

EDMONTON PUBLIC SCHOOLS

January 31, 2006

TO: Board of Trustees

FROM: E. Schmidt, Acting Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: D. Barrett, Executive Director
C. McCabe, Executive Director

RESOURCE

STAFF: Kerry Ann Kope, Stuart Wachowicz

INFORMATION

TRUSTEE REQUEST #125, NOVEMBER 8, 2005 (TRUSTEE KEIVER) PROVIDE A RESPONSE TO THE QUESTIONS: IF THE DISTRICT WERE TO HAVE A NORTH SIDE SITE FOR THE TEVIE MILLER/HERITAGE AND L. Y. CAIRNS PROGRAMS; COULD THESE TWO PROGRAMS CO-EXIST IN THE SAME FACILITY? IF NOT, WHY? These two programs could conceivably operate within one facility on the North side of the city, however, this would not provide any advantage to programming for students as the two programs are very different from one another. As well, there is currently no appropriate space available on the north side of the city to accommodate a kindergarten to Grade 12 program with a large number of students requiring special education services. There are a number of separate buildings with space that could accommodate a number of students with special needs. However, there are currently a number of north side schools that offer opportunity programming for students residing north of the river. In all cases the programs would need to run along side both regular and alternative programs currently located in schools. The ratio of special needs students to regular and alternative program students would also increase.

Creating two district locations for the L.Y. Cairns School program at both a North and South location would potentially divide the student population into two equal groupings. This would decrease the number of students attending both programs by approximately half. The lower numbers of students would have an impact on programming, support, complimentary courses at junior high and senior high school levels as well as extra-curricular activities. The special education programs would need to run alongside regular and alternative programs in other schools to maintain their viability, however, would lose the unique qualities of the L.Y. Cairns School program.

Creating two district locations for the Tevie Miller Heritage Program would allow easier access for students on the north side of the city. Approximately 2/3 of the current students live on the south side and 1/3 on the north side of the city. In order for the program to be viable it would need to be located in a school alongside other regular and/or alternative programs. Access to specialized support like speech-language pathologists may differ from current service if there were fewer numbers of students requiring services in the school.

WHAT WOULD THE INITIAL COST TO THE DISTRICT BE TO ESTABLISH NEW SITES FOR THESE PROGRAMS AT ONE SITE OR TWO SITES? PROVIDE DETAILS ON NECESSARY PHYSICAL PLANT MODIFICATIONS, RENOVATIONS, FUNDING FOR RESOURCE MATERIALS, BOOKS, TEACHING TOOLS, ETC. The majority of services provided by L.Y. Cairns School are to students identified as having an Special Education Opportunity Eligibility. Establishment grants for new Opportunity District Centres are approximately \$23,800 per classroom for facility modifications and resources. Approximately six classes would be required in a North side site. The cost for program establishment would be almost \$150,000. Depending on the specific school, different modifications would need to be made to each building.

The majority of services provided by the Tevie Miller Heritage Program are to students identified as having a Communication Disability Eligibility. Tevie Miller Heritage Program at Alberta School for the Deaf is the only location in the district that offers this type of program choice. When the Heritage School was established in the district in 1996 the school received \$9,867 and an additional \$21,200 for the establishment of the program. Establishment grant costs for facility modifications and resources for programs with similar allocations range from \$20,000 to \$23,800. Because Tevie Miller Heritage Program is site specific to the one location only, and is in a unique category a new recommended establishment grant has not yet been created. The Tevie Miller Heritage Program receives additional funding from parent fees and government support to provide services beyond the moderate level of special education funding.

HOW WOULD THESE COSTS COMPARE TO THE ESTIMATED COSTS FOR PROVIDING CITY-WIDE TRANSPORTATION TO THE EXISTING SITES INTO THE FUTURE ANTICIPATING INCREASED RIDERSHIP, EXPENSES AND RIDE TIMES? The estimated cost for providing city-wide transportation to the existing sites of Tevie Miller Heritage Program and L.Y. Cairns School programs is \$1.5M. This cost would increase each year by approximately 5 per cent for future years.

The financial cost for providing city-wide transportation would not change significantly if there was a North and South side location for each program. An increase in expenditures could occur if ridership increases due to a North and South side location and more families choose the program. The transportation expenditure is calculated based on a per student per day basis (e.g. 1 student @ \$17 per day X 190 instruction days = \$3,230). There would be, however, a saving in ride times which would be reduced by at least ½ hour each way as the distance required to travel would be reduced.

The students could ride on the same buses as long as the school hours are the same. If the programs were at two separate locations, the school hours would need to be staggered to get the students to each location on time. (K. Kope)

TRUSTEE REQUEST #153, JANUARY 17, 2006 (TRUSTEE HANSEN): PROVIDE INFORMATION REGARDING THE RETENTION RATE OF STUDENTS IN GRADE 6 FRENCH IMMERSION CONTINUING ON. Since the beginning of the French Language Renewal Project, given information provided by Student Information, just over 80 per cent of grade six immersion students are continuing in immersion in grade 7.

The total number of students between 2002-2003 and 2004-2005 in grade 6 immersion has been 537. Of that number 420 have continued in grade 7 immersion programming. This represents 80.1 per cent. (S. Wachowicz)

TRUSTEE REQUEST #154, JANUARY 17, 2006 (TRUSTEE GIBEAULT): PROVIDE INFORMATION ON THE AMOUNT OF FEDERAL SUPPORT AND TYPES OF GRANTS FOR FRENCH LANGUAGE RENEWAL SO THAT THIS COULD BE SHARED WITH NEW MEMBERS OF PARLIAMENT IN TERMS OF EXPRESSING OUR APPRECIATION FOR RECEIVING THIS SUPPORT. The grants and support received to help the district support the work of the French Language Renewal Project came through Alberta Education, applying federal funds targeted to support French Language education. The funding is accessed by Alberta Education from three sources all of which require matching funds from the applicant(s). Funds allocated by the district have been employed as matching funding over the described period.

Official Languages Expansion Program (OLEP)

This fund is made available each year from the Department of Canadian Heritage and school districts can apply annually to access these monies for the purpose of special projects or expansion of French Immersion or core French programs. The federal funds are provided to Alberta Education through Canadian Heritage. Application is made to Alberta Education who determines how the funds will be distributed in Alberta.

Official Languages Expansion Program (Supplementary Funding)

This is a separate envelope of money that is determined later in the budget year and is also available for districts to make application in support of special projects that enhance French language education. The funds are again supplied to Alberta Education through Canadian Heritage. Alberta Education determines the distribution.

Action Plan for Official Languages

The federal Action Plan is a large fund that was dedicated by the federal government to provide support to increase the number of Canadians who are functional in both official languages. School districts and other institutions create partnerships and provide project proposals to the provincial education departments. Each province selects from these projects and develops a provincial strategy which is then submitted to Canadian Heritage for consideration for funding. Upon approval of funding the province receives an allocation and that is divided up by the province to projects the province has approved.

Over the course of the period September 2002 through December 2005, the French Language Renewal Project has made numerous applications for funding under the above funding envelopes. The following is a breakdown of funds received to date:

Action Plan	\$180,000
OLEP	\$618,000
Supplementary Funds	\$229,000
TOTAL	\$1,027,000

(S. Wachowicz)

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