

Ontario's Small Schools

PEOPLE FOR EDUCATION

Revised January 2005

© **People for Education, 2005**

People for Education is a charitable, non-partisan parents' group working to support public education in Ontario's English, French and Catholic schools.

P.O. Box 64, Station P,
Toronto, Ontario
M5S 2S6

phone: 416-534-0100
fax: 416-536-0100
e-mail: p4e@peopleforeducation.com
website: www.peopleforeducation.com

Ontario's Small Schools

Summary

There is a crisis in Ontario's small schools. The combination of a poorly designed funding formula, national demographic trends, and chronic funding shortages have undermined the viability of thousands of small schools across the province.

The facts

- On January 25, the Lakehead District School Board announced its intention to close 7 schools in 2005 and 7 more in 2007. The board currently has 36 schools in its jurisdiction.
- The Thames Valley District School Board is beginning a process to consider the future of 28 elementary and secondary school communities.
- The Toronto District School Board is predicting an enrolment decline of more than 25,000 students between 2002 and 2006.¹ This will result in a funding loss of approximately \$150 million, or the cost to fund more than 35 elementary schools and 10 secondary schools.
- In December 2003, the province requested school boards to impose a moratorium on school closings. Since then, boards have been unable to close small schools that constitute a disproportionate drain on their funding, yet they are increasingly unable to balance their books or adequately staff all schools in their jurisdiction.
- Ontario's funding formula was designed in 1997 and geared to fund an elementary school of over 400 students. At that time, the average elementary school had 365 students. In 2004, that average dropped to 344 students.
- In 2003/04, only 73% of elementary schools with 300 or fewer students have full-time principals. In 1997/98, 86% had full-time principals.

The impact

Schools play a central role in their communities. They are essential to economic development and they make communities more attractive to newcomers. Businesses are more likely to move to communities with schools, and families will not move to communities without schools. When a community loses its school, it loses its viability.

Since 1999, 275 schools have closed in Ontario, almost all of them small schools (elementary schools under 300, secondary schools under 600). In the last five years, close to 74,000 students have been affected by school closings. Because Ontario's smaller schools do not have sufficient students to generate funding for many staff, they are less likely than their larger counterparts to have teacher-librarians, music specialists, full-time principals or guidance counsellors.

The causes

Ontario's education funding formula, designed in 1997, funds most staff and programs on a "per pupil" basis. For example, funding for one full-time principal is generated for every 364 elementary school students. Funding for one elementary teacher-librarian is generated for every 769 students. But 60% of Ontario elementary schools have fewer than 364 students, and only 2% have more than 769. Because the per pupil amounts in the funding formula have so little relation to actual school sizes in Ontario, school boards are forced either to close smaller schools or to subsidize them by making cuts to programs like specialist teachers and library staff.

Over the next ten years, school enrolment in Ontario is expected to decline by as much as 78,000 students.² In Ontario's secondary schools, declining enrolment has been compounded by the loss of the OAC year. The average secondary school size declined by 12% from 947 students in 2003 to 829 in 2005. While declining enrolment will reduce some costs, and some schools must inevitably close, education costs do not decline in lockstep with student numbers because many costs for schools are fixed, no matter what the student population. The loss of revenue that results from the decline in enrolment will affect all schools and programs across the province.

In other provinces, steps are being taken to save small schools. In Ontario, a patchwork of grants has been added to attempt to address the funding needs of rural and northern schools, but the essential flaw in the funding formula remains – the formula was inadequate for an average school size that existed in 1997; it is disastrous for small schools and their boards in 2005.

The solution

Extensive research over the last decade shows that small schools make excellent learning environments for students, and that, despite economies of scale, they are often cost effective because of their higher graduation rates.

Creative and proactive strategies must be developed now to recognise the value of small schools and to ensure their viability and that of their communities.

Declining Enrolment

During the 1990's, most school boards experienced strong enrolment growth while Ontario's total enrolment increased by almost 192,000 students. By contrast, over the next ten years, enrolment is expected to decline by as much as 78,000 students.

The government recognizes that declining enrolment boards often face additional financial pressures.

*Assistant Deputy Minister
Norbert Hartmann to Directors of
Education, May 17, 2002*

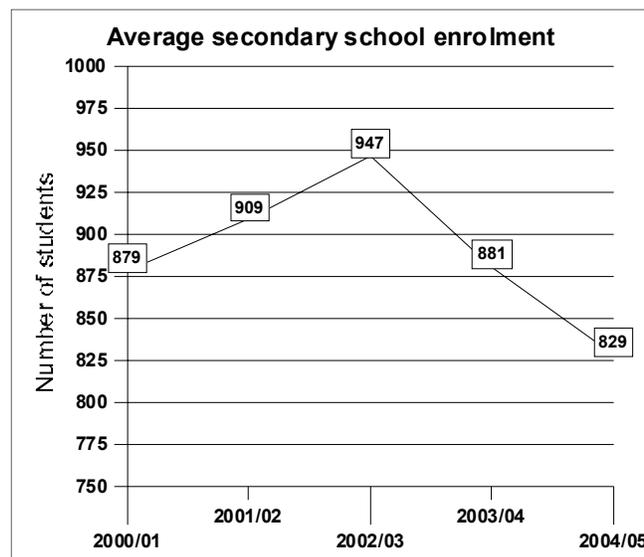
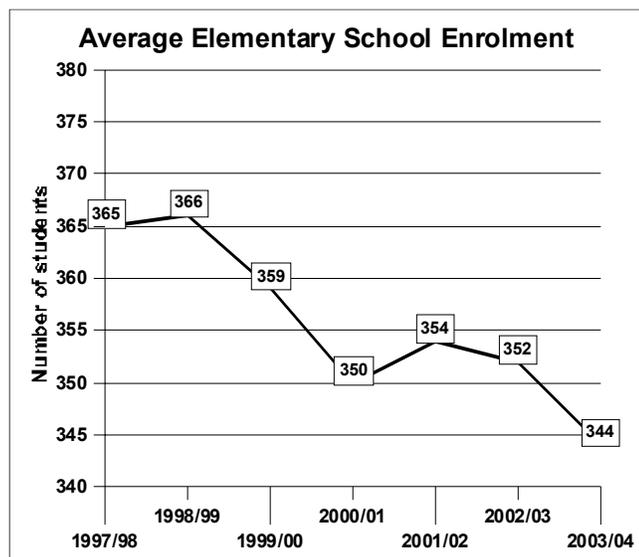
Statistics Canada reports that student enrolment is declining across Canada. Only Alberta (where the difference is due to economic migration) and Ontario's suburban areas report enrolment increases.³ Most school boards across Ontario – urban and rural, large and small – are experiencing a decline in student enrolment in their schools.

A number of factors are driving this trend.

- The last of the baby-boom generation's children (who have created an enrolment swell since the 1970s) are now completing their secondary education.
- Across Canada and in countries around the world, people are leaving rural and agricultural environments for urban centres.
- Ontario's secondary school curriculum was reduced from five years to four years resulting in the loss of a whole grade of students.
- With the growing industrialization of agriculture, the loss of Ontario's family farms has added to the exodus from rural areas.
- People are moving from inner cities to suburban areas.⁴

Enrolment in Ontario schools is predicted to decrease by as many as 78,000 students over the next decade. Because funding for schools is based primarily on numbers of students, this enrolment loss could result in a decline in funding of just under \$500 million.

Having fewer students may reduce some costs over time – for classroom teachers, for example. But many costs for schools remain the same no matter what the size of the student population. Whether a school has 300 or



500 students, it still needs heat, light, custodians, a principal and a library. The funding formula – which bases funding strictly on student numbers – does not recognise this downward shift across Ontario.

To attempt to address this problem, the provincial government introduced the Declining Enrolment Grant in 2002. The grant provides school boards with a gradually decreasing “funding cushion” to allow them to adjust to the loss in revenue resulting from steep enrolment declines. In the first year, the grant limits the board’s loss of revenue to 58% of its per pupil funding decline. Over the course of the subsequent three years, the funding cushion is reduced by half each year.

The Ontario Public School Boards’ Association has stated that the grant has “serious shortcomings” and that the government should review the funding formula to re-examine these shortcomings and “to make the grant more responsive to the actual experience of most boards”.⁵

The ramifications of declining enrolment and corresponding lack of funding will mean more schools will be closed by boards unable to fund adequate staff and maintenance or to keep schools with reduced student populations open.

Education Funding in Ontario

“We are a small rural school that is strongly supported by our community, but as a small school experiencing declining enrolment, we cannot provide enough staff or special programming for students due to the funding model. We rely heavily on fund-raising. I'm concerned that being a 'teaching principal' does not serve the school or student, but again, our Board's hands are tied. Very few schools are large enough for funding for a full-time principal.”

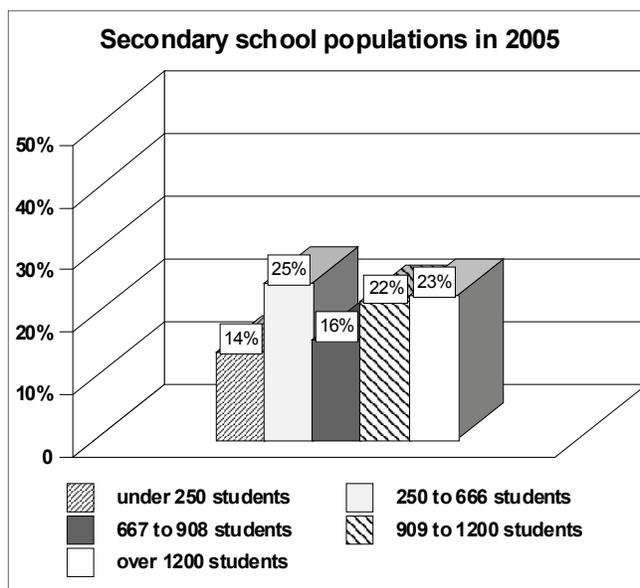
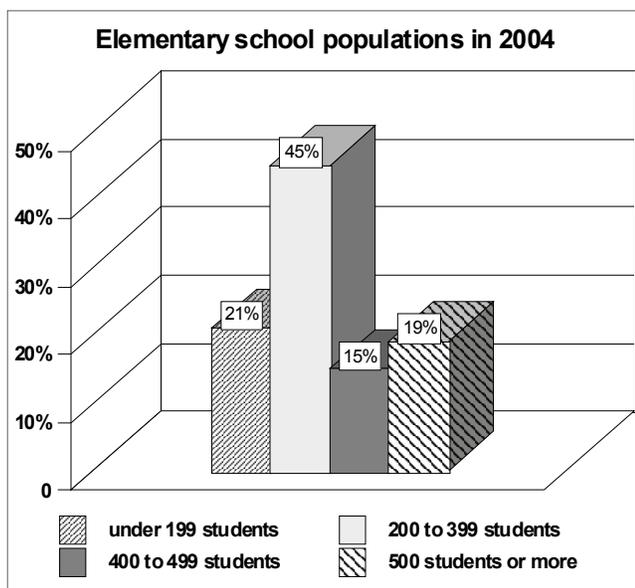
*JK-8 school,
Avon-Maitland School Board*

Under the funding formula, student enrolment is the basis for most staffing and program grants. Despite the fact that almost half of Ontario’s elementary schools have fewer than 300 students, and 33% of secondary schools have fewer than 600, the provincial education funding formula is geared toward the small proportion of schools that are much larger than that.

Funding for one full-time principal is provided for every 364 elementary and every 909 secondary school students, but in 2004, 60% of elementary schools and 58% of secondary schools had fewer students than that. Funding for one teacher-librarian is generated for every 769 elementary school students. Only 2% of Ontario’s elementary schools are that size.

Special grants for rural, northern, and distant schools

Over the last several years the province has added a number of grants on top of the base funding for schools to attempt to correct funding inequities for small, rural or northern schools. The grants are meant to pay for the higher costs of transporting materials to distant schools, purchasing learning resources for smaller schools, salaries for principals in schools with insufficient students to generate funding, and to provide boards with a



“funding cushion” to adjust to the loss in revenue resulting from steep declines in enrolment. The grants are dispersed based on:

- the distance of school boards from major urban centres;
- board-wide enrolment of less than 16,000 students;
- the number of schools that are widely dispersed - calculated by finding the average distance between schools, and the average distance between schools and the central school board office;
- the number of elementary schools that are more than 8 kilometres from the next elementary school and the number of secondary schools that are more than 32 kilometres from the next secondary school and that have low enrolment;
- the reduction in enrolment over the course of three years; and
- the number of schools that are designated rural by Statistics Canada criteria or with “O” in their postal code.

School boards report that the cumulative effect of all these grants has been inadequate. According the Thames Valley District School Board, in its submission to the Pre-Budget Hearings:

This is clearly not the kind of funding that is required to sustain a small school community, especially a small secondary school facility in a rural setting where the requirement is for extra staffing and resources in order to sustain full program opportunities. It is also not the kind of funding that is designed to sustain what is often seen as a major community imperative, to maintain a school facility that has economic as well as learning importance to the community as a whole.

While Thames Valley applauds any funding initiatives in this area it would make the point that neither the Distant Schools Grant nor the Good Schools initiative were specifically focused on addressing the long term needs of the small school environment where the delivery of program is in jeopardy and where school closure is an option. It also reminds the Government that school boards do not receive funding that addresses the economic impact of school closure.⁶

In December 2003, the Minister of Education requested that all school boards impose a moratorium on school closings until after September 2004. The Minister said that the government needed time to review and revise provincial guidelines for school closings and for building new schools. No new funding accompanied the moratorium to support the continued operation of small schools in the interim. As of January 2005, no new guidelines have been released.

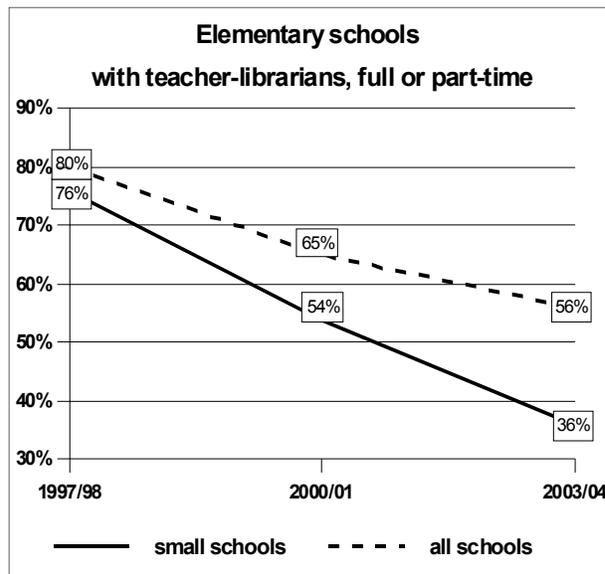
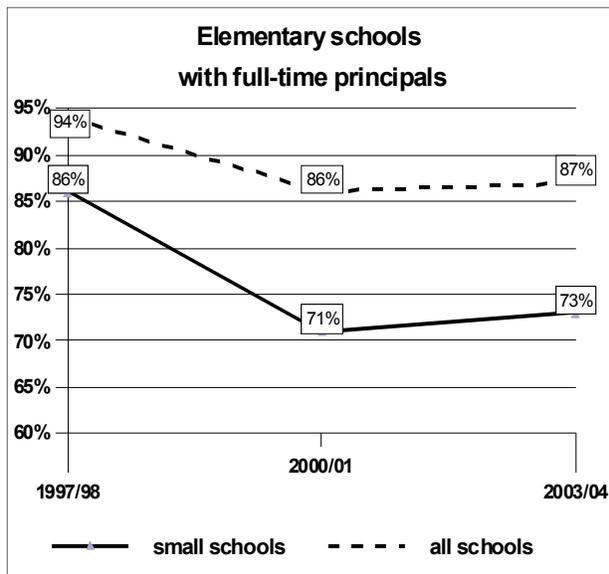
School boards' reviews of school facilities are usually finalized in January or February, but many boards are waiting for promised new funding announcements from the Ministry. The Halton District School Board recently delayed closing at least four schools, the Thunder Bay Catholic District School Board has postponed acting on recommendations for accommodation reviews, and the Thames Valley District School Board is waiting for provincial funding announcements that will affect its review of 28 schools. The Hamilton-Wentworth District School Board has also placed the closing of a number of schools on hold, pending announcements of promised changes to the funding formula from the Ministry.

Staff and Resources in Small Schools

The majority of elementary schools do not have enough students to generate funding for full-time principals, part-time teacher librarians, or, in the case of 39% of schools, even a full-time secretary. In cases where school boards decide to provide funding for this staff, they do it in one of two ways. They use funding from special purpose grants, or they make cuts in other areas.

The People for Education Tracking Project keeps track of the effects of funding and policy changes on elementary and secondary schools. Students in smaller schools do not have access to the educational programs and staff available to other schools in the province. In 2004:

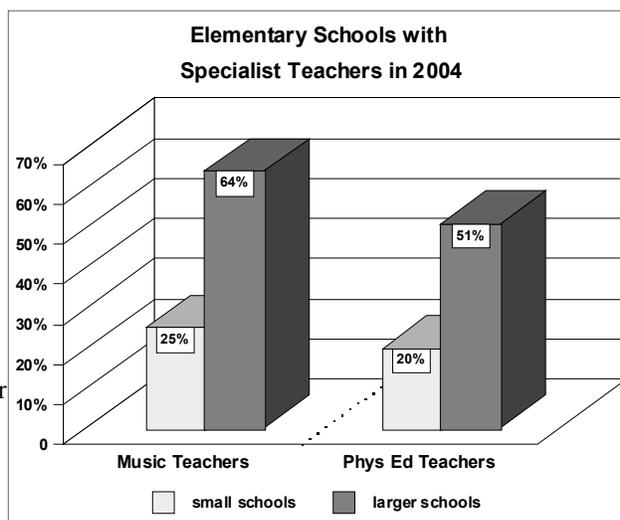
- The number of small elementary schools with full-time principals has dropped by 15%, twice the rate of the drop in all elementary schools in



the province.

- The number of small elementary schools with a teacher-librarian (full or part-time) has declined by 53% compared to a 30% decline in all elementary schools.
- Just 20% of small elementary schools have access to a physical education teacher, compared to 51% of larger elementary schools.*
- Only 25% of small elementary schools have access to specialist music teachers, compared to 61% of larger elementary schools.
- All larger secondary schools have libraries that are open full-time, but 21% of small secondary schools had libraries open only part-time.

*small schools – elementary under 300 and secondary under 600; larger schools – elementary over 450 and secondary over 1000



“As a small rural secondary school we continue to be concerned about our ability to timetable for all students. In particular, university-bound students often generate small classes of 9-10 for algebra, calculus, French, etc., courses that we must run or lose these students to other schools. School facilities are not on a par with city schools. No auditorium, small cafeteria, no drama room and a high cost of transportation for sports teams.”

*Secondary school,
Kawartha-Pine Ridge DSB*

Secondary school programs

Because funding for small secondary schools does not cover the cost of extra full-time staff, it is a challenge for school boards to provide an adequate range of programs. In the last two years, secondary school populations have experienced a particularly steep decline because of the the removal of the OAC year from high school curriculum. Many students in small secondary schools have access to fewer courses, classes delivered in double and triple grades, and courses available only by internet. Some must travel to another town to obtain adequate credits for graduation.

Special education in small schools

The majority of funding for special education is granted to boards on a per pupil basis in the Special Education Per Pupil Amount (SEPPA). But the percentage of students requiring special education assistance has increased across the province. Declining enrolment effectively delivers a double loss to boards because they lose funding for SEPPA despite the fact there is no decrease in the number of students who need special education support.

The Benefits of Smaller Schools

“Measured either as dropout rate or graduation rate, the holding power of small schools is considerably greater than that of large schools.”

*Kathleen Cotton,
“School Size, School Climate
and Student Performance”*

International research shows that small schools – commonly defined as elementary schools between 100 and 400 students, and secondary schools between 500 and 1000 students – are more successful when compared to larger schools. Small schools have proved to be such a superior and more successful model for educating children that the title of a research paper from the Centre for Education Research at the University of Wisconsin is, “The Ultimate Education Reform? Make Schools Smaller.”⁷

Research shows that smaller schools:

- improve student achievement,
- increase attendance and graduation rates,
- elevate teacher satisfaction,
- improve school safety, and
- increase parent and community involvement.

According to the Small Schools Workshop, a group of educators and researchers at the University of Illinois at Chicago:

The concept of small schools is based on the premise that, in contrast to large, factory model schools, small schools can create a more intimate learning environment that is better able to address the needs of those within the school. Students, teachers, and parents may all be better served if the school is small enough to allow for

“Our school continues to be a wonderful learning environment. We are proud to have a committed and hard-working school council, an excellent rapport between home and school, staff and students. Students are, on the whole, polite, responsible, hard working and enthusiastic. It is a small school with a very big heart. Unfortunately it has been identified as one of the four schools in the system to ‘enter into a dialogue of future pupil allotment’. In other words, the possibility of closure in a few years due to declining enrolment. It is a shame to lose our small schools!”

*JK-8 school,
Hamilton-Wentworth Catholic
District School Board*

communication to flow, opportunities for collaboration to be cultivated, and meaningful relationships to be fostered.⁸

In larger schools, students are more likely to get “lost” because of the anonymity created by larger student populations; and they drop out of larger schools at a significantly higher rate than they do out of small schools.⁹

American studies have shown the dropout rate of a high school increases by about one per cent for every 400 students it adds to its enrolment. Incidents of violence and crime increase dramatically in schools with 1,000 or more students as compared with those of 300 or less. In urban American schools with fewer than 300 students, for example, 3.9% of the schools reported serious violent incidents compared with 32.9% of schools over 1,000 students.¹⁰

Cost effectiveness

Much of the drive towards larger schools has been based on the concept of “economies of scale.” Researchers at New York University’s Institute for Education and Social Policy found that, although smaller schools spent more per student than larger ones, (\$7628 compared to \$6218), the cost-per-graduate was actually slightly lower, as the drop-out rates at small schools were considerably lower than larger schools.¹¹ The study argues that, if one uses the business argument of economies of scale to support larger schools, then similar business standards of quality assessment and rates of success should also be applied. The higher graduation rates for smaller secondary schools are evidence of a higher quality “product” and a more successful output, thus if measured solely on a per graduate rate, costs are lower.

Schools and communities

Schools are the hubs of their communities and have an importance that goes beyond education; they play a major role in the economic development of their communities and they make communities more attractive to newcomers. Businesses are more likely to move to communities with schools, and families will not move to communities without schools. As populations decline in northern and rural Ontario, boards reliant on per pupil funding close more schools. A vicious cycle ensues: fewer people move there, populations decline further, more schools close.

In many small towns and inner city neighbourhoods, small schools also offer space for community use. Three quarters of Ontario’s small elementary schools and 83% of small high schools report that their schools are used by the community after school hours for everything from sporting events to ratepayers’ meetings.

Because of the size of its budget and payroll, a school is often the major “industry” in a small community, and many businesses rely directly and indirectly on its existence. The presence of a school has an effect on residential and commercial property values. One study found that a rural, agricultural town in Nevada that lost a high school experienced an eight per cent decline in retail sales and a six per cent decline in the labour supply.¹²

Closing Small Schools

Over the last five years, 275 schools have closed in Ontario, almost all of them small. At an average rate of 55 schools per year, this is more than double the rate of schools closing over the previous ten years.

Ontario School Closings 1999 to 2004			
	Elementary schools	Secondary Schools	Total
Closed	243	32	275
Slated to close or under review	67	15	83
Number of Students affected	57,098	24,608	73,801
Average size of school closed	198	636	

Ontario's school closing policy

Ontario has no specific policy as to the optimum size of a school, nor is there any policy or funding to allow boards to maintain schools at a size that reflects the communities' needs. There is no policy to protect schools when they are the only school in their communities, or to ensure that those schools have adequate resources. There is also no policy outlining a consultation process for the building of new schools.

Ontario regulations for school closings state that boards must have in place a school closure policy covering:

- the procedures for identifying schools to be reviewed for possible closure
- the procedure for consultations,
- the minimum time period between the identification of a school and the final decision of a board,
- requirements for public presentation of reports on community impact, busing, and the impact on other schools.¹³

The regulation does not define what the procedures or time lines should be, it simply states that boards must have them. There is no requirement that boards consult with their municipalities or involve them in the decisions to build or close schools.

Building new schools

New schools being built in Ontario are, on average, much larger than the present average school size. There is little academic research to support the creation of ever-larger schools; in fact, research shows that smaller schools are more effective. School districts across the United States are presently dismantling their “factory” schools in order to create better learning environments for students.

Ontario’s drive to build larger schools is solely a response to an education funding formula geared to larger schools – it is an economic decision rather than a pedagogical one.

Small school strategies in other provinces

Quebec: Saving the last school in the village

In January 2003, the provincial government of Quebec received a report from the *Working Group on Maintaining Village Schools*. The working group was co-chaired by the President of the Federation of School Boards and the President of Rural Solidarity of Quebec. Included in the report were recommendations for the provincial government, school boards, and municipalities.

The provincial government was quick to respond. On March 5, 2003, the Minister of Education announced a policy to save “the last school of the village”, saying, “Having a school is a strong symbol for the development and vitality of rural communities.... Today we are taking new steps to give communities additional resources that will allow them to maintain village schools.”

The government is developing a comprehensive program to keep rural community schools open:

- Each school, depending on its size, will receive an additional grant of \$25,000 to ensure it is able to hire well-qualified teachers.
- Schools with 100 students or less will receive further grants to allow them to collaborate with other schools in their area on certain educational activities.

- The quality of these school buildings will be maintained by granting additional \$2M in funding.
- All school boards will be asked to put in place a school closing policy involving public consultation (if they don't already have one).
- School boards with a school closing policy are asked to review that policy.
- They will create a new law that requires reciprocal consultations between municipalities and school boards, when a school is going to be considered for closing, with the intention of maintaining schools in single school communities.
- School boards will be legally required to participate in centres for local development.

This new provincial policy also strives to ensure that future teachers will be trained and well prepared to teach multi-grade classes. The province of Quebec will also continue to experiment with information technology and communications to help small community schools. Their goal is to continue to find solutions that will assure the survival of schools, no matter where they are located in Quebec, and to maintain quality services for students.

Saskatchewan: Genuine consultation

The province recognises remote small schools with a grant that includes an enrolment factor (small school) and a location factor (sparsity) for funding purposes. A K-6 school "isolated school" will receive funding when the closest appropriate school is between 20 and 40 kilometres away. A school with grades 7-12 receives extra funding when the closest school is 30 to 50 kilometres away.

A sliding scale of funding is provided for schools in which there are fewer than 12 students per grade. For instance, a grade with a single student would generate extra funding of \$7,100, while 5 students in a grade would garner \$21,500.

School boards must closely follow the stipulations in the *Education Act* regarding the closing of a school. These involve consulting with the community over a minimum six-month proscribed schedule. "These are intended to be genuine consultations," said Don Sangster, Executive Director, School Finance. "Boards vote to go ahead with about 60% of the closings after the consultations, but about 40% of schools stay open."

Newfoundland and Labrador: Policy in the face of declining enrolment

The provincial education system in Newfoundland and Labrador faces two problems: many small schools in remote communities, and a significantly declining population. The median school size is 228 students.

The province recognises that when a school in a small outpost is closed, the hub of the community is taken out, and its continued existence is endangered. People with children will not move to a small community without a school, knowing their children will spend many hours a week on buses. Consequently, there is a designation for “small but necessary” schools, which are allocated more staff than would be generated by the student numbers. All schools in the province, no matter how small, have a principal.

Distance learning is a successful strategy in dealing with small and remote schools in Newfoundland and Labrador. Every school in the province has Internet access, and courses are available that would be difficult to provide in a real classroom, particularly in small secondary schools. The same strategy works well for professional development for teachers in remote areas.

The process for closing a school is a provincially regulated one. (“Legislated not to be a dreadful process,” said Assistant Deputy Minister Eric Burry.) It takes place over a two-year schedule, with board officials consulting with the community and school council, and soliciting input on how best to manage the procedure.

Conclusion

"[The school] is a multi-use facility which links the town library, my school, the public school, the Daycare and the Leisure Complex together under one roof."

*St. Bernadette's Separate School,
York Catholic District School Board*

Looking for solutions

Over the last decade, Ontario has watched hundreds of schools close. When a small community loses its school, its viability is endangered. Some families with children will leave the community rather than have their children bused for long periods of the day, new families will not move to that community, real estate values will plummet, local businesses will suffer.

After years of stopgap solutions, it is time to reverse the trend and recognise that closing a school is not simply an educational issue, it has major social and demographic repercussions as well. As the Thames Valley District School Board asserted in its submission to the Government's Pre-Budget Hearings, "...the public education sector must not and can not be expected to be solely responsible for the economic well-being of rural communities."

We must recognise the reality of declining enrolment in Ontario, and come up with new and proactive solutions to maintain the viability of small schools and communities. It is time to develop creative ways to keep the school buildings vital and expand their role as the hub of their communities. We can take cues from other places: English small schools are inviting postal sub-stations to occupy a part of their buildings; Newfoundland has community schools that have on-site social service agencies, community radio stations, and seniors' programs. It is possible to modify school buildings slightly so that they can function as community centres as well, and, if provided with adequate funding, day care centres enhance schools and act as a draw for young parents.

There is an immediate need for our governments to develop a comprehensive, multi-level strategy to protect one of Ontario's most precious resources – its small schools.

Recommendations

To ensure the viability of Ontario's small schools, People for Education recommends that the provincial government:

- 1) Appoint representatives from Ontario's school boards, federal, provincial, and municipal governments to work together to develop co-ordinated policies and programs to support and sustain small schools and their communities.
- 2) Implement the recommendation of the Education Equality Task Force to "establish a Cabinet-level advisory council on integrated services for children and families, composed of representatives from the Ministries of Community and Family Services, Education, Health and Long-Term Care, Public Safety and Security, and Tourism and Recreation, to meet on a regular basis to align the work and the funding mechanisms of the ministries that serve families, children and youth."
- 3) Develop provisions in provincial funding to reward rather than penalize school boards that enhance the function of school buildings by providing municipal services, health care, community services, social services, parks and recreation, libraries, and/or child care within their walls.
- 4) Implement each of the recommendations in the Rozanski report, including the
 - Provide core support funding for small schools in single school communities;
 - Update benchmark costs to provide boards with additional funding to sustain those small schools that boards decide to keep open;
 - Update the School Operations Allocation to provide boards with funds to ensure that their small schools are safe, clean and well-maintained;
 - Review the benchmark factors and capacity criteria to ensure that boards that have small schools in single-school communities are not penalized for keeping those small schools open.
- 5) Establish optimal enrolments for elementary and secondary schools based on research data, and supported with new per pupil funding benchmarks to ensure that schools have principals, secretaries, teacher-librarians, and guidance counsellors and to ensure that all students have access to viable physical education and music programs.
- 6) Adjust transportation guidelines and funding to ensure that no student spends more than 1½ hours per day on the school bus.
- 7) Enact a standardized review process for the construction and closing of schools to include:
 - mandatory involvement of municipal governments in decision-making,
 - mandatory consultation periods of no shorter than six months, and mandatory reports on the economic and social impact on the affected community.

Appendix

In the following chart, elementary schools with 300 students or fewer and secondary schools with 600 students or fewer, are small schools.

Per Pupil Funding			
Staff	Funding Formula Requirement	% of Ontario Schools Qualifying	% of Small Schools Qualifying
Principal, full-time elementary	364	40%	0%
Principal, full-time, secondary	909	50%	0%
Vice-principal full-time, secondary	667	66%	0%
Secretary, full-time, elementary	272	61%	17%
Secretary, full-time, secondary	188	91%	67%
Teacher-librarian, full-time, elementary	769	2%	0%
Teacher-librarian, full-time, secondary	909	50%	0%
Guidance counsellor, full-time elementary	5000	0%	0%
Guidance counsellor, full-time, secondary	385	83%	43%

Resource Materials

Websites

Small Schools Network, www.ssta.sk.ca/research/small_schools/95-09.htm

Strengthening Strategies for Small Schools, www.ssta.sk.ca/research/small_schools/97-01.htm

National Association for Small Schools, www.smallschools.org.uk/page2.htm

Small Schools Workshop, www.smallschoolsworkshop.org/info3.html

The Montana Small Schools Alliance, www.ael.org/eric/

The Small Schools Project, www.smallschoolsproject.org/

PACERS Small School Cooperative, www.pacers.org/

Pennsylvania Association of Rural and Small Schools, www.parss.org/

Papers

Cotton, K. (1996). School size, school climate, and student performance. Northwest Regional Educational Laboratory. Retrieved April 23, 2003, from <http://www.nwrel.org/scpd/sirs/10/c020.html>.

Gregory, T. (2000). School reform and the no-man's-land of high school size. Indiana University. Retrieved April 23, 2003, from <http://www.smallschoolsproject.org/articles/download/gregory.pdf>.

KnowledgeWorks Foundation, and The Rural School and Community Trust, *Dollars and Sense: The Cost Effectiveness of Small Schools*. <http://www.ruraledu.org/docs/dollars.pdf>

Notes

- ¹ Toronto District School Board, *Student Retention Report*, p. 2. http://www.tdsb.on.ca/boardroom/bd_agenda/uploads/Oct_6_2004/Chairs__6_00_p_m_/41006_Retention_598.doc
- ² Norbert Hartmann to Directors of Education, May 17, 2002 Overview of 2002–03 Student-Focused Funding, http://www.haltontsb.on.ca/download.asp?sMenuID=389&filename=Grant_Regulation.pdf
- ³ Statistics Canada reports that over six years, enrolment has fallen by over 20%, and by over 5% in the other Atlantic provinces and Saskatchewan. It has also declined in B.C., Manitoba and Quebec. *Summary of Public School Indicators for the Provinces and Territories, 1996/7 to 2002/03*. (released September 8, 2004), <http://www.statcan.ca/english/freepub/81-004-XIE/200409/newrel.htm>
- ⁴ Toronto District School Board, p. 1.
- ⁵ OPSBA's Submission to the Ministry of Education – Re 2005/2006 Grants, http://www.ocdsb.edu.on.ca/busing/OPSBA_Grant_Submission.pdf
- ⁶ Thames Valley District School Board, *Submission to the Ontario Ministry of Finance Pre-Budget Consultation Committee*, 2005 January 20. <http://www.tvdsb.on.ca/news/2005/2005jan20.pdf>
- ⁷ Chicago: Small Schools Workshop, <http://www.smallschoolsworkshop.org/info3.html>.
- ⁸ <http://www.smallschoolsworkshop.org/info1.html>.
- ⁹ KnowledgeWorks Foundation, and The Rural School and Community Trust, *Dollars and Sense: The Cost Effectiveness of Small Schools*, p. 11. <http://www.ruraledu.org/docs/dollars.pdf>.
- ¹⁰ T. Gregory, *School Reform and the No-Man's-Land of School Size*, p. 6. <http://www.smallschoolsproject.org/articles/download/gregory.pdf>
- ¹¹ KnowledgeWorks Foundation, and The Rural School and Community Trust, *Dollars and Sense: The Cost Effectiveness of Small Schools*, p. 11. <http://www.ruraledu.org/docs/dollars.pdf>
- ¹² *Center for Rural Affairs Newsletter*, May 1999, p. 3. <http://www.cfra.org/resources/Publications/caseforsmallschools.htm>
- ¹³ Ontario Regulation 444/98, under the *Education Act*.