

Civil Rights In Public Education, Inc.

All human beings are born free and equal in dignity and rights
UNIVERSAL DECLARATION OF HUMAN RIGHTS



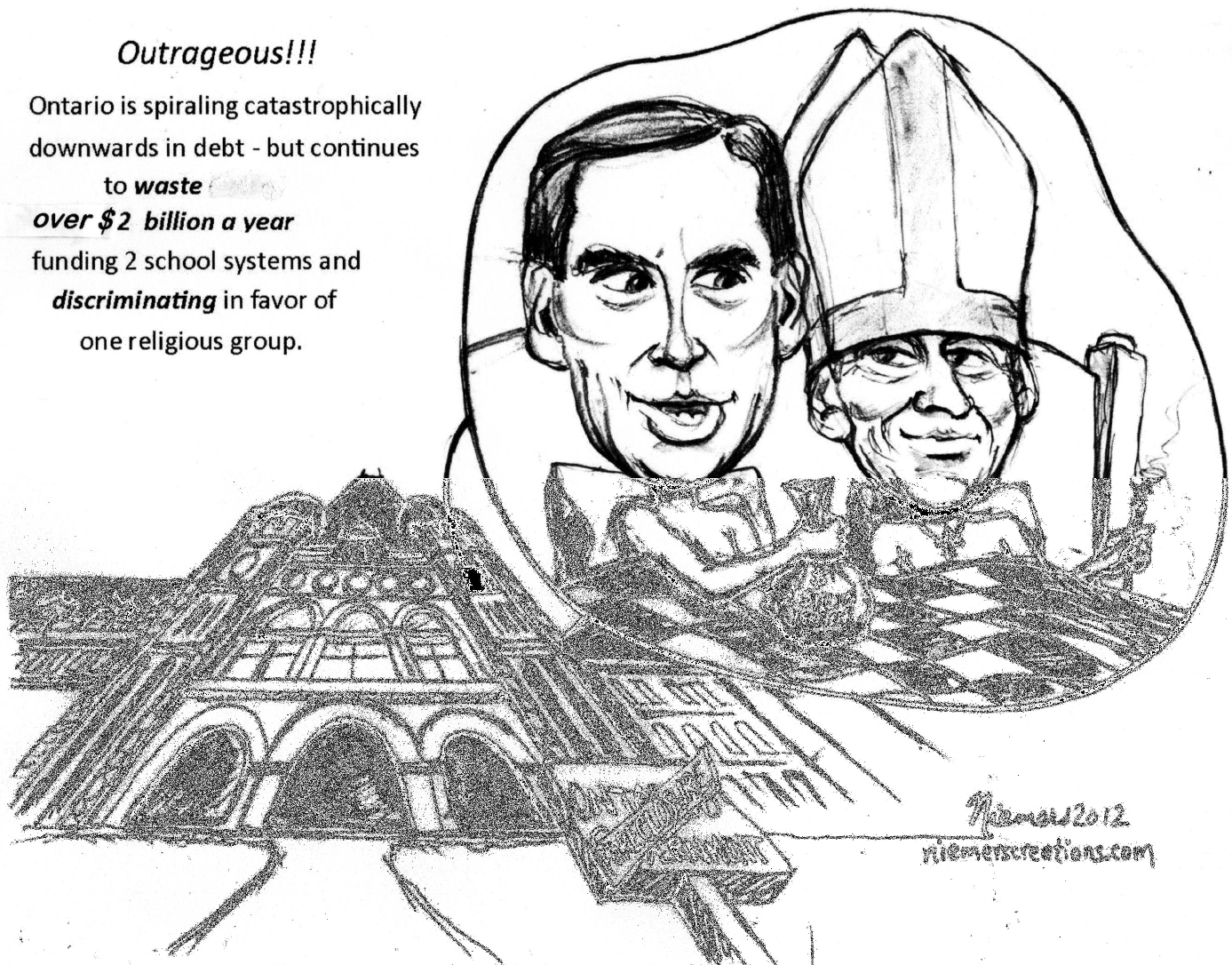
Fall 2012

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The enormous extra cost of the publicly-funded Roman Catholic separate school systems ranges from almost \$0.75 billion to over \$3.4 billion—each year, depending on which of the four Ontario school systems one looks at, and which year.

Outrageous!!!

Ontario is spiraling catastrophically downwards in debt - but continues to **waste** over **\$2 billion a year** funding 2 school systems and **discriminating** in favor of one religious group.



Using information from the Ministry of Education here is an analysis

<u>English School Board</u>	<u>Total number of students</u>	<u>Total Revenues</u>	<u>\$ per student</u>	<u>Revenues from Provincial Funding</u>	<u>\$ per student</u>
Roman Catholic	555,130	\$6,498,613,008	(\$11,706.47)	\$4,999,093,474 (76.9%)	(\$ 7,276.18)
Public	1,286,562	\$14,389,154,784	(\$11,184.19)	\$9,870,912,731 (68.6%)	(\$ 6,329.32)

Note: All figures used on pages 2 and 3 represent the average over the five school years from September 2006 to June 2011. Only page 4 represents one school year, The % figure for the right-of-centre column refers to % of total revenues.

INTRODUCTION

There have been many attempts to tie down just how much more it costs us, as taxpayers, for the yearly support of the publicly-funded Roman Catholic separate school systems, English and French. Each attempt has merit, but some lack proof for the conclusions. What is presented here are actual figures provided by the Ministry of Education through a freedom-of-information (FOI) request and averaged over a five-year span. Any argument about the figures should be directed to the Ministry; any argument about manipulation of the figures, or conclusions, should be directed to the author. Explanations and discussions on the various headings follow. Copies of the original information are available on request from CRIPE.

“Total revenues” as obtained from the Ministry are not listed above.

These revenues represent funding dollars with complications noted below, and so are not included in the tables because the aim is to zero in on dollars the systems cost the ordinary taxpayer. All text in quotation marks and/or italics is taken from the Ministry documents supplied as part of the FOI request. For “total operating revenues” note the following:

“These revenues” include “Revenues from residential property taxes”, “Revenues from business property taxes”, “Revenues from tax adjustments” (“such as supplementary taxes and tax write-offs”), “Revenues from provincial funding”, and “Other revenues” (“School generated funds, Federal grants, Investment income, Fees and revenues from other sources”).

“Revenues from provincial funding” (Funding with no complications)

This category is broken out from “total revenues” because it represents dollars which come from the province—your taxes, with no complicating factors. Note that the Separate school boards receive a greater percentage of dollars from general provincial taxation than the public boards.

Dollars per student This calculation has been made to indicate that, for each student taught, in all but one category, the Separate system draws more dollars from your taxes that does the Public system..

Residential property taxes Ministry figures under this heading on page 3 indicate that “Revenues from residential property taxes” from Roman Catholic ratepayers, averaged over the five school years under consideration, amounted to a miniscule 8.2% of “Total revenues” for the Separate system.

See also CRIPE newsletter for Spring 2004, issue #85, pages 5 & 6.

of costs averaged over the five school years between 2006 and 2011

	<u>Revenues from residential property taxes</u>	<u>% of total revenues</u>	<u>Total capital expenses</u>	<u>\$ per student</u>	<u>Total of provincial and capital expenses</u>	<u>\$ per student</u>
RC boards	\$532,468,290	8.2 %	\$467,644,190	(\$842.40)	\$4,999,093,414	(\$9,005.27)
Public boards	\$2,298,681,686	16 %	\$1,166,786,660	(\$906.90)	\$9,870,912,731	(\$7,672.32)

Total capital expenses *“100% of school board capital expenses are funded through provincial grants.”*

This is the only category in which the Public boards received a greater allocation (based on per pupil taught) than the Separate boards. If a survey were made in the years closer to the introduction of the full public funding of the separate school system, one would find a huge outlay of provincial tax dollars to build new high schools for the Separate system. Invariably, in those years, Public boards retained the old schools while the Separate boards were offered new schools. As a result, the Public boards are now more concerned with maintenance and repair of the older schools allowed them on the introduction of full funding.

Total provincial and capital expenses

These two categories, “Revenues from provincial funding” and “Total capital expenses”, are considered together as the two categories most closely related to our tax dollars.

The dollars per student spent here can be used for a comparison of costs for the two systems. One way to find how much more it costs us to support the Separate system can be found by simply calculating how much more it costs the Separate system to educate a student, than it costs the Public system.

The difference per student is $\$9,005.27 - \$7,672.32 = \$1,332.95$. So, in this extreme simplification, if all Separate students were taught in the public system it would save $\$1,332.95 \times 555,130 =$

\$739,960,533.5 or roughly 3/4 of a billion dollars each year.

A comparison with the individual years in the five-year span showed that this figure varied from **a high of \$1.4 billion in 2009-10 to a low of \$0.45 billion in 2007-08 for the English systems only.**

These figures debunk the often-told statement of separate-school supporters that no dollars would be saved through the elimination of the public funding of the separate-school system. In fact, additional dollars would be saved from the reduction of administrative staff, busing, and, in these times of declining enrolment, by the closure (and sale?) of surplus school buildings due to a consolidation of the student bodies..

A different approach to analysis of costs was done by W.J. Phillips. See page six.

Government cutbacks

In an effort to reduce the Ontario deficit, The McGuinty government has announced that there will be a freeze on welfare and disability support payments; scaled back increases for the Ontario Child Benefit program and a \$16 million cut from the budgets of Children’s Aid Societies. Note where these cuts are coming from: **the poor, the disabled, and children.**

School system size and Ontario’s French school systems. See page 4

There is no greater illustration of the effect of the size of school systems, and their cost, than a comparison with the two French systems—one Roman Catholic, and the other Public. The analysis on page 4 only covers one school year, because the information for only one school year was available at the time.

Take note of the opening paragraphs. Why has the government altered an arrangement that must have been working, to replace it with a tremendously costly one?

Having first divided us on religion, government now spends billions to divides us on language.

The following is copied from CRIPE newsletter Winter 2010, issue number 102 page 7

“In our last newsletter, on page 5, there is the story of approval being given to the Conseil Scolaire Catholique Franco-Nord school board to build a \$9.1 million high school in Mattawa which will have an inaugural enrolment of around 100 students. The students to move into the new school had always been taught, for the past 25 years, in the same Public School building as French and English Roman Catholics. In a town whose population has declined from 2,500 to 2,000 since 1996, the prospect of this new school being built has divided the community along religious lines.

“Espanola is a small northern paper-mill town with a stable population of around 5,500. Espanola High School is a public high school in the Rainbow District School Board, approximately 70 km from downtown Sudbury. The High School currently shares its physical space with the French Roman Catholic Board. Although the students of the two boards study and learn in perfect harmony at present, they will soon be separated. While the new multi-million dollar Roman Catholic school will have room to accommodate about 160 students, only about 68 students have been identified to attend.”

Comparison for one school year — Sept. 2009 to June 2010

School Board	Number of Students	Provincial Funding	\$ per student	Capital funding	\$ per student	Provincial plus Capital	\$ per student
Eng Sep	551,242	6,935,319,995	12,581.76	402,508,260	730.18	7,337,828,255	13,311.45
Eng Pub	1,275,774	12,711,028,210	9,963.39	1,055,757,898	827.54	13,766,786,108	10,790.93
Fr Sep	108,150	1,257,793,100	11,722.54	3,109,457,449	28,751.34	4,377,250,549	40,473.88
Fr Pub	126,224	563,730,285	4,466.11	4,204,708,903	33,311.49	4,768,439,188	37,777.60
All Sep	659,392	8,203,113,095	12,440.42	3,511,965,709	5,326.07	11,715,078,804	17,766.49
All Pub	1,401,998	13,274,758,496	9,468.46	5,260,466,801	3,752.12	18,535,225,296	13,220.58

All the cost figures point to one basic truth -
the higher the system enrolment, the lower the per-student cost.

From the above, it is obvious that the English Public school system is by far the most efficient, because of its size. To remove French students from the English public system's schools, and put them in separate buildings destroys the advantage of size as well as isolating groups of students. Where there are no common school assemblies, or sports teams or school bands or theatrical productions—the students are separated from each other and grow up in isolated groups in small towns. Is this the aim of our politicians? And for what purpose? Cost for school year 2009-10 below.

School Board	\$ per student Separate minus Public	Difference times # of students	Excess cost compared to cost if students taught in Public system
English only	13,311.45 - 10,790.93 =	2,520.52 x 551,242 =	\$1,389,416,485.84
All Sep & Pub	17,766.49 - 13,220.58 =	4,545.91 x 659,392 =	\$2,997,536,686.72
Fr Sep & Eng Pub	40,473.88 - 10,790.93 =	29,682.95 x 108,150 =	\$3,210,211,042.50
Fr Pub & Eng Pub	37,777.60 - 10,790.93 =	26,986.67 x 126,724 =	\$3,406,365,434.08

BILLIONS
and
BILLIONS

The above comparisons are simplistic, but nevertheless have merit—if only as a starting point.

CRIPE has no objection to French-language instruction, but believe that all R.C. students should not have a separate funded system, and that all French students can be taught, as before, in the one public school building.

Reasons to remove public funding from the Roman Catholic separate school system

1) The exclusive public funding provided to the Roman Catholic separate school systems is discriminatory, authenticated twice by the United Nations and by Justice Estey of the Supreme Court.

2) The discriminatory provisions with regard to admission and employment, are directed toward prospective students and teachers who are not Roman Catholic.

3) The existence of a public and a separate school in Ontario's small communities divides the population on the basis of religion.

4) The extra annual cost to support the separate systems, including capital and maintenance, is billions of dollars—**billions**.

5) There is zero benefit, social, educational, or otherwise, to the majority of Ontario's population for the outrageous cost to support the separate school systems.

Effect of full funding

6) The full funding could have an intended, or unintended, effect on the future viability of the Roman Catholic Church. Evidence to show that the full public funding could be harmful is outlined in the following paragraphs:

(a) From the London Free Press of March 2010:¹ "It's a painful

road the Roman Catholic Church has ... recently been down in its London Diocese, deciding to close 40 parishes...."

Twenty-two years of full public funding did not prevent any of the 40 parishes from closing.

(b) Father Real Ouellette of Quebec would agree with the above. Quebec has had publicly-funded Roman Catholic schools since Confederation, but when the funding was removed, he is quoted as saying "I think it was one of the most positive things that's been done."²

(c) "Losing faith in Catholic education" by Michael Coren.³

"In Ontario....state-funded Catholic education is generally about as Catholic as an Orange Lodge meeting in East Belfast. Non-Catholics assume that eager little Papists are indoctrinated into the Roman faith, but if only this was the case. The vast majority of Catholic teachers—while often decent and dedicated—are non-practicing and even anti-Church."

(d) "Catholic schools in a catastrophic state" from thespec.com by Paul Kokoski.⁴

"The destruction of our Catholic schools began in earnest back in the 1960s when our Canadian bishops gave up control as legal owners of our schools to the laity"
"Decades of replacing priests

and nuns with lay teachers has left most of our Catholic schools in a catastrophic state. The students that graduate from them are, with few exceptions, agnostics, moral relativists and, at best cafeteria Catholics."

e) Received on the OSSN website: "I teach in a Catholic school and I agree, it is time to move on. Unfortunately I cannot even post my real name and address for fear of reprisal. Many teachers that I work with feel the same way. I would even go so far as to say that teaching in this system has made me more cynical about my faith given the hypocrisy I am faced with every day."

7) As outlined on this page, the content shows that the provision of public dollars to the Roman Catholic separate school system can be interpreted as either

(a) life support for the Roman Catholic church,
or

(b) a detriment to the Roman Catholic church

Even without regard to the cost, for the members of a government to willingly subscribe to either the support or demise of the Roman Catholic Church is despicable.

¹ <http://www.lfpress.com/news/london/2010/05/18/13993046.html>

² http://diocesepembroke.ca/site/images/stories/ecclesia-pdi7ecclesia_2010-06.pdf page 7

³ <http://www.torontosun.com/2012/02/24/losing-faith>

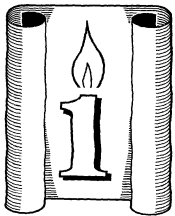
⁴ <http://www.thespec.com/opinion/article/572338--catholic-schools-in-a-catastrophic-state>

WHO WE ARE

Civil Rights in Public Education, Inc. is an organization composed of citizens of differing backgrounds, living in more than 155 communities across Ontario, committed to one strong public education system, which offers neither privilege nor prejudice to anyone.

OUR AIMS ARE

- To serve as advocates for civil rights in public education so that the public is informed about the issue of publicly-funded separate schools.
- To hasten the day when Ontario's education policy recognizes the dignity and worth of all children, their right to equality, and their right to freedom from religious discrimination.



OUR LOGO

Our logo is composed of a background scroll representing the charters of rights which guarantee fundamental freedoms to all individuals; the numeral "1" signifies equality and social unity in one public education system for each official language; the flame above is the universal symbol for freedom.

From the Ontario Budget, 2012

Ministry of Education

"Across Ontario there are 72 district school boards, with directors of education, supervisory officers and board administrative staff.

"To further reduce administrative and back-office expenses, the ministry will pursue the amalgamation of some neighbouring district boards to encourage economies of scale and allow the new boards to focus resources on student achievement.

"The government will not consider merging public and separate school boards, in keeping with constitutional requirements."

At present there are no "constitutional requirements" for the status quo.

Projected 3-year savings for the above; a paltry \$27.2 million

Another study, by W.J. Phillips of Urban Neighbourhoods, projected annual savings of between \$1.269 billion and 1.594 billion.

<http://urbanneighbourhoods.files.wordpress.com/2010/11/infosfromthemergerofontariopublicandseparateschoolsystems.pdf>

A Thought to Consider

Watch what's going on, try to understand what's happening around you in society. And, when you get the feeling there's an injustice, react to the injustice without being content just to notice it, but try to do something. For me, that's resistance, that covers small gestures but also some adventures.

Raymond Aubrac, French resistance to the Nazis in the 1940s

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Member of the **One School System Network**

Above all we must make sure that no citizen of Ontario, now, or ever in the future, is privileged or disadvantaged publicly because of his/her faith, or absence of faith.