

EDMONTON PUBLIC SCHOOLS

March 21, 2000

TO: Board of Trustees

FROM: E. Dosdall, Superintendent of Schools

SUBJECT: Responses to Trustee Requests for Information

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

RESOURCE
STAFF: Brian Fedor, Simon van der Valk

INFORMATION

TRUSTEE REQUEST # 199, MARCH 7, 2000 (TRUSTEES): SEND A LETTER TO SCHOOL BUILDINGS BOARD SEEKING CLARIFICATION OF THE FOLLOWING STATEMENT IN THEIR FEBRUARY 24, 2000 LETTER: *The SBB requests that the total capacity of the school be reduced to improve the school's utilization rate:* Further to the board's request to forward a letter to the School Buildings Board requesting clarification of the capacity reduction of Westminster School, the letter of approval from the School Buildings Board requests that questions be referred to Mr. Larry Wilson, Regional Director, Learning and Housing Facilities Branch. The administration has therefore forwarded a letter to Mr. Wilson, seeking clarification of the statement to reduce the total capacity of the school to improve the utilization rate (Appendix I). (B. Fedor, 429-8534)

TRUSTEE REQUEST #200 MARCH 7, 2000 (TRUSTEE WILLIAMS): PROVIDE INFORMATION ON HOW WE MONITOR THE AWARDING OF CTS CREDITS. The awarding of credits for Career and Technology Studies (CTS) modules is similar to other courses offered at high school. A student must receive access to 25 hours of instruction from a certificated teacher for each 1-credit module offered. However, unlike other curricular areas, the requirement for successful completion of a CTS module specifies that a student meets the designated standard of competency for each of the module learning expectations. This competency is expressed as a percentage mark of 50% or more for the credit to be awarded.

It is the responsibility of school principal and/or designated department head offering the CTS program to monitor the internal assessment of student progress and the awarding of marks that determine credits awarded.

Alberta Learning has also performed field audits at a number of high schools in the past few years to monitor the implementation practices in offering CTS modules. Due to the fact that the CTS program at the time was still relatively new a number of suggestions for program delivery and assessment were recommended and these have been incorporated into each school's CTS program. (S. van der Valk 429-8437)

AMcB:GR:SS:hc

APPENDIX I: Letter to Mr. Larry Wilson, Regional Director, Learning and Housing Facilities
Branch