

EDMONTON PUBLIC SCHOOLS

April 14, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Responses to Board Requests for Information

ORIGINATOR: T. Parker, Assistant Superintendent  
B. Tams, Assistant Superintendent

RESOURCE  
STAFF: David Fraser, Ann Parker, Bonnie Zack

INFORMATION

**BOARD REQUEST #200, MARCH 24, 2009: PROVIDE INFORMATION WITH RESPECT TO THE STAFF GROUP PRESENTATIONS REGARDING THE COST AND IMPLICATIONS OF THE FOLLOWING: HEAD CUSTODIAL TRAINING PROFESSIONAL DEVELOPMENT, CUSTODIAL TECHNOLOGY UPGRADES (E-MAIL AND TELEPHONES), AND PROFESSIONAL DEVELOPMENT CONFERENCE FOR SUPPORT STAFF (WHICH MAY ADDRESS WORKER WELLNESS):** There are Letters of Understanding in the 2006-2011 Support and Custodial Staff Collective Agreements which establish Joint Training and Advisory Committees to discuss professional development opportunities for staff covered under these collective agreements.

The Custodial Joint Committee is considering a proposed reorganization of the current custodial training program with a view to designing various training paths for custodial staff. Some areas which have been identified for discussion include mentorship/coaching training, use of technology for custodians and leadership development for those in Head Custodian positions or aspiring to be Head Custodians. At this time the committee continues to explore the possibilities and a more detailed response, including costs and implications, can be provided at a later date.

The Administration has committed to providing e-mail accounts and access to StaffZone for every staff member, including supply staff, by the beginning of the 2009-2010 school year. The cost of this initiative, which impacts over 3,000 staff, is approximately \$100,000.

The Support Joint Committee is considering the logistics and structure of a general professional development day for support staff. A more detailed response, including costs and implications, can be provided at a later date.

**BOARD REQUEST #203 MARCH 24, 2009: PROVIDE INFORMATION REGARDING HOW THE IMPACT OF ALBERTA SCHOOLS ALTERNATIVE PROCUREMENT (ASAP) SCHOOL OPENINGS IN 2010 WILL BE ADDRESSED IN THE SECTOR REVIEW PROCESS.** The Sector Review process is based on a long term view of schools, and programs in geographic sectors of the city. The Sector Review was not designed to respond to the potential space issues that the opening of the ASAP schools in 2010 will have on some schools.

However, using projections, there is concern that the enrolment at the following schools will be impacted and put school viability at risk. It is anticipated that 85 per cent of students living in the attendance area of the new schools will attend the ASAP 2010 school.

The schools identified are Calder, Duggan, McArthur, Athlone and Princeton. Each of these schools also house special needs programs that meet the needs of students living within their sector. The chart below provides the projected break down of enrolment in the schools based on program.

School	Sector	Enrolment Regular Students	Enrolment Special Needs Students	Total Enrolment
Athlone	Central	119	27	146
Calder	Central	105	25	130
Duggan	Southwest	95	40	135
McArthur	Central	115	15	130
Princeton	Central	125	44	169

A survey letter will be included with the April 2009 enrolment passports of children who reside in the attendance area of an ASAP 2010 school. Parents are asked to indicate whether they intend to enrol their child/children in their designated ASAP 2010 school or remain at their current school. The information received will be summarized and presented to the Board in late May/early June 2009. At that time, the Superintendent may make a recommendation to include some or all of the schools listed above in the accelerated Sector Review process.

Acceleration of the Sector Review process may have the following implications:

Positive:

- Remove the potential for schools and communities having to go through two transitions; one with the movement of students to the ASAP schools and the second related to potential consolidation in 2011.
- Provide opportunity to consolidate special needs programs to minimize transportation time, to larger schools that can provide opportunities of integration into regular classes, and to schools that can provide both division I and II programming for students in congregated sites.

Negative:

- The accelerated time frame would result in a condensed public consultation process and reduced time to prepare the community for possible consolidation.

TP:BT:ja