

EDMONTON PUBLIC SCHOOLS

April 25, 2000

TO: Board of Trustees

FROM: E. Dosdall, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: A. McBeath, Department Head

RESOURCE
STAFF: Anne-Louise Charette, Bob Clark, Beatrice Denboer

INFORMATION

TRUSTEE REQUEST #208, APRIL 11, 2000 (TRUSTEE GIBEAULT): PROVIDE CLARIFICATION OF THE RATIONALE OF THE AMOUNT OF TREATMENT TIME PROVIDED TO STUDENTS IN DIVISIONS I AND II WHO HAVE BEEN IDENTIFIED AS REQUIRING SPEECH AND LANGUAGE PATHOLOGY SERVICES WITH RESPECT TO PRIORITY LEVELS. The amount and type of speech and language intervention provided is determined by a number of factors including:

- The clinical condition or disability (e.g., articulation, fluency, voice, motor speech)
- Severity of the problem
- Prognosis for improvement
- Age of the student
- Involvement of parents and school personnel in reinforcing treatment goals
- The key intervenor (e.g., speech-language pathologist, aide, parent, teacher)

Capital Health's intervention statistics demonstrate that on the average students with higher priority receive more hours of service, but that there is wide variation in hours of service at each severity level. At any priority level, limited hours of service are usually related to one of the following factors:

- For some students, service is limited to a brief assessment and referral is made to another community service providing specialized services such as Glenrose for students with cochlear implants or to Consulting Services for students with sensory multiple disabilities;
- Some children move just as an intervention has been started, a common occurrence in schools with high transiency rates;
- The referral is not received until late in the treatment block for the school; or
- For some students, consultation with teachers and parents is all that is required to confirm that the language arts program is adequately addressing the language needs.

At the mild and moderate priority levels, students receive extended treatment hours if they have fluency problems which require extensive practice, are attending a program which operates for a specified number of weeks, or are in attendance at the Tevie Miller Heritage School where parents pay for enhanced services. (A-L. Charette, 429-8381)

REQUEST #209, APRIL 11, 2000 (TRUSTEE DEAN) PROVIDE A REPORT REGARDING THE LEVEL OF ACCESSIBILITY THAT HAS BEEN PROVIDED IN JUNIOR AND SENIOR HIGH SCHOOLS FOR STUDENTS WHO ARE PHYSICALLY CHALLENGED.

WHAT ABILITY DO WE HAVE TO APPLY TO ALBERTA LEARNING FOR FUNDING TO MAKE UPGRADES TO MAKE THESE SCHOOLS MORE ACCESSIBLE?

The administration monitors the level of accessibility of all district schools. The attached list (appendix I) ranks the level of accessibility for schools in the district that offer junior and senior high programming. The ranking was based on how well the facility meets 1990 building code requirements. A number 1 rating is considered barrier free and a number 5 rating is considered to require major modification.

Funding for upgrading schools is provided by Alberta Infrastructure. This provincial department annually allocates funding to the district for the purposes of school upgrading under three funding programs. The first is the block funded Building Quality Restoration Program (BQRP). The district receives its annual block fund amount and determines upgrading needs at schools. The district's priority is to address life, health, and safety issues. The district's Major Maintenance Plan identifies school specific projects that include components such as school accessibility.

The second provincial allocation for maintenance to the district is through the province's block funded Operating and Maintenance Program. The district acquires these funds based on a formula that factors in square meters of school space and student enrolment. The district maintains some of these funds centrally and reallocates the balance of funds to schools. The purpose of these funds is to address the ongoing maintenance needs at schools. Priorities for using the funds are determined at the school level.

The third provincial allocation to the district that addresses school upgrading needs is through the province's School Modernization Program. Currently, the district makes a request to the province through its annual capital submission process for schools to be considered for modernization, once the province has requested districts to make submissions. Typically the submissions propose three years of local capital needs. Proposals for school modernizations may include an upgrade to improve accessibility. (B. Denboer, 429-8441/Bob Clark 429-8511)

AMcB:GR:hc

Appendix I – Wheelchair Accessibility