

EDMONTON PUBLIC SCHOOLS

March 23, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATOR: A. Habinski, Executive Director, School and District
B. Holt, Executive Director, Instructional and Curricular Support
R. MacNeil, Assistant to the Superintendent

RESOURCE

STAFF: Lisa Austin, Gloria Chalmers, Meredith Colgan, Brian Fedor,
Mike Falk, Anne Mulgrew

INFORMATION

TRUSTEE REQUEST #394, DECEMBER 9, 2003 (TRUSTEE ODYNSKI) PROVIDE INFORMATION ON THE NUMBER OF STUDENTS WHO COMPLETE ON-LINE COURSES THROUGH ARGYLL HOME EDUCATION CENTRE. As LearnNet programming involves on-line and correspondence courses, completion information for both has been compiled at the elementary and junior high level. Due to the nature of registration processes, only on-line course information is available at the high school level. The completion information is provided in Appendix I. (G. Chalmers, 429-8398; M. Falk, 429-8437; A. Mulgrew, 429-8351)

TRUSTEE REQUEST #418, FEBRUARY 10, 2004 (TRUSTEE FLEMING) PROVIDE INFORMATION REGARDING THE IMPACT OF ESTABLISHING A RATE OF \$1.50 PER SQUARE METER PER MONTH FOR CUSTODIAL SERVICES ON COMMUNITY REQUESTS FOR SPACE. Schools provide after-hours access under the Joint Use Agreement based on the school's ability to staff appropriately within the individual school's budget. The \$1.50 per square meter per month custodial service rate for leased space does not impact community requests for access to school facilities under the Joint Use Agreement. Tenants who pay rent for exclusive use of school space have the option to contract with the school for custodial services or provide their own. District standards for cleanliness would apply in both cases.

Paid rentals outside of the Joint Use Agreement have a schedule of custodial services rates that are based on the collective agreement settlement wage schedule for overtime. These rates are in the district's Budget Manual and the Rental Services Procedures Manual as information to all schools. The custodial rate for leased space was determined by taking the entire cost of custodial services paid by the district in 2000-2001 and dividing it by the total square meters of district space and dividing again by 12 months of the year. The rate would be at regular salary as the work would become part of the custodial staff's regular duties and not done as overtime. (M. Colgan, 429-8537)

TRUSTEE REQUEST #421, FEBRUARY 24, 2004, (TRUSTEE FLEMING) IS THE COST OF REPLACING THE EMERGENCY GENERATOR AT L.Y. CAIRNS SCHOOL INCLUDED IN THE MODERNIZATION BUDGET OF \$2.4 MILLION? (TRUSTEE FLEMING) The replacement of the emergency generator is included in the modernization budget. (B. Fedor, 429-8534)

TRUSTEE REQUEST #422, FEBRUARY 24, 2004, (TRUSTEE WOODROW) WHAT FEATURES ARE BEING PUT IN PLACE FOR BASEMENT MUSIC ROOM MODERNIZATIONS TO ENSURE THAT THE HEARING OF MUSIC TEACHERS IS NOT ENDANGERED?

The design and construction of the music room will address two major concerns:

- sound isolation
- sound reduction.

Sound isolation will be achieved by installing mass enhanced walls such as sand filled concrete block walls. Existing floor structures above the music room will be “reinforced” with mass to reduce sound transmission. In areas where the floor is external to present renovations, the underside (ceiling) of the floor above will be lined with rigid board fiberglass. Openings will be closed or treated.

Sound reductions will be achieved with two approaches:

- volume
- absorption

Volume

The music room facility in this school will be accommodated in a space of 1400 square feet with a height of 12 feet. The size and height allows for a volume larger than most comparable facilities and achieves better dissipation of sound. The design will also incorporate varying ceiling heights to avoid reflectance and sound reinforcements.

Absorption

In order to reduce sound reinforcements, echoes and reflectance, the room surfaces will be treated as much as possible with highly sound absorptive materials. The ceiling will consist primarily of an acoustically absorptive suspended material, walls will be clad with cloth covered fiberglass panels and the floor will be carpeted.

The space will perform acoustically as a “dead” room. The reverberation time will be very short resulting in muffled, suppressed sounds. The above treatment of school music rooms has successfully been tried in several other facilities and it reflects recommendations of the Canadian Music Educators Association to protect the hearing of bandroom music teachers.

(B. Fedor, 429-8534)

TRUSTEE REQUEST #426, FEBRUARY 24, 2004 (TRUSTEE WOODROW) WHY WASN'T MUSIC ENRICHMENT REFERRED TO IN THE EDUCATION SUPPLEMENT IN THE EDMONTON JOURNAL ON SUNDAY AND WHY AREN'T THESE KINDS OF MAJOR OPPORTUNITIES FOR PROMOTION BEING PURSUED? This is the third year such a supplement has been developed and distributed through the *Edmonton Journal* and to schools, public libraries and community daycares. This publication replaces a number of former district information documents that focused on board approved alternative and special needs programs. As music enrichment is not an alternative program, it was not included. Opportunities for promoting music enrichment at the district level will be pursued. (G. Chalmers, 429-8398)

AH:cg

APPENDIX I: Successful Completion of Elementary Online and Correspondence Courses at
Argyll – 2002-03 School Year

**SUCCESSFUL COMPLETION OF ELEMENTARY ONLINE AND
CORRESPONDENCE COURSES AT ARGYLL
2002-03 SCHOOL YEAR**

Course	On Line Courses		Correspondence Courses	
	Number Initially Enrolled	% Successful	Number Initially Enrolled	% Successful
Grade 1 Language Arts	5	40.0	93	71.0
Grade 1 Mathematics	6	33.3	99	83.8
Grade 1 Science	6	33.3	49	83.7
Grade 1 Social Studies	6	33.3	45	88.9
Grade 2 Language Arts	7	42.9	80	78.8
Grade 2 Mathematics	9	33.3	84	88.1
Grade 2 Science	8	25.0	43	74.4
Grade 2 Social Studies	8	25.0	38	76.3
Grade 3 Language Arts	10	70.0	77	83.1
Grade 3 Mathematics	10	70.0	85	83.5
Grade 3 Science	11	54.5	48	79.2
Grade 3 Social Studies	11	54.5	45	84.4
Grade 4 Language Arts	10	70.0	61	86.9
Grade 4 Mathematics	9	55.6	69	82.6
Grade 4 Science	9	77.8	30	70.0
Grade 4 Social Studies	10	70.0	31	67.7
Grade 5 Language Arts	26	73.1	71	81.7
Grade 5 Mathematics	23	73.9	72	79.2
Grade 5 Science	25	68.0	45	73.3
Grade 5 Social Studies	27	70.4	46	78.3
Grade 6 Language Arts	25	92.0	63	84.1
Grade 6 Mathematics	24	95.8	70	80.0
Grade 6 Science	24	87.5	41	68.3
Grade 6 Social Studies	26	84.6	38	65.8
Elementary Total	335	69.0	1423	79.9

**SUCCESSFUL COMPLETION OF JUNIOR HIGH ONLINE AND CORRESPONDENCE
COURSES AT ARGYLL
2002-03 SCHOOL YEAR**

Course	On Line Courses		Correspondence Courses	
	Number Initially enrolled	% Successful	Number initially enrolled	% Successful
Grade 7 Language Arts	60	78.3	56	69.6
Grade 7 Mathematics	56	69.6	62	71.0
Grade 7 Science	53	64.2	42	50.0
Grade 7 Social Studies	58	81.0	34	52.9
Grade 8 Language Arts	76	67.1	45	62.2
Grade 8 Mathematics	69	50.7	50	58.0
Grade 8 Science	74	54.1	32	56.3
Grade 8 Social Studies	75	72.0	31	54.8
Grade 9 Language Arts	78	57.7	76	57.9
Grade 9 Mathematics	81	46.9	85	50.6
Grade 9 Science	78	66.7	57	54.4
Grade 9 Social Studies	77	50.6	59	55.9
Junior High Total	835	62.4	629	58.0

**SUCCESSFUL COMPLETION OF HIGH SCHOOL ONLINE COURSES AT ARGYLL
2002-03 SCHOOL YEAR**

Course	On Line Courses	
	Number Initially Enrolled	% Successful
English 10-2	24	50.0
English 10-1	65	83.1
English 20-2	15	60.0
English 20-1	58	50.0
English 30	57	59.6
English 33	10	50.0
Pure Math 10	35	65.7
Applied Math 10	37	56.8
Pure Math 20	42	38.1
Applied Math 20	27	37.0
Pure Math 30	29	48.3
Applied Math 30	13	23.1
Mathematics 31	4	NR
Mathematics 14	14	92.9
Mathematics 24	9	77.8
Science 10	84	63.1
Biology 20	50	56.0
Chemistry 20	38	50.0
Physics 20	27	40.7
Biology 30	34	50.0
Chemistry 30	20	40.0
Physics 30	9	55.6
Science 14	20	60.0
Science 24	12	58.3
Social Studies 10	69	71.0
Social Studies 20	43	60.5
Social Studies 30	35	60.0
Social Studies 13	21	23.8
Social Studies 23	23	39.1
Social Studies 33	17	64.7
High School Total	942	56.5