

EDMONTON PUBLIC SCHOOLS

March 12, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATORS: M. de Man, Department Head, Instructional and Curricular Support Services  
G. Reynolds, Department Head, School and District Services

RESOURCE  
STAFF: Mike Falk, Betty Tams

INFORMATION

**TRUSTEE REQUEST #62, JANUARY 29, 2002 (TRUSTEE WOODROW) PROVIDE INFORMATION WITH RESPECT TO THE COST OF INSERVICES FOR OTHER LITERACY PROGRAMS SUCH AS PHONICS.** Consulting Services offers inservices and customized professional development on all aspects of literacy instruction.

**Inservices**

Inservice rates are posted on the Consulting Services' website and are published in the Consulting Services' Professional Development Calendar which is distributed to all district schools. The standard inservice rates are as follows:

Full day	\$99 per person
Half day	\$59 per person
After school	\$35 per person

Examples of inservices that have been offered specific to phonics instruction include:

- Developing Literacy through Explicit Phonics Instruction (August 27, 29, 2001) \$198 per person
- Phonemic Awareness - Implementing the Lindamood Techniques (October to November 2001, 5 sessions) \$175 per person
- Reading Begins with Writing (the Riggs/Spaulding Method) (November 15, 2001) \$59 per person
- Phonemic Awareness (January 31, 2002) \$59 per person
- Literacy Map: Meaningful Applied Phonics (April 2002, 3 sessions) \$177 plus \$65 for materials, per person

**Customized Professional Development**

School-based professional development provides an opportunity for schools to customize services based upon their needs. Customized professional development (PD) session rates (inclusive of travel and preparation) are as follows:

Short session	\$295
Half day session	\$595
Full day session	\$995

Customized language arts professional development plans typically include phonemic awareness strategies within a framework of reading and writing strategies. Costs vary according to the needs of the school. The following is an example of a customized plan focused on reading comprehension. It included a one hour meeting with the principal, a professional development day in the fall and in the spring, two staff sessions focused on reading comprehension strategies, two one-hour meetings with the Instructional Leadership Team, and a follow-up staff session. The cost was approximately \$3100. (B. Tams, 429-8256)

**TRUSTEE REQUEST #88, FEBRUARY 26, 2002 (TRUSTEE MARTIN) FURTHER TO TT#64) PROVIDE INFORMATION AS TO WHETHER THERE IS A GROWING TREND IN THE NUMBER OF STUDENTS COMING FROM OUTSIDE OF CANADA.** Students who have been identified as coming into the district from outside Canada include landed immigrants, Canadians who are returning from abroad, exchange students, and International students. In TT#64 the percentage of new district registrations identified as coming from outside of Canada in the in months of October and November was reported as 8.9%. This is virtually unchanged for the same time period in each of the last three years.

It should be noted that the September 30 count of International students has increased steadily over the past three years after a decline in 1998 and 1999. The numbers of International students enrolled in the district as of September 30 over the past six years were:

2001 – 219  
 2000 – 145  
 1999 – 118  
 1998 – 147  
 1997 – 158  
 1996 – 158

(M. Falk, 429-8437)

DB:MdM:GR:hc