



CUISR:

Community – University Institute for Social Research

School Fees in Saskatoon

by Nicole R. Wohlgemuth



Building Healthy Sustainable Communities

Community-University Institute for Social Research

CUISR is a partnership between a set of community-based organizations (including Saskatoon District Health, the City of Saskatoon, Quint Development Corporation, the Saskatoon Regional Intersectoral Committee on Human Services) and a large number of faculty and graduate students from the University of Saskatchewan. CUISR's mission is "to serve as a focal point for community-based research and to integrate the various social research needs and experiential knowledge of the community-based organizations with the technical expertise available at the University. It promotes, undertakes, and critically evaluates applied social research for community-based organizations, and serves as a data clearinghouse for applied and community-based social research. The overall goal of CUISR is to build the capacity of researchers, community-based organizations and citizenry to enhance community quality of life."

This mission is reflected in the following objectives: (1) to build capacity within CBOs to conduct their own applied social research and write grant proposals; (2) to serve as a conduit for the transfer of experientially-based knowledge from the community to the University classroom, and transfer technical expertise from the University to the community and CBOs; (3) to provide CBOs with assistance in the areas of survey sample design, estimation and data analysis, or, where necessary, to undertake survey research that is timely, accurate and reliable; (4) to serve as a central clearinghouse, or data warehouse, for community-based and applied social research findings; and (5) to allow members of the University and CBOs to access a broad range of data over a long time period.

As a starting point, CUISR has established three focused research modules in the areas of Community Health Determinants and Health Policy, Community Economic Development, and Quality of Life Indicators. The three-pronged research thrust underlying the proposed Institute is, in operational terms, highly integrated. The central questions in the three modules—community quality of life, health, and economy—are so interdependent that many of the projects and partners already span and work in more than one module. All of this research is focused on creating and maintaining healthy, sustainable communities.

Research is the driving force that cements the partnership between universities, CBOs, and government in acquiring, transferring, and applying knowledge in the form of policy and programs. Researchers within each of the modules examine these dimensions from their particular perspective, and the results are integrated at the level of the Institute, thus providing a rich, multi-faceted analysis of the common social and economic issues. The integrated results are then communicated to the Community and the University in a number of ways to ensure that research makes a difference in the development of services, implementation of policy, and lives of the people of Saskatoon and Saskatchewan.

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ABSTRACT

The cost of attending school in Saskatoon has recently gained public attention. Studies have found that children who cannot afford to pay school fees, buy school supplies, or participate in special activities may feel excluded from the school community and taunted by their peers. This may result in children prematurely quitting school. Furthermore, participation in extracurricular activities has been linked to a greater bond with the school, as well as many positive learning experiences.

In 1999, the School Fees Subcommittee of the Child Poverty Working Group (a Working Group of Saskatoon Communities for Children) initiated an action plan to reduce school expenses and eliminate school fees for children in Saskatoon schools. This action plan consisted of lobbying both the city and provincial governments to eliminate school fees and reduce school expenses, and tracking the amount of school fees paid at eight city schools for one year to determine the average school fees.

An examination of school supply lists and a survey of principals at eight Saskatoon schools (four each in the Catholic and Public school divisions) determined that it cost an average of \$101.26 per student to attend school in Saskatoon in the 2002-2003 academic year (\$28.35 in annual school fees and \$76.80 for school supplies).

INTRODUCTION

What effects do mandatory school fees have on children? Studies have shown that students who cannot afford to pay school fees may have a higher drop out rate than those who can afford to pay (PAGOP, 1997). Furthermore, participation in extracurricular activities (which typically have a financial cost associated with them) has been linked to improvement in other areas of students' lives, such as resilience, leadership ability, and a reduced drop out rate (Baker, Jacoby, and Gugliuzza, 2000; Spady, 1970; Zill, 1995; Issacs and Duffus, 1995). However, extracurricular activities are often not considered part of the core curriculum, and, as a result, there are usually user fees associated with them. This report details some research regarding the effects on children and their families of not being able to pay school fees, the importance of participation in extracurricular activities for children, and the results of an examination of school fees paid in eight schools (four each in Catholic and Public school divisions) in Saskatoon in the 2002-2003 academic year.

THE EFFECTS OF SCHOOL FEES AND EXTRACURRICULAR ACTIVITIES ON CHILDREN

Many interested parties in Saskatchewan have examined the effect of school fees on children who cannot afford to pay them. The Political Action Group on Poverty (PAGOP) found that parents and children who cannot afford to pay annual school fees suffer considerable hardship. Because the parent may not be able to afford extra costs, children sometimes protect themselves and their parents by not telling the parent about events or activities occurring at school (e.g. field trips, special lunches, material costs for projects). Furthermore, PAGOP found that children and parents may argue over lack of money for these activities and being denied what others have. Not being able to pay for certain activities was found to result in the child staying home from school, and being disinclined to return to school due to feelings of shame. This was linked to increased drop out rates for those who could not afford to pay certain school expenses (PAGOP, 1997).

The issue of affordable school fees is not only a problem for poor families. The Education Interest Group (EIG) pointed out that the issue is much broader. They stated that “as well as being a serious detriment to education for poor families, [school fees] are also a financial strain and worry to moderate and low-income families as well” (EIG, 1999: 1). They further indicated that many expenses, such as school fees, required school supplies, deposits on textbooks, special fees for certain courses, student organization fees, graduation fees, extra activity fees, special clothing requirements, and transportation to school, are often “sprung” on parents, possibly unbalancing the family budget (EIG).

The Role of the School Task Force, a provincial government study of the role of the school with regards to community needs, found that educational opportunities for many students may not be equal. For example, many schools engage in fundraising activities, such as field trips, to supplement the cost of special activities. The Task Force found that many fundraising efforts’ success depends on parental commitment and contributions. Lower-income parents may not have the money to support their child’s attempts at selling items or the time to leave work to help fundraise. Therefore, lower income children may be stigmatized by their classmates for being unable to afford to participate in either the fundraising activities or the special events for which the funds were raised (Tymchak, 2001).

The Task Force also found that students stressed the importance of extracurricular activities in contributing to the school experience (Tymchuk, 2001). Research on the effect of participation in extracurricular activities on children has found that there is increased resilience and leadership ability amongst students who participate (Baker, Jacoby, and Gugliuzza, 2000). Spady (1970) found that participation in extracurricular activities allowed students to explore new interests, develop peer relationships, and increase bonds with their school. These increased bonds may lead to a decreased likelihood of children dropping out of school. Zill (1995) found that students who did not participate

in extracurricular activities were 57% more likely to drop out of school than participating students. Another study found that participation in extracurricular activities provided a positive support network for students who may otherwise have felt excluded based on their culture or economic status. This may have also led to a reduced likelihood of children dropping out of school (Issacs and Duffus, 1995).

AN EVALUATION OF SCHOOL FEES IN SASKATOON

In 1999, the School Fees Subcommittee of the Child Poverty Working Group (a Working Group of Saskatoon Communities for Children) initiated an action plan to reduce school expenses and eliminate school fees for children in Saskatoon schools. This action plan consisted of lobbying the city and provincial government to eliminate school fees and reduce expenses, presentations by Working Group members to Saskatoon school divisions (which resulted in some school divisions reducing their fees), and tracking the school fees at eight city schools for one year to determine the average amount paid.

In 2001, Saskatoon Communities for Children received a grant from the Community-University Institute for Social Research (CUISR) to determine the amount beyond property taxes paid by Saskatoon families to attend school each year. This section summarizes how much was paid in school fees in eight Saskatoon schools in the 2002-2003 school year.

METHOD

Four schools in the Saskatoon Catholic School Division and four in the Saskatoon Public School Division were asked to participate in this study. The eight were selected randomly based on their location within the city. Each sector of the city was represented, with two schools (Public and Catholic) each sampled from the southeast, southwest, and northwest sectors of Saskatoon, one Public school sampled from the south central sector and one Catholic school sampled from Saskatoon's northeast sector. By sampling schools from different sectors of the city, it was hoped that the data would accurately represent the different internal communities. All sampled schools were elementary level, consisting of kindergarten to grade 8. One sampled school was also a French Immersion school. Two of the sampled schools were Community Schools, which exist in low income areas.

School supply lists were obtained for each of the eight schools for the 2002-2003 academic year. Based on the fees listed on the supply lists, a questionnaire was developed for each school (see **Appendix A** for the list of questions asked). The questionnaire consisted of open ended questions regarding: a breakdown of school fees used for photocopying, field trips, and materials; how the problem of children who cannot afford to pay school fees is handled; the types of monthly activities at the school; the types of fundraising in which the school participates; and that which principals feel the core curriculum should consist.

Principals at each school were telephoned and asked to participate in the evaluation. Upon receipt of consent, the questionnaire was sent to each principal via email, with a request that responses be returned in the same manner. Principals were contacted up to six times to obtain responses to the questionnaire. Seven principals agreed to fill out the questionnaire, representing three Public and four Catholic schools.

Upon receipt of the completed questionnaires, responses were tallied regarding the amount of school fees contributed to photocopying, workbooks, classroom activities, school-wide activities, and field trips. The breakdown of fees charged to kindergarten students was also assessed for each school. The school fee average was calculated for each school based on costs listed on the supply lists. Finally, responses were examined for themes relating to mechanisms used to assist children who could not afford to pay school fees, types of monthly activities that occurred in each school, fundraising activities in which the school was involved, and principals' opinion regarding the core curriculum. Questionnaires from the two Community schools sampled were analyzed separately due to their different fee structure and philosophy.

Lists of school supplies required for each school by grade for the 2002-2003 academic year were obtained from each of the schools. The cost of the required supplies at each school was examined using the prices at Wal-Mart, a major discount department store, to calculate a total cost for school supplies.¹ Averages and ranges of school supplies were also calculated.

RESULTS

BREAKDOWN OF SCHOOL FEES

The average amount of school fees paid for grades 1-8 in 2002-2003 was \$28.35, with a range of \$10.00 to \$54.50.² The average fees paid by Catholic School Division students was \$35.36 (ranging from \$27.00 to \$54.50), while the average fees paid by Public School Division students was \$21.33 (ranging from \$10.00 to \$30.00). **Table 1** shows the averages and ranges in dollars for each grade in both school divisions, both individually and combined.

When the listed fees were broken down and averaged for all five schools,³ based on principals' responses to the survey questions, \$16.50 (or 58%) of the paid school fees were contributed to required materials (photocopying and workbooks). **Table 2** provides a more detailed breakdown of school fees' uses.

The average school fees paid by kindergarten students were \$28.00 (the Public average was \$23.22, while the Catholic average was \$32.66). Kindergarten fees were generally put towards classroom activities, which may include art supplies, school supplies, games, and cooking (\$19.70, or 70% of total average), and field trips/transportation (\$10.63; 38% of total average).

Table 1. Annual Cost of School Fees and School Supplies.

Grade	K	1	2	3	4	5	6	7	8
Overall Annual School Fee Expense									
Average	\$27.99	\$30.17	\$28.50	\$26.07	\$26.90	\$27.25	\$28.08	\$28.08	\$31.75
Range	20.00-35.00	20.00-49.00	15.00-49.00	10.00-39.50	15.00-39.50	15.00-36.50	15.00-42.50	15.00-42.50	20.00-54.50
Overall School Supply Expense									
Average	\$43.19	\$63.87	\$71.57	\$73.27	\$77.40	\$87.46	\$80.27	\$79.10	\$80.44
Range	29.97-64.84	45.95-86.88	47.75-99.59	45.95-100.97	64.19-102.58	64.19-107.78	46.13-107.89	47.54-95.83	44.14-96.52
Total Annual Expense									
Average	\$71.18	\$94.04	\$100.07	\$99.34	\$104.30	\$114.71	\$108.35	\$107.18	\$112.19
Saskatoon Public School Division									
Annual School Fee Expense									
Average	\$23.33	\$23.33	\$20.00	\$18.33	\$20.00	\$21.67	\$21.33	\$21.33	\$24.67
Range	20.00-30.00	20.00-30.00	15.00-25.00	10.00-25.00	15.00-25.00	15.00-30.00	15.00-29.00	15.00-29.00	20.00-29.00
Annual School Supply Expense									
Average	\$38.97	\$51.09	\$54.65	\$64.45	\$73.47	\$82.66	\$72.95	\$75.38	\$74.70
Range	34.91-43.02	45.95-54.24	45.75-64.53	45.95-71.45	64.19-81.37	64.19-100.64	46.13-93.06	47.54-95.83	44.14-96.52
Total Annual Expense									
Average	\$62.30	\$74.42	\$74.65	\$82.78	\$93.47	\$104.33	\$94.28	\$96.71	\$99.37
Saskatoon Catholic School Division									
Annual School Fee Expense									
Average	\$32.66	\$37.00	\$37.00	\$33.80	\$33.80	\$32.83	\$34.83	\$34.83	\$38.83
Range	30.00-35.00	27.00-49.00	27.00-49.00	27.00-39.50	27.00-39.50	27.00-36.50	27.00-42.50	27.00-42.50	27.00-54.50
Annual School Supply Expense									
Average	\$47.40	\$76.65	\$88.48	\$82.09	\$81.32	\$92.26	\$87.59	\$82.82	\$88.17
Range	29.97-64.84	62.98-86.88	83.07-99.59	66.92-100.97	70.69-100.97	79.10-107.78	63.28-107.89	73.48-95.12	72.05-95.12
Total Annual Expense									
Average	\$80.06	\$113.65	\$125.48	\$115.89	\$115.12	\$125.09	\$122.42	\$117.65	\$127.00

Note: Annual school fee calculations are based on fee lists for 3 Public and 3 Catholic schools. The two Community schools sampled are not included in these calculations. The Public School Division Community school had no listed fees, while the Catholic School Division Community school had a listed school fee of \$20.00 for each student for the 2002-2003 academic year.

Annual school supply calculations do not include dictionaries, atlases, or gym clothes that were required in several schools in both divisions. The total annual expense does not include special activities, such as hot lunches or camping trips.

Table 2. Breakdown of School Fees.

Activity Fee Uses	Photocopying	Workbooks	Classroom Activities	Schoolwide Activities	Field Trips
Average Amount	\$10.00	\$6.50	\$10.00	\$3.60	\$11.80
Percentage of Average Fees Paid (\$28.35)	35%	23%	35%	13%	42%

Note: Fees for one school in the Catholic School Division also included the cost of a day planner for each student.

All the sampled schools had some sort of mechanism in place to cover fees for children who could not afford to pay them. One school indicated that if parents could not afford to pay the school fees at the beginning of the year, a monthly payment plan was set up whereby the school fee amount was paid through regular instalments. Another option that could be used to cover the cost of school fees was a Home and School Assistance Fund. In one case, Home and School, a parent-school fundraising organization, donated \$500.00 each year to establish a fund to cover the costs of children who could not afford to pay school fees. Another school indicated that the poorest families (those on Social Assistance) were not required to pay any school fees. Four of the five schools indicated that the cost of classroom activities may be taken from the school budget for cases in which there was a shortfall due to children not being able to pay school fees. Principals did not indicate how families are made aware of the above contingency plans or what process families follow to request assistance to pay fees.

Special School Activities

Principals were asked to describe special monthly or annual activities in which their students may be involved that had a cost associated with them over and above the annual school fees. Examples of activities included: monthly hot lunches; monthly liturgies; an annual camping trip for grade 8 students; an annual ski trip; and assorted field trips related to the curriculum, such as learning about threshing or trips to Wanuskewin.

Costs associated with these special activities are sometimes paid through various mechanisms. In some cases, Home and School paid the fees associated with certain field trips not related to the curriculum so that students who could not afford to pay the costs did not have to miss out on these activities. Hot lunches varied in cost, depending on the meal. In most cases, students who could not afford to pay the costs associated with hot lunches were given the option of opting out of the lunch program.

Four schools indicated that the cost for some major class or school activities, such as the grade 8 camping trip, may be obtained through fundraising activities in which the school participated. Two schools indicated that they held fundraisers for charity, while one did so to have a student assistance fund. Home and School, the Parent Council, or Student Council may be responsible for fundraising. Families were usually asked

to contribute to a fundraising effort by working at the fundraising event or perhaps contributing goods for a bake sale.

Core Curriculum

Principals were asked to indicate that which they felt the core curriculum should consist. Generally, activities that were required to support the curriculum were not considered to be extracurricular. Principals indicated that extracurricular activities “are items that do not connect directly with the curriculum or programming of the student, classroom, or school.” Examples of activities that some principals considered to be extra included hot lunch days, band, and non-curricular based field trips. Learning about threshing by going on a field trip to observe a demonstration, however, was considered important and supporting the curriculum. One principal responded, “[N]one of what we do is extra. ... [I]t is recognized that some activities can be eliminated at the expense of quality educational experiences or school climate.” Another stated that staff and parents should determine what is considered extracurricular.

Community Schools

One Community school in each school division was also sampled regarding the amount of school fees paid, mechanisms in place to allow all children to participate in activities that have associated expenses, fundraising activities, and the core curriculum’s elements. The sampled Catholic School Division Community school in the 2002-2003 academic year asked for \$20.00 in school fees (used for skill sheets, art projects, bus trips, and activities), while the Public School Division Community school had no listed fees. However, the Catholic Community school principal indicated that, “[A]lthough we ask for financial support from parents, we do not pursue this past acknowledging that if they can help us out we appreciate the financial support.” Furthermore, the principal stated that the school does not exceed \$1000.00 in school fee revenue in any given year.

Special monthly or annual activities at the Catholic Community school included field trips, camping trips, kindergarten year-end activities, ski trips, and a grade 8 farewell. The Public Community school principal indicated that they have a hot lunch every month, but the food choice is limited by what parents can afford. Otherwise, special activities consisted of two in-town field trips each year, which were partially covered by the student fee subsidy, and the grade 8 farewell, which was usually funded by the Parent Council.

Both principals indicated that children who are unable to pay the costs associated with an event might be subsidized from the school budget. The Catholic school principal stated that students were given an opportunity to earn the money needed for an event, which generally occurred through some type of make-work project around the school, so that the student did not feel that they were receiving a “free handout.” The Public school principal indicated that they typically do not have costly activities.

Both schools indicated that they hold fundraising events to raise money for school events. One school held a bingo once each month at which parents were asked to volunteer to work to cover some special events' costs. The other school occasionally uses proceeds from hot lunches for out-of-school excursions, or holds bake or popcorn sales, or some other form of fundraising.

Both principals indicated that students at their schools should be entitled to the same enriched curriculum opportunities as students at schools with more funding. For example, the Science Centre and Museum in Regina offers great enrichment to students' learning opportunities, but these two Community schools cannot afford the transportation costs.

School Supplies

The annual cost for school supplies was determined for each grade at each school by recording the prices of each item as listed at a major discount department store. The average cost of all school supplies for grades 1-8 was \$76.80 (ranging from \$51.09 to \$92.26). The average cost of school supplies for the Public school students for grades 1-8 was \$68.67 (ranging from \$51.09 to \$82.26) and \$84.92 for Catholic school students (ranging from \$76.65 to \$92.26). The average cost of school supplies for kindergarten children was \$43.19. The overall range and average of the cost of school supplies, as well as the range and average of costs for the Public and Catholic schools, are summarized by grade in **Table 1**. See **Appendix B** for a sample school supply list.

DISCUSSION

OVERALL FINDINGS

The evaluation of expenses associated with attending eight schools in Saskatoon determined that in 2002-2003 it cost an average of \$71.18 to attend kindergarten; \$94.04 to attend grade 1; \$100.07 to attend grade 2; \$99.34 to attend grade 3; \$104.30 to attend grade 4; \$114.71 to attend grade 5; \$108.35 to attend grade 6; \$107.18 to attend grade 7; and \$112.19 to attend grade 8. These costs include an overall average of \$28.31 for school fees and \$72.95 in school supplies for grades K to 8. Principals reported that 58% of the \$28.31 was used for required materials, such as photocopying and workbooks. The overall expenses do not include a child's new wardrobe for school, gym clothes (required by all schools), or atlases and dictionaries (because the type required vary considerably), which are demanded by many schools. For parents with more than one child, school costs can add up to a sizeable amount of required funds.

Community Resources and Employment (formerly the Department of Social Services) gives parents on social assistance \$65.00 for a kindergarten aged child, \$85.00 for children aged 6-10 years, and \$130.00 for a child aged 11-13 years (Equal Justice

for All, 2003). As can be seen from the average cost of expenses to attend school, this amount was insufficient for Catholic school students enrolled in kindergarten, grades 1, 2, or 3, nor for children in grades 4 or 5 in either school division. Furthermore, as mentioned previously, the timing of school expenses occur when a child requires a new wardrobe due to growing out of the previous year's school clothes, and follows the summer holidays when the parent may have been paying for full-time child care.

School fees in the 2002-2003 academic year ranged from \$10.00 to \$54.50. Generally, schools on Saskatoon's West side had slightly lower school fees than those on the East side, suggesting that schools are attempting to make their fees reflect the income levels of the neighbourhood. Furthermore, it must also be noted that this evaluation was carried out after school divisions had begun work on reducing their fees, but, as noted from the total expense (fees and supplies), there is still work to be done on this issue.

When the Public and Catholic School Divisions were examined separately, there was a considerable difference in the average expense for students to attend school in each division. It cost an average of \$86.92 to attend a Public School Division school annually compared to an average of \$115.82 for a Catholic School Division school. Furthermore, it cost an average of 20% and 40% less for school supplies and fees, respectively, for children at Public schools versus those at Catholic schools. This result suggests notable disparities in the two school divisions' fee assessments.

School supplies add a large portion to the overall cost for students to attend school. The average cost of school supplies was \$72.95. As can be seen from the sample school supply list included in **Appendix B**, many schools ask children to purchase specific brand names of items, which may inflate the price of supplies. However, the need for specific brand names is questionable. Some principals indicated that brand names may be asked for because they are of better quality than generic supplies, and therefore last longer. Principals also indicated that not having brand name supplies may lead to ridicule from classmates. If all students have the same brand, there are fewer problems in the classroom.

COMMUNITY SCHOOLS

Of the two Community schools sampled, one assessed no school fees, while the other assessed a \$20.00 base fee per academic year for students. When the price of school supplies was determined, however, the Community schools did not differ significantly in cost from non-Community schools. The average price of school supplies for Community schools was \$72.19 (an average of \$84.92 and \$59.45 for grades 1-8 in the Catholic Community school and Public Community school, respectively). However, it should be noted that neither Community school asked students to buy specific brand name products.

Both Community schools noted that the expense of the grade 8 farewell was large, but that this was mostly covered by the school. An additional expense of the grade 8

farewell that may be overlooked by schools is the formal wear (shoes, suits, or dresses) that families must provide to outfit their children for the occasion, which may put an additional hardship on families with already over-extended budgets.

LIMITATIONS

The results of this evaluation of school expenses are quite revealing with regard to the cost to attend Saskatoon schools. However, it must be noted that data gathered throughout this project are solely from the viewpoint of the schools. Parents and students should be approached with the results of this evaluation to gather their input into the issue of school expenses.

A further limitation of this evaluation is that only eight schools within Saskatoon were sampled, which may not be representative of all Saskatoon schools. Despite an attempt to ensure that the schools sampled represented different geographical locations within Saskatoon, the study's results may not be generalizable to the entire city.

CONCLUSION

Research supports the importance of children being treated equally in school. Children who cannot afford to pay school fees, buy school supplies, or participate in special activities may feel excluded from the school community and be made fun of by other students. This may result in children prematurely quitting school. Furthermore, participation in extracurricular activities has been linked to a greater bond with the school, as well as many positive learning experiences for children.

NOTES

¹Many low-income families may not have transportation to discount department stores to buy school supplies and may therefore pay a higher price for the items required.

²Community schools were not included in these calculations, as one had no school fees and the other charged a basic \$20 fee to each student.

³There was no difference between the Catholic and Public school divisions for the average breakdown of fees. Therefore, results were combined. The one public school whose principal did not participate is not included in this summary.

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Appendix A. School Fees Project Sample Interview Questions.

1. Please break down what the fees cover for each grade (e.g. photocopying, workbooks, classroom activities, etc.).
2. Please explain what the band fee covers, and if it is charged to every student.
3. Please describe any additional fees children may be charged each year that are not covered by the annual school fees (e.g. hot lunch, camping, field trips).
 - a) If there are monthly activities (such as hot lunches), what time of the month do these activities generally occur?
4. What, if any, mechanisms are in place to allow kids that cannot afford to pay the fees, annual or otherwise, to participate in activities anyway?
5. Please tell me about any fundraising activities the school is involved in and itemize what the money is used for.
6. Please tell me what you think the core curriculum contains.

Appendix B. Sample School Supply List.

SUPPLIES NEEDED (GRADES)	1	2	3	4
Hilroy Notebooks - 40 pages (no coils)	3	4	10	10
Hilroy 40 Lines Notebook 23x18cm (unlined)		1		
Hilroy 72 page Plain Notebook 23x18 cm (unlined)		1		
Package of Dividers				2
Pkg. Loose Leaf Paper Lined/Unlined			1/0	1/1
Pencils - H.B. (Canadian made; labelled)	10	10	10	10
Red Pencil			1	1
Pencil Case with Zipper		plastic box	1	1
Ballpoint Pens-Blue/Red				
Package of Pencil Crayons				2/2
Crayola Wax Crayons - Box of 24	1	1	1	1
Pkg. Felt Tip Markers -wide/fine tip	1 wide	1 wide	1/1	/24
Scissors - pointed end (Fiskar's)	1	1	1	1
Highlighters				2
Ruler - 30 cm		1	1	1
Scotch Tape				
Glue - Bottle of White (Elmer's)	1	1	1	1
Glue Stick - Large	3	3	2	2
Eraser	5	6	5	4
Duotangs		8	8	5
Geometry Set				
Solar Powered Calculator				1
Oxford Advanced Learner's OR Webster New World Dictionary				
Webster New World Dictionary				
Winston Canadian Dictionary			1	1
French-English Dictionary				
Running Shoes for Phys. Ed.	1	1	1	1
Shorts or Sweat Pants and Toy for Phys. Ed.				
Paint Shirt to Remain at School	1	1	1	1
School Bag	1	1	1	1

SUPPLIES NEEDED (GRADES)	5	6	7	8
Hilroy Notebooks - 40 pages (no coils)	10-12	6-8	6	8
Hilroy 40 Lines Notebook 23x18cm (unlined)				
Hilroy 72 page Plain Notebook 23x18 cm (unlined)				
Package of Dividers	1	2	2	2
Pkg. Loose Leaf Paper Lined/Unlined	1/1	3	3/1	3/1
Pencils - H.B. (Canadian made; labelled)	5	8	6	6
Red Pencil				
Pencil Case with Zipper	1	1	1	1
Ballpoint Pens-Blue/Red	2/1	3/1	3/1	3/1
Package of Pencil Crayons	1	1	1	1
Crayola Wax Crayons - Box of 24	1	1		
Pkg. Felt Tip Markers -wide/fine tip	1 pkg. chisel tip markers			
Scissors - pointed end (Fiskar's)	1	1	1	1
Highlighters	2	2	2	2
Ruler - 30 cm	1	1	1	1
Scotch Tape	1	1	1	1
Glue - Bottle of White (Elmer's)	1	1		1
Glue Stick - Large	2	1	2	2
Eraser	2 Faber Castel White			
Duotangs	8	8	8	8
Geometry Set	1	1	1	1
Solar Powered Calculator	1	1	1	1
Oxford Advanced Learner's OR Webster New World Dictionary	1	1	1	1
Webster New World Dictionary	1			
Winston Canadian Dictionary				
French-English Dictionary			1	1
Running Shoes for Phys. Ed.	1	1	1	1
Shorts or Sweat Pants and Toy for Phys. Ed.	1	1	1	1
Paint Shirt to Remain at School				
School Bag	1	1	1	1
Box of Facial Tissues (200's)	1	1	1	1
Clipboard		1	1	1

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