

EDMONTON PUBLIC SCHOOLS

February 24, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: D. Barrett, Assistant Superintendent  
B. Coggles, Assistant Superintendent

RESOURCE  
STAFF: Gloria Chalmers, Anne Sherwood

INFORMATION

**TRUSTEE REQUEST #175, JANUARY 13, 2009 (TRUSTEE RIPLEY) PROVIDE INFORMATION REGARDING THE COSTS FOR THE CONTINUATION OF FUNDING FOR STUDENTS WITH SEVERE DISABILITIES WHO HAD RECEIVED EARLY EDUCATION FUNDING.** Eligibility criteria and programming vary from pre-school to Grade 1. With regard to criteria for severe disabilities, Alberta Education recognizes delays (e.g., speech language, motor) in pre-kindergarten and kindergarten but not in Grades 1 to 12. Thus, of 375 PUF-eligible children in kindergarten in 2007-2008, 185, or 49 per cent, are “regular” for funding purposes in 2008-09. With regard to programming, the pre-school program includes such things as home visits, provision of speech therapy and is play based, aspects that do not directly apply in Grades 1 to 3. To provide a relatively accurate cost figure for the provision of equivalent support to these students in Grades 1 to 3, the administration will need to develop and cost a service delivery model that recognizes the changed program needs. Once this development work is completed, the administration will provide a cost figure.

**TRUSTEE REQUEST #189, FEBRUARY 10, 2009, (BOARD) PROVIDE THE FOLLOWING:**

- all results for the 2006-2008 District Satisfaction Survey Eligibility Special Needs (Parents)
- number of respondents to the survey.

The survey results are attached, Appendix I. The number of respondents is indicated in the last column, i.e., 583 in 2006 and 652 in 2008.

**TRUSTEE REQUEST #191, FEBRUARY 10, 2009, (BOARD) PROVIDE INFORMATION REGARDING HOW THE DISTRICT ENGAGES STAFF, COMMUNITY AND PARENTS TO STIMULATE STAKEHOLDER FEEDBACK REGARDING NEW AND CHANGING POLICIES:** The Planning and Policy Committee is responsible for overseeing the policy review process in accordance with the Board’s requirements. The Board’s policy with respect to policy development and review requires that “stakeholders shall be provided with appropriate opportunity for consultation and involvement in the development and or review of policy statements”.

Appropriate opportunity for consultation and involvement in the development or review of policy statements is dependent on whether it is a new policy, a substantive change to an existing policy that has been proposed or a minor revision or affirmation of an existing policy. At minimum, all proposed new, revised and affirmed policies are subject to a four-week web-survey posted on the District website. When a policy is posted on-line for stakeholder input, an e-mail is sent to all principals, all central service staff, Field Offices and staff group presidents encouraging participation. Principals are encouraged to bring the policies currently under review to the attention of staff, parents and their school councils. Many schools include this notice in their school newsletters and on SchoolZone news updates. A regular reminder to check the web-survey postings is also included on the Parents as Partners website. The new Parents as Partners online newsletter will be including a regular reminder in each issue, as was done in the former Keynotes newsletter. The policy feedback (web-survey) function can be accessed from a number of district web-pages: Board of Trustees, Policies, Contact Us and Parents. As well, stakeholders have the option of signing up for automatic notification of policy surveys on the website via the routine e-mail notification of new postings. Response to the on-line web-surveys varies in the number of responses as well as the grouping of the responses (i.e. staff, parents, community) dependent on the nature of the policy under review.

For proposed new policies and substantive revisions to existing policy, the Administration, as part of the research phase, will actively seek input from stakeholders directly impacted by the policy in the development and review stage prior to posting on the web-survey. Principal advisory committees are often used to vet proposed policy changes to better understand the implications of implementing a policy change.

The Administration uses a variety of methods to stimulate input. The Administration may have an existing user group or advisory body with which to consult on the implications of new or revised policies. For example, the user group affected by a proposed change to the policy on second languages would be consulted at the preliminary stages of policy development. The user group would also be encouraged to participate in the web-survey and to assist in communicating the opportunity for input within that particular community of interest. Another example was the proposed new policy on staff conduct which was vetted through the various staff liaison committees—the liaison committees and staff representatives were encouraged to communicate the proposed policy and advise their members of the opportunity for input on the web-survey.

The Administration may use a combination of the aforementioned methods including a public consultation process, for example the development of the Aboriginal policy used all of the above methods. Another example is the review of the Board's multicultural policy which will be influenced by the input being received from the Multicultural Task Force work as well as input from existing contacts the Administration has with partner organizations working in this area.

The work that is currently being done on public engagement processes will assist the Administration in identifying appropriate methods of engaging stakeholders dependent on the policy under review or development.

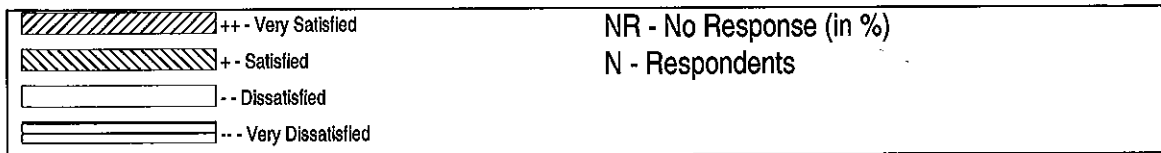
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APPENDIX I - District Satisfaction Survey Results 2006-2008 by Eligibility – Special Needs

**DISTRICT SATISFACTION SURVEY RESULTS 2006-2008**

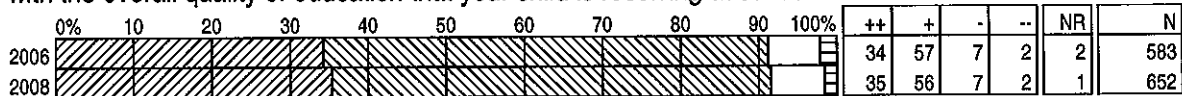
BY ELIGIBILITY - SPECIAL NEEDS

PARENTS  
SPECIAL NEEDS

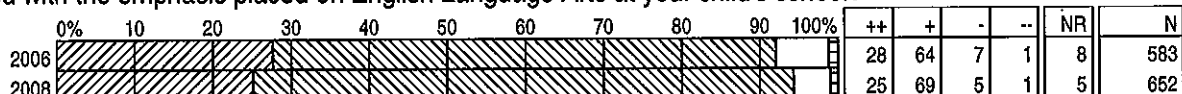


Note: Graph percentages are based on committed responses

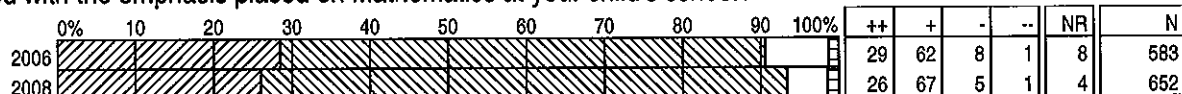
1) How satisfied are you with the overall quality of education that your child is receiving at school?



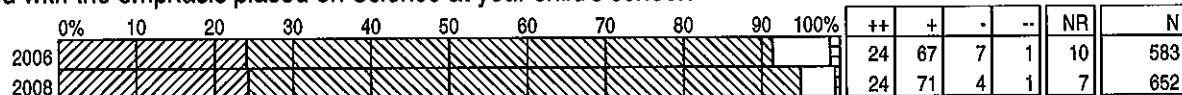
2a) How satisfied are you with the emphasis placed on English Language Arts at your child's school?



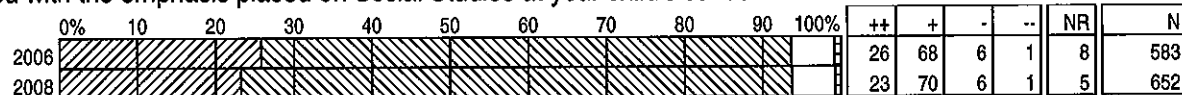
2b) How satisfied are you with the emphasis placed on Mathematics at your child's school?



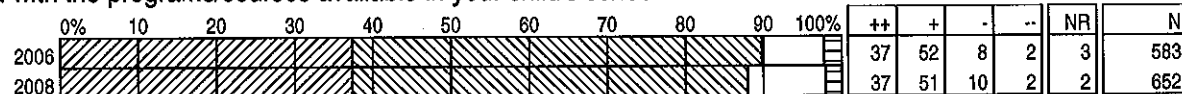
2c) How satisfied are you with the emphasis placed on Science at your child's school?



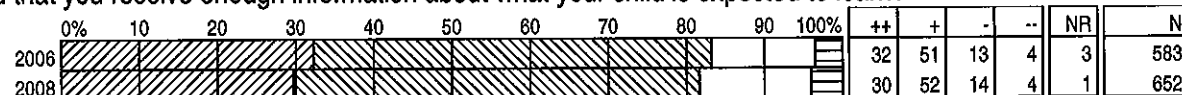
2d) How satisfied are you with the emphasis placed on Social Studies at your child's school?



3) How satisfied are you with the programs/courses available in your child's school?



4) How satisfied are you that you receive enough information about what your child is expected to learn?

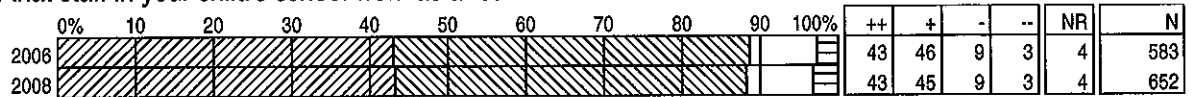


\* Results weighted

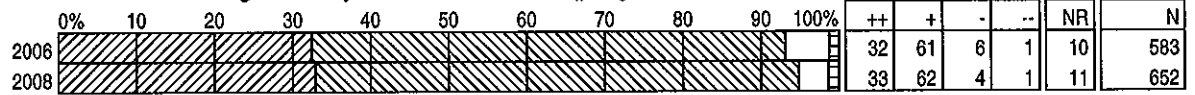
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SPECIAL NEEDS

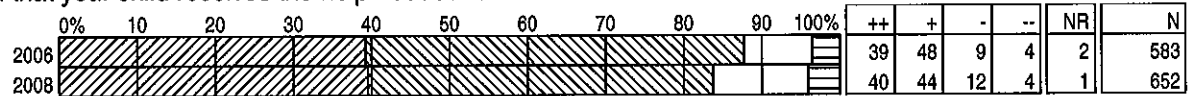
5) How satisfied are you that staff in your child's school work as a team?



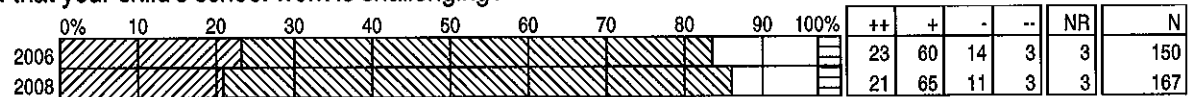
6) How satisfied are you with the non-teaching staff at your child's school? (program aides, office staff, custodians, etc.)



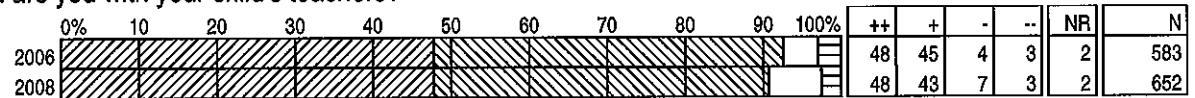
7) How satisfied are you that your child receives the help needed to succeed in school?



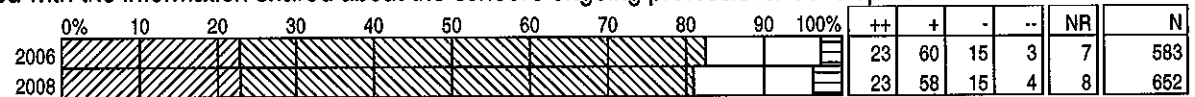
8) How satisfied are you that your child's school work is challenging?



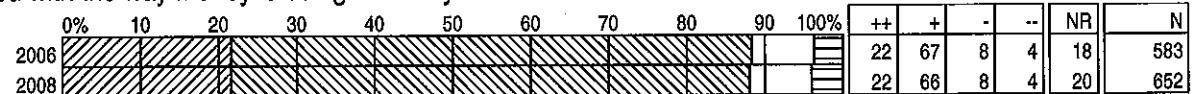
9) Overall, how satisfied are you with your child's teachers?



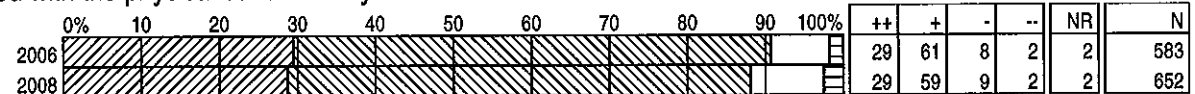
10) How satisfied are you with the information shared about the school's ongoing professional development?



11) How satisfied are you with the way money is being used in your child's school?



12) How satisfied are you with the physical condition of your child's school?

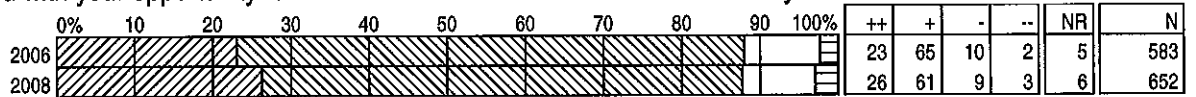


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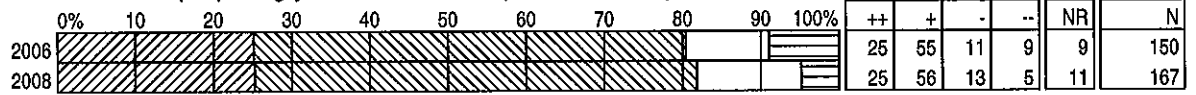
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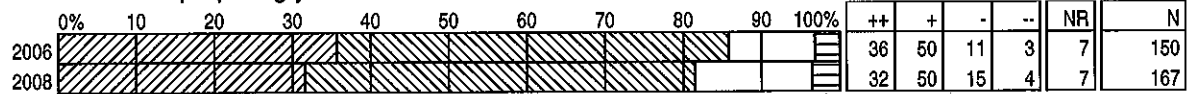
13) How satisfied are you with your opportunity for involvement in school decisions that affect your child?



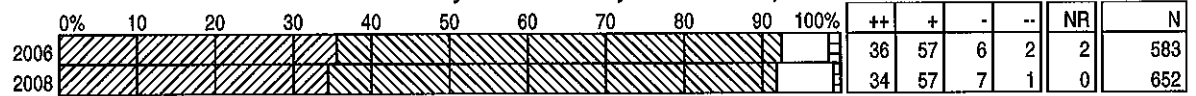
14) How satisfied are you that school is preparing your child to enter post-secondary education?



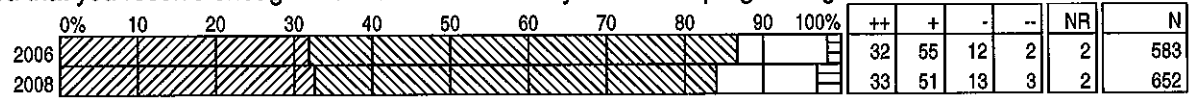
15) How satisfied are you that school is preparing your child to enter the world of work?



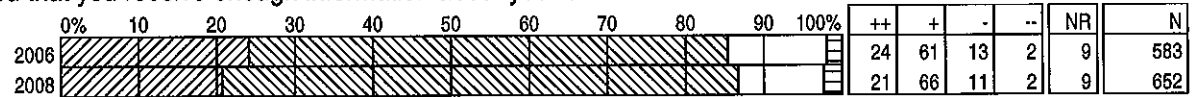
16) How satisfied are you with the usefulness of the information you receive in your child's report card?



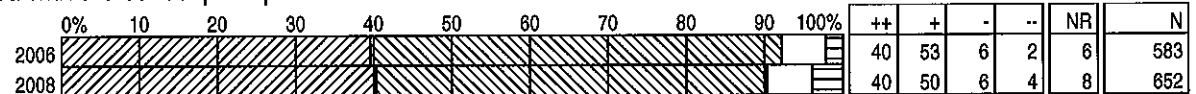
17) How satisfied are you that you receive enough information about how your child is progressing?



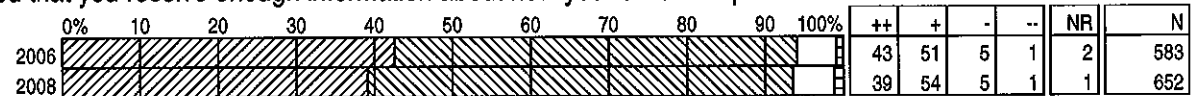
18) How satisfied are you that you receive enough information about your school's student achievement results?



19) How satisfied are you with the school principal?



20) How satisfied are you that you receive enough information about how your child is expected to behave?

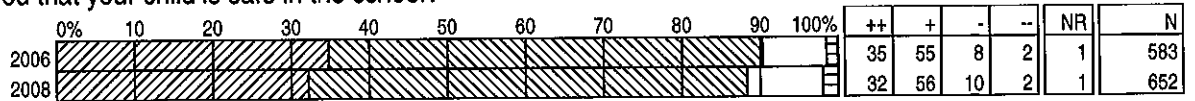


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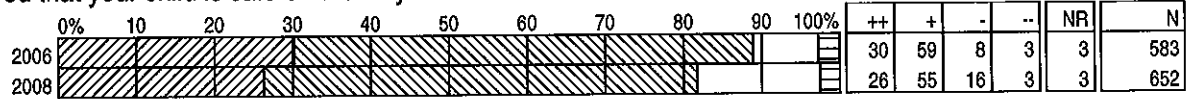
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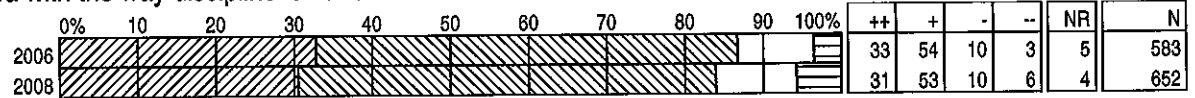
21a) How satisfied are you that your child is safe in the school?



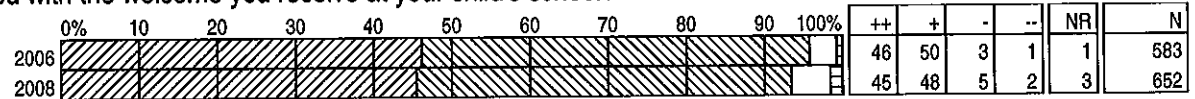
21b) How satisfied are you that your child is safe on the way to and from school?



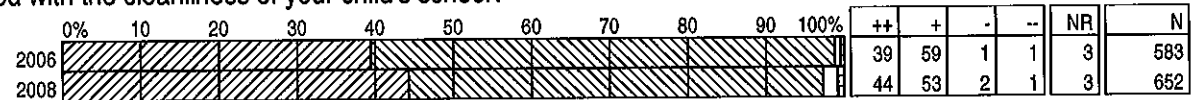
22) How satisfied are you with the way discipline is handled in the school?



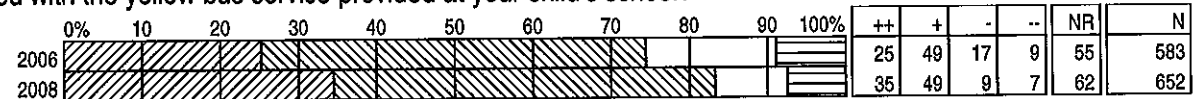
23) How satisfied are you with the welcome you receive at your child's school?



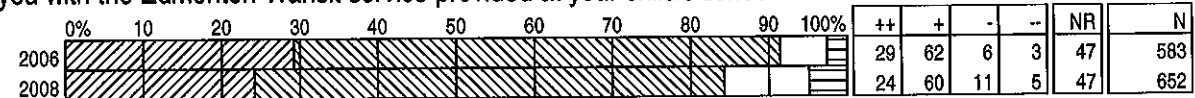
24) How satisfied are you with the cleanliness of your child's school?



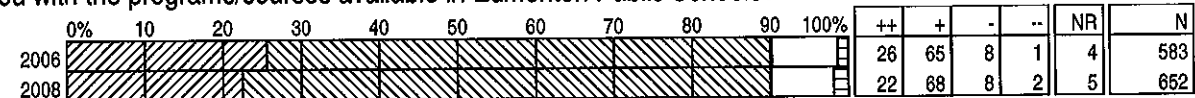
25) How satisfied are you with the yellow bus service provided at your child's school?



26) How satisfied are you with the Edmonton Transit service provided at your child's school?



27) How satisfied are you with the programs/courses available in Edmonton Public Schools?

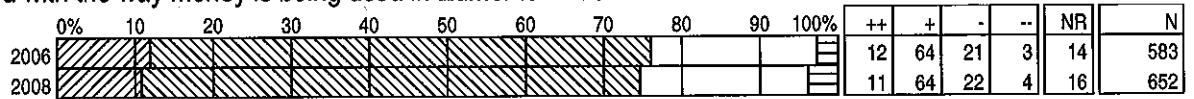


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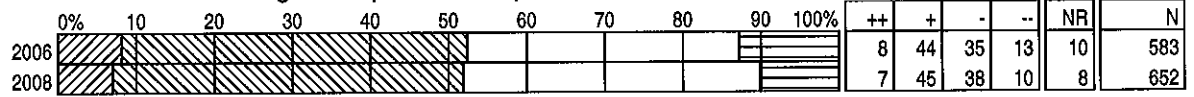
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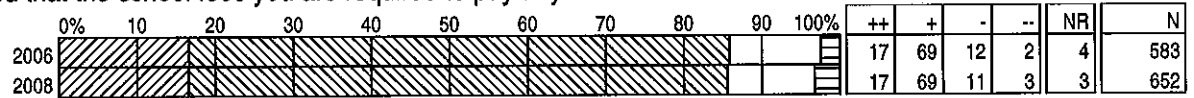
28) How satisfied are you with the way money is being used in Edmonton Public Schools?



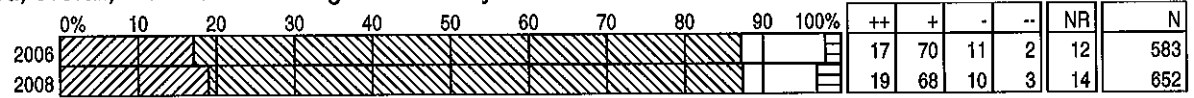
29) How satisfied are you with the level of funding that is provided for public education?



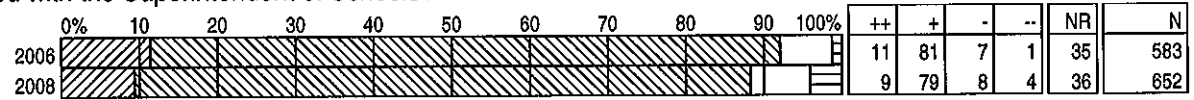
30) How satisfied are you that the school fees you are required to pay at your child's school are reasonable?



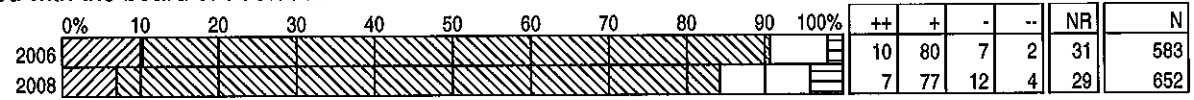
31) How satisfied are you, overall, with the fundraising activities at your child's school?



32) How satisfied are you with the Superintendent of Schools?



33) How satisfied are you with the board of trustees?



\* Results weighted