

EDMONTON PUBLIC SCHOOLS

March 12, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Changes to the Basis of Allocation for 2002-2003

ORIGINATOR: G. Reynolds, Department Head

RESOURCE

STAFF: Mary-Ellen Deising
Basis of Allocation Committee: Wilma Bayko, Mary Butlin, Jan deLeeuw, Lucille Dupuis, David Forster, Bill Godfrey, Gordon Hanson, Mark Ligouri, Peter Onyschuk, Colin Willows

INFORMATION

The basis of allocation is designed to provide an equitable distribution of resources to schools. The basis is not intended to identify specific costs for the delivery of programming in schools. It is the means by which available resources are distributed among all schools in the district. Principals, in consultation with staff, students, parents, and community members plan the deployment of these resources to achieve the school's planned results.

The annual review of the basis of allocation is a key element in the district's budget planning process. The purpose for the review is to improve the extent to which the basis provides for an equitable distribution of resources and to identify and examine possible changes to the basis. The major criteria considered in the review and in determining proposed changes are:

- all resources available for allocation to schools are distributed equitably in accordance with responsibility for results; and
- allocations are student driven; and
- the number of allocation categories is minimized; and
- the basis of allocation is accepted, understood, and supported by all concerned; and
- the information on which allocations are based is clear, consistent, and easily obtainable; and
- the administrative cost of allocating resources is minimized.

This report identifies the changes for 2002-2003 that have been approved by the superintendent of schools.

That high school allocations be based on completion targets normalized at 36.5 credits, and credit adjustments be allocated at 100 per cent.

In 1995, when the province moved to funding based on credit completion rather than enrolled credits the high schools were concerned that their funding would be eroded. Based on this concern and the belief at the time that the district should share in the ‘hit’ that high schools perceived they would take as the result of this funding change the following formula was adopted:

- In September high schools set targets for credit completion for that year.
- High schools received allocations half way between their target and 100 per cent, normalized at 37.5.
- The following August when all completed credits were reported, high schools received 50 per cent of the difference between their target and completed credits.

Allocating at half way between the target and 100 per cent, and then making the credit adjustment at 50 per cent, provided the schools with the buffer they wanted to ensure that they would not see a dramatic drop in revenue. However, after 6 years high schools have become very adept at targeting their completed credits. The benefit of changing this formula is twofold:

1. The complexity for calculating the allocation is reduced thus supporting one of the criteria for the basis of allocation that “the information on which allocations are based is clear, consistent, and easily obtainable”.
2. Eliminates schools receiving more in allocations than is generated in revenue for credit completion, supporting the criteria that “all resources available for allocation to schools are distributed equitably in accordance with responsibility for results”.

That an allocation of \$400,000 per year for three years be made to the Teacher Support Initiative for the purpose of implementing the recommendations from the French Renewal Steering Committee for renewal of French Second Language and French Immersion instruction in Edmonton Public Schools.

Over the last ten years there has been a serious decline in enrolments in both French Second Language (FSL) and French Immersion (FIM) instruction in the district.

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| September 1992 to September 2001 | FSL | 21,829 to 13,644 | -37% |
| | FIM | 3,111 to 2,020 | -35% |

The decline is steady and there is no indication that numbers will stabilize if the status quo remains.

This allocation will provide the necessary resources to:

- implement recommendations of the program review
- develop supportive program policy positions
- align program goals with national and international guidelines
- articulate FSL and FIM programs
- work with schools and teachers to enhance program implementation
- identify and select FSL learning resources
- develop and implement professional development programs for teachers
- market and promote the FSL program
- develop methods to recognize students and FSL teachers

Alberta Learning through French Language Services is considering providing in kind service which would cover \$50,000 of the above costs. The Office of the Commissioner of Official Languages would match the amount contributed by Alberta Learning.

This would then bring the actual available resources to \$500,000 per year.

It should be noted that a potential does exist for the district to recoup some or all of the allocation in the future. Articulated curriculum can be marketed back to Alberta Learning and to other provinces. Consulting out of district for the provision of information and expertise on the renewal process will likely be in considerable demand. Finally resources created to support instruction will also be marketable throughout Canada.

That for non-resident students registered in a home education program in district schools, the allocation be reduced over a three-year period as follows:

- **2002-2003 - reduce by one-third, the resources additive to the provincial per pupil grant; and,**
- **2003-2004 - reduce by two-thirds, the resources additive to the provincial per pupil grant; and,**
- **2004-2005 - eliminate the resources additive to the provincial per pupil grant.**

The allocation to schools for resident students will continue to be one-half of a Level 1 allocation.

Over the last five years, district enrolment of home education students has increased by 1,055 students (from 273 students in 1997-1998 to 1,328 students in the current year). Much of this increase has come from non-resident students accessing home education programs in the district. The two schools accommodating most of the home education students in the district are Mill Woods Christian School and Argyll Home Education Centre. The percentage of non-resident students accommodated in these schools this year is 64 per cent and 57 per cent, respectively.

In 1995-96, the district normalized the per pupil allocation to schools at one-half of a Level 1 allocation. Since this allocation to schools was normalized, additive resources from district general revenues have been required to combine with the provincial per pupil grant to generate one-half of a Level 1 allocation to schools. When enrolment in home education was low, between 200-300 students, the additive resources to the provincial per pupil grants were

small, however, as enrolment in home education has increased substantially, the required additive resources have increased exponentially.

This basis of allocation distinguishes between resident and non resident students in the use of district resources and the three-year timeframe will enable schools and parents to adjust aspects of their planning, budgeting and programming as required.

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