

EDMONTON PUBLIC SCHOOLS

December 14, 1999

TO: Board of Trustees

FROM: E. Dosedall, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

ORIGINATORS: A. McBeath, Department Head
G. Reynolds, Department Head

RESOURCE

STAFF: Veda Lastiwka, Anne Mulgrew

INFORMATION

TRUSTEE REQUEST #153, NOVEMBER 9, 1999 (TRUSTEE BONKO) PROVIDE INFORMATION REGARDING CUSTODIAL AND SUPPORT STAFF APPLICANTS. WHAT PROCESS IS USED TO IDENTIFY QUALIFIED APPLICANTS FOR CUSTODIAL AND SUPPORT STAFF POSITIONS? WHAT ARE THE QUALIFICATIONS REQUIRED FOR CUSTODIAL AND SUPPORT STAFF POSITIONS? WHAT WEIGHT IS GIVEN TO PERSONAL RECOMMENDATIONS? DO WE LIAISE WITH VOCATIONAL TRAINING FACILITIES FOR CUSTODIAL APPLICANTS? Personnel Recruitment and Staffing screen all support and custodial applications to determine suitability for employment with Edmonton Public Schools. The support staff classification manual is used as a guide to determine if applicants would meet the requirements for specific support staff positions. Preference is given to applicants with related training and/or experience that is both recent and related. Requirements for temporary custodians include custodial training (e.g. the Building Service Worker program) plus one year of related experience OR two or more years of related experience. Applicants with one year of custodial experience in a school setting are also considered. For temporary custodial assistants, some related custodial training (e.g. courses in the Building Service Worker Program) plus one year of related experience OR two or more years of related experience are required.

Applicants who most closely meet our screening criteria are tested, where applicable. Testing for support staff applicants may include word processing, spreadsheet application, data entry, and skills testing, including categorizing, proofing, filing, following instructions, math, reasoning, and vocabulary. For custodial applicants, testing includes a short written assignment to determine English language comprehension and writing skills and a Workplace Hazardous Materials Information Systems (WHMIS) test (if the applicant has taken WHMIS training). Interviews are held. Reference checks are conducted for those candidates who have satisfactory testing and interview results. Based on a review of all information that has been gathered, the best candidates are selected for hiring.

Unsolicited personal recommendations for support or custodial applicants are occasionally received by Personnel Recruitment and Staffing. All such recommendations are considered, with more weight being given to a recommendation from an individual that has previously supervised the applicant and is in a position to provide an assessment of the applicant's performance on the job.

Personnel Recruitment and Staffing maintains on-going liaison with NorQuest College. Some students in the Building Service Worker Program, at NorQuest College, complete their practica in district schools. NorQuest instructors are contacted when applicants have listed their names as references. (V. Lastiwka, 429-8088)

TRUSTEE REQUEST #156 NOVEMBER 30, 1999 (TRUSTEE HANSEN): PROVIDE INFORMATION REGARDING WHETHER THE PROVINCE'S DEFINITION OF THE ACHIEVEMENT TEST PARTICIPATION RATE IS DIFFERENT THAN OURS:

There is only one definition of achievement test participation rates, and that definition was developed by Alberta Learning. Alberta Learning Achievement Test participation rates are calculated as the percentage of students enrolled in grades 3, 6, or 9 who write the achievement tests out of the total grade 3, 6, or 9 population for a jurisdiction. These percentages are reported to the jurisdiction and to schools as part of the achievement test results that are made available at the end of August each year, and are included as part of the Annual Education Results Review. (A. Mulgrew, 429-8351)

AMcB:GR:mjl