countries, have a right to go to French-language schools. However, in most of Ontario, these schools are in English-speaking communities, and many children need support as they learn French. These students are enrolled in Actualisation linguistique en français et Perfectionnement du français (ALF/PDF) programs:

- 74% of elementary schools in French-language boards report students who require ALF/PDF support.
- Of the French-language elementary schools with 10 or more ALF/PDF students, 42% report having no ALF/PDF teacher.

**IMMIGRANT STUDENTS AND THE IMPACT OF POVERTY**

Overall, immigrant children do as well as or better than children of Canadian-born parents in terms of test scores, high school completion and participation in post-secondary education, although there is naturally a “catch-up” period of adjustment.<sup>38</sup> But some groups—students born in the English-speaking Caribbean, Central America and South America, Eastern Africa, Western Africa and Western Asia, for example—have comparatively low levels of achievement.<sup>39</sup> In recent years, steady progress has been made in raising the achievement of ELL students, but their average scores on Grade 6 ELL students on Education Quality and Accountability Office (EQAO) reading, writing and mathematics tests are still significantly below the provincial average.<sup>40</sup>

Recent immigrants also face a substantially higher incidence of poverty,<sup>41</sup> which in turn means that they may face poverty-related obstacles to academic success. All too often, gaps in achievement are in place before school has even begun.

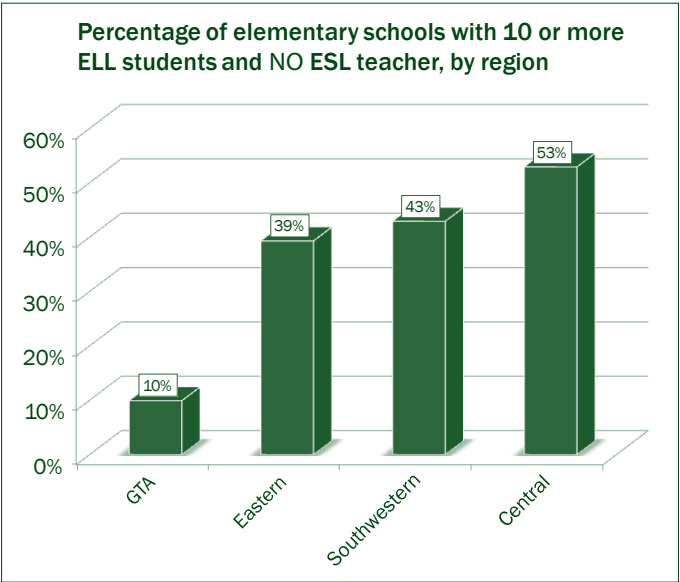
**POLICY FOR NEWCOMERS**

Ontario’s English Language Learners Policy<sup>42</sup> states that students should continue to receive ESL support until they are able to function academically in English. It also says that students should achieve an acceptable standard of English before ESL supports are removed. But it does not define “acceptable standard,” or provide funding based on need rather than numbers of years in Canada. Nor does the policy make it mandatory to spend all ESL/ELD funding on English Language Learners. As a result, ESL funds are often used for other programs and services.

A 2010 report from the OECD recommended a balance between targeted measures for ELL students and universal measures from which all students could benefit, including:

- strengthening early years’ provision for ELL students;
- ensuring continuous support at all levels of education;
- concentrating efforts on improving quality in schools with high proportions of ELL students; and
- implementing an effective ESL funding policy that targets groups of students and schools most at risk.<sup>43</sup>

In Ontario, this would mean revising ESL funding to allow schools to extend ESL/ELD programs to students until they were proficient in academic English. It would also mean providing targeted support for specific groups of newcomer students that are at risk of falling behind, including those who come to Ontario as refugees from war-torn countries and those student populations identified at higher risk.



# FIRST NATIONS, MÉTIS & INUIT EDUCATION

There is significant evidence that Aboriginal<sup>44</sup> children—particularly those living on-reserve—are receiving educational services and funding that is markedly inferior to other Canadian children.<sup>45</sup>

Everyone agrees that education is the key to brighter futures, stronger communities and strengthened cultural identities for Aboriginal peoples. But action to ensure that a brighter future becomes a reality has fallen desperately short of what is needed.

## THE CHALLENGES

There are a number of key concerns affecting Aboriginal students, including overcoming the history of residential schools,<sup>46</sup> a strong perception of racism in our schools,<sup>47</sup> few Aboriginal teachers, and an ongoing need to ensure curriculum and pedagogy reflect and incorporate Aboriginal cultures.<sup>48</sup>

To complicate matters, education for First Nations students who live on-reserve is federally funded and administered by individual First Nations. Kindergarten to grade 12 education for First Nations who live off-reserve, and for all Métis and Inuit students, is provincially funded and part of the provincial education system.

## ABORIGINAL STUDENTS IN PROVINCIALY FUNDED SCHOOLS

Of the 65,110 Aboriginal students in Ontario, 80% attend provincially funded schools in Ontario school boards.<sup>49</sup> This includes one-third of First Nations students who live on-reserve. The cost of their education is covered by tuition grants paid for by the federal government and negotiated between individual First Nations and school boards.

Since 2007, Ontario school boards have been supported by a provincial First Nations, Métis and Inuit Education Policy Framework.<sup>50</sup> Under the Framework, school boards receive approximately \$40 million in supplementary funding to support the unique needs of Aboriginal students, based on whether a board has a higher proportion of Aboriginal students (7.5% or more).<sup>51</sup>

### QUICK FACTS FOR 2011/12

In elementary schools where 7.5% or more of the students are Aboriginal:

- the average enrolment is 190 students. The provincial average in all elementary schools is 318 students;
- 17% report that they never connect with Aboriginal organizations; and
- an average of 22% of students have special needs, compared to the provincial average of 18%.

To ensure that funding and programming are appropriate, the province has asked school boards to develop voluntary self-identification programs for Aboriginal peoples. Sixty-eight of 72 boards have done so, up from fewer than 10 in 2006.<sup>52</sup>

## UNIQUE FEATURES IN SCHOOLS WITH A HIGHER PROPORTION OF ABORIGINAL STUDENTS

In 13% of elementary schools, Aboriginal students make up 7.5% or more of the student population. Although almost half of First Nations students live in large urban areas,<sup>53</sup> the schools with a high proportion of Aboriginal students are mostly located in the province's north.

There are a number of unique features in these schools, compared to those with a lower proportion of Aboriginal students:

- The average school size is 190 students, far below the provincial average of 318 students.
- Because funding is closely tied to the number of students in a school, these schools are far less likely to have special education teachers; teacher-librarians; music, physical health and education teachers; or any other specialists.
- A higher-than-average proportion of students are receiving special education support (22%).
- Schools with more Aboriginal students are more likely to connect with Aboriginal organizations, but 17% of schools with more than 7.5% students who are Aboriginal report that they “never” do.

Overall, schools with a higher proportion of Aboriginal students are more likely to have full-day kindergarten, family support programs and on-site childcare for kindergarten and preschool children.

On the other hand, principals in these schools are less likely to report that they have early-intervention activities for writing, and less likely to report that they are successful or very successful in engaging school councils and parents.

### EDUCATION THAT VALUES AND TEACHES ABOUT ABORIGINAL CULTURES AND SHARED HISTORY

In a recent study, nearly two-thirds of adult urban Aboriginal participants reported they learned “almost nothing” about Aboriginal people, history and culture in elementary school.<sup>54</sup> Initiatives such as the Métis Nation Educational Toolkit and related lesson plans,<sup>55</sup> ongoing provincial curriculum review, and increased offerings of Native Studies and Native languages courses<sup>56</sup> may help affirm and support Aboriginal cultures and teach all students about shared histories and continuing relationships.

### FIRST NATIONS EDUCATION ON-RESERVE

Under the Canadian Constitution, the federal government has responsibility for education on-reserve. Since the 1970s, almost all schools on-reserve (just over 90 in Ontario) have been operated by individual First Nations and funded by the federal government.<sup>57</sup>

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**School is a time for dreams and every kid deserves this.**

*Shannen Koostachin, 15, Attawapiskat First Nation*

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Education is a crucial part of the inherent right to self-government of Aboriginal peoples,<sup>58</sup> and “Indian control of Indian education” has been a rallying call for decades.<sup>59</sup>

A number of studies have pointed to massive discrepancies in funding and policy for students living on-reserve:

- A 2005 Department of Indian Affairs and Northern Development (DIAND) report showed that instructional expenditures per student for on-reserve education ranged from \$5,500 to \$7,500, significantly below average provincial per-student expenditures of \$6,800 to \$8,400. This gap is magnified by additional cost factors, including remoteness, high levels of special education need and overall socio-economic disadvantage in Aboriginal communities.<sup>60</sup>
- Increases to federal funding for reserves have been capped at 2% per year.<sup>61</sup> In contrast, education funding in Ontario has increased by an average of 4.6% per year since 2003.
- The federal government has no mechanism to relate funding to need.<sup>62</sup> For example, in 2009, the Parliamentary Budget Officer estimated the required capital cost for schools on-reserve at a minimum of \$287 million, but the federal government budgeted a maximum of \$123 million.<sup>63</sup> At that time, less than half of school buildings on-reserve were in “good” condition, and 21% were “not inspected.”

Most major reviews of Aboriginal education on-reserve<sup>64</sup> have called for the development of legislation in consultation with First Nations. The goals of legislation are to clearly define federal responsibility to provide equitable education, and provide a framework for the development of First Nations educational authorities, which could provide school-board-type services in areas such as special education and curriculum development.

Recently, the Drummond Commission on the Reform of Ontario’s Public Services recommended that the province, in the absence of federal action, top up funding for First Nations students on-reserve so that it was comparable to per-pupil funding in provincial schools. The recommendation was disregarded.<sup>65</sup>

# EARLY YEARS

This year, Ontario's full-day kindergarten (FDK) program was expanded to reach approximately 50,000 4- and 5-year-olds in nearly 800 elementary schools.

That number will grow to 120,000 children next year.

Full-day kindergarten is one element of the early learning strategy laid out in the report *With Our Best Future in Mind*, by former Special Advisor on Early Learning, Charles Pascal. The strategy was supposed to include seamless, extended-day programs, and bring together the current "chaotic mix" of childcare, family support services and education for children aged 4 to 12.<sup>66</sup>

Where FDK has been implemented in Ontario, early research<sup>67</sup> and feedback from principals has been overwhelmingly positive.

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**The difference in what the children are learning and retaining is phenomenal. The FDK is fabulous! Our students who come from at-risk families have benefited the most.**

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*Elementary school principal, Kawartha Pine Ridge DSB*

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On the other hand, Ontario received a failing grade on the Early Childhood Education Index released as part of the *Early Years Study 3*. The index emphasizes that full-day kindergarten alone is not enough for the youngest children in the school system, or their families.<sup>68</sup> In particular, concerns were raised about destabilization in the broader childcare sector and a lack of availability of before- and after-school care for children in grades 1-6.

## FULL-DAY KINDERGARTEN

Results from this year's survey indicate that one in three elementary schools across Ontario currently provide FDK for children 4 to 5 years old. Schools with lower levels of family income are more likely to have FDK, and 80% of schools in Northern Ontario now have FDK. This reflects the government's commitment to prioritizing the program for children growing up in vulnerable and disadvantaged communities, prior to full implementation of FDK in all schools by September 2014.

## QUICK FACTS FOR 2011/12

- 33% of elementary schools offer full-day, every-day kindergarten.
- 30% of schools report having onsite childcare for children under four and 47% for kindergarten-aged children.
- Schools with higher average family incomes are more likely to have extended-day programs for children 6 years of age and older.

The goals of the FDK model are to help children make a smoother transition to Grade 1 and improve their prospects for success in school and beyond.<sup>69</sup> The potential benefits of strong kindergarten programs include improved achievement, fewer grade repetitions, less draw on special education, lower high school drop-out rates, higher post-secondary enrolment and increased future employment earnings.<sup>70</sup> Early years programming is particularly beneficial to children potentially at risk of lagging behind their peers, including English Language Learners, children growing up in poverty, and those from some immigrant backgrounds.<sup>71</sup>

## EXTENDED LEARNING AND AFTER-SCHOOL PROGRAMS

New provincial policy requires school boards to provide programs for kindergarten children before and after school, and on holidays if 20 or more parents request it. Boards can charge fees for these extended-day programs, and they can use "third parties" to provide the care. The policy does not require boards to provide these programs for older children (up to 12 years), but they "may."<sup>72</sup>

Results from this year's survey show that 30% of elementary schools currently have some form of extended-day or childcare programs for children under 4, and 47% of schools have programs for 4- to 5-year-olds. Most boards have not pursued the seamless-day model proposed by Pascal. One of the only boards to implement the full model has been the Waterloo Region District School Board. In Waterloo, teachers and early childhood educators in many schools share a classroom, and children can attend an integrated program that starts at 7:30 a.m. and finishes at 6 p.m. The results of the program have been very positive.<sup>73</sup>

## EARLY INTERVENTION AND FAMILY SUPPORT

Family-support programs like Parenting and Family Literacy Centres, Ontario Early Years Centres and Best Start Centres are an important component of strong early childhood education. In these programs, parents and children can play together, participate in learning and health activities and, in some cases, get referrals and assessments. This year's survey shows that these types of programs exist in 31% of elementary schools.

## INEQUITABLE ACCESS TO EXTENDED-DAY PROGRAMS FOR SCHOOL-AGE CHILDREN

Just over half of schools say they have some form of before- or after-school program for children 6 to 12 years old, but less than half report that they have care available both before and after school. Many other reports have shown there is a significant shortage of licensed programs for this age group.<sup>74</sup>

Worryingly, this year's findings show that extended-day programs are more likely to be offered in schools with higher levels of family income. The unequal and more limited access for lower-income families is a troubling finding that reflects the fact that extended programs are not based solely on parental demand, but rather, and perhaps more importantly, on the ability of families to pay for such services. Subsidies for childcare for older children are highly restricted.

One in three schools that did not have extended programs report that they had received requests from parents to offer such programs.

## THE FUTURE OF CHILDCARE

The introduction of full-day kindergarten has created significant challenges for the childcare sector. The City of Toronto, for example, forecasts a loss of 23% of childcare spaces as a result of the loss of 4- and 5-year-old children.<sup>75</sup> Recent funding increases for childcare may assist somewhat, but a \$90 million increase is a long way from the \$287 million recommended by the Ontario Coalition for Better Childcare.<sup>76</sup>

## LIMITING ECONOMIC BENEFITS

A recent study concluded that every dollar invested in early learning and childcare will immediately increase the economy's output and provide long-term benefits through increased earnings (primarily the mother's), improved health outcomes for children and reduced social costs.<sup>77</sup> However, the central elements of the Pascal report—including seamless extended-day programs for 4- and 5-year-olds and extended-day and year-round programs for 6- to 12-year-olds—need to be in place for the benefits of the early years strategy to be truly realized.

The implementation of FDK has been heralded as a success by schools and has reached many children in vulnerable and disadvantaged communities. But the provision of extended-day programs remains patchy, and is marred by inequitable access.

# LIBRARIES

Libraries have a vital role to play in the life of a school and in students' development as learners.

By offering a wide choice of reading materials and allowing students to choose for themselves, school libraries can contribute significantly to students' comprehension and motivation to read.<sup>78</sup> Libraries can also play a key role in developing students' capacity to find, evaluate, organize and transform vast amounts of information—vital skills in the increasingly unfiltered and collaborative digital universe.<sup>79</sup>

## DECLINES IN LIBRARY STAFFING

While almost all schools in Ontario have libraries (99% of elementary, and 98% of secondary schools), the percentage of schools with teacher-librarians has declined significantly over the past decade. In elementary schools, only 56% of schools have teacher-librarians (compared to 80% in 1998), and the vast majority work part-time. In secondary schools, which are larger, 68% have teacher-librarians (compared to 78% in 2001), 19% of them part-time. For the last four years, the percentage of schools with teacher-librarians has held steady in both elementary and secondary schools.

## REGIONAL INEQUITIES

Across Ontario, there is wide variation in the staffing of libraries. For example, teacher-librarians in Eastern and Northern Ontario elementary schools have less than half the full-time equivalent hours of those in the GTA. This is partly because the schools are smaller, but may also reflect differing philosophies about the use of school libraries.

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**This is not an ideal situation, because when the secretary is in the library, I am responsible for the office. And because I'm the principal of two schools, this makes things very complicated.**

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*Elementary school principal, CSDC de Nouvel-Ontario*

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## QUICK FACTS FOR 2011/12

- 56% of Ontario elementary schools have a teacher-librarian, compared to 80% in 1998.
- In elementary schools with teacher-librarians, most work half-time.
- 68% of Ontario secondary schools have a teacher-librarian, compared to 78% in 2001.
- 98% of elementary schools in the GTA have a teacher-librarian, compared to 11% of schools in Northern Ontario and 25% in Eastern Ontario.

Many principals talked about the vital role that teacher-librarians play. Several also had praise for the work of the library technicians and educational assistants in their libraries (35% of elementary schools have only library technicians).

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**[The library] was used more often, more effectively when we had someone here more often. Cuts have affected use and I am considering putting all of the books into classrooms and doing away with the library with such limited hours. This would be a disservice to the students.**

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*Elementary school principal, Northeastern CDSB*

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In contrast to small Northern schools, which are less likely to have library staff, larger schools in South-Central Ontario report that "there are over 1,000 students using the 'exceptionally well-run' library every day,"<sup>80</sup> or, "the library is an incredibly important place for students to connect to literacy and curriculum areas. The teacher-librarian uses her expertise to support many areas including literacy, technology, research skills, etc."<sup>81</sup>

## RESPONDING TO TECHNOLOGY

Rapid and expanding use of technology and information resources is having an impact on schools and school libraries, but how they respond varies. There are well-documented concerns that classroom teachers need additional support to keep up with and effectively use new technology and information resources.<sup>82</sup> Many libraries have changed to a “learning commons” model,<sup>83</sup> with computer labs and/or smart boards and new seating arrangements so that students, teachers and teacher-librarians can work collaboratively.

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**Our library is a vibrant “hub” for the school—we have Library Live, many computers and a Library Advisory Committee (students and staff). Our Department Chair has a passion for the [Ontario Association of School Libraries’] White Pine Award program, as well as school community technology expertise. Our library is most welcoming, invitational, and vibrant with students’ voices and a focus on success.**

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*Secondary school principal, Simcoe County DSB*

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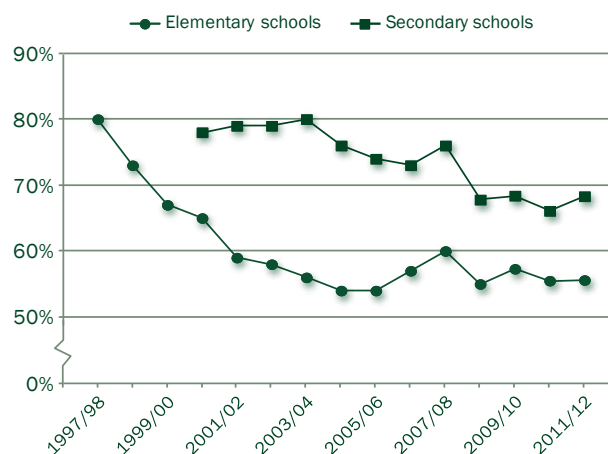
Some schools, however, report that home and classroom computer use, coupled with the wide availability of information on the Internet, has resulted in much less emphasis on the library. As one principal wrote, “the library is no longer the hub of learning.”

## SHARING SPACE AND RESOURCES

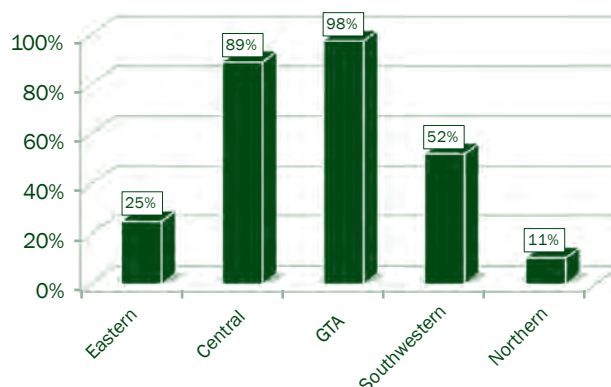
With pressures on library resources and staffing, many schools report that their libraries are changing to expand the services they provide, and the delivery of those services. Computer labs located in libraries are seen as an advantage by many principals, but as creating problems of noise and distraction by others. Some students may use libraries to take courses online. This year, on average, 3.4% of students per secondary school earn credits through e-learning.

Several schools report sharing books, technology and staff time between boards, with one commenting that their library is “shared between the French school, Catholic school and public school during the morning and open to the public every afternoon.”<sup>84</sup> A handful of schools report regular “community nights,” when the library is open to families and the general public in the evening. Going beyond the school, some report sharing a librarian with the public library, or supplementing classroom libraries with monthly visits to a public library within walking distance.

**Percentage of elementary and secondary schools with teacher-librarians, full- or part-time**



**Elementary schools with a teacher-librarian, by region**



# THE ARTS

Arts education builds students' capacity for creative expression, critical thinking, collaboration, self-expression and empathy.<sup>85</sup>

Ontario has strong arts curriculum from kindergarten through to grade 12, and some schools have wonderful programs. However, not all students have equal access to the arts. People for Education surveys show that less than half of elementary schools have specialist teachers to teach the curriculum, and many elementary and secondary schools rely on parents to fundraise for arts enrichment.

In 2012, the province eliminated the Program Enhancement Grant, which was put in place to fund the arts, music, physical education and outdoor education in schools.

## ELEMENTARY MUSIC SPECIALISTS

This year, 49% of elementary schools have a music teacher, just over half of them part-time. This represents a slight increase over the last two years, and comes primarily as a result of changes in collective agreements that include increased teacher preparation time. During classroom teachers' preparation time, students are taught by other teachers—often specialists in courses such as music, health and physical education, core French, or art.

Some schools that don't have regular music teachers rely on itinerant music teachers, who visit the school regularly. Itinerants are often professional musicians who may or may not be Ontario-certified teachers. The percentage of schools reporting itinerant music teachers has also increased fairly steadily, from 20% in 2001 to 31% this year. However, 36% of schools have no music teachers whatsoever.

One notable exception to this upward trend is in Northern Ontario, where there has been a 10% drop in the percentage of schools with full- or part-time music teachers.

## QUICK FACTS FOR 2011/12

- 49% of Ontario elementary schools have music teachers, a steady improvement since 2010, but still far below 1998 levels.
- 36% of elementary schools have neither a music teacher nor an itinerant music teacher.
- 22% of elementary schools in Northern Ontario have a music teacher, compared to 69% of schools in the GTA.

## BENEFITS OF ARTS EDUCATION

The Ontario Arts Council says, "full intellectual development requires more than traditional literacy and numeracy skills."<sup>86</sup> This belief is reflected in the education policy of top-performing jurisdictions like Finland and Singapore. There, the arts are viewed as one of the basics, along with math, reading and writing; and the hours spent on arts education is on the rise.

In Finland, the arts are considered a core component of twenty-first-century citizen skills,<sup>87</sup> and students receive more hours per week of arts education than math. In Singapore, to ensure that students are "confident, retain a sense of curiosity and the desire to learn, and are able to communicate clearly and work well in teams and across cultures," the Ministry of Education is hiring more art and music teachers, and moving more teachers into single-subject specialization.<sup>88</sup>

Arts education does not have to be confined to a weekly block of time. In fact, when the arts are implemented across the curriculum, students benefit from an enriched learning experience. A recent study by ArtsSmarts showed that arts-infused learning nurtures abstract thinking skills, resiliency, reasoning and engagement.<sup>89</sup>

SUPPORT FOR EDUCATORS

A lack of teacher support and training may also hinder students’ arts exposure and learning. The arts are one of the four core components in the Ontario curriculum, yet many student teachers receive only a few hours of instruction in the arts during the one-year general teacher-training program.

ARTS FOR SOME BUT NOT FOR ALL?

For many students, schools provide their first (and, for some, their only), experience of the arts. But arts programming is often viewed as a luxury or an extra. In this way, student access to the arts may be dictated by families’ financial ability to subsidize the cost.

We miss the extra funding we used to get through [Model School funding]. Now, we are unable to provide ... opportunities for experiences for students outside the school curriculum, e.g., projects inviting artists into the school and performing arts groups.

Elementary school principal, Toronto DSB

Many schools struggle to raise money to cover the costs for arts enrichment. “We never have enough for what we want to do for our students,”<sup>90</sup> lamented one principal. Another pointed out, “I have schools in my area that fundraise more than my total school budget.”<sup>91</sup>

While some arts organizations offer education discounts, the cost often remains too high for many schools. For example, one arts outreach program that provides theatre performances in schools charges anywhere from \$300 to \$1500 per performance. Such costs may not cause a problem for schools where activities are subsidized heavily by parent fundraising, but for the schools struggling to pay for even the basic necessities, such enrichment opportunities may be out of the question. Arts organizations may do their best to help in the form of renegotiated artist fees, subsidies and waivers, but there is little equity.

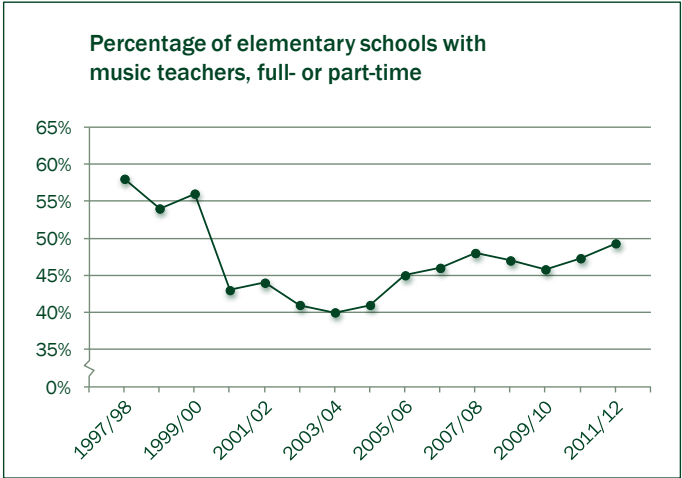
School-generated funds are crucial to the success of our extracurricular sports and music programs. ... We offer numerous programs including music K-8 and instrumental music 5-8. We have an extensive sports program ... as well as other clubs, such as the chess team, eco-team, composters, drama club, school band, student council and the peacekeeper group to name a few. Our focus is on helping every child achieve a level 4 in some aspect of school life, whether it is academics, sports, music or social.

Elementary school principal, Greater Essex County DSB

RELEVANT ARTS EDUCATION

Equity may be an issue even for those schools fortunate enough to have regular access to the arts. In the arts, as in any other subject, educators must try to ensure that students are able to find connections between the subject matter and their own lives. But traditional teaching approaches to art and music may not resonate with many of today’s students.

Arts teaching and activities that are geared toward students who already have arts training, or that assume that families can cover the costs of renting instruments, or that focus on materials that are not culturally relevant to many students, may exclude some and reinforce inequities for others.<sup>92</sup>



# FUNDRAISING & FEES

Audited financial statements for 2010/11 show that Ontario schools raised a total of \$589.9 million to augment school budgets and support charitable causes.<sup>93</sup>

This money, known as “school-generated funds,” comes from a combination of fees, fundraising, vending machines, cafeterias, grants, corporate sponsorships and money raised by schools for external charities. While boards are now required to keep more detailed accounts about school-generated funds, including amounts collected through fees, and for field trips, capital campaigns and charities,<sup>94</sup> they are not required to make the reports public.<sup>95</sup>

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**The major issue for us is that we are a poverty school. The school must subsidize a lot of the field trips, as parents cannot pay. We may raise \$1,500 this year, but other schools in wealthier neighbourhoods raise as much as \$17,000 in one campaign. It seems that the gap between richer and poorer schools just grows.**

*Elementary school principal, Lakehead DSB*

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## FUNDRAISING AND INEQUITY

The amount schools fundraise depends, to a large degree, on the average family income in the school.

This year's survey shows that the 10% of elementary schools with the highest average family incomes raise, on average, five times as much per school as the 10% of schools with the lowest family incomes.

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**I think it's outrageous that some schools are allowed to raise hundreds of thousands of dollars so that their children can have computers, music and all the extras while the other schools have nothing. Where is the equity in public education?**

*Elementary school principal, Toronto DSB*

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### QUICK FACTS FOR 2011/12

- 88% of high schools and 99% of elementary schools report fundraising activity.
- The top 10% of fundraising schools fundraise more than the bottom 75% combined.
- The 10% of schools with the highest family incomes raise five times more per school than the 10% of schools with the lowest family incomes.
- 94% of elementary schools charge fees for field trips, 59% request fees for extracurricular activities and 47% charge fees for lunchtime programs.

The inequity plays out even more clearly when the top fundraising schools are compared to the rest. In both elementary and secondary, the top 10% of fundraising schools raise more than the bottom 75% combined. Some schools raise as much as \$500,000, while others raise nothing.

The province has released new guidelines for fundraising which emphasize that fundraising is not supposed to replace public funding for education. But the guidelines will do little to ensure equity among schools, because they permit fundraising for things like musical instruments, arts and sports enrichment, playgrounds, sports facilities and investments in technology.<sup>96</sup>

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**Technology—iPads, iPods, SMART Board technology, computers, etc.—supports effective, differentiated instruction and inquiry-based learning. However, funding for the purchase and staff training are not sufficient to support students effectively. We are always challenged in this way and 90% of the purchases come through our school council.**

*Secondary school principal, Simcoe Muskoka Catholic DSB*

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FEES IN SECONDARY SCHOOL

For students in secondary school, back-to-school means paying fees. Although Ontario’s *Education Act* guarantees resident pupils “the right to attend school without a fee,” and requires that boards provide “instruction and adequate accommodation” and textbooks,<sup>97</sup> fees are a fact of life in high school:

- 91% of secondary schools charge student activity fees, ranging from \$10–\$350
- 75% of secondary schools charge athletic fees, ranging from \$10–\$1,000

Ontario’s new provincial fee guidelines forbid schools from charging fees for core materials necessary to teach the curriculum. Since the guidelines were introduced last year, the percentage of secondary schools that report charging these fees dropped from 68% to 45%.

Many grey areas remain, however. For example, schools are allowed to charge fees for so-called “enhanced” materials to support regular courses, but there is no clear definition of what qualifies as “enhanced.”

Courses where fees are charged	Percentage charging fees, 2011	Percentage charging fees, 2012
Any lab or material fee	68%	45%
Art	53%	24%
Health and physical education	41%	26%
Music	26%	16%
Moderns (French)	17%	5%
Science	14%	3%
Business	8%	1%

FEES IN ELEMENTARY SCHOOL

Although People for Education has tracked secondary school fees since 2000/01 (when we started surveying secondary schools), this is the first year we asked about fees in elementary schools.

Our results show that, in addition to the millions of dollars raised through fundraising, fees are a common part of life in elementary schools:

- 94% charge fees for field trips;
- 59% charge fees for extracurricular activities; and
- 47% charge fees for lunchtime programs.

FEES, EXTRACURRICULAR ACTIVITIES AND SCHOOL BUDGETS

This year’s survey results show that elementary schools where families have higher incomes are more likely to charge fees for field trips and extracurricular activities. Principals in those same schools are more likely to report that the school provides enriched programming in areas outside of literacy and numeracy, including science, public speaking and other programs.<sup>98</sup>

Simply reducing or banning fees is not enough. Secondary schools that have been able to charge fees in the past are now wrestling with cutbacks to many areas of programming integral to students’ experience and success. The problem has been exacerbated by a reported decrease in food and beverage revenues resulting from new provincial rules about the food that may be served in schools.<sup>99</sup>

**The new Food Guide, along with the elimination of student fees, has significantly reduced the funding for clubs, extracurricular activities and athletic programs. Something needs to be done to increase monies to these activities/programs. The elimination of these activities/programs will have a negative impact on student participation and attendance in schools.**

*Secondary school principal, Greater Essex County DSB*

The impact of parents’ ability to pay goes beyond field trips and lunch programs. The prevalence of fees may reinforce the idea that “ability to pay” is a prerequisite for full participation in school life. Decades of evidence show that participation in extracurricular activities and other kinds of enrichment programming is strongly linked to engagement in the school and to academic success.<sup>100</sup> It is vital that all students have the opportunity to participate in these programs.

# DECLINING ENROLMENT/ SCHOOL CLOSINGS

Enrolment continues to decline at a dramatic rate in Ontario, and the effects of the decline are felt in school budgets, school closings and students' access to rich educational choices.

There are nearly 120,000 fewer students in elementary and secondary schools in Ontario than there were ten years ago, largely as a result of a decline in the birth rate.<sup>101</sup>

## THE IMPACT OF DECLINING ENROLMENT

As schools become smaller, it becomes more difficult and more expensive to keep them open.

Two-thirds of a school board's revenue is based on enrolment, and, because economies of scale don't apply, providing education to smaller numbers of students is more expensive.<sup>102</sup>

As enrolment declines, boards lose revenue. As a result:

- the number of specialized programs and extracurricular activities may be reduced;
- the number of specialist teachers, library and guidance staff, vice-principals and secretarial staff may be reduced;
- the number of multi-grade classes may increase;
- the costs of maintaining underutilized school space can divert significant resources from programs and services for students; and
- it is more difficult to provide special education supports, because the majority of special education funding is based on numbers of students, rather than level of need.

## SCHOOL SIZE

This year, the average elementary school in Ontario has 318 students, a decline from 365 students in 1998. This average varies considerably by region: Northern Ontario has the lowest average elementary school size, with an average of 177 students, and the GTA has the largest, with an average size of 405 students. Ten percent of Ontario elementary schools have fewer than 120 students.

### QUICK FACTS FOR 2011/12

- Average enrolment in Ontario elementary schools has declined from 365 students in 1998 to 318 students this year.
- Average secondary school enrolment has declined from 879 students in 2001 to 794 this year.
- There are over 125 schools slated or recommended to close between June 2012 and June 2015.
- There are a further 142 schools undergoing reviews for possible closure.

The average secondary school has 794 students, down from 879 in 2001. Fifteen percent of secondary schools have fewer than 250 students.

## REGIONAL VARIATIONS IN DECLINING ENROLMENT

The rate and effects of enrolment change vary widely across the province. Over the past five years, enrolment has declined more rapidly at the elementary level, but projections suggest that as elementary cohorts progress to secondary school over the next few years, a decline in secondary school enrolment will follow.<sup>103</sup>

While overall population decline is expected to slow down sometime between 2012 and 2020, the only area in Ontario where population is projected to grow is in the suburban GTA. Northern Ontario will continue to experience sharp declines, and Central, Eastern and Southwestern Ontario will decline at more modest rates of 2% to 3%.<sup>104</sup>

## CUTBACKS AND CLOSURES IN SMALL SCHOOLS

School boards receive funding to operate schools based on a set number of square feet per pupil. When the number of students in a school matches the provincial formula, the school is considered at 100% capacity, or full utilization.

Currently in Ontario, there are ten boards with utilization rates of less than 50%, while some others—in the 905 region—are at over 100%.<sup>105</sup>

Across the province, 92 schools are closing and 33 have been recommended to close. A further 142 are undergoing review by Accommodation Review Committees (ARCs) to decide whether they should stay open.<sup>106</sup>

The ARC process is provincially mandated, with adjustments made to meet local board needs. The role of the ARCs is strictly advisory. The process can be extremely time-consuming for participants, many of whom are parents, and it can be divisive as well, pitting school communities against each other. ARC participants have raised a number of concerns about the process: They often feel they don't have all the information they need, they are surprised when the school board doesn't accept their recommendations and, in some cases, they feel that the decision was made before the process began. Many participants have called for a full review of the ARC process.

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**We are a small rural school. Last year, the local schools were involved in the ARC process. It was a very hard year of uncertainty. Parents fought hard to keep our little school open, and they were successful! The process was long—more than a school year! Almost a year and a half of discussions, voting and nastiness. A horrible process, it pitted people against one another and hurt the community. We are now in a year of healing and transition. Glad I'll never go through that process again in my career.**

*Elementary school principal, Grand Erie DSB*

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**FUNDING CHANGES WILL RESULT IN MORE SCHOOL CLOSINGS**

This year, the province is adjusting the funding formula to “encourage” boards to close more of their underutilized or small schools.

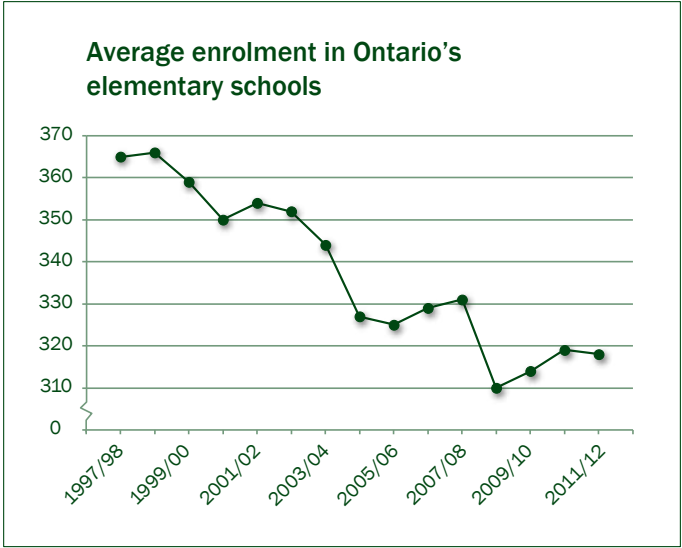
The changes are meant to affect mainly urban boards, which may have several schools in the same neighbourhood operating below capacity. The proposed cut is \$44 million in 2013 and \$72 million in 2014, for a total of \$116 million.

The Toronto District School Board, unlike boards in the rest of the GTA, is an example of one of the urban boards with a number of schools that are operating under capacity. It has over 70,000 so-called “empty” spaces and an average utilization rate of 76% for elementary schools and 78% for secondary schools. To bring its utilization rate closer to 100% would mean closing as many as 140 schools.

The province is also reducing the Declining Enrolment Grant, and phasing out the Supported Schools Allocation, that covered the higher costs of schools that are spread far apart. This will result in a \$6.6 million cut this year.

**SHARING SPACE HELPS**

The Declining Enrolment Working Group recommended that the provincial government require the services and agencies it funds to consider space in local schools before building or renting in communities. It also recommended that the province provide funding and support to promote these partnerships. Under this model, a local school might be home to a family health practice, settlement agency or recreation programs. The government is “encouraging” this practice, but has not required it.



# STUDENTS' VOICES

The Ontario Student Trustees' Association—l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO) is committed to ensuring that students across Ontario have a chance to speak out on the issues that matter to them.

One of the ways they do this is through an annual survey, with questions developed by students—and answered in 2011 by more than 7,000 Grade 7 to 12 students across Ontario. Cyber-bullying, sex-education, mental health and fighting homophobia in schools are among the issues that students spoke out about.<sup>107</sup>

## SEX EDUCATION AND GAY-STRAIGHT ALLIANCES

- 88% of students agree that students should have the right to establish Gay-Straight Alliances in schools—youth leadership organizations that strive to create safe environments in schools and educate the school community about homophobia, transphobia, gender identity and sexual orientation issues.
- 55% of students report that sexual education does not adequately address concerns of a sexual nature that they have encountered or expect to encounter.

Just over half of students believe that sexual education in schools adequately informs students and thereby helps them make educated choices in their future encounters. But others commented that sexual education is too theoretical, outdated and does not cover all the content that one needs to prepare oneself, particularly related to issues such as LGBTQ (lesbian, gay, bisexual, transgendered and questioning) relationships, personal experiences and sexual emotions. "I'm gay and in the Catholic school board," said a Grade 11 student. "It would be nice to hear something about homosexuals if I am being forced to listen to heterosexual talk."

A number of students strongly recommended an anonymous question box in each sexual education classroom, and to continue sexual education into the later years of high school, when students are more likely to be engaging in sexual activity.

OSTA-AECO is the largest student organization in Ontario's education system. The association is a vehicle for the "student voice," by representing students and student trustees in all publicly funded schools in Ontario. Student trustees are elected by their peers; every school board must have at least two student trustees.

Student trustees also act as consultants on policy for the Ministry of Education, collaborate with stakeholders in the education community and work to unite all student trustees across the province.

Student trustees work diligently to advocate for issues that students across the province are passionate about and to ensure the student vision is understood at both the school board and provincial level. For more information about OSTA-AECO, please visit: [www.osta-aeco.org](http://www.osta-aeco.org).

## FACEBOOK FRIENDS AND CYBER-BULLYING

- 61% of students say that it is acceptable for students to connect with teachers through social media websites.
- 70% of students report that schools should take action on cyber-bullying between students, even when it occurs outside of school time.

Many of the students who included comments about social media say they believe that teachers should have the right to connect with whomever they like. The students thought that being allowed to connect with their teachers through sites such as Facebook helped them to form a deeper connection with educators. This in turn can potentially help students to be more engaged in school.

On the other hand, some students commented that online networking should only happen if it is school-related, or if the student has graduated or is no longer a student of that teacher.

Students believed that cyber-bullying is a growing problem and expressed a wide range of attitudes about how to deal with it. About half of those who commented said that it is a school's duty to provide a safe learning environment, even if cyber-bullying is going on outside of school. Others argued that it is not within the school's jurisdiction to handle cyber-bullying crimes, and that the police should be involved. On the other hand, some said that one must learn to solve one's own problems in the real world and that schools should allow students to resolve the issue amongst themselves.

### MENTAL HEALTH ISSUES AND SUPPORT

- 36% of students report that they would not know where to go for help if they or a friend was faced with mental health issues such as stress, anxiety or depression.

A number of students who experienced mental health issues said that while they knew where to find help, they felt discomfort in doing so.

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**[My first choice would be] parents ... but telling your parents would be an enormous step, and might be even more stressful than if you didn't get them involved. So maybe a doctor, or talk to a friend or teacher about it. Talking to others about it helps, but a lot of the time it's not enough. Sometimes, I wish that more could be offered to students to help us out.**

*Student*

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Some students also explained that help was available from parents, guidance counsellors or a trusted teacher, but that it had not been adequate.

### CIVICS, FOOD AND THE VICTORY LAP

- 46% of students report that they would still take a grade 10 Civics/Careers course if it were made optional.
- 59% of students report that healthy food options were being offered at the school.
- 47% of students report that they feel pressure to finish high school in four years.

### EXTRACURRICULAR ACTIVITIES

- 97% of students agree that teachers who coach or supervise extracurricular activities should be recognized for their contributions.
- 36% of students report that fees charged for sports, teams or extracurricular activities have prevented them from participating.

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**There have been many times when I wanted to join a sports team or do an extracurricular activity, but when I heard the cost I immediately knew that my family couldn't afford it.**

*Student*

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### INVESTIGATING PARENTS' VIEWS

OSTA-AECO also worked with People for Education on a poll of Ontario's parents in 2011. More than 2,400 parents across Ontario participated, answering similar questions to the ones asked of students.<sup>108</sup>

In comparison to the student results, significantly fewer parents (42%) believed that students and teachers should be connecting through social media websites. Parents were more likely to report that schools should take action on cyber-bullying that occurs outside of school (84%), and that sexual education classes adequately address their child's concerns and needs (63%).

Seventy-five percent of parents reported that they would know where to go to get help if their child was experiencing mental health problems; however, many said that the schools were not doing enough, that many people were too worried about the stigma, and that even if they did know where to go for help, it would be nearly impossible to get adequate help because of long waits for services.

# RECOMMENDATIONS

## 1. SCHOOL–COMMUNITY CONNECTIONS

Schools cannot be expected to do everything. But when they are supported to work within a “web” of coordinated services and programs, children and families benefit.

**People for Education recommends that:**

- the province establish an inter-ministerial secretariat to oversee an integrated and funded policy framework for children and youth that includes education (including early childhood education), health (including mental health), children and youth services, recreation and culture.
- the province develop strong community–school policy that includes funding for school-level staff time to coordinate integrated supports and services for students and families.

## 2. HEALTHY SCHOOLS

Schools can play a key role in promoting physical activity, healthy eating and overall health, including mental, sexual and social health.

**People for Education recommends that:**

- the province develop policy and funding to support health-promoting schools, including specific and targeted funding for health and physical education programs, and staff to support integration of services between schools and communities.
- the province work with boards to ensure that every school has access to psychologists and other professionals to support the mental health of children and youth.
- the province require generalist teachers to have at least some professional development in health and physical education.
- the province reinstate the Program Enhancement Grant—designed to enhance new and existing programs in music and the arts, and outdoor and physical education—and require boards to report on the programs it funds.

## 3. POVERTY & INEQUALITY

Students’ socio-economic status has an impact on their chances for success, and every effort should be made to mitigate that. Currently, in Ontario, average family income has an impact on the resources and programs available in schools, and the Learning Opportunities Grant is neither protected nor targeted at programs for disadvantaged students.

**People for Education recommends that:**

- the province develop a new Equity in Education Grant, designated solely for providing programs to mitigate socio-economic and ethno-racial factors affecting students.
- the province collect data on students’ ethnicity, race and socio-economic status, in order to assess and report on both the impact of programs funded through the Equity in Education Grant, and the impact of students’ backgrounds on their pathways through school.
- the province protect the funding in the Equity in Education Grant and mandate that school boards report annually on the programs and services funded by the grant, and on their effectiveness.

## 4. SPECIAL EDUCATION

All students can learn and all students can succeed, but some students require different kinds of support.

### **People for Education recommends that:**

- the province embark on a full public review of special education services in order to:
  - develop an equitable and needs-based process for determining who gets psycho-educational assessments.
  - evaluate the quality of Ontario's special education services.
  - create a framework of best practices for developing and implementing Individual Education Plans (IEPs).
  - develop consistent definitions about "what counts" as special education services, to ensure that there are common standards and practices amongst boards and to ensure that IPRC and IEP recommendations are transferable across boards.
  - develop a funding model for special education that is both accountable and responsive to the actual needs of students in Ontario's school boards.
- the province create a special education ombudsman office, to assist families navigating the special education system.

## 5. SUPPORT FOR NEWCOMER STUDENTS

Newcomers enrich our province, but these students and their families require effective support and programs to ensure that they have an equitable chance for success.

### **People for Education recommends that:**

- the province ensure that school boards can provide support to English Language Learners in English-language schools and French Language Learners in French-language schools (ELL/ALF) until they reach a provincially established standard of proficiency in English or French.

- the province protect funding for ELL/ALF, so that it may only be spent on the purpose for which it is given.
- the province ensure that policy and funding for newcomer students recognizes the special needs of students entering Ontario as refugees, or from war-torn countries.
- schools with newcomer students work with settlement agencies to ensure that newcomer students and families have the resources they need to make Ontario home.

## 6. FIRST NATIONS, MÉTIS & INUIT EDUCATION

Education is critical for the future of First Nations, Métis and Inuit communities. High-quality, enriched education that builds on the strength of Aboriginal cultures is an important part of overcoming the legacy of colonialism for the next generation.

### **People for Education recommends that:**

- schools with a high percentage of Aboriginal students have special education, childcare, arts and physical education resources that are at or above the provincial average.
- the provincial government follow the recommendation of the Drummond Commission on the Reform of Ontario's Public Services, and, in the absence of federal action, provide top-up funding to ensure that First Nations schools on-reserve are funded at a level comparable to other schools in Ontario.
- schools with a high percentage of Aboriginal students work with Aboriginal organizations to ensure that Aboriginal students and their families have cultural support and role models to support them through school.

## 7. EARLY YEARS

Providing children with the supports and enrichment they need when they are very young has a positive impact throughout their lives—on their health, well-being, learning, and capacity to become contributing adults.

### **People for Education recommends that:**

- the province enact regulations so that only school boards, municipalities and not-for-profit agencies are permitted to operate extended-day programs in schools.
- the province mandate, with appropriate funding and support, that school boards offer extended-day programs for children from 4 to 12 years of age.
- the province develop policy and funding to ensure that municipal and not-for-profit operators have access to space in schools, at cost, for full-year, extended-day programs for children from 4 to 12 years of age.
- the province mandate boards to establish collaborative policies and practices, including joint professional development for teachers and early childhood educators, so that extended-day programs are truly seamless.
- the province work with other levels of government to provide support to the childcare sector, to help them offset revenue losses associated with full-day kindergarten, and improve the affordability of childcare.

## 8. LIBRARIES

School libraries can act as vibrant hubs for reading, information-gathering, technology and cross-curricular cooperation.

### **People for Education recommends that:**

- the province explicitly recognize the value of school libraries and implement policy to support libraries as “learning commons” in all schools.
- the province support a leadership role for teacher-librarians, to work with classroom teachers to support cross-curricular cooperation, and develop school-wide information literacy programs.
- the province support information and technology education in faculties of education and through ongoing professional development for all teachers.

## 9. THE ARTS

The arts are a core component of the twenty-first-century competencies needed to succeed in school and in life.

### **People for Education recommends that:**

- the province provide specific and targeted funding for arts programs and specialists in elementary and secondary school.
- the province require generalist teachers to have at least some professional development in the arts.
- the province reinstate the Program Enhancement Grant—designed to enhance new and existing programs in music and the arts and outdoor and physical education—and that it require boards to report on the programs it funds.

## 10. FUNDRAISING & FEES

A reliance on fees and fundraising in Ontario schools increases the gap between “have” and “have-not” schools.

### **People for Education recommends that:**

- the province specify and provide funding for the materials, programs and resources that should be available to all students in every school.
- the province ensure that every student in Ontario has access to a broadly based education that includes adequate learning materials in all subjects, and access to extracurricular activities, arts programs and sports at no extra charge.
- the province prohibit boards and schools from fundraising to cover capital costs.
- the province track and publish an annual report on school-generated funds, including information on amounts fundraised by parents and costs covered.
- the province establish provincial guidelines requiring that all fees be voluntary, and that all fee requests from schools clearly state: “All fees are voluntary.”

## 11. DECLINING ENROLMENT/SCHOOL CLOSINGS

There are 120,000 fewer students in Ontario schools than there were 10 years ago. Some schools must close as a result. If schools were supported to be more than just classrooms, many schools could be used more effectively.

### **People for Education recommends that:**

- the province conduct a public review of the Accommodation Review Committee (ARC) process and develop a more effective, less divisive and less taxing method for making decisions on school closings.
- the province mandate that provincially funded services and programs use available school space before they build, purchase or lease other space, unless there is a compelling reason why it would be inappropriate to do so.

# METHODOLOGY

This is People for Education's 15<sup>th</sup> annual survey of resources in Ontario elementary schools and 12<sup>th</sup> survey of secondary schools.

The survey acts as an information tool for parents and Ontario citizens. It focuses on quantifiable resources available in schools across the province, tracking any changes that occur. The resulting data provide an annual picture of the effects of education policy and funding shifts.

Surveys were mailed to principals at every Ontario elementary and secondary school in October and December 2011, respectively, with an explanatory letter requesting that they complete the survey. Translated surveys were sent to French-language schools. Reminders were faxed and emailed in December and January. Surveys could also be completed online.

Confidentiality of all individual school responses is guaranteed. Where direct quotes are used that might identify a school, permission has been obtained. Only aggregated data are released.

This year's sample of 1,108 elementary and secondary schools equals 22% of the province's schools and 23% of its 1,890,698 students. Schools in 71 of the province's 72 school boards participated. Fifty-six percent of the elementary schools in the sample also participated in 2010/11.

## ANALYSES AND CALCULATIONS

The analyses in this report are based on both descriptive (such as frequency distribution) and inferential statistics (e.g., correlation, Chi-square, student t-test, ANOVA, and ANCOVA). The descriptive statistical analysis is carried out to look at the central tendency of variables, and the inferential statistical analysis is conducted to examine correlations and associations between variables and to compare means of different variables. The data in this study were analyzed using SPSS 20. Calculations have been rounded to the nearest whole number where necessary, and therefore do not always add up to 100%. Where appropriate, comparisons by school size, region or year-over-year are noted.

Where significant shifts were found in year-over-year comparisons, the trends were confirmed by a comparison with the smaller sample of repeating schools. Some results, such as special education waiting-list totals, were extrapolated to include the total number of elementary or secondary schools in Ontario, using average amounts as the basis for the calculation. Student-to-staff ratios were calculated for schools that reported both the total number of students and the full-time equivalent for staff positions. The student-to-staff ratio for the province is the mean of the distribution of the student-to-staff ratios of reporting schools.

REGIONAL VARIATION

To make regional comparisons, schools were sorted into postal code regions and the Greater Toronto Area (GTA). The GTA includes all the schools in Toronto (postal code beginning with “M”) and schools in the regional municipalities of Durham, Peel, Halton and York (postal code beginning with “L”). The Central Region, for the purpose of regional comparisons, includes all the schools in the “L” postal code area, minus the schools in the GTA.

OTHER PROVINCIAL DATA

Since People for Education first started to survey schools and report on its findings, other data have become available.

This year, the Education Quality and Accountability Office (EQAO) generously shared its data with People for Education. People for Education combined our elementary school survey data with EQAO’s Principal Questionnaire and demographic data on a school-by-school basis. EQAO’s demographic data are based on an analysis of the Statistics Canada 2006 census. We have also accessed data (such as the percentage of students who live in lower-income households and the percentage of students who are new to Canada from non-English-/non-French-speaking countries) from the School Information Finder on the Ministry of Education website.

We integrated the information into our own elementary and secondary school survey data to make comparisons between schools with low versus high percentages of low-income students. This allows more profound statistical analysis by looking at other variables such as average family income, the percentage of recent immigrant students in a school, parental education levels, the percentage of Aboriginal students in schools, and information from principals about extended learning opportunities and parental involvement in schools.

Schools were sorted according to their postal codes into geographic regions. For the most part, the distribution of respondent schools is representative of their distribution in Ontario.		
Postal Code Region	% of schools in survey	% of schools in province
Eastern Ontario (K)	16%	18%
Central Ontario without GTA	10%	15%
GTA	36%	35%
Southwestern Ontario (N)	20%	20%
Northern Ontario (P)	18%	11%



## NUMBER OF PARTICIPATING SCHOOLS, PER DISTRICT SCHOOL BOARD

DISTRICT BOARD OF EDUCATION	Number of Schools
Algoma DSB	11
Algonquin and Lakeshore CDSB	11
Avon Maitland DSB	30
Bluewater DSB	22
Brant-Haldimand-Norfolk CDSB	3
Bruce-Grey CDSB	4
CDSB of Eastern Ontario	3
CSD catholique Franco-Nord	7
CSD catholique de l'Est Ontarien	8
CEP de l'Est de l'Ontario	8
CSD des écoles catholiques du Sud-Ouest	8
CSD du Centre Sud-Ouest	6
CSD catholique Centre-Sud	11
CEC du Centre-Est	4
CSD catholique des Aurores Boréales	4
CSD catholique des Grandes Rivières	18
CSD de Nord-Est de l'Ontario	4
CSD du Grand Nord de l'Ontario	4
CSD catholique du Nouvel-Ontario	11
DSB of Niagara	12
Dufferin-Peel Catholic DSB	24
DSB Ontario North East	7
Durham DSB	30
Durham CDSB	4
Grand Erie DSB	22
Greater Essex County DSB	16
Halton Catholic DSB	5
Halton DSB	23
Hamilton-Wentworth DSB	13
Hamilton-Wentworth CDSB	4
Hastings and Prince Edward DSB	13
Huron Perth CDSB	8
Huron-Superior CDSB	12
Kawartha Pine Ridge DSB	37
Keewatin-Patricia DSB	6
Kenora CDSB	3

DISTRICT BOARD OF EDUCATION	Number of Schools
Lakehead DSB	20
Lambton Kent DSB	27
Limestone DSB	16
London CDSB	2
Near North DSB	15
Niagara CDSB	2
Nipissing-Parry Sound CDSB	7
Northeastern CDSB	3
Northwest CDSB	4
Ottawa Catholic DSB	18
Ottawa-Carleton DSB	26
Peel District School Board	47
Peterborough Victoria Northumberland and Clarington DSB	6
Rainbow DSB	15
Rainy River DSB	8
Renfrew County CDSB	6
Renfrew County DSB	14
Simcoe County DSB	27
Simcoe Muskoka CDSB	14
Sudbury CDSB	2
Superior-Greenstone DSB	12
Superior North Catholic DSB	7
Thames Valley DSB	32
Thunder Bay CDSB	6
Toronto CDSB	73
Toronto DSB	160
Trillium Lakelands DSB	13
Upper Canada DSB	15
Upper Grand DSB	25
Waterloo Region DSB	18
Waterloo Catholic DSB	4
Wellington CDSB	4
Windsor-Essex CDSB	4
York CDSB	13
York Region DSB	23
Other: School Authority	4
<b>TOTAL SCHOOLS PARTICIPATING</b>	<b>1,108</b>

# HOW FUNDING WORKS

In 1997, the provincial government took control of education funding in the province and developed a funding formula for education. Although the formula has been adjusted since then, its basic structure remains intact.

## PER-PUPIL FUNDING

Since 1997, many adjustments have been made to the funding formula, and substantial increases have been made in a number of areas. Funding has been added to support the province's smaller schools and to somewhat cushion the blow of declining enrolment. Yet much of education funding continues to be tied to enrolment.

Funding for classroom teachers, education assistants, textbooks and learning materials, classroom supplies, classroom computers, library and guidance services, preparation time (which funds specialist and student-success teachers), professional and para-professional supports and textbooks is all allocated on a per-pupil basis, (e.g., for every 763 elementary students, the province provides funding for one teacher-librarian; for every 385 secondary students, the province provides funding for one guidance counsellor).

Principals, vice-principals, school secretaries and school office supplies are funded according to a formula based both on numbers of students and numbers of schools.

Funding to heat, light, maintain and repair schools depends on student numbers. There is funding to maintain 104 square feet per elementary student, 130 square feet per secondary student and 100 square feet per adult education student. There is also some "top-up" funding available for schools that are just below the provincially designated capacity.

While a proportion of boards' funding is based on numbers of students, there are other grants added to the per-pupil base (e.g., special education, English- or French-language support, transportation, declining enrolment, learning opportunities, etc.). Per-pupil funding is not meant to be equal across the system, as different boards have different needs. But it is meant to be equitable, in order to provide equal educational opportunity for all students.

## WHERE ARE THE DECISIONS MADE?

### The province

The Ministry of Education provides funding to school boards based on a number of factors, including the number of students in a board, the number of schools, the percentage of high-needs special education students, the number of students who have either English or French as their second language, the percentage of Aboriginal students, and on some unique geographical needs (e.g., a high number of small schools, very far apart).

Only special education funding is "sweatered,"—it cannot be spent on anything but special education. Most other funding can be moved from one category to another, which means that many funding decisions are made at the board level.

### The school board

School boards make decisions about individual schools' budgets and on criteria for things like the number of students a school must have in order to get staff such as teacher-librarians or vice-principals. Boards distribute funding for teachers to schools depending on the number of students and, in some cases, on the number of students who may struggle to succeed, either because of socio-economic or ethno-racial factors or because of other special needs. Boards also decide which schools should stay open and which ones should close, as well as how many custodians, secretaries and educational assistants each school will get.

### The school

Principals receive a budget for the school from the school board. They make decisions about school maintenance and repairs within that budget, and about the distribution of teachers and class sizes. They decide how to allocate educational assistants and whether their school can have staff such as a teacher-librarian, a music teacher or department heads. Depending on the size of the school, principals may also allocate funding to different departments.

# SURVEYS

## PEOPLE FOR EDUCATION

### 2011-2012 Elementary School Survey

People for Education is an independent organization working to support public education in Ontario's English, French, and Catholic schools.

With the help of school councils and principals across the province, we use annual surveys to keep track of things like parent involvement, the effects of policy and funding changes on programs and resources in Ontario's schools, and the work of school councils and parent organizations. We publish the results of findings from our annual Elementary, Secondary and School Council surveys in the ***People for Education Annual Report on Ontario Schools***.

**Please complete the survey online at [www.peopleforeducation.ca](http://www.peopleforeducation.ca) . Click on *Research>>>School Survey*.**

Each participating school will receive an electronic copy of this report.

**Please submit the survey by December 16, 2011.**

**If you cannot complete the survey online, please mail or fax the survey to:**

**People for Education, 641 Bloor St. W., Toronto, Ontario M6G 1L1**

**fax: 416-536-0100**

**web site: [www.peopleforeducation.ca](http://www.peopleforeducation.ca)**

**Individual school responses will remain confidential.  
Only overall results will be published.**

District School Board:	
School:	
Includes grades:	to
Address:	
City:	Postal Code:
Phone: (     )	Fax: (     )
School Email:	
Contact Person:	
Phone: (     )	

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## FILLING OUT THE SURVEY

In the questions concerning staffing please tell us the total number of staff positions, counted in **full-time equivalents (FTEs)**. For example, one full-time or two half-time positions = 1 FTE; four days a week = 0.8 FTE; one half-time position = 0.5 FTE, one day a week = 0.2 FTE, etc.

### 1. SCHOOL OVERVIEW

**Students:** # \_\_\_\_\_ in total # \_\_\_\_\_ JK/SK students in total

**Teachers:** \_\_\_\_\_ total FTEs

**Principal:** \_\_\_\_\_ total FTEs

**How many sites is the Principal responsible for?** \_\_\_\_\_

**Vice-principal:** \_\_\_\_\_ total FTEs

**Office Staff:** \_\_\_\_\_ total FTEs

Does your school have a specialty program? (e.g. *French Immersion, Alternative school, International Baccalaureate Preparation program, specialized Arts program*) ☐ yes ☐ no

### 2. SPECIALIST TEACHERS (delivering program during school hours, without fees)

**Health and Physical Education Teachers:** \_\_\_\_\_ total FTEs ☐ none

**Music Teachers:** (not including itinerants) \_\_\_\_\_ total FTEs ☐ none

**Itinerant Music Teachers/Instructors:** ☐ yes ☐ no

**Guidance Teachers:** \_\_\_\_\_ total FTEs ☐ none

**ESL Teachers:** (not including itinerants) \_\_\_\_\_ total FTEs ☐ none

**Itinerant ESL Teachers:** ☐ yes ☐ no

### 3. HEALTH & PHYSICAL EDUCATION

**A)** If you have a Health & Physical Education (H&PE) teacher, does he/she teach all students/grades? [Do not include Kindergarten students.] ☐ yes ☐ no ☐ no Health & Physical Education teacher

**B)** Every school is mandated to deliver 20 minutes of Daily Physical Activity (DPA). Is it delivered during: (check as many as apply) ☐ class time ☐ recess ☐ H&PE classes ☐ lunch hour ☐ other \_\_\_\_\_

What supports or resources do you require to deliver the 20 minutes of DPA? (Check all that apply)

☐ teacher training ☐ more space ☐ more time in school day ☐ other \_\_\_\_\_

**C)** Every school is mandated to conform to the *Healthy Foods for Healthy Schools Act* starting this year. What changes are you making in your school to fulfill this mandate? (please list) \_\_\_\_\_

**D)** Is there a Healthy Schools initiative in your school? ☐ yes ☐ no

If yes, please tell us about it: \_\_\_\_\_

### 4. LIBRARY

Do you have a school library? ☐ yes ☐ no

If yes, how is your library staffed? (Mark as many as relevant and fill in FTE where applicable)

☐ Teacher Librarian: total FTEs \_\_\_\_\_ ☐ Library Technician: total FTEs \_\_\_\_\_

☐ other teaching staff ☐ volunteers ☐ students ☐ other \_\_\_\_\_

Do you have any comments about your Library? \_\_\_\_\_

### 5. SPECIAL EDUCATION

Special Education Teachers: \_\_\_\_\_ total FTEs

Special Education Assistants: \_\_\_\_\_ total FTEs

Total number of students who receive **any** assistance from the Special Education Department # \_\_\_\_\_

Are all identified students receiving recommended support? ☐ yes ☐ no

How many students are currently waiting for assessment? # \_\_\_\_\_ for IPRC? # \_\_\_\_\_ for placement? # \_\_\_\_\_

Is there a restriction on the number of students who can be assessed per year? ☐ yes ☐ no

Do you have any comments about Special Education? \_\_\_\_\_

## 6. ENGLISH LANGUAGE LEARNERS (ELL) (previously ESL)

Do you have ELLs? ☐ yes ☐ no If yes, how many? # \_\_\_\_\_ (all levels)

Comments: \_\_\_\_\_

## 7. PSYCHOLOGISTS, SOCIAL WORKERS, SPEECH PATHOLOGISTS & YOUTH WORKERS

For each of the following, please check the situation which applies to your school:

**Psychologists:** ☐ services not available **or** ☐ on call **or** ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Social Workers:** ☐ services not available **or** ☐ on call **or** ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Speech Pathologists:** ☐ services not available **or** ☐ on call **or** ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Child and Youth Workers:** ☐ services not available **or** ☐ on call **or** ☐ regularly scheduled: \_\_\_\_\_ hours/month

Comments: \_\_\_\_\_

## 8. SCHOOL-GENERATED FUNDS

Approximately how much money will be fundraised by parents, students and staff in 2011/2012? \$ \_\_\_\_\_

Are parents asked for money for field trips? ☐ yes ☐ no

for any extra-curricular activities? ☐ yes ☐ no

for lunch time programs? ☐ yes ☐ no

Do you waive/subsidize fees for students who can't pay? ☐ yes ☐ no

Do you have any comments about School-Generated Funds? \_\_\_\_\_

## 9. SCHOOL-COMMUNITY CONNECTIONS (“Schools at the Centre”)

Is there cooperation and/or coordination between your school and each of the following groups/organizations?

How would you rate the accessibility of these services?

	Often	Some	Never	Excellent	Good	Fair	Poor
Youth employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Municipal recreation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aboriginal organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Settlement programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Aid Societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there a staff member (other than the Principal or Vice-Principal) who is responsible for acting as a liaison with the community? ☐ yes ☐ no If yes, what is the FTE allotted solely to this position? \_\_\_\_\_ FTE ☐ none

Does anyone from your school participate in inter-agency teams for the purpose of planning programs or services or providing supports for particular children or families? ☐ yes ☐ no

Do you have any comments about your school-community connections? \_\_\_\_\_

A) Does your school currently have a kindergarten program that runs **full-day, every day**? ☐ yes ☐ no

B) Does your school have family support programs? (e.g. Parenting and Family Literacy Centre, Ontario Early Years, Best Start) ☐ yes ☐ no

C) Does your school have on-site child care (or extended day programs) for:

▪ **children under 4?** ☐ yes ☐ no Hours of operation: \_\_\_\_\_  
Is it open year-round? ☐ yes ☐ no Is it operated by: ☐ Board of Education ☐ non-profit ☐ for profit

▪ **kindergarten-aged children?** ☐ yes ☐ no Hours of operation: \_\_\_\_\_  
Is it open year-round? ☐ yes ☐ no Is it operated by: ☐ Board of Education ☐ non-profit ☐ for profit

▪ **children in grades 1-6?** ☐ yes ☐ no Hours of operation: \_\_\_\_\_  
Is it open year-round? ☐ yes ☐ no Is it operated by: ☐ Board of Education ☐ non-profit ☐ for profit

Do child care/extended day staff and kindergarten teachers work together on coordinating curriculum?  
☐ yes ☐ no ☐ not applicable

Is there systemic tracking of special needs children between the child care/extended day staff and school?  
☐ yes ☐ no ☐ not applicable

D) If you have **no** child care/extended day programs in your school, have you had requests for them? ☐ yes ☐ no

How, if at all, have early childhood programs changed in your school in the last two years? \_\_\_\_\_

Is there anything more you want to add or tell us about your school? What are the major issues in your school? Please attach a separate sheet of paper if you need more space.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# PEOPLE FOR EDUCATION

2011 - 2012

## Sondage auprès des écoles élémentaires

**People for Education** est un organisme indépendant, qui veille à l'amélioration de l'éducation publique dans les écoles anglophones, francophones et catholiques de l'Ontario.

En collaboration avec les conseils scolaires et les directions d'école de l'ensemble de la province, nous réalisons des sondages annuels afin de suivre diverses questions, comme la participation des parents, les effets des changements en matière de politiques et de formules de financement sur les programmes et les ressources des écoles ontariennes, et le travail des conseils d'école et les associations de parents. Nous publions les résultats et les conclusions de nos sondages annuels auprès des écoles élémentaires et secondaires et des conseils scolaires dans notre **rapport annuel sur les écoles de l'Ontario** (*People for Education Annual Report on Ontario Schools*).

**Veillez remplir le sondage en ligne à [www.peopleforeducation.ca](http://www.peopleforeducation.ca). Cliquez sur *Research>>>School Survey (Recherche>>>Sondage auprès des écoles)*.**

Chaque école participante recevra un exemplaire électronique de ce rapport.

**Votre formulaire de sondage doit être soumis au plus tard le 16 décembre 2011.**

**Si vous n'êtes pas en mesure de remplir le sondage en ligne, vous pouvez l'envoyer par la poste ou par télécopie aux coordonnées suivantes :**

**People for Education, 641 rue Bloor Ouest, Toronto (Ontario) M6G 1L1**

**Télé. : 416-536-0100**

**Site Web : [www.peopleforeducation.ca](http://www.peopleforeducation.ca)**

**La confidentialité des réponses propres aux écoles individuelles sera préservée.  
Seuls les résultats d'ensemble seront publiés.**

Conseil scolaire de district :	
École :	
Années :	
Adresse :	
Ville :	Code postal :
Tél. : (    )	Télec. : (    )
Adresse électronique de l'école :	
Personne-ressource :	
Tél. : (    )	

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## COMMENT REMPLIR LE SONDAGE

Lorsque vous répondez aux questions concernant les effectifs, veuillez indiquer le nombre total de postes, en termes d'équivalents à temps plein (ETP). Par exemple, un poste à temps plein ou deux postes à mi-temps = 1 ETP; quatre jours par semaine = 0,8 ETP; un poste à mi-temps = 0,5 ETP; un jour par semaine = 0,2 ETP; etc.

### 1. VUE D'ENSEMBLE DE L'ÉCOLE

Élèves : \_\_\_\_\_ nombre total      Élèves maternelle/jardin \_\_\_\_\_ nombre total

Enseignants : \_\_\_\_\_ total ETP

Direction d'école : \_\_\_\_\_ total ETP

Combien d'établissements scolaires sont sous la responsabilité de l'administrateur d'école? \_\_\_\_\_

Direction adjointe : \_\_\_\_\_ total ETP

Personnel de bureau : \_\_\_\_\_ total ETP

Est-ce que votre école a un programme spécial? (Exemples : école parallèle, programme spécialisé en arts, programme de préparation au baccalauréat international) ☐ oui ☐ non

### 2. ENSEIGNANTS SPÉCIALISTES (qui dispensent des cours du programme pendant les heures d'école, sans frais)

Éducation physique et santé : \_\_\_\_\_ total ETP ☐ aucun

Musique : (hormis les enseignants itinérants) \_\_\_\_\_ total ETP ☐ aucun

Musique (itinérants) : ☐ oui ☐ non

Orientation : \_\_\_\_\_ total ETP ☐ aucun

ALF/DE PANA : (hormis les enseignants itinérants) \_\_\_\_\_ total ETP ☐ aucun

ALF/DE PANA (itinérants) : ☐ oui ☐ non

### 3. ÉDUCATION PHYSIQUE ET SANTÉ

A) Si vous avez un enseignant spécialisé en éducation physique et santé, est-ce qu'il ou elle donne des cours à tous les élèves de toutes les années? [Hormis les élèves de la maternelle et du jardin d'enfants.]

☐ oui ☐ non ☐ aucun enseignant spécialisé en éducation physique et santé

B) Chaque école doit dispenser 20 minutes d'activité physique quotidienne (APQ). Périodes d'APQ dans votre école (cochez toutes les réponses pertinentes) : ☐ heures de cours ☐ récréation ☐ cours d'é.d. ph. et santé ☐ pause-repas

☐ autre : \_\_\_\_\_

De quels appuis et de quelles ressources avez-vous besoin pour dispenser les 20 minutes d'APQ? (Cochez toutes les réponses pertinentes)

☐ formation des enseignants ☐ espace supplémentaire ☐ prolongement de la journée scolaire

☐ autre : \_\_\_\_\_

C) À partir de cette année, chaque école doit observer la *Loi de 2008 portant sur une alimentation saine pour des écoles saines*.

Quels changements apportez-vous au sein de votre école afin de remplir cette obligation? (Veuillez énumérer les changements)

\_\_\_\_\_

D) Est-ce que votre école a mis sur pied une initiative du programme Écoles saines? ☐ oui ☐ non

Dans l'affirmative, veuillez nous fournir des précisions sur l'initiative en question : \_\_\_\_\_

\_\_\_\_\_

### 4. BIBLIOTHÈQUE

Est-ce que votre école a une bibliothèque? ☐ oui ☐ non

Si oui, quelle est la composition du personnel de votre bibliothèque?

(Cochez toutes les réponses pertinentes et indiquez les ETP là où il y a lieu.)

☐ Enseignante ou enseignant-bibliothécaire : \_\_\_\_\_ total ETP ☐ Bibliotechnicienne ou bibliotechnicien : \_\_\_\_\_ total ETP

☐ Autres enseignantes ou enseignants ☐ bénévoles ☐ élèves ☐ autre \_\_\_\_\_

Avez-vous des remarques à formuler au sujet de la bibliothèque de votre école?

\_\_\_\_\_

\_\_\_\_\_

## 5. ÉDUCATION DE L'ENFANCE EN DIFFICULTÉ

Enseignante ou enseignant à l'enfance en difficulté : \_\_\_\_\_ total ETP

Aide-enseignante ou aide-enseignant à l'enfance en difficulté : \_\_\_\_\_ total ETP

Nombre total d'élèves qui reçoivent une aide, **quelle qu'elle soit**, du service d'éducation à l'enfance en difficulté : \_\_\_\_\_

Est-ce que tous les élèves identifiés reçoivent le soutien recommandé? ☐ oui ☐ non

Combien d'élèves attendent une évaluation à l'heure actuelle? \_\_\_\_\_ Combien sont en attente d'une décision du CIPR? \_\_\_\_\_

Combien sont en attente d'un placement? \_\_\_\_\_

Y a-t-il un plafond pour ce qui est du nombre annuel d'évaluations d'élèves? ☐ oui ☐ non

Avez-vous des remarques à formuler quant à l'éducation de l'enfance en difficulté?

## 6. APPRENTISSAGE DU FRANÇAIS - ALF/PANA (PDF)

Y a-t-il des élèves ALF/PANA à votre école? ☐ oui ☐ non **Si oui**, combien \_\_\_\_\_ (à tous les niveaux)?

Remarques : \_\_\_\_\_

## 7. PSYCHOLOGUES, TRAVAILLEUSES SOCIALES OU TRAVAILLEURS SOCIAUX, ORTHOPHONISTES TRAVAILLEUSES OU TRAVAILLEURS AUPRÈS DES JEUNES

Veuillez indiquer la situation qui s'applique à votre école :

**Psychologues:** ☐ aucun service ou ☐ sur demande ou ☐ prévu à l'horaire # \_\_\_\_\_ heures/mois  
**Travailleuses sociales/travailleurs sociaux :** ☐ aucun service ou ☐ sur demande ou ☐ prévu à l'horaire # \_\_\_\_\_ heures/mois  
**Orthophonistes:** ☐ aucun service ou ☐ sur demande ou ☐ prévu à l'horaire # \_\_\_\_\_ heures/mois  
**Travailleuses/travailleurs auprès des jeunes:** ☐ aucun service ou ☐ sur demande ou ☐ prévu à l'horaire # \_\_\_\_\_ heures/mois

Remarques: \_\_\_\_\_

## 8. FONDS RECUEILLIS PAR L'ÉCOLE

Approximativement combien d'argent sera recueilli par les parents, les élèves et le personnel de votre école en 2011-2012? \_\_\_\_\_ \$

Est-ce que l'école demande aux parents de l'argent pour les excursions? ☐ oui ☐ non

... pour certaines activités parascolaires? ☐ oui ☐ non

... pour les programmes du repas de midi? ☐ oui ☐ non

Offrez-vous une exemption ou une subvention aux élèves qui ne sont pas en mesure de payer les frais? ☐ oui ☐ non

Avez-vous des remarques à formuler au sujet de la collecte de fonds par l'école?

## 9. RAPPORTS ENTRE L'ÉCOLE ET LA COLLECTIVITÉ (« Mettre les écoles au centre »)

Existe-t-il des rapports de coopération ou de coordination entre votre école et chacun des groupes ou organismes suivants?

Comment évaluez-vous l'accessibilité de ces services?

	Souvent	Parfois	Jamais	Excellente	Bonne	Adéquate	Insatisfaisante
Emploi des jeunes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes de loisirs municipaux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santé publique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Éducation des adultes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bibliothèque publique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organismes autochtones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes d'aide à l'établissement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santé mentale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services médicaux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Société(s) d'aide à l'enfance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Est-ce qu'un membre de votre personnel (autre que la direction ou la direction adjointe) a la responsabilité de jouer un rôle d'agent de liaison auprès de la collectivité? ☐ oui ☐ non

Dans l'affirmative, quel ETP est affecté exclusivement à ce rôle? \_\_\_\_\_ ETP ☐ aucun

Est-ce qu'un représentant de votre école participe aux équipes intersectorielles chargées de planifier les programmes ou les services ou d'offrir un soutien aux enfants ou aux familles dans une situation particulière? ☐ oui ☐ non

Avez-vous des remarques à formuler au sujet des rapports entre votre école et la collectivité? \_\_\_\_\_

## 10. ÉDUCATION DE LA PETITE ENFANCE ET AIDE À LA FAMILLE

A) Est-ce que votre école offre actuellement un programme de maternelle et de jardin d'enfants à temps plein, tous les jours?

☐ oui ☐ non

B) Est-ce que votre école offre des programmes d'aide à la famille? (Ex. : Centre de formation au rôle parental et de littératie pour les familles, centre de développement de la petite enfance, Meilleur départ) ☐ oui ☐ non

C) Est-ce que votre école offre des services de garde d'enfants sur place (ou des programmes de jour prolongé) destinés :

▪ aux enfants âgés de moins de quatre ans? ☐ oui ☐ non Horaire: \_\_\_\_\_

Sont-ils offerts à longueur d'année? ☐ oui ☐ non Par qui sont-ils offerts? ☐ le conseil scolaire

☐ un organisme sans but lucratif ☐ une entreprise à but lucratif

▪ aux enfants en âge de fréquenter la maternelle ou le jardin d'enfants? ☐ oui ☐ non Horaire : \_\_\_\_\_

Sont-ils offerts à longueur d'année? ☐ oui ☐ non Par qui sont-ils offerts? ☐ le conseil scolaire

☐ un organisme sans but lucratif ☐ une entreprise à but lucratif

▪ aux enfants de la 1<sup>re</sup> à la 6<sup>e</sup> année? ☐ oui ☐ non Horaire: \_\_\_\_\_

Sont-ils offerts à longueur d'année? ☐ oui ☐ non Par qui sont-ils offerts? ☐ le conseil scolaire

☐ un organisme sans but lucratif ☐ une entreprise à but lucratif

Est-ce que le personnel chargé de la garde des enfants et des programmes du jour prolongé et les enseignants de la maternelle et du jardin d'enfants collaborent afin d'harmoniser le programme d'enseignement?

☐ oui ☐ non ☐ sans objet

Est-ce que les enfants ayant des besoins particuliers font l'objet d'un suivi systématique de la part du personnel chargé de la garde des enfants et du programme du jour prolongé et de l'école?

☐ oui ☐ non ☐ sans objet

D) Si vous n'avez pas des services de garde d'enfants/programmes de jour prolongé dans votre école, est-ce qu'ils vous ont déjà été demandé? ☐ oui ☐ non

De quelle manière est-ce que les programmes destinés à la petite enfance ont évolué au sein de votre école au cours des deux dernières années, le cas échéant? \_\_\_\_\_

## COMMENTAIRES SUPPLÉMENTAIRES

Souhaitez-vous nous faire part de commentaires supplémentaires au sujet de votre école? Quelles questions et quels enjeux revêtent le plus d'importance pour votre école? Vous pouvez joindre une feuille supplémentaire à ce formulaire au besoin.

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Ce sondage a été préparé par People for Education, le Metro Parent Network et des groupes de parents de l'ensemble de l'Ontario.

People for Education, 641 rue Bloor O., Toronto (Ontario) M6G 1L1 Tél. : 416-534-0100 Téléc. : 416-536-0100 Courriel : [info@peopleforeducation.ca](mailto:info@peopleforeducation.ca) Site Web : [www.peopleforeducation.ca](http://www.peopleforeducation.ca)



# PEOPLE FOR EDUCATION

## 2011 - 2012 Secondary School Survey

People for Education is an independent organization working to support public education in Ontario's English, French, and Catholic schools.

With the help of school councils and principals across the province, we use annual surveys to keep track of things like parent involvement, the effects of policy and funding changes on programs and resources in Ontario's schools, and the work of school councils and parent organizations. We publish the results of findings from our annual Elementary, Secondary and School Council surveys in the ***People for Education Annual Report on Ontario Schools***.

**Please complete the survey online at [www.peopleforeducation.ca](http://www.peopleforeducation.ca) . Click on *Research>>>School Survey*.**

Each participating school will receive an electronic copy of this report.

**Please submit the survey by November 25, 2011.**

**If you cannot complete the survey online, please mail or fax the survey to:**

**People for Education, 641 Bloor St W., Toronto, Ontario M6G 1L1**

**fax:** 416-536-0100

**web site:** [www.peopleforeducation.ca](http://www.peopleforeducation.ca)

**Individual school responses will remain confidential.  
Only overall results will be published.**

District School Board:	
School:	
Includes grades:	to
Address:	
City:	Postal Code:
Phone: (     )	Fax: (     )
School Email:	
Contact Person:	
Phone: (     )	

© People for Education

Please tell us the **total** number of staff positions, counted in **full-time equivalents (FTEs)**. For example, one full-time or two half-time positions equal 1.0 FTE; if a person works 4 days a week, this equals 0.8 FTE; a half-time position equals 0.5 FTE; one day a week equals 0.2 FTE, etc.

## 1. OVERVIEW

**Students:** # \_\_\_\_\_ in total total FTEs \_\_\_\_\_  
**Principal:** total FTEs \_\_\_\_\_  
**Vice-principal:** total FTEs \_\_\_\_\_  
**Guidance:** total FTEs \_\_\_\_\_  
**Office Staff:** total FTEs \_\_\_\_\_

Does your school have a specialty program? (e.g., *French Immersion, Alternative, International Baccalaureate, specialized Arts program*) ☐ yes ☐ no

## 2. LIBRARY

Do you have a school library? ☐ yes ☐ no

How is your library staffed? (Mark as many as relevant and fill in FTE where applicable)

☐ Teacher Librarian: total FTEs \_\_\_\_\_ ☐ Library Technician: total FTEs \_\_\_\_\_

☐ other teaching staff ☐ volunteers ☐ students ☐ other \_\_\_\_\_

How many hours per week is the library open? # \_\_\_\_\_

If you have a **Teacher Librarian**, how many hours per week is the library **open and staffed** by the **Teacher Librarian**? # \_\_\_\_\_

Do you have any comments about your library? \_\_\_\_\_

## 3. E-LEARNING

How many students are earning credits through e-learning? (e.g., *on-line course, video conferencing, etc.*) # \_\_\_\_\_

## 4. SPECIAL EDUCATION

Special Education Teachers: \_\_\_\_\_ total FTEs

Special Education Assistants: \_\_\_\_\_ total FTEs

Total number of students who receive **any** assistance from the Special Education Department # \_\_\_\_\_

Total number of Gifted students (if any) # \_\_\_\_\_

Total number of students with an IEP **AND** an IPRC # \_\_\_\_\_

Total number of students with an IEP **AND NO** IPRC # \_\_\_\_\_

Are all identified students receiving recommended support? ☐ yes ☐ no

How many students are currently waiting for assessment? # \_\_\_\_\_ for IPRC? # \_\_\_\_\_ for placement? # \_\_\_\_\_

Is there a restriction on the number of students who can be assessed per year? ☐ yes ☐ no

Do you have any comments about Special Education? \_\_\_\_\_

## 5. PSYCHOLOGISTS, SOCIAL WORKERS & YOUTH WORKERS

For each of the following, please check the situation which applies to your school:

**Psychologists:** ☐ services not available or ☐ on call or ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Social Workers:** ☐ services not available or ☐ on call or ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Youth Workers:** ☐ services not available or ☐ on call or ☐ regularly scheduled: \_\_\_\_\_ hours/month

**Comments:** \_\_\_\_\_

## 6. ENGLISH LANGUAGE LEARNERS (ELL) (previously ESL)

Do you have ELLs? ☐ yes ☐ no If yes, how many? # \_\_\_\_\_ (all levels)

How many ESL teachers in the school? Total FTEs \_\_\_\_\_ ☐ none

Do you have itinerant ESL teachers? ☐ yes ☐ no

Comments: \_\_\_\_\_

## 7. SCHOOL-COMMUNITY CONNECTIONS ("Schools at the Centre")

Is there cooperation and/or coordination between your school and each of the following groups/organizations?

How would you rate the accessibility of these services?

	Often	Some	Never	Excellent	Good	Fair	Poor
Youth employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Municipal recreation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aboriginal organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Settlement programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Aid Societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there a staff member (other than the Principal or Vice-Principal) who is responsible for acting as a liaison with the community?

☐ yes ☐ no If yes, what is the FTE allotted solely to this position? \_\_\_\_\_ FTE ☐ none

Does anyone from your school participate in inter-agency teams for the purpose of planning programs or services or providing supports for particular children or families? ☐ yes ☐ no

Do you have any comments about your school-community connections? \_\_\_\_\_

## 8. FUNDRAISING

Approximately how much money will be fundraised by parents, students and staff in 2011/2012? \$ \_\_\_\_\_

## 9. FEES

How much is the Student Activity Fee this year (2011/12)? \$ \_\_\_\_\_

Do you have Athletic fees? ☐ yes ☐ no If yes, what is the range? (e.g., \$5 to \$25) \$ \_\_\_\_\_ to \$ \_\_\_\_\_

Do you have fees for labs or materials for any classes? ☐ yes ☐ no

If yes, please estimate the average total lab/material fees a student might pay: \$ \_\_\_\_\_

Please check the departments, if any, where fees are charged to students:

☐ Art ☐ Music ☐ History ☐ Geography ☐ English ☐ Math ☐ Science ☐ Design & Technology  
☐ Computer ☐ Business ☐ Physical Education ☐ Moderns ☐ Family Studies ☐ other \_\_\_\_\_

Do you waive/subsidize fees for students who can't pay? ☐ yes ☐ no

## 10. TEXTBOOKS

Are there courses where students must share textbooks due to shortage of supply? ☐ yes ☐ no

Are there worn or out-of date textbooks that should be replaced? ☐ yes ☐ no

Is there anything more you want to add or tell us about your school? What are the major issues in your school?  
Please attach a separate sheet of paper if you need more space.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# PEOPLE FOR EDUCATION

2011 - 2012

## Sondage auprès des écoles secondaires

**People for Education** est un organisme indépendant, qui veille à l'amélioration de l'éducation publique dans les écoles anglophones, francophones et catholiques de l'Ontario.

En collaboration avec les conseils scolaires et les directions d'école de l'ensemble de la province, nous réalisons des sondages annuels afin de suivre diverses questions, comme la participation des parents, les effets des changements en matière de politiques et de formules de financement sur les programmes et les ressources des écoles ontariennes, et le travail des conseils d'école et les associations de parents. Nous publions les résultats et les conclusions de nos sondages annuels auprès des écoles élémentaires et secondaires et des conseils scolaires dans notre **rapport annuel sur les écoles de l'Ontario** (*People for Education Annual Report on Ontario Schools*).

**Veillez remplir le sondage en ligne à [www.peopleforeducation.ca](http://www.peopleforeducation.ca). Cliquez sur *Research>>>School Survey* (*Recherche>>>Sondage auprès des écoles*).**

Chaque école participante recevra un exemplaire électronique de ce rapport.

**Votre formulaire de sondage doit être soumis au plus tard le 25 novembre 2011.**

**Si vous n'êtes pas en mesure de remplir le sondage en ligne, vous pouvez l'envoyer par la poste ou par télécopie aux coordonnées suivantes :**

**People for Education, 641 rue Bloor Ouest, Toronto (Ontario) M6G 1L1**

**Télé. :** 416-536-0100

**Site Web :** [www.peopleforeducation.ca](http://www.peopleforeducation.ca)

**La confidentialité des réponses propres aux écoles individuelles sera préservée.  
Seuls les résultats d'ensemble seront publiés.**

Conseil scolaire de district :	
École :	
Années :	
Adresse :	
Ville :	Code postal :
Tél. : (    )	Télec. : (    )
Adresse électronique de l'école :	
Personne-ressource :	
Tél. : (    )	

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Lorsque vous répondez aux questions concernant les effectifs, veuillez indiquer le nombre total de postes, en termes d'équivalents à temps plein (ETP). Par exemple, un poste à temps plein ou deux postes à mi-temps = 1 ETP; quatre jours par semaine = 0,8 ETP; un poste à mi-temps = 0,5 ETP; un jour par semaine = 0,2 ETP; etc.

## 1. VUE D'ENSEMBLE

Nombre d'élèves : \_\_\_\_\_ au total \_\_\_\_\_ total ETP

Direction d'école : \_\_\_\_\_ total ETP

Direction adjointe : \_\_\_\_\_ total ETP

Service d'orientation : \_\_\_\_\_ total ETP

Personnel de bureau : \_\_\_\_\_ total ETP

Est-ce que votre école a un programme spécial? (*Exemples : école parallèle, programme spécialisé en arts, programme baccalauréat international*) ☐ oui ☐ non

## 2. BIBLIOTHÈQUE

Est-ce que votre école a une bibliothèque? ☐ oui ☐ non

Quelle est la composition du personnel de votre bibliothèque? (*Cochez toutes les réponses pertinentes et indiquez les ETP là où il y a lieu.*)

☐ Enseignante ou enseignant-bibliothécaire : \_\_\_\_\_ total ETP ☐ Bibliotechnicienne ou bibliotechnicien : \_\_\_\_\_ total ETP

☐ autres enseignantes ou enseignants ☐ bénévoles ☐ élèves ☐ autre \_\_\_\_\_

Combien d'heures par semaine votre bibliothèque est-elle ouverte? \_\_\_\_\_ heures

Si vous avez une **enseignante ou enseignant-bibliothécaire**, combien d'heures par semaine votre bibliothèque est-elle **ouverte avec un enseignant ou enseignant-bibliothécaire** de service? \_\_\_\_\_ heures

Avez-vous des remarques à formuler au sujet de la bibliothèque de votre école? \_\_\_\_\_

## 3. APPRENTISSAGE ÉLECTRONIQUE

Combien d'élèves obtiennent des crédits par l'entremise de l'apprentissage électronique? (*Ex. : cours en ligne, vidéoconférences, etc.*)  
\_\_\_\_\_ #

## 4. ÉDUCATION DE L'ENFANCE EN DIFFICULTÉ

Enseignante ou enseignant à l'enfance en difficulté : \_\_\_\_\_ total ETP

Aide-enseignante ou aide-enseignant à l'enfance en difficulté : \_\_\_\_\_ total ETP

Nombre total d'élèves qui reçoivent une aide, **quelle qu'elle soit**, du service d'éducation à l'enfance en difficulté : \_\_\_\_\_

Nombre total d'élèves doués (le cas échéant) : \_\_\_\_\_

Nombre total d'élèves qui ont un PEI **ET** une désignation du CIPR : \_\_\_\_\_

Nombre total d'élèves qui ont un PEI, **MAIS PAS** de désignation du CIPR : \_\_\_\_\_

Est-ce que tous les élèves identifiés reçoivent le soutien recommandé? ☐ oui ☐ non

Combien d'élèves attendent une évaluation à l'heure actuelle? \_\_\_\_\_ Combien sont en attente d'un CIPR? \_\_\_\_\_ Combien sont en attente d'un placement? \_\_\_\_\_

Y a-t-il un plafond pour ce qui est du nombre annuel d'évaluations d'élèves? ☐ oui ☐ non

Avez-vous des remarques à formuler quant à l'éducation de l'enfance en difficulté? \_\_\_\_\_

## 5. PSYCHOLOGUES, TRAVAILLEUSES SOCIALES OU TRAVAILLEURS SOCIAUX, TRAVAILLEUSES OU TRAVAILLEURS AUPRÈS DES JEUNES

Veuillez indiquer la situation qui s'applique à votre école.

**Psychologues :** ☐ aucun service **ou** ☐ sur demande **ou** ☐ prévu à l'horaire # \_\_\_\_\_ heures/mois

**Travailleuses sociales ou travailleurs sociaux :** ☐ aucun service **ou** ☐ sur demande **ou**

☐ prévu à l'horaire # \_\_\_\_\_ heures/mois

**Travailleuses ou travailleurs auprès des jeunes :** ☐ aucun service **ou** ☐ sur demande **ou**

☐ prévu à l'horaire # \_\_\_\_\_ heures/mois

**Remarques :** \_\_\_\_\_

## 6. APPRENTISSAGE DU FRANÇAIS - ALF/PANA (PDF)

Y a-t-il des élèves ALF/PANA à votre école? ☐ oui ☐ non Si oui, combien \_\_\_\_\_ (à tous les niveaux)?

Combien de professeurs d'ALF/ PANA votre école compte-t-elle? \_\_\_\_\_ total ETP ☐ aucun

Y a-t-il des enseignants itinérants d'ALF/PANA? ☐ oui ☐ non

Remarques : \_\_\_\_\_

## 7. RAPPORTS ENTRE L'ÉCOLE ET LA COLLECTIVITÉ (« Mettre les écoles au centre »)

Existe-t-il des rapports de coopération ou de coordination entre votre école et chacun des groupes ou organismes suivants?

Comment évaluez-vous l'accessibilité de ces services?

	Souvent	Parfois	Jamais	Excellente	Bonne	Adéquate	Insatisfaisante
Emploi des jeunes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes de loisirs municipaux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santé publique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Éducation des adultes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bibliothèque publique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organismes autochtones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services de garde d'enfants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes d'aide à l'établissement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santé mentale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services médicaux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Société(s) d'aide à l'enfance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Est-ce qu'un membre de votre personnel (autre que la direction ou la direction adjointe) a la responsabilité de jouer un rôle d'agent de liaison auprès de la collectivité? ☐ oui ☐ non

Dans l'affirmative, quel ETP est affecté exclusivement à ce rôle? \_\_\_\_\_ ETP ☐ aucun

Est-ce qu'un représentant de votre école participe aux équipes intersectorielles chargées de planifier les programmes ou les services ou d'offrir un soutien aux enfants ou aux familles dans une situation particulière? ☐ oui ☐ non

Avez-vous des remarques à formuler au sujet des rapports entre votre école et la collectivité? \_\_\_\_\_

## 8. FINANCEMENT

Approximativement combien d'argent sera recueilli par les parents, les élèves et le personnel de votre école en 2011-2012?

\_\_\_\_\_ \$

## 9. FRAIS

À combien s'élèvent les frais d'activités scolaires cette année (2011-2012)? \_\_\_\_\_ \$

Est-ce que votre école perçoit des frais d'activités sportives? ☐ oui ☐ non Dans l'affirmative, veuillez indiquer la plage de frais (ex. : de 5 \$ à 25 \$) : \_\_\_\_\_ \$ à \_\_\_\_\_ \$

Est-ce que votre école perçoit des frais pour les activités de laboratoire ou le matériel de classe? ☐ oui ☐ non

Dans l'affirmative, veuillez indiquer le montant total approximatif des frais de laboratoire et de matériel qu'un étudiant aurait à payer: \_\_\_\_\_ \$

Veuillez cocher toutes les cases correspondant à des départements qui perçoivent des frais : ☐ Arts ☐ Musique

☐ Histoire ☐ Géographie ☐ Français ☐ Mathématiques ☐ Sciences ☐ Design et technologie ☐ Informatique

☐ Études commerciales ☐ Éducation physique ☐ Études modernes ☐ Sciences familiales ☐ autre \_\_\_\_\_

Offrez-vous une exemption ou une subvention aux élèves qui ne sont pas en mesure de payer les frais? ☐ oui ☐ non

## 10. MANUELS

Y a-t-il des classes dans votre école où les élèves doivent partager des manuels à cause d'une pénurie? ☐ oui ☐ non

Y a-t-il des manuels délabrés ou désuets qui devraient être remplacés ? ☐ oui ☐ non

## COMMENTAIRES SUPPLÉMENTAIRES

Souhaitez-vous nous faire part de commentaires supplémentaires au sujet de votre école? Quelles questions et quels enjeux revêtent le plus d'importance pour votre école? Vous pouvez joindre une feuille supplémentaire à ce formulaire au besoin.

[illegible]

People for Education, 641 rue Bloor O., Toronto (Ontario) M6G 1L1 Tél. : 416-534-0100 Téléc. : 416-536-0100 Courriel : [info@peopleforeducation.ca](mailto:info@peopleforeducation.ca) Site Web : [www.peopleforeducation.ca](http://www.peopleforeducation.ca)



# NOTES

- 1 Saskatchewan's SchoolPLUS is a province-wide initiative led by the Ministry of Education and the provincial education system that promotes learning success and well-being for every child and young person. It envisions a province where every school is actively improving student outcomes through the delivery of a strong learning program and serving as a centre for social, health and other services for children and their families. It includes local-level planning mechanisms for service integration and funding support for items like prevention and early intervention. See <http://www.education.gov.sk.ca/SchoolPLUS>.

The Manitoba Community Schools Partnership Initiative calls for the development of community hubs in high-needs communities. Schools that develop joint community-school councils can apply to the province for up to \$100,000 to improve the learning program, parent community partnerships, integrated services and community development. See <http://www.edu.gov.mb.ca/cspi>.

English schools in Quebec have developed the Community Learning Centres program, which includes technical assistance and financial assistance to help schools become community learning centres. The program funds a local coordinator, who has responsibility for developing partnerships and seeking external funding. Early evaluation suggests positive results for students, schools and communities. See <http://www.learnquebec.ca/en/content/clc>.

New Brunswick has a goal of establishing 75 community schools by this year. Community schools receive financial support and have designated staff who work to build relationships with different community actors, from health services to seniors volunteering to partnerships with local auto shops. Retrieved from <http://www.gnb.ca/0000/communityschools.asp>.

Nova Scotia has a SchoolsPlus policy, which ensures that family resource centres, child care and youth health centres will be located within select schools at all school boards. SchoolsPlus programs and services are delivered in a school setting during and after school. Each hub site acts as a base for services at multiple schools. The sites support information and connection to services through outreach programs and partnerships with service providers. Each hub site has a SchoolsPlus facilitator and a community outreach worker. See <http://schoolsplus.ednet.ns.ca>.

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