

EDMONTON PUBLIC SCHOOLS

December 9, 2008

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: Responses to Trustee Requests for Information
ORIGINATOR: T. Parker, Assistant Superintendent
D. Power, Assistant Superintendent - Treasurer

RESOURCE

STAFF: Gloria Chalmers, Deborah Brandell, Kelly Hehn, Sultan Ibrahim, Jamie Pallett, Eila Stenberg

INFORMATION

TRUSTEE REQUEST #129, SEPTEMBER 9, 2008 (TRUSTEE HUFF): PROVIDE INFORMATION REGARDING THE RANGE AND AVERAGE FEE PER STUDENT CHARGED TO PARENTS EXCLUDING TRANSPORTATION COSTS BROKEN DOWN BY ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH AND THE TOTAL COST THIS REPRESENTS ACROSS THE DISTRICT. School fees are divided into two categories: (1) Instructional Fees and (2) Non-instructional Fees.

1 Instructional fees are governed by administrative regulation INB.AR. Section #2 states:

Schools shall not charge students or their parents for the use of instructional materials except:

- a. Senior high schools may charge a fee for textbook rental.
- b. Junior high schools may adopt a security deposit system for text books.
- c. Junior and senior high schools may charge a fee for music instrument rental.

The range and average required fee collected for the purposes above are as follows:

	Range	Average Fee (Textbook)	Average Fee (Textbook & Music)
Senior High (sample of 9 schools)	\$65- \$175	\$75	\$151
Junior High (sample of 23 schools)	\$0 - \$180	\$47	\$77
Elementary (sample of 43 schools)	Does not apply	Does not apply	Does not apply

In some cases schools also charge fees to students or their parents to cover costs for supplemental expenses and materials that are expended or remain the property of the student. These fees cover the costs for field trips, transportation, admission, subsistence, the use of facilities. They also cover the costs for items such as optional workbooks, consumables (i.e. groceries for Foods 10, 20 and 30), cosmetology supply kit, etc. These fees vary between schools because each offers different program opportunities and utilizes supplementary materials as determined by the teacher. These materials are sold to students at cost and no profit is accrued by the school.

The range and average fee per student for supplementary expenses and materials is as follows:

	Range	Average Fee*
Senior High (sample of 9 schools)	\$0 - \$180	\$50
Junior High (sample of 23 schools)	\$0- \$175	\$50
Elementary (sample of 43 schools)	\$0- \$150	\$53

* The average fee for senior and junior high is based on the assumption that students are enrolled in one optional course per semester and that the average supplemental cost is \$25 per course. The high school average fee does not include supplemental expenses for Physical Education 20 and 30 which range from \$60 to \$110.

The average fee for elementary was determined based on kindergarten fees collected in the 43 school sample. The average was then extrapolated to grades 1-6.

2. Non-instructional fees are governed by section #4 of the administrative regulation INB.AR which states:

Schools may offer to sell goods and non-instructional services provided that:

- a. All goods and services offered for sale may be purchased on an individual basis;
- b. Fees are paid only by the student receiving direct benefits;
- c. Charges do not exceed direct costs;
- d. Fees for services provided over time (for example student council membership) are assessed and refunded on a prorated basis.

Non-instructional fees cover the costs for items such as agenda books, year books, student union fees, lunch room fees, fitness centre access, student photos, Grade 12 commencement fees, etc. These fees are optional and are left to the discretion of the student or their parents. The range and average fee collected for these purposes are as follows:

	Range	Average Fee*
Senior High (sample of 9 schools)	\$0 - \$400	\$70
Junior High (sample of 23 schools)	\$0 - \$250	\$50
Elementary (sample of 43 schools)	\$0 - \$250	\$40

* The average fee for junior high and elementary does not include lunch room fees which range from \$0 to \$200 per year.

The administrative regulation INB.AR also states that principals may waive any school assessed fee on an individual basis. In such cases, the school is responsible for covering any costs resulting from the waiver and must maintain a record of the amount and circumstance of the waiver. In some situations, waived fees are covered by the School Council.

The total amount of revenue for schools in 2007-2008 was \$21.3 million, of which approximately one half the amount was for field trips, instructional materials and lunch room fees.

TRUSTEE REQUEST #146, OCTOBER 14, 2008 (TRUSTEE COLBURN): PROVIDE THE FOLLOWING INFORMATION REGARDING SPECIAL NEEDS TRANSPORTATION:

How many special needs students using district transportation exceed the District's targeted one-hour ride time?

- 952 students out of a total of 2,645 students using special transportation, have a ride time of over one hour. This equates to 36 per cent of total riders.

How many regular program students using district transportation exceed the District's targeted one-hour ride time?

- 238 students out of a total of 5,052 students using regular transportation, have a ride time of over one hour. This equates to 5 per cent of total riders.
- This number includes students that receive transportation to attending schools, district receiving schools and some special needs programs.

What is the longest ride time on a more or less regular basis for any special needs student (the time between home and school)?

- 184 minutes is the longest ride time. Efforts are under way to address the longest ride times.

How many special needs students on a more or less regular basis arrive after the scheduled start time of their school? If so, how late would they be?

- On a regular basis, approximately 20 schools and/or programs are experiencing buses that arrive after school starts. A late bus reporting website is currently being developed and will be implemented in the near future. This will enable more precise data to become available.

TRUSTEE REQUEST #159, NOVEMBER 25, 2008, (TRUSTEE FLEMING), HOW MUCH DOES THE PROVINCE ALLOCATE TO THE DISTRICT FOR TECHNOLOGY? Prior to the implementation of the Renewed Funding Framework in 2004-2005, technology integration was a funding category. The 2003-2004 funding rate was \$44 per funded student. The Renewed Funding Framework rolled a number of funding categories into the base funding, including technology integration funding. This funding is flexible and the District has the ability to use the funds to best meet local needs.

In 2007-2008 Alberta Education provided \$7.6 million in one-time funding with the indication that \$5.1 million was to assist in the development and enhancement of technology

and \$2.5 million was to support new curriculum implementation. Although Alberta Education stated that the purpose for the funding was as noted, boards were advised that they had the flexibility to allocate these resources based on local needs. Half of the funds were allocated in 2007-2008 and half were carried forward and included in the 2008-2009 Planning Base.

For the 2008-2009 school year as well as the next two years, Alberta Education has committed to specific technology funding under the Innovative Classrooms Technology Funding allocation. The District will receive \$2.7 million each year to ensure that there is an instructional computer and data projection device in each Grade 1 to 12 classroom.

TRUSTEE REQUEST #161, NOVEMBER 25, 2008 (TRUSTEES HUFF AND COLBURN) PROVIDE INFORMATION WITH RESPECT TO TT#134 REGARDING SPECIFICALLY HOW THE DISTRICT ADDRESSED THE RECOMMENDATIONS FROM THE ALBERTA EDUCATION PROGRAMMING STANDARDS REVIEW.

PROVIDE INFORMATION REGARDING THE ROLE OF THE BOARD IN TERMS OF THE ACTION PLAN FROM EDMONTON PUBLIC SCHOOLS (PAGE 2, BULLET2). The Action Plan from the District addressed the recommendations as listed in Appendix I.

PROVIDE INFORMATION REGARDING HOW THE DISTRICT WILL ENSURE THE PARENT VOICE IS TAKEN INTO CONSIDERATION IN THE DISTRICT'S RESPONSE TO THE SPECIAL EDUCATION REVIEW. Information will be provided to Board in January 2009.

DISTRICT ACTION PLAN REGARDING THE RECOMMENDATIONS FROM THE ALBERTA EDUCATION PROGRAMMING STANDARDS REVIEW

Alberta Education Recommendation	Action Plan	What We Did
<p>Create a principal handbook entitled <i>Transition Process for Students with Special Needs</i> outlining a detailed process for discussing student transitions for parents. It was recommended that school districts make available in-services on this topic to teachers and principals.</p>	<p>Revise and clarify policies and procedures related to Special Education, including information available on the Edmonton Public School website regarding avenues of dispute resolution for parents, and align language with current Alberta Education usage and terminology in Standards for Special Education, Amended June 2004.</p>	<ul style="list-style-type: none"> - The policies and procedures from the Standards for Special Education 2004 were updated within the principal handbook for <i>Transition Process for Students with Special Needs</i> (October 2005). - The updated handbook was distributed to each school by end of 2005. - The policies and procedures were communicated through Consulting Services and Special Education in in-services about Individual Education Plan (IPP) development for teachers and administrators and in other meetings such as Early Education principal meetings and high school coordinator meetings.
<p>Revise sections of the IPP related to procedures for evaluating student progress, coordinated support services, and relevant medical information in order to support teachers in providing the appropriate documentation. It was noted that certain sections related to essential information did not meet Alberta Education documentation requirements.</p>	<p>Same as above</p>	<ul style="list-style-type: none"> - Sections of the IPP guidebook were revised to meet Alberta Education Standards for Special Education 2004 requirements. - The revisions were completed and distributed to schools in the winter of 2005-2006. - The Essential Components of IPPs checklist was aligned with Alberta Education policies and is provided electronically on the IPP template on the Student Information System (SIS).
<p>Provide continued in-services on Individualized Program Plan (IPP) planning, implementation, and evaluation.</p>	<p>Same as above</p>	<ul style="list-style-type: none"> - In collaboration with Consulting Services and Information Technology Services, in-services for IPP electronic development, planning, implementation, and evaluation were provided. This is ongoing work.

Alberta Education Recommendation	Action Plan	What We Did
Explore a variety of delivery methods for special education programming in regular classroom settings.	Review, revise and/or create information regarding the role of the Board and staff who provide programming and services to students with special education needs.	<ul style="list-style-type: none"> – The board receives reports for information or for approval with regard to special education and is part of the appeal process. – The District offers a range of programming options for students with special needs. On a rotating basis, the District reviews options available and makes adjustments. – The District supports staff in the provision of programming in a continuum of settings, including the regular classroom setting. It provides information through brochures, bulletins and in-services by Consulting Services, as well as support from Edmonton Regional Educational Consulting Services (ERECS) and Special Education Support Team (SEST).
Other	Provide leadership and coaching related to the appeal process through district training (e.g., Leadership and Principal Development and Education courses, and first year principal sessions).	<ul style="list-style-type: none"> – Special Education staff from Programs, Leadership Services, Planning and Budget Services annually present to the Principal Education Development (PED) cohort, Leadership Education Development (LED) cohort, and first year principal group. The presentations include up-to-date information on the appeals process as well as new initiatives from Alberta Education. – Special Education staff from Programs meets with a group of Special Education principals once a month to discuss pertinent issues related to special education programming.