

PERSONNEL AND EMPLOYEE RELATIONS 400

Administrative Procedure 400

STAFF EMPLOYMENT

Background

Personnel who are committed to the goals of Catholic education and demonstrate professionalism and expertise in their area of responsibility represent one of the most important components of the Division. The Division further believes that hiring and retaining quality staff members is enhanced by fair and consistent employment practices.

All personnel appointed to the staff of the Division shall be of exemplary character, shall adopt a personal lifestyle in accord with the teachings of the Catholic Church and possess competency in the skills required for the position to which they are being appointed. It is understood that all staff have been hired to assist with carrying out the mission and mandate of the Division.

Procedures

1. The Superintendent or designate is responsible for the development, implementation, administration and assessment of employment practices. These practices must be consistent with employment legislation, current collective agreements or contracts, Board policies and Division administrative procedures.
2. Individuals, excluding substitute teachers and casual employees, shall be appointed to the staff of the Division in accordance with the following procedures:
 - 2.1 Unless filled through a lateral transfer, all permanent vacancies must be advertised in open competition or as per Administrative Procedure 425 – Staff Reduction - Certificated.
 - 2.2 The successful candidate shall be fairly selected from applicants.
 - 2.3 All offers and acceptances of employment shall be in writing.
 - 2.4 All initial appointments to staff shall be made:
 - 2.4.1 In the case of teachers, pursuant to Section 92 of the School Act;
 - 2.4.2 In the case of unionized employees, pursuant to the provisions of current collective agreements;
 - 2.4.3 In the case of non-unionized employees, pursuant to such probationary period as may be established from time to time; and
 - 2.4.4 In the case of teachers designated as Principal of a school, pursuant to Section 96 of the School Act.

3. It is not the intent of this administrative procedure to supersede such grievance procedures as may exist in an employee's applicable collective agreement.
4. All offers of employment will be conditional on the receipt of a current criminal record check. In addition, a child and youth intervention check may be requested by the Superintendent.

Reference: Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117, School Act
Child, Youth and Family Enhancement Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Human Rights, Citizenship and Multiculturalism Act

Administrative Procedure 400 – Appendix

CRIMINAL RECORD

Background

Employees must have a current criminal record check.

Procedures

1. All new employees, not employed in the previous academic year by the Division are required to provide a current criminal record check.
2. All contracts and job offers issued shall be contingent upon receipt of a suitable criminal record check.
3. The criminal record check shall be paid for by the employee.
4. The criminal record check is confidential and is to be maintained in the employee's personnel file at the Division Office.
5. Employees must immediately advise their supervisor of any emergent criminal check entries.

Reference: Section 20, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Controlled Drugs and Substances Act
Criminal Code
Criminal Records Act
Food and Drugs Act

Administrative Procedure 401

NEPOTISM

Background

The Division seeks to foster an environment in which people are treated with respect and trust. Employment of family members may be problematic because such situations can create a conflict of interest, an appearance of favouritism and increased potential for a hostile work environment. Because of these concerns, the Division is sensitive to circumstances in which relatives of employees might be hired, transferred or promoted to positions where one relative might have influence over any of the following: a relative's employment, transfer, performance evaluation, salary administration, promotion or other employment-related decisions.

Procedures

1. Any person in a position to recommend, hire, evaluate, transfer or determine placement of a relative, shall discuss the matter with the Superintendent or designate, and withdraw from the decision-making process if so directed by the Superintendent or designate.
2. If a relationship develops during the course of employment that would violate this procedure, Division Office personnel will work with the individuals involved to ensure the needs of students in the school shall continue to be met in a professional manner.
3. If a relationship exists between staff members who work together in the same school or department, evaluation and recommendations concerning performance and/or salary will be accomplished at the next higher level of supervision.
4. Relationships covered by this procedure include the following: spouse, spousal equivalents, parents, grandparents, brothers, sisters, children, grandchildren, aunts, uncles, nephews, nieces, cousins and relatives by marriage (in-laws).

Reference: Section 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Human Rights, Citizenship and Multiculturalism Act
Canadian Human Rights Act
Canadian Multiculturalism Act

Administrative Procedure 402

PERSONNEL RECORDS

Background

The Division appreciates the sensitivity associated with the collection and storage of information about its employees and therefore requires that confidential personnel records be maintained for each employee.

Maintenance of such records will comply with the laws of Alberta and Canada, terms of the Collective Agreements, Terms of Employment and with Board policies and Division administrative procedures.

Procedures

1. Personnel records are maintained for the purpose of collecting information pertinent to such matters as offers of employment, applications for employment, job assignment, leaves of absence, performance appraisal and evaluation, payroll and benefits information, termination of employment, correspondence between the Board and the employee, and other information respecting staff development and/or achievements. Personnel records shall not contain anonymous items.
2. All criminal record check and child and youth intervention check documents must be securely stored within the personnel record. The collection and use of such mandatory checks will be for the stated purpose of determining the eligibility of an individual to work for the Division and will be in accordance with the requirements of the Freedom of Information and Protection of Privacy Act.
3. Access to personnel records is limited to only those employees of the Division who require the information contained in the file in order to perform their duties.
4. Personnel records shall be under the supervision of only authorized Division staff at all times and must be kept locked in the file room except as authorized in (3) above.
5. An employee may have access to his/her own personnel record in the presence of authorized Division Office staff, but must not remove the original record or any part thereof, from the Division Office.
6. Upon request, an employee is able to obtain copies of any document in his/her personnel record.
7. The employee shall have the right to have included in his/her personnel file, written comments on the accuracy of the meaning of any of the contents of the file and may add relevant documents to the file.

8. Division personnel shall not divulge, in any form, information contained in personnel records, except as required by law or with the written consent of the employee.
9. Personnel records shall be managed in accordance with Administrative Procedure 185 – Records Management.

Reference: Section 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Access to Information Bulletin 3.2.5

Administrative Procedure 403

DUTY TO REPORT

Background

Every staff member has a fiduciary responsibility to work in the best interests of the Division and to use all available resources in the achievement of the Division's mission. To this end, all staff members shall conduct themselves, personally and professionally, in a highly ethical manner so as not to bring the Division or other staff members into public disrepute or ridicule.

All staff members shall refrain from using their position to benefit either themselves or any other individual or agency apart from the total interest of the Division.

Procedures

1. Any staff member who believes another has acted in an illegal or unethical manner has a duty to report the matter directly to the Superintendent. Where the Superintendent would be unable to hear the matter due to conflict of interest, the matter shall be reported to the Board Chair.
2. In reporting such a matter, the staff member must adhere to pertinent codes of ethics.
3. The Superintendent or designate will thoroughly investigate any such reported conduct.
4. No staff member shall take retaliatory action with the intent of dissuading or punishing an individual for participating in this process. Sanctions may be imposed for retaliation.
5. Confidentiality will be maintained throughout the process. Information relating to the matter will only be disclosed to the extent necessary to investigate the allegation.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Teaching Profession Act
ATA Code of Ethics

Administrative Procedure 404

WORKING ALONE

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Act.

Definition

Work Alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, Principals and site supervisors shall ensure:
 - 1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;
 - 1.2 An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and
 - 1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.
2. When working alone, staff will enter building and call the working alone contact number (1-866-663-7243) to check in. Staff are to provide their name, school, contact phone number, exit time, and if they disabled the security system.
 - 2.1 If staff is in longer than three (3) hours they will receive a phone call on the contact phone number they provided or they can call the working alone contact number again just before the three (3) hour mark.
 - 2.2 If staff is in less than three (3) hours they are expected to call the working alone contact number when they leave the building to check out and inform the operator if the security system was rearmed.
 - 2.3 If staff member fails to call to check out or does not answer the phone, the phone service will wait five (5) minutes and call back. If the staff member fails to answer a second time, the phone service will try one last time five (5) minutes later.
 - 2.4 If there is no answer after ten (10) minutes (three (3) calls) the key contacts will be contacted in the order provided for each site. Once a key contact is reached the key contact is expected to go to the site to check if staff member is OK or still in the building.

3. If a situation is determined a false alarm, the appropriate school will be charged a fee determined by the Division.
4. This is a service provided to employees to ensure the safety of staff and is available 24 hours a day 7 days a week.

Reference: Section 60, 61, 113 School Act
Occupational Health and Safety Act
General Safety Regulation (AR 448/83)
Working Alone Safely: A Guide for Employers and Employees

Administrative Procedure 405

CERTIFICATE OF HEALTH

Background

Occasionally the specific nature of jobs requires a pre-determined level of health to ensure effective functioning in the position. While the Human Rights, Citizenship and Multiculturalism Act prohibits requests for health information as part of the application, Divisions do have the right to request medical health information from prospective or existing employees.

Employees or prospective employees may be required to supply a certificate of good health signed by a qualified medical practitioner.

Procedures

1. Prospective Employees
 - 1.1 Certificates of good health are not to be requested as part of the application for employment information.
 - 1.2 Requests for certificates of good health may be made by the Superintendent prior to a final contract offer.
 - 1.3 In the event that the state of health of the prospective employee significantly affects his/her ability to do the job, the Superintendent has the authority to withhold a contract of employment.
2. Existing Employees
 - 2.1 Existing employees, during the period of their employment, shall provide a certificate of good health signed by a medical practitioner, if so requested by the Superintendent.
 - 2.2 When such a request is made the Superintendent shall designate the medical practitioner and the Division shall pay the fee.
 - 2.3 When a medical certificate is required to qualify for sick leave with pay, the employee is responsible for medical fees.
3. The Superintendent is responsible for reviewing the requirements of positions and requesting certificates of good health from prospective and existing employees.
4. All medical information collected as a result of requests initiated by the Division will be treated confidentially.

Reference: Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117, 118, School Act
Child, Youth and Family Enhancement Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Human Rights, Citizenship and Multiculturalism Act

Administrative Procedure 406

STAFF PROFESSIONAL DRESS

Background

Each school in the Division is a vibrant part of its unique community. As a result, consideration of the communities' norms and standards are to be reflected in staff dress.

Division staff will dress to reflect the professional nature of their position and duties during the regular school day with the exception of theme days or special events. The call to dress professionally is based upon the following traits associated with a staff member's relationship to a school community:

- The image that the staff member portrays to students, parents, student teachers and the greater community about the teaching profession.
- The contribution that the staff member makes to students who are "cherished" participants within the learning process.
- A calling to uphold the virtues of modesty, neatness, human dignity and understanding.

Procedures

1. The Superintendent will communicate to the staff of the Division the expectation that all staff members dress in a professional manner.
2. School staff shall meet at the beginning of the school year to review the staff professional dress procedure and develop shared expectations for staff dress that are based upon the parameters described within this procedure.
3. Expectations established will reflect the following considerations:
 - 3.1 Personal discernment between classifications of attire and relevant choices contained in Procedure 4;
 - 3.2 Sensitivity to the needs of employees due to medical circumstances;
 - 3.3 Learning activities having a propensity to soil clothing such as CTS, Fine Arts, Science Labs, Outdoor Education;
 - 3.4 Differentiated professional dress for physical education classes and lab coats when deemed necessary;
 - 3.5 Student or staff derived theme days and special events (e.g. 'jeans day', 'pajama day') will not exceed two (2) instructional days per month.

4. To assist Principals in making decisions regarding professional attire the following classifications and choices are included. If in doubt, err on the "business" side of "business casual". A proviso for attire within the classification of "casual" that is not desirable has been listed:
 - 4.1 Casual Attire is normally considered the comfort clothing that one wears on a daily basis. This clothing is more than what one would wear to a beach or a sporting event, but is common enough to feel comfortable wearing all day. As a principle, the following clothing items constituting "casual attire" are generally not acceptable for regular classroom instruction:
 - 4.1.1 Tank tops, low-cut tops, crop tops, halter tops, athletic t-shirts, tops with printed slogans (non school).
 - 4.1.2 Jeans, sweatpants, shorts, cutoffs, leggings, 'scrubs', spandex.
 - 4.1.3 Casual sandals, flip-flops, 'cros'.
 - 4.1.4 Beach wear, frayed clothing, hats.
 - 4.2 Business Casual is deemed to be comfortable clothing that adheres to the following attire choices:
 - 4.2.1 Women: Slacks (dress pants, cords, chinos, capris), skirts, shirts, blouses, shells, cardigans, sweaters, blazers, casual dresses.
 - 4.2.2 Men: Slacks (dress pants, cords, chinos) button down shirts, dress shirts, polo shirts (short or long sleeved shirts with a mock or collared neck line), blazers.
 - 4.3 Business Attire is deemed to be professional wear for special events, and parent/teacher interviews. Such attire usually adheres to the following choices:
 - 4.3.1 Women: jacket and skirt or dress pants, business dress, business shirt, dress shoes.
 - 4.3.2 Men: jacket and dress pants, dress shirt, 'mock neck' sweater with jacket, tie, dress shoes.
5. School administrators are encouraged to adopt the elements of 'business attire' within their professional dress, as stated in Procedure 4.3.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 407

ALCOHOL CONSUMPTION AND USE OF DIVISION VEHICLES AND EQUIPMENT

Background

In keeping with Occupational Health and Safety Guidelines for providing a safe working environment, it is necessary to establish procedures relating to the consumption of alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment on Division property or when using Division vehicles or equipment. This procedure must reflect societal values as well as ensure that the school's primary mandate of providing quality education to students is not compromised.

The consumption of alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment by an employee is not permitted when the employee is using Division vehicles or equipment while on the job or for personal use. Further to a recently conducted Safety Committee Review, certain recommendations have been made with respect to the use of Division owned motor vehicles. The Division encourages employees to act in a responsible manner in keeping with Christian values. In order to ensure good stewardship of public funds and proper role modelling by Division employees, the following direction is issued to employees who operate Division-owned motor vehicles.

Procedures

1. Before or after normal work hours, all employees are strictly prohibited from operating a Division owned motor vehicle while under the influence of any alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment.
 - 1.1 If an employee is charged with any criminal or any other offences, related to the use or consumption of alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment while operating a Division owned motor vehicle, the employee shall report the incident immediately to their supervisor.
 - 1.2 In the event that it is determined that an employee has operated a Division owned motor vehicle while under the influence of alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment, the employee will be subject to disciplinary action up to and including dismissal.
 - 1.3 Failure to comply with this direction shall result in disciplinary action up to and including dismissal.
2. No alcoholic beverages may be served, sold or consumed by staff on Division property or while using Division vehicles or equipment for Division or personal use.

3. The Superintendent or designate, Principals and the maintenance supervisor are responsible to ensure that no employees have consumed alcoholic beverages, illicit drugs and/or legal drugs which may adversely affect ability to safely operate vehicles or equipment as per the guidelines of this administrative procedure.
4. The Superintendent will ensure that all employees having access to Division vehicles, sign an acknowledgement form that they are aware of this administrative procedure and that s/he understands that contravention of this administrative procedure will result in a severe reprimand and/or termination of employment.

Reference: Section 18, 20, 60, 61, 113 School Act
Gaming and Liquor Act
Controlled Drugs and Substances Act
Criminal Code
Narcotics Act
Food and Drug Act

Administrative Procedure 408

DEFERRED SALARY LEAVE PLAN

Background

A deferred salary leave plan provides the Division and its employees an expanded range of employment and staff deployment options. In addition, the Division believes that provision of deferred salary leave may contribute to employee well-being and positively impact future job performance.

The Division supports the operation of a deferred salary leave plan for its employees.

Procedures

1. Statutory Requirements
 - 1.1 Terms and conditions of the Deferred Salary Leave Plan shall be consistent with the requirements of the Canada Tax Act and related income tax regulations.
2. Eligibility
 - 2.1 All permanent employees of the Division, including administrative, teaching and support staff, are eligible to participate in the plan.
 - 2.2 No prerequisites regarding the intended use of the leave will be imposed as a condition of eligibility.
 - 2.3 In order to participate in the plan, an eligible employee must complete and submit the required application form to the Superintendent by March 31 preceding the school year in which salary deferral is to begin (Form 408-1).
3. Approval
 - 3.1 Participants in the plan will be selected at the Superintendent's discretion with due consideration given to seniority and experience.
 - 3.2 By May 15, following the receipt of the application to participate, the Superintendent shall advise each applicant of the decision regarding the disposition of the request and, in the case of rejection, the reasons why.
 - 3.3 If the Superintendent grants approval, participation in the plan becomes effective on the first operational day of the subsequent school year, immediately following the date of approval or, if required, on an alternate date which is approved by the Superintendent.
 - 3.4 Before becoming a participant, the Individual Agreement (Form 408-2) must be executed by the staff member and the Division.

4. Financial Arrangements

- 4.1 During each school year prior to the leave of absence, for a maximum of six (6) school years (see Form 408-2), the participant will receive the current salary to which s/he is entitled, less the percentage amount specified in procedure 3 of the Individual Agreement for the school year in question.
- 4.2 The percentage of current compensation deferred cannot exceed thirty-three and one third percent (33 1/3%) of the employee's annual salary in any given calendar year; nor can the cumulative total deferred salary exceed the salary the employee would normally be entitled to in the year during which leave is to be taken.
- 4.3 The portion of the salary of each participant retained by the Division, including interest thereon (until paid out), shall be pooled and invested by the Division in investments offered from time to time by an eligible investor.
 - 4.3.1 Eligible investor means any Canadian chartered bank, trust company or credit union authorized to carry on business in the Province of Alberta, who maintains Canada Deposit Insurance and the Treasury Branches of Alberta.
- 4.4 In consideration of the administrative services performed by the Division, the participant shall indemnify and save the Division harmless against any expense, claim or liability arising out of, or resulting from, such investments authorized in procedure 4.3.
- 4.5 Accrued interest shall be reported to the participant by December 31 of each year in which the participant is a member of the plan. This interest is employment income and must be reported on a T4 rather than a T5.
- 4.6 By December 31 of each year, the Secretary-Treasurer shall make an annual report to each participant documenting the amount of salary deferred to date along with accrued interest.
- 4.7 The amount of income tax to be deducted is dependent upon the Division receiving a ruling from Revenue Canada that the Deferred Salary Leave Plan is acceptable to Revenue Canada and that the amount of income tax to be deducted may be computed on the actual salary received by the participant during each year of the plan.

5. Taking a Leave of Absence

The taking of the leave of absence shall be governed by the following:

- 5.1 The leave of absence shall be for a period of twelve (12) months and shall be governed by Division procedures.
- 5.2 The participant will receive twelve (12) equal monthly payments at the end of each month starting in September of the year in which the leave is taken.
- 5.3 Monthly payments will be determined on the basis of: total monies held by the Division on behalf of the individual participant minus deductions made by the Division under procedures 6.2 and 6.3 and minus any monies required by law to be paid by the Division for or on behalf of the participant.

- 5.4 If the Division is unable to obtain a suitable replacement for a participant for the period of a leave of absence specified by the participant, the Superintendent may, at his/her discretion, extend or postpone the deferral period on one (1) occasion for one (1) school year. Such decision is to be made by May 15 of the year in which the leave is scheduled to be taken.
- 5.4.1 In such case, the participant may choose to remain in the plan or s/he may withdraw from the plan, in which case the Division shall pay to the participant the deferred compensation amount in one (1) lump sum payment within sixty (60) days of withdrawal.
- 5.5 Notwithstanding the date shown in the Division-Participant Agreement for a requested leave of absence, a participant may, on one (1) occasion only, with the consent of the Superintendent given not less than four (4) months prior to the scheduled date, postpone such leave for one (1) year.
- 5.6 Notwithstanding procedures 5.4 and 5.5, there can be no postponement in the case of a six (6) year plan since income tax regulations state that the deferred salary must be paid in the seventh year.
- 5.7 A participant during the year of leave under the plan shall not accumulate nor be entitled to:
- 5.7.1 Experience increments.
- 5.7.2 Statutory holidays, maternity, sick or any other leaves and promotions.
- 5.8 The Superintendent will make reasonable efforts to place the participant, upon return from his/her leave, into a position no less favourable than that held prior to the leave.
- 5.9 A participant shall return to his/her regular employment upon expiry of the leave and provide service for a period at least equal to the period of the leave of absence.
- 5.10 The period of leave of absence shall not interrupt the continuity of the participant's service with the Division.
- 5.10.1 After participation in the plan, the participant's salary and benefits will be as set out in the agreement then in force between the Division and the association governing such matters.
- 5.10.2 Subject to procedures 5.8 and 5.9, a participant, on return to duty following the leave shall be reinstated at the same level of experience as that which existed prior to the commencement of the school year in which leave under the plan was taken.
- 5.11 Should a participant fail to report as required in procedure 5.9, such participant shall be deemed to have abandoned both the position and his/her contract of employment with the Division, and the Division may without any further notice to said participant, forthwith fill the position with someone other than the participant, and the Division shall not be responsible for any income tax or other consequences of the participant's failure to return to work pursuant to procedure 5.9.

6. Fringe Benefits

- 6.1 While a participant is enrolled in the plan, any applicable health and welfare benefits computed with reference to salary shall be structured according to the current compensation amount.
- 6.2 The Division will continue paying its share of applicable health and welfare benefits for a participant during the non-leave school years of the plan.
- 6.3 The participant assumes the full responsibility of paying the total costs for health and welfare benefits. The Division shall be responsible for the employer's portion of Canada Pension Plan and employment insurance contributions.
- 6.4 A participant may not receive wages or salary from the employer or from any person with whom the employer does not deal at arms length during the leave except for the amounts contemplated by the plan.
- 6.5 This plan is not established to provide benefits to participants on or after retirement.

7. Withdrawal

- 7.1 A participant who ceases to be employed by the Division must withdraw from the plan. Within sixty (60) days, the Division shall pay to the participant the deferred compensation amount and accrued interest.
- 7.2 A participant may apply to the Superintendent to withdraw from the plan in the event of financial or other hardship at any time prior to March 1 in the year in which the leave of absence is scheduled to occur.
 - 7.2.1 The Superintendent shall approve the request to withdraw from the plan.
 - 7.2.2 Within sixty (60) days of approval by the Superintendent of the withdrawal request, the Division shall pay to the participant the deferred compensation amount and accrued interest.
- 7.3 Should a participant die, the Division shall within sixty (60) days of notification of such death pay the deferred compensation amount to the participant's estate, subject to the Division receiving any necessary clearances and proofs normally required for payment to estates.
- 7.4 In the event of withdrawal, the Division shall deduct from the deferred compensation amount any withdrawal fee as established by the investor.

8. Suspension From Financial Participation in the Plan

- 8.1 A participant may give notice to the Superintendent stating that the participant wishes to suspend his/her participation in the plan for one (1) school year effective September 1 immediately following such notice.
 - 8.1.1 In this case, the Division, until further notice as provided in procedure 8.2, shall pay the current compensation amount to the participant as if s/he were not participating in the plan.
 - 8.1.2 The amount previously retained by the Division and interest thereon in accordance with procedures 4.1, 4.2 and 4.5 shall continue to be

held by the Division until the participant withdraws from the plan or takes the leave of absence.

- 8.2 A participant who has suspended financial participation in the plan in accordance with procedure 8.1 may give notice to the Superintendent advising that s/he wishes to become reinstated in the plan; in which case on September 1 immediately following the reinstatement notice, the participant shall participate in the plan for the remaining years.
- 8.3 A participant may not suspend his/her participation in the plan more than once.
- 8.4 Suspension of participation under procedure 8.1 shall not change the year established for the leave of absence unless notice is given to the Superintendent before March 1 in the year of intended leave.

9. Six (6) Year Maximum on Deferral

Any postponement or suspension of the taking of the leave which extends the deferral period beyond six (6) years, requires the Division to pay to the participant all amounts held under the plan no later than the end of the first taxation year following the six (6) year deferral.

10. Termination or Amendment of Plan

- 10.1 The plan may be amended or terminated by the Division only after consultation with the local Associations. Any amendment(s) shall be binding upon all present and future participants.
- 10.2 No amendment shall be made to the plan that will prejudice any tax ruling that is applicable to the plan prior to the amendment.

Reference: Section 60, 61, 111, 113 School Act
Section 248L, Canada Tax Act
Canada Income Tax Regulation 6801
Collective Agreements

Administrative Procedure 409

LEAVE OF ABSENCE FOR CANADIAN MILITARY RESERVIST

Background

The Division supports the Canadian military reservist program.

The Division will make every reasonable effort to provide support for the Canadian military reservist program and will consider granting annual leaves.

Procedures

1. A staff member shall apply to the Superintendent for reserve leave.
2. The Superintendent will use his/her discretion as to the type of leave granted.
3. A staff member will be reinstated to a position within the Division that is suitable to his/her qualifications.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Employment Standards Act
Labour Relations Act
Collective Agreements

Administrative Procedure 410

STAFF DEVELOPMENT

Background

Learning is a lifelong process. Accordingly, the Division is committed to supporting the efforts of staff to improve their professional skills. In addition to personal growth, staff development activities focus on curriculum development, curriculum implementation strategies, strategies to create a positive school climate, communications skills and instructional techniques.

The Division recognizes the advantages of staff development programs and believes that professional development is a shared responsibility of the individual, staff, administrators, professional associations and the Division.

Procedures

1. In-service priorities will be identified on a yearly and long-term basis in consideration of identified Alberta Education priorities and Division expectations.
2. Local school professional development activities will be identified by the school administration and staff.
3. School Councils may have input on needs and criteria for staff development.
4. Financial allocations will include an annual sum to support Division-wide workshops, conferences and seminars to include Blueprints for Catholic Schools and SPICE (Shared Purpose in Catholic Education) workshops.
5. The Division supports professional development by providing staff development days and decentralized funds to schools to support staff development programs and activities.
6. Staff development funds allocated in accordance with procedure 4 will be administered by the Superintendent's Office.
7. In-service and professional development funds will be used to defray the following expenses:
 - 7.1 Honoraria.
 - 7.2 Registration fees.
 - 7.3 Subsistence and travel costs.
 - 7.4 Substitute costs, where applicable.

Reference: Section 18, 20, 22, 60, 61, 96, 113, 116, 117 School Act

Administrative Procedure 411

COURSE ATTENDANCE – FINANCIAL SUPPORT

Background

Rapid changes in the educational environment underscore the need for staff to maintain the currency of their skills and professional qualifications. Accordingly, the Division is prepared to support staff attendance at selected programs or courses.

The Division may provide financial support for the payment of tuition or fees for staff attendance at selected courses.

Procedures

1. Financial assistance to offset the costs of tuition or fees may be paid after successful completion of approved courses.
2. The amount of financial assistance granted will be determined by:
 - 2.1 The financial resources available to the Division;
 - 2.2 The number of qualified applicants;
 - 2.3 The relevancy of the course to the Division's needs; and
 - 2.4 The number of supported courses previously taken by the applicant.
3. The Superintendent is responsible for approving tuition fee reimbursements for staff attendance at courses and leaves of absence from assigned duties. The following procedures will be followed:
 - 3.1 Staff members must submit the application, receipts and proof of successful completion to the Superintendent by October 15 of the school year following course attendance (Form 411-1).
 - 3.2 The Superintendent will review all course requests, taking into account the criteria outlined in procedure 2.
 - 3.3 Reimbursement of fees will be made by November 30 of that year.
 - 3.4 Under no circumstances are any reimbursements to be made through any school accounts.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 415

STAFF RECOGNITION

Background

In recognition of the continuing efforts and contributions made by all staff, the Board wishes to acknowledge this commitment. These efforts truly reflect the fulfillment of our Mission Statement.

The Division appreciates the contribution of its employees to the service of its Division. To recognize this service, the Board will honour eligible employees through a system of awards.

Procedures

1. The Board approves the following awards to staff members:
 - 1.1 Five (5) years of service.
 - 1.2 Ten (10) years of service.
 - 1.3 Fifteen (15) years of service.
 - 1.4 Twenty (20) years of service.
 - 1.5 Twenty-five (25) years of service.
 - 1.6 Employees retiring from the Division.Service is simply defined as being under contract with the Division.
2. The Division supports and encourages the nomination of teachers for local and provincial recognition awards.
3. The Secretary-Treasurer shall prepare a list of eligible recipients prior to April 30 of each year.
4. Presentation of awards will be the responsibility of the Education and Public Relations Committee of the Board.
5. Awards will be presented annually at one of the official functions of the Board and staff each year.

Reference: Section 1, 60, 61, 113 School Act

Administrative Procedure 416

EMPLOYEE RESIGNATIONS

Background

The Division requires that employees wishing to resign from the employ of the Division do so in accordance with the provisions of provincial statutes, collective agreements and Division administrative procedures.

Procedures

1. The employee wishing to resign from employment with the Division shall submit a letter of resignation to the Superintendent specifying the last day of performance of assigned duties.
2. Upon receiving a letter of resignation, the Superintendent shall:
 - 2.1 Ensure that the period of notice given by the employee is in accord with the conditions of employment;
 - 2.2 If in accord, accept, in writing, the resignation; and
 - 2.3 Forward a copy of the letter accepting the resignation, to the payroll department.
3. If, upon receiving a letter of resignation, the Superintendent believes that the period of notice does not comply with the conditions of employment, the Superintendent may:
 - 3.1 Require of the employee the appropriate period of notice; or
 - 3.2 Accept the resignation as offered; and
 - 3.3 Forward a copy of the letter accepting the resignation, to the payroll department.
4. In the event an employee is absent from work for undisclosed reasons for a period of five (5) consecutive days, the position will be considered abandoned and therefore vacant.

Reference: Section 60, 61, 107, 108, 109, 113 School Act
Employment Standards Code

Administrative Procedure 420

STAFF RECRUITMENT – CERTIFICATED

Background

Attracting, retaining and developing a high quality teaching force is a high priority of the Division. To support this objective, teacher recruitment practices must ensure that teachers hired are highly skilled, committed to Catholic education and dedicated to the service of students.

The Division supports the recruitment of the most capable and highly qualified teaching staff available.

Procedures

1. Generally teachers with not less than four (4) years of training will be considered for employment with the Division. In special circumstances dictated by specialist skills or supply of qualified candidates exceptions may be made.
2. To the greatest extent reasonable, attempts will be made to match professional training and experience with the teaching assignment.
3. Teachers are to be selected on a thoroughly professional, merit basis in accordance with commonly recognized selection principles, free from all personal influences and pressures.
4. The Superintendent has the responsibility for hiring teaching staff subject to Board policy and Division administrative procedures.
5. Factors to be considered in recruiting teachers include:
 - 5.1 Commitment to Catholic Education;
 - 5.2 Personal qualities including effective interpersonal relationships, sensitivity and empathy, ability to work with others, communication skills, integrity and ability to exercise sound judgment;
 - 5.3 Professional training and experience;
 - 5.4 Professional achievements and contributions;
 - 5.5 Ability and qualifications; and
 - 5.6 Reference information.
6. The Division is committed to hiring Catholic teachers.
7. Available positions for teachers may be advertised in the Division. Advertising outside the Division may occur at any time for any position.

8. The Superintendent in consultation with the Principal is responsible for selecting and deploying teaching staff.
9. The Superintendent will ensure that criminal record checks have been conducted. Child and youth intervention checks may be required.

Reference: Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117 School Act
Child Youth and Family Enhancement Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Human Rights, Citizenship and Multiculturalism Act

Administrative Procedure 421

CERTIFICATED STAFF EXPECTATIONS

Background

To enable students to achieve the required learning expectations, teachers are expected to foster learning and provide instruction to meet expectations.

The Division recognizes and endorses certain expectations of professional staff to assist students in achieving their learning potential.

Procedures

For the school and students, in accordance with law, Board policy, the collective agreements and Division administrative procedures, the teacher is responsible to the Principal for:

1. Achieving the mission and educational goals established for the school and the Division.
2. Implementing Board policies and Division administrative procedures.
3. Maintaining professional relationships with Division and school staff, students, parents and other affiliated individuals, groups or organizations.
4. Providing competent instruction to students.
5. Teaching courses of study and education programs that are prescribed, approved or authorized pursuant to the School Act.
6. Encouraging and fostering student learning.
7. Regular evaluation of student learning and periodic reporting on the results to students, parents and the Superintendent.
8. Maintaining order and discipline among students while they are in the school or on the school grounds or while attending or participating in activities sponsored by the Division.
9. As part of the teaching ministry to students of the faith community in each school of the Division, and as a condition of employment:
 - 9.1 If Catholic
 - 9.1.1 Attests that s/he is a practicing Catholic;

- 9.1.2 Represents that s/he is capable and willing to teach a fully permeated Catholic faith both in and outside of formal religion classes, celebrations and exercises;
 - 9.1.3 Undertakes to follow, both in and out of school, a lifestyle and deportment in harmony with Catholic Church practices and beliefs which include, among other things, participation in the Sacraments of the Church and living in harmony with the principles of the Gospel and teachings of the Catholic Church;
 - 9.1.4 Acknowledges and agrees that either the Board or the teacher may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 9.1.5 Has or shall provide the Division with a testimonial from a priest or member of the pastoral team attesting to her/his faith commitment; and
 - 9.1.6 Understands and is committed to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 9.2 If Not Catholic
- 9.2.1 Recognizes that s/he will be teaching in a fully permeated Catholic School setting and is comfortable with and respectful of the teachings and traditions of the Catholic Church;
 - 9.2.2 Undertakes not knowingly to speak against or act in a manner to disparage the practices and beliefs of the Catholic Church and agrees to participate as appropriate in religious celebrations and exercises;
 - 9.2.3 Undertakes to follow, both in and out of school, a lifestyle and deportment in harmony with the principles of the Gospel and teachings of the Catholic Church;
 - 9.2.4 Acknowledges and agrees that either the Board or the teacher may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 9.2.5 Has or shall provide the Division with a testimonial from a religious leader of her/his faith attesting to her/his faith commitment; and
 - 9.2.6 Understands and is committed to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 9.3 For the purpose of this provision “Catholic” shall mean “a baptized member of the Roman Catholic Church or one of the Eastern Catholic Churches”.

10. A failure of the teacher to meet these requirements may lead to disciplinary action, up to and including termination of the teacher's contract of employment or contract of designation.

11. Other duties and responsibilities as assigned by the Principal or the Superintendent.

Reference: Section 18, 20, 39, 97, 107 School Act
Ministerial Order 016/97 – Teaching Quality Standards
Ministerial Order 004/98 – Goals of Basic Education
Guide to Education – ECS to Grade 12
Collective Agreement

Administrative Procedure 422

COURSE RECOGNITION**Background**

In recognition of staff interest in furthering their spiritual development, the Division is prepared to support the attendance of certificated staff under the ATA Collective Agreement at selected theological institutions that do not meet the requirements of Teacher Qualification Services.

Procedures

1. The Division shall provide financial support, at a rate of one thousand dollars (\$1,000) per year prorated to FTE, to certificated staff under the ATA Collective Agreement upon successful completion of the Catholic School Administration (CSA) four (4) course diploma program in religious education.
2. The Division will require satisfactory proof of completion of the program.
3. Upon notification of completion of the CSA certificate program, the benefit will occur commencing the next school year.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 423

STAFF ASSIGNMENT AND TRANSFER – CERTIFICATED

Background

Appropriate placement of professional staff is a major factor in delivering quality education programs. Transfers of professional staff may be required to facilitate program, student and/or staff needs.

Professional staff may be transferred to meet program, student or staff needs as determined by the Superintendent.

Procedures

1. In deploying and transferring professional staff, any or all of the following criteria will be considered:
 - 1.1 Student and program needs as perceived by school and Division administration.
 - 1.2 Experience, interests and training of staff members.
 - 1.3 Teacher request.
 - 1.4 Other considerations deemed relevant by the Superintendent.
2. Transfers of professional staff under contract with the Division may be considered before external appointments are made.
3. Transfers of professional staff will usually be undertaken in the spring of each year to facilitate appropriate staff assignments for the following school year. Transfers during the school year will only be considered if extenuating circumstances are sufficient to support this action.
4. Principals/Assistant Principals
 - 4.1 Principals will be assigned to a different school every four to seven (4-7) years. The Superintendent will consult with the Principals affected regarding the potential moves that are available.
 - 4.1.1 Once the Superintendent has made a decision in this regard, the Superintendent shall advise the Board of his/her administrative reassignments.
 - 4.1.2 These reassignments will take into consideration Division, school and individual Principal needs.
 - 4.2 Assistant Principals will be assigned to a different school every three to five (3-5) years.

- 4.2.1 The Superintendent will consult with the Assistant Principals affected regarding the potential moves that are available.
 - 4.2.2 The Superintendent, in consultation with the Principals involved, will make a decision in this regard.
 - 4.2.3 Once the Superintendent has made a decision in this regard, the Superintendent shall advise the Board of his/her administrative re-assignments.
 - 4.2.4 These reassignments will take into consideration Division, school and individual assistant Principal needs.
5. The Superintendent has the right to extend a Principal's or Assistant Principal's length of service beyond what is stated in this administrative procedure should this be deemed appropriate, given Division and/or school circumstances at a particular time.
6. Staff members wishing to appeal a transfer must:
 - 6.1 Inform the Superintendent, in writing within seven (7) days of receiving a transfer directive, indicating:
 - 6.1.1 Their concerns with the proposed transfer and a request to have a hearing before the Board;
 - 6.1.2 Their perception of how the transfer meets or does not meet the transfer criteria; and
 - 6.1.3 Their preferred placement for the coming year.
 - 6.2 After receiving letters of concern, the Superintendent will indicate to the staff member(s) the procedure that will be followed in considering their appeal. This process will be outlined in writing to the affected staff member(s) and administrator(s) within fourteen (14) days of receiving the appeal letter(s), and indicate a date and time for the staff member(s) to present their objections to the Board.
7. The Superintendent is responsible for coordinating professional staff assignments and transfers.
8. The Superintendent will obtain transfer requests from the professional staff by May 1.
9. Administrative meetings will be scheduled for school and Division administration to consider and recommend transfers of professional personnel.
10. Where there is uncertainty as to who may wish to transfer to a position, or where special interests or skills are necessary to meet student and program needs, the assignment may be advertised in the schools.
11. After transfers have been identified the Superintendent will notify affected staff of the transfer in writing.

Reference: Section 60, 61, 104, 113, School Act
Policy 14 – Hearings on Teacher Matters
Collective Agreements

Administrative Procedure 424

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Division, Alberta Education, and the Alberta Teacher Association recognizes that excellence in education for students is largely determined by qualified and committed staff.

To ensure that a quality Catholic education is afforded to students, our Division supports continuous growth through supervision and a evaluation program of staff performance. This program is constructive, emphasizing personal professional growth and professional development of all certificated staff.

This administrative procedure is designed to reinforce the need for career long professional growth on the part of teachers, and aims to ensure that each teacher's professional actions, judgments, and decisions are in the best educational interests of students and support the creation of ongoing opportunities for optimum learning.

The Division believes its primary role is to ensure that quality Catholic education is offered to all students. To that end, the Division supports a process which enables continuous growth, supervision and evaluation of all certificated staff consistent with the Teaching Quality Standard.

Definitions

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a Principal in determining whether one or more aspects of the teaching of a teacher meets or does not meet the Teaching Quality Standard.

Notice of Remediation means the written statement issued by a Principal to a teacher where the Principal has determined that a teacher's teaching does not meet the Teaching Quality Standard, and such a statement describes:

- ◆ The behaviours or practices that do not meet the Teaching Quality Standard and the changes required;
- ◆ The remediation strategies the teacher is directed to pursue; and
- ◆ How the determination will be made that the required changes in behavior or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.

Principal means a Principal as defined in the School Act.

Superintendent means a Superintendent of Schools appointed pursuant to Section 113 of the School Act, or for purposes of making recommendations under the Certification of Teachers Regulations.

Supervision means the ongoing process by which a Principal or designate carries out duties in respect to teachers and teaching required under section 20 of the School Act, and exercises educational leadership.

Teacher means:

- ◆ An individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act.
- ◆ An individual who has a temporary letter of authority.

Teacher Professional Growth means the career long learning process whereby a teacher annually develops, implements and completes a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.

Teaching Quality Standard means the standard and descriptors of knowledge, skills and attributes authorized by the Minister.

Procedures

1. The staff growth, supervision and evaluation program will:
 - 1.1 Ensure that a quality Catholic education is being offered to all students in the Division;
 - 1.2 Affirm the worth and dignity of all the parties involved;
 - 1.3 Clearly communicate performance expectations;
 - 1.4 Provide a basis for professional growth and development;
 - 1.5 Acknowledge effective teaching/performance;
 - 1.6 Support staff in the process of self-evaluation;
 - 1.7 Assist staff in the development of strategies/skills to support improved performance;
 - 1.8 Assess the quality of instruction;
 - 1.9 Consider the staff member's training, experience and skills when determining individual assignments; and
 - 1.10 Provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, transfer, dismissal and provision of references.
2. The staff growth, supervision and evaluation process recognizes the following:
 - 2.1 That competency of staff is assumed;
 - 2.2 That the communication of clear goals, expectations and criteria for performance by evaluators is essential to effective staff appraisal;

- 2.3 The complexity of the teaching and learning process;
 - 2.4 That the individual has personal responsibility and accountability for his/her performance;
 - 2.5 That in order to be effective at assessment and at facilitating staff growth, evaluators must possess a sound knowledge of what constitutes effective teaching; and
 - 2.6 That evaluators must possess the skills necessary to recognize, understand and communicate what constitutes effective performance for each staff member.
3. The Superintendent or designate is responsible for reporting annually to the Board and the public regarding the implementation of this administrative procedure.
4. Teacher Professional Growth
- 4.1 A teacher employed by the Division:
 - 4.1.1 Under a probationary contract;
 - 4.1.2 Under a continuing contract; and
 - 4.1.3 Under an interim or temporary contract of ninety-five (95) or more teaching days.

Is responsible for developing, implementing and completing during each school year an annual professional growth plan that meets the requirements of this administrative procedure.
 - 4.2 A teacher's annual professional growth plan:
 - 4.2.1 Shall take into consideration the education plans of the Division and Alberta Education. Each teacher will be provided with necessary supporting documents (i.e. School Annual Plan for Learning).
 - 4.2.2 May include a faith formation goal and professional goals with objectives and indicators of goal achievement based on an assessment of learning needs by the individual teacher; and
 - 4.2.3 Shall show a relationship to the Teaching Quality Standard.
 - 4.3 A teacher must submit a copy of the annual professional growth plan the teacher intends to pursue;
 - 4.3.1 To the Principal for review to ensure compliance with the procedure 4.2, by October 15 or, where a teacher commences employment after October 1, within 30 days of commencement of employment.
 - 4.4 An annual teacher professional growth plan;
 - 4.4.1 May be a component of a long-term, multi-year plan; and
 - 4.4.2 May consist of a planned program of supervising a student teacher or mentoring a teacher.
 - 4.5 In developing, implementing and completing a teacher's annual professional growth plan, a teacher shall adhere to the requirements of procedure 4.2.

- 4.6 A teacher's annual professional growth plan shall be reviewed by the Principal when submitted as required by procedure 4.3 and will also be reviewed when the completed annual professional growth plan is submitted in accordance with procedure 4.11 within 30 days of the submission deadline.
- 4.7 In the event that the Principal is of the view that the proposed annual professional growth plan submitted in accordance with procedure 4.3 is not in compliance with procedure 4.2, the Principal shall return the proposed annual professional growth plan to the teacher noting the deficiencies and requiring resubmission of a complying annual professional growth plan within two (2) weeks.
- 4.8 Unless a teacher agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a teacher.
- 4.9 Despite procedure 4.8, a Principal may identify behaviors or practices that may require an evaluation under procedure 4.19 provided that the information identified is based on a source other than the information in the annual teacher's professional growth plan of the teacher.
- 4.10 The supervisor may keep each professional growth plan on file until completed. All completed growth plans shall be returned to the respective staff members.
- 4.11 By June 1, a teacher shall provide the Principal, or the representative body of teachers where established by the school staff, a written or verbal culminating report using the original written copy of the teacher annual professional growth plan as a guide for the report.

SUPERVISION

- 4.12 A fundamental component of this administrative procedure is ongoing supervision of teachers by the Principal or designate, including:
 - 4.12.1 Providing support and guidance to teachers;
 - 4.12.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - 4.12.3 Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
- 4.13 Supervision shall be conducted on a continuing basis for all teachers employed by the Division, using the Division model for supervision. Through ongoing supervision, a Principal or designate shall ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard.
- 4.14 The School Principal will share and review with teachers at the beginning of each school year a supervision plan.
- 4.15 In the normal course of duties, a Principal or Superintendent may receive information from any legitimate source and make observations and written notes about the quality of teaching. All relevant information and observations will be shared with the teacher in a timely fashion.
- 4.16 In exercising educational leadership, a Principal will provide guidance and support to a teacher to improve the teacher's quality of instruction and this

assistance may vary in nature depending upon the teacher's learning needs and professional circumstances.

- 4.17 Supervision is to be viewed as developmental and teachers are to be willing to receive collegial advice and assistance to improve professional performance identifying areas of strength and provide recommendations and opportunities for further growth.
- 4.18 When a Principal or Superintendent believes that a teacher's teaching may not meet the requirements of the Teaching Quality Standard, the Principal or Superintendent may:
 - 4.18.1 Work with the teacher directly, as a part of the Principal or Superintendent's program of supervision, to provide assistance to change the behaviours or practices that may be problematic; or
 - 4.18.2 Initiate an evaluation in accordance with these procedures.

EVALUATION

- 4.19 The evaluation of a teacher by a Principal may be conducted:
 - 4.19.1 Upon the written request of the teacher;
 - 4.19.2 For the purposes of gathering information related to a specific employment decision;
 - 4.19.3 For purposes of assessing the growth of the teacher in specific areas of practice; or
 - 4.19.4 When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.
- 4.20 On initiating an evaluation, the Principal must communicate explicitly to the teacher in writing:
 - 4.20.1 The reasons for and purposes of the evaluation;
 - 4.20.2 The process, criteria and standards to be used;
 - 4.20.3 The timelines to be applied; and
 - 4.20.4 The possible outcomes of the evaluation.
- 4.21 A Principal or Superintendent shall ensure that a teacher evaluated under procedure 4.19 receives at least two written evaluations consisting of three classroom visits each in a school year consistent with any timeline required under procedure 4.19.
 - 4.21.1 Where possible, first evaluation by January 31 and second evaluation by May 15. (see Forms Manual - Evaluations)
- 4.22 Before proceeding with the evaluation, a Principal or Superintendent shall meet with the teacher to communicate information about the nature of the evaluation as outlined in procedure 4.17 and to obtain information about the teacher's teaching assignment and professional context.

- 4.22.1 A teacher will be involved in the development of the “evaluation plan” which will outline the process (including data collection procedures), criteria, standards and timelines to be followed.
- 4.23 The Principal or Superintendent designate shall observe the teacher’s teaching and, if appropriate, other activities relating to the teacher’s assignment. Data collection procedures shall be conducted in accordance with the Code of Professional Conduct. The Principal or Superintendent and the teacher shall meet through conferencing to discuss matters related to the evaluation.
- 4.24 When the Principal or Superintendent designate has completed a reasonable number of observations, the Principal or Superintendent shall determine if one or more aspects of the teacher’s teaching meets or does not meet the Teaching Quality Standard.
- 4.25 When evaluation of a teacher is completed, the Principal or Superintendent designate shall draft a report and shall include the Principal’s or Superintendent’s designate’s recommendation using the following time frame:
 - 4.25.1 Within 30 calendar days when the evaluation is for continued employment or certification; or
 - 4.25.2 Within 14 calendar days when the evaluation pertains to remediation.
- 4.26 The Principal or Superintendent designate and teacher shall meet to discuss the evaluation and the teacher shall be given the opportunity to append any written comments to the report. The evaluation, together with the teacher’s written comments, shall be placed in the teacher’s personnel file.
 - 4.26.1 Upon completion of an evaluation, the Principal must provide the teacher with a written copy of the completed evaluation report in a timely fashion.
- 4.27 When, in the conduct of a program or school evaluation, a Principal or Superintendent designate believes that a teacher’s teaching may not meet the Teaching Quality Standard, the Principal or Superintendent shall consider the program or school evaluation to be supervision under this administrative procedure and may initiate an evaluation under procedure 4.18.4.
- 4.28 When, as a result of an evaluation conducted , a Principal or Superintendent designate determines that a teacher’s teaching does not meet the Teaching Quality Standard, the Principal or Superintendent issues a notice of remediation to the teacher and the following steps shall be taken:
 - 4.28.1 A program of assistance, consistent with the notice of remediation, is offered to the teacher, and the teacher is notified of his/her right to representation by the ATA;
 - 4.28.2 After no more than 120 school days, a subsequent evaluation is undertaken but another evaluator separate from who conducted the initial evaluation;
 - 4.28.3 If the Principal or Superintendent designate concludes that the teacher’s teaching meets the Teaching Quality Standard, the evaluation ceases;

- 4.28.4 If the Principal or Superintendent designate concludes that the teacher's teaching still does not meet the Teaching Quality Standard, then, considering the best interest of the students, the teacher, the profession and the Division as a whole:
 - 4.28.4.1 An additional period of remediation is offered the teacher, or
 - 4.28.4.2 The teacher is given a change of assignment, or
 - 4.28.4.3 A combination of procedure 4.27.4.1 or 4.27.4.2 or
 - 4.28.4.4 A recommendation is made to the Board to terminate the teacher's contract of employment.
- 4.28.5 Where a teacher's contract of employment is not terminated under this procedure, the evaluation cycle continues at procedure 4.27.2 above.
- 4.28.6 Remediation strategies outlined in the notice replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan.
- 4.29 A recommendation by the Superintendent that a teacher be issued a permanent professional teaching certificate or offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher by the Principal. The first evaluation must be completed by January 31; a second evaluation must be completed by May 15 unless approval has been granted by the Superintendent for alternate dates.

CERTIFICATED STAFF APPEAL PROCEDURES

- 4.30 A teacher has the right to appeal an evaluation report through the evaluator to the Superintendent.
- 4.31 A staff member who disagrees with an evaluation may appeal to the Superintendent as follows:
 - 4.31.1 The appeal must take the form of a written letter and must be received by the Superintendent or designate within 14 calendar days of the staff member receiving the evaluation report. Specific concerns regarding the evaluation report or process must be detailed in the letter.
 - 4.31.2 Within two weeks of the receipt of the appeal, the Superintendent or designate will establish a procedure for reviewing the evaluation. This may include:
 - 4.31.2.1 A review of documentation presented by the staff member and evaluator pertinent to the appeal;
 - 4.31.2.2 A meeting with the staff member and other appropriate administration staff;
 - 4.31.2.3 A review of other information related to the evaluation report or process;

- 4.31.2.4 Additional observations and evaluations of the staff member by the Superintendent or designate, or another administrator.
- 4.31.3 Upon completion of the review, the Superintendent or designate shall indicate, in writing, to the staff member his/her recommendations regarding the appeal.
- 4.31.4 If there is a breach in compliance with Division procedures, the Superintendent shall arrange for a re-evaluation of the teacher.
- 4.31.5 The re-evaluation shall conform to the procedures for evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.
- 4.32 The decision of the Superintendent or designate is final.
- 4.33 This administrative procedure does not restrict the Superintendent.
 - 4.33.1 From taking disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust, a refusal to obey a lawful order of the Board; or
 - 4.33.2 From taking any action or exercising any right or power under the School Act.

Reference: Section 18, 20, 22, 39, 60, 61, 106, 107, 113 School Act
 Freedom of Information and Protection of Privacy Act
 Certification of Teachers Regulation 3/99 (Amended AR 206/2001)
 Practice Review of Teachers Regulation 4/99
 Teaching Quality Standard – Ministerial Order 016/97
 Teacher Growth, Supervision and Evaluation Policy 2.1.5
 Guide to Education ECS to Grade 12
 Forms Manual

Administrative Procedure 425

STAFF REDUCTION – CERTIFICATED

Background

Reductions in the professional staff complement may be required from time to time to ensure effective and efficient deployment of the resources available to the Division.

Procedures

1. Should the Superintendent be of the opinion that any of the following factors warrant a reduction in the number of staff positions, this administrative procedure may be applied at the Division's sole discretion to a particular school, Division Office or to the Division as a whole:
 - 1.1 Student enrollments (current or projected);
 - 1.2 Financial support for education;
 - 1.3 New and/or revised curricula;
 - 1.4 Changes in the functions of existing physical facilities; and
 - 1.5 Other factors considered relevant by the Superintendent.
2. Should the Superintendent deem a reduction in the number of professional staff employees to be warranted, s/he will endeavour first to effect such reduction through voluntary attrition, including:
 - 2.1 Non-renewal of probationary and temporary contracts;
 - 2.2 Voluntary resignation;
 - 2.3 Retirement;
 - 2.4 Voluntary unpaid leave of absence;
 - 2.5 Voluntary changes in employment status (i.e. full time to part time).
3. If voluntary attrition does not result in sufficient reduction, the Superintendent will endeavour to effect reduction through the transfer of staff to other appropriate assignments.
4. If reduction cannot be fully achieved through voluntary attrition and transfer to other assignments, the Superintendent will endeavour to effect reduction through the termination of contracts of employment.
5. The teacher(s) or administrator(s) to be released shall be given a minimum of thirty (30) days notice of termination by the Division, in accordance with the School Act.

6. Upon application of the criteria listed in procedure 1 and the recommendation of termination of a contract of employment, the Superintendent shall inform the teacher, in writing, of the recommendation to terminate the contract of employment and the reasons for the termination.

Reference: Section 60, 61, 96, 104, 105, 107, 109, 109.1, 110, 113, 116, 117, 133 School Act
Employment Standards Code
Labour Relations Code
Collective Agreements

Administrative Procedure 426

PROFESSIONAL STAFF – JOB-SHARING

Background

Alternate employment structures such as job-sharing or part-time employment offer both staff and students opportunities and potential benefits.

The Division supports the provision of alternate employment structures such as job-sharing, to the extent that these do not negatively affect student learning.

Procedures

1. In making decisions regarding job-sharing arrangements, the key factors considered will be the effect of the arrangement on the quality of instruction received by students.
2. Job-sharing arrangements are discouraged at the Kindergarten through grade 3 levels.
3. Teachers agreeing to job-sharing must commit to joint planning of students' education programs as well as maintaining ongoing communications with one another.
4. Requests for job-sharing arrangements will normally be initiated jointly by the teachers involved and presented in writing to the Principal of the affected school (with a copy to the Superintendent).
5. The Principal is responsible for reviewing the request, analyzing the advantages and disadvantages with particular attention paid to the impact on students, and making a recommendation for approval or rejection of the request to the Superintendent.
6. The Superintendent is responsible for reviewing, approving and monitoring all job-sharing arrangements.

Reference: Section 18, 20, 60, 61, 113 School Act
Employment Standards Act
Collective Agreements

Administrative Procedure 427

EARLY RETIREMENT PLAN

Background

The membership of the Division's certificated teachers is to be representative of a broad cross-section of the profession in terms of age, experience, areas of expertise and currency of training. In order to create opportunities for increasing diversity in the staff, long-term certificated teachers may be given recognition of service through an Early Retirement Incentive Plan.

The Division may provide an Early Retirement Plan for its certificated teachers.

Procedures

1. Eligibility

- 1.1 A permanent certificated teacher of the Division who has reached fifty (50) years of age and has a minimum of ten (10) years of service with the Division or with a school or schools in the Division;
- 1.2 A certificated teacher who is paid at the maximum salary for experience according to the appropriate category in salary agreements; and
- 1.3 A certificated teacher who has voluntarily requested participation in writing.

2. Application

- 2.1 A certificated teacher must make written application to the Superintendent on or before January 15 for the following school year.
- 2.2 A written acceptance or rejection of the application will be forwarded to the certificated teacher prior to March 1 of the school year in which the request is made.

3. Approval

- 3.1 The Superintendent shall select among applicants those who will be approved according to the following criteria:
 - 3.1.1 Ability to hire an adequate replacement;
 - 3.1.2 The need to provide vacancies to stimulate promotion, hiring opportunities or to reduce staff;
 - 3.1.3 Available funding (to ensure no additional cost to tax payers);
 - 3.1.4 Relative years of experience and contribution of certificated teachers;
 - 3.1.5 Recommendation of Principals.

3.2 The Division reserves the right to limit the number of certificated teachers allowed to participate in the plan in a given year.

4. Payment Formula

4.1 The retirement bonus for certificated teachers fifty to fifty-four (50 – 54) years of age shall be fifty percent (50%) of the certificated teacher's total salary at the time of retirement.

4.2 The retirement bonus, as determined in procedure 4.1, shall be reduced by one fifth (1/5) of the certificated teacher's pre-retirement salary for every year the certificated teacher's age exceeds fifty-four (54) at the time of retirement.

4.3 The total amount of the retirement bonus shall be paid as per the ERIP agreement between the certificated teacher and the Division.

4.4 Certificated teachers have the option of spreading the retirement bonus over a period of one (1) to five (5) years. The initial payment shall be made within thirty (30) days of retirement. Subsequent payments shall be made annually on the anniversary date of the retirement; or the outstanding balance to the estate following thirty (30) days notification of death subject to legal requirements for such payments.

4.5 The Division reserves the right to vary, to the benefit of the certificated teacher, the method and amount of early retirement bonus.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 430

STAFF RECRUITMENT – CERTIFICATED ADMINISTRATION

Background

The quality of education received by Division students is directly related to the quality of administrative staff appointed. The Division is committed to the application of a fair and thorough administrator recruitment process.

Procedures

1. Basic criteria to be considered in selecting administrative and supervisory staff are:
 - 1.1 Professional preparation and experience.
 - 1.2 Professional achievement and contribution including evidence of leadership ability.
 - 1.3 Verbal and written references.
 - 1.4 Commitment to the Division's philosophy, mission statement and beliefs.
 - 1.5 Administrative abilities regarding decision-making, organizing, planning, communicating, coordinating, managing and evaluating.
 - 1.6 Human relations skills including the ability to develop positive relations with students, staff, parents, parishes, community and others.
2. All school level administrative appointments are appointments to the system not the specific school.
3. All administrative and supervisory positions may be advertised internally to ensure that the selection process considers all interested, qualified staff.
4. Consideration may be given to transfers of existing administrators prior to a vacant position being advertised.
5. School Councils may participate in an advisory role in selecting criteria to be used in the process for the hiring of the Principal and the Assistant Principal.
6. The Division is committed to hiring Catholic administrators.
7. Upon hiring and at renewal of administrative contract, administrators shall:
 - 7.1 If Catholic
 - 7.1.1 Attest that s/he is a practicing Catholic;
 - 7.1.2 Represent that s/he is capable and willing to teach a fully permeated Catholic faith both in and outside of formal religion classes, celebrations and exercises;

- 7.1.3 Undertake to follow, both in and out of school, a lifestyle and deportment in harmony with Catholic Church practices and beliefs which include, among other things, participation in the Sacraments of the Church and living in harmony with the principles of the Gospel and teachings of the Catholic Church;
 - 7.1.4 Acknowledge and agree that either the Board or the administrator may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 7.1.5 Provide the Division with a testimonial from a priest or member of the pastoral team attesting to her/his faith commitment; and
 - 7.1.6 Understand and commit to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 7.2 If Not Catholic
- 7.2.1 Recognize that s/he will be teaching in a fully permeated Catholic School setting and is comfortable with and respectful of the teachings and traditions of the Catholic Church;
 - 7.2.2 Undertake not knowingly to speak against or act in a manner to disparage the practices and beliefs of the Catholic Church and agree to participate as appropriate in religious celebrations and exercises;
 - 7.2.3 Undertake to follow, both in and out of school, a lifestyle and deportment in harmony with the principles of the Gospel and teachings of the Catholic Church;
 - 7.2.4 Acknowledge and agree that either the Board or the administrator may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 7.2.5 Provide the Division with a testimonial from a religious leader of her/his faith attesting to her/his faith commitment; and
 - 7.2.6 Understand and commit to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 7.3 For the purpose of this provision “Catholic” shall mean “a baptized member of the Roman Catholic Church or one of the Eastern Catholic Churches”.
8. The Superintendent is responsible for initiating recruitment procedures as required, completing reference checks and short listing candidates to be interviewed for all positions except Superintendent.
9. Further processes are outlined in Board Policy 16.

Reference: Section 19, 20, 60, 61, 95, 96, 117 School Act

Administrative Procedure 431

SCHOOL ADMINISTRATION – PRINCIPAL AND ASSISTANT PRINCIPAL

Background

The Division views the Principal and Assistant Principal as an administrative team responsible for achieving the goals of the Division and the school. A team approach to management contributes to the successful and efficient operation of the school in that complementary roles and functions ensure the full leadership skills and abilities of the individual administrators are utilized.

The role of Catholic school administration is central to providing and maintaining an effective ongoing instructional school program and the development of the whole person. It is the task of the administration to give specific form to this vision of Catholic education. Accordingly, in a Catholic school, Christian values are to permeate the actions of administrators, staff and students.

Effective leadership calls for creativity, vision, commitment, communication, acceptance and action.

The Division supports the functioning of the Principal and Assistant Principal as an administrative team that works closely in a leadership role to best achieve the educational goals of the school and Division in a spirit of freedom, charity and hope.

Procedures

1. In accordance with the School Act, the Superintendent:
 - 1.1 Shall assign a Principal to each school.
 - 1.2 May assign a Principal to be a Principal of more than one (1) school.
2. The Principal is responsible to the Superintendent.
3. The Principal is responsible for:
 - 3.1 Serving as a role model for Catholic leadership through the participation and involvement in parish and school faith communities.
 - 3.2 Providing instructional leadership in the school.
 - 3.3 Ensuring that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the School Act.
 - 3.4 Evaluating or providing for the evaluations of programs offered in the school.
 - 3.5 Ensuring that students in the school have the opportunity to meet the standards of education set by the Minister.

- 3.6 Directing the management of the school.
 - 3.7 Maintaining order and discipline in the school and on the school grounds and during activities sponsored or approved by the Division.
 - 3.8 Promoting co-operation between the school and the community that it serves.
 - 3.9 Supervising the evaluation and advancement of students.
 - 3.10 Evaluating the teachers and other staff employed in the school.
 - 3.11 Subject to any applicable collective agreement and the Principal's contract of employment, carry out those duties that are assigned to the Principal by the Superintendent in accordance with the procedures and the requirements of the School Council and the Division.
 - 3.12 Achieving the mission and educational goals established for the Division.
 - 3.13 Providing assistance in the selection, deployment, development, reprimanding and making recommendations regarding tenure and termination.
 - 3.14 Planning and controlling expenditures related to a local school based budget.
 - 3.15 Other duties as assigned by the Superintendent.
4. In accordance with law, Board policy and Division administrative procedures:
 - 4.1 In a school where there are eight (8) or more teachers, the Superintendent will appoint an Assistant Principal.
 - 4.2 In a school where there are twenty-five (25) or more teachers, the Superintendent may appoint a second Assistant Principal.
 - 4.3 Additional Assistant Principals may be appointed by the Superintendent, if it is deemed necessary.
 5. The Assistant Principal is responsible to the Principal.
 6. The Principal is responsible to develop a job description that outlines the specific duties of the Assistant Principal.
 7. In the absence of the Principal, one (1) Assistant Principal will be designated by the Principal or Superintendent to be responsible for the operations of the school.

Reference: Section 19, 20, 60, 61, 96, 113 School Act
Collective Agreement

Administrative Procedure 431 – Appendix

SCHOOL ADMINISTRATION TEAM CONCEPT

The administrative leadership role in a Catholic school encompasses three major functions:

1. Spiritual Leadership. This includes:
 - 1.1 Creating conditions in which administration, staff and students have an opportunity to grow and develop and maximize their individual human potential in the spirit of the Gospel;
 - 1.2 Fostering a faith community in the school;
 - 1.3 Ensuring that school staff demonstrates care and concern for each other, students, parents and the community at large;
 - 1.4 Promoting a positive relationship between parish and school, recognizing that spiritual and educational development is a shared responsibility; and
 - 1.5 Fostering the development of a positive school climate.
2. Instructional Leadership. This includes:
 - 2.1 Providing leadership in establishing goals and objectives that meet the needs of the students in the school community and are compatible with those of Alberta Education and the Division; and
 - 2.2 Coordinating, facilitating and evaluating both the instructional program and the teaching practices in the school.
3. Managerial Role. This includes:
 - 3.1 Setting the climate in which human growth can flourish;
 - 3.2 Organizing the staff and delegating duties and responsibilities to maximize contributions; and
 - 3.3 Performing those duties required by law, Board policies and Division administrative procedures.

The results to be achieved with each of the major functions are as follows:

1. Spiritual leadership will be achieved by:
 - 1.1 Promoting specific faith-building activities for staff, students and the community;
 - 1.2 Creating a spirit of care and concern for others by fostering the development and use of a vocabulary of hope;
 - 1.3 Fostering a positive school-parish relationship through communication and cooperation between the school and the parish community;

- 1.4 Having the school reflect an atmosphere permeated with Gospel values; and
 - 1.5 Actively seeking opportunities for personal faith development.
2. Instructional leadership will be achieved by:
- 2.1 Determining the needs of the school community and the Division;
 - 2.2 Utilizing Alberta Education guidelines to assist in goal development in response to community needs;
 - 2.3 Developing goals and objectives annually in consultation with significant stakeholders;
 - 2.4 Enhancing instructional programs and teaching practices through supervision and guidance of staff members in accordance with Board policies and Division administrative procedures;
 - 2.5 Encouraging staff professional growth and development;
 - 2.6 Generating and sustaining a commitment by staff and students to the learning process; and
 - 2.7 Involving parents in this shared commitment.
3. The managerial role will be fulfilled by:
- 3.1 Providing for effective and efficient planning;
 - 3.2 Providing for effective and efficient decision-making; and
 - 3.3 Ensuring open, two-way communication between the school and its stakeholders.

Reference: Section 19, 20, 60, 61, 96, 113 School Act
Collective Agreement

Administrative Procedure 432

STAFF EVALUATION – CERTIFICATED ADMINISTRATION

Background

Regular performance appraisals of school and Division Office based administrators contribute to the improvement of school management. Since administrators have a significant impact on the quality of education programs, regular evaluations are essential.

The Superintendent requires all school and Division Office based administrators employed by the Division be evaluated on a regular basis to ensure administrative performance is consistent with the Division's standards, philosophy and objectives.

Procedures

1. Purpose

The purposes of the school and Division Office based administrator evaluation program are to:

- 1.1 Communicate performance expectations.
- 1.2 Facilitate improved administrative performance.
- 1.3 Identify strengths as well as areas where effectiveness could be improved.
- 1.4 Assist the administrator to assess critically his/her own performance.
- 1.5 Serve as a basis for decisions relating to contract status, promotion, transfer or termination.

2. Performance Criteria

The evaluation of administrative performance shall be based upon the following major responsibility areas:

- 2.1 Spiritual leadership;
- 2.2 Instructional leadership; and
- 2.3 General school management.

Administrative Procedure 431 – Appendix: School Administration Team Concept provides detailed direction regarding performance expectations for school-based administrators.

3. Nature of Evaluation

- 3.1 Administrators will be evaluated on an informal basis (ongoing and developmental) as well as a formal basis (summative and judgmental, to assist with decisions regarding tenure, promotion, demotion, etc.);

- 3.2 The evaluation process shall be designed to assist the administrator through self-awareness and self-knowledge to maximize his/her professional growth;
- 3.3 The evaluation process and subsequent judgments rendered must be fair and just, which requires:
 - 3.3.1 Elimination, to the extent possible, of personal bias, interest and prejudice on the part of the evaluators;
 - 3.3.2 Provision of reasonable time to improve areas identified as requiring improvement;
 - 3.3.3 Use of multiple data collection sources relative to administrator performance on established criteria;
 - 3.3.4 Opportunities to discuss the evaluation with the evaluators; and
 - 3.3.5 The right to appeal the evaluation.
4. Confidentiality of Records
 - 4.1 Evaluation reports will be treated as confidential documents and kept on file in the Division Office personnel file. Access to evaluation reports is restricted to the administrator, the Superintendent and the Board (only through formal motion to review the administrator's file). In the event that a formal Board request to view an administrator's file is made, the administrator shall be notified of their request in writing.
5. Administrators are responsible for:
 - 5.1 Engaging in ongoing self-evaluation;
 - 5.2 Participating in appropriate professional development activities; and
 - 5.3 Consulting with teachers, students and support staff as part of the evaluation process.
6. The Superintendent or designate is responsible for:
 - 6.1 Ensuring that detailed administrator evaluation procedures are developed;
 - 6.2 Ensuring that administrators are made aware of evaluation criteria;
 - 6.3 Implementing the formal evaluation process; and
 - 6.4 Informing administrators of the established appeal procedures.
7. The administrator evaluation process will include:
 - 7.1 A self-evaluation component;
 - 7.2 An annual evaluation process; and
 - 7.3 A comprehensive evaluation completed once every five (5) years.
8. For comprehensive evaluations, the evaluator shall prepare a final written performance appraisal report on/or before May 31 of the school year in which the evaluation is completed.

- 8.1 One (1) copy of the evaluation is to be provided for the administrator and one (1) copy retained in the administrator's personnel file in Division office.
 - 8.2 The person being evaluated may attach a written reaction to the evaluation report for inclusion in his/her personnel file.
9. School-based administrators shall be evaluated:
- 9.1 In their first year of employment as an administrator with the Division;
 - 9.2 If they require a recommendation for permanent certification;
 - 9.3 On a four (4) year cycle from the date of their last evaluation; or
 - 9.4 On request of the administrator, Superintendent or Board.
10. Appeals
- 10.1 An administrator who disagrees with an evaluation report may appeal, in writing, to the Superintendent.
 - 10.2 This written appeal must be received by the Superintendent within two (2) weeks of receiving the evaluation report and shall outline the specific concerns.
 - 10.3 Within two weeks (2) of receiving the appeal, the Superintendent will establish a procedure for reviewing the appeal.
 - 10.4 This shall include a review of the employee's file and any or all of the following:
 - 10.4.1 Convening a meeting with the administrator and other appropriate personnel;
 - 10.4.2 Conducting an additional evaluation; and
 - 10.4.3 Outlining and suggesting appropriate alternatives to the administrator.

Reference: Section 19, 20, 60, 61, 95, 96, 117 School Act

Administrative Procedure 440

STAFF RECRUITMENT – SUPPORT

Background

Support staff are vital to the provision of quality education programs and must be recruited in an effective, efficient and fair manner.

The Division supports the recruitment and efficient deployment of qualified support staff to meet student educational needs.

Procedures

1. In recruiting support staff the following criteria will be considered:
 - 1.1 Needs of Division students as perceived by the Division administration;
 - 1.2 Provisions of current collective agreements;
 - 1.3 Candidates' interests, knowledge, education, ability, skills and/or seniority with the Division; and
 - 1.4 Candidate's suitability and compatibility based upon past performance and experience.
2. The Superintendent is responsible for establishing support staff recruitment procedures, communicating these to school administration and monitoring their implementation.
3. The Secretary-Treasurer is delegated authority to select Division Office support staff.

Reference: Section 18, 20, 60, 61, 133, 166, 117 School Act
Employment Standards Code

Administrative Procedure 441

LOCAL AUTHORITIES PENSION PLAN

Background

All participating employers of the Local Authorities Pension Plan (LAPP) are required to have a procedure stating eligibility.

All full-time permanent non-certificated employees of the Division will participate in the Local Authorities Pension Plan in accordance with the procedures below.

Procedures

1. Participation in LAPP is mandatory for those full-time permanent non-certificated employees who regularly work not less than fourteen (14) hours per week over the period deemed by the employer to be the normal working year.
2. The permanent non-certificated employee may be required to serve a one (1) year waiting period to become eligible to participate in LAPP in accordance to LAPP requirements.
3. Non-certificated employees hired for a specific term, even if their individual employment offers are extended from year to year without a break in service, are not eligible to participate.
4. All non-eligible employees will sign acknowledgement Form 441-1 regarding their ineligibility.

Reference: Section 18, 20, 60, 61, 133, 166, 117 School Act
Employment Standards Code

Administrative Procedure 442

STAFF ASSIGNMENTS AND TRANSFERS – SUPPORT

Background

Appropriate assignment of support staff is a major factor in delivering quality education programs. Transfers of support staff to meet evolving Division needs are often necessary to facilitate effective and efficient staff deployment.

Support staff transfers may be undertaken when school, program, student or staff needs warrant.

Procedures

1. In deploying or transferring support staff, the following criteria will be considered:
 - 1.1 Student and program needs.
 - 1.2 Provisions of the current collective agreements and/or terms and conditions of employment.
 - 1.3 Experience, interests and training of support staff members.
 - 1.4 Seniority of staff members with the Division.
 - 1.5 Staff request.
 - 1.6 Principal recommendations.
2. Transfers of currently employed support staff may be considered before external appointments are made.
3. The Superintendent is responsible for:
 - 3.1 Coordinating the transfer of all Division support staff;
 - 3.2 Establishing specific administrative procedures to be followed when transferring staff.
 - 3.3 Ensuring appeal procedures are available for support staff members who have been transferred.

Reference: Section 18, 20, 60, 61, 133, 166, 117 School Act
Employment Standards Code

Administrative Procedure 443

STAFF EVALUATION – SUPPORT

Background

The Division expects all employees to perform their duties in an efficient and effective manner. To determine the degree to which these expectations are met an objective and fair employee performance appraisal system is required.

The Division will maintain an employee performance appraisal program for all support staff positions.

Procedures

1. The purposes of the performance appraisal program are to:
 - 1.1 Ensure clear understanding of duties and responsibilities associated with all jobs;
 - 1.2 Establish the criteria to be used to measure the employee's effectiveness;
 - 1.3 Recognize employees who are doing good work;
 - 1.4 Identify areas where employee effectiveness could be improved;
 - 1.5 Identify employee training and development needs; and
 - 1.6 Provide a basis for making decisions with regard to probationary contracts, promotion or separation.
2. Support staff will be formally evaluated:
 - 2.1 Near the end of their probationary period;
 - 2.2 When they are scheduled for regular evaluation, at least once every two (2) years for permanent staff;
 - 2.3 If the quality of their work performance is being questioned by a supervisor;
or
 - 2.4 If the employee or supervisor requests a performance appraisal.
3. The Principal is responsible for ensuring that all support staff operating out of his/her school are formally evaluated as specified in administrative procedures.
4. The Superintendent is responsible for ensuring that support staff providing Division-wide service is formally evaluated as specified in administrative procedures.
5. The Supervisor's evaluation responsibilities will include:
 - 5.1 Clearly outlining performance expectations early in the year;

- 5.2 Appraising current performance levels and identifying strengths and areas needing improvement;
 - 5.3 Completing the formal performance appraisal form and discussing the report with the employee; and
 - 5.4 Ensuring that a copy of the appraisal is provided for the employee as well as placed in the employee's personnel file by June 30.
6. The employees' evaluation responsibilities include:
- 6.1 Reviewing his/her past performance;
 - 6.2 Determining what future objectives/expectations s/he wishes to set;
 - 6.3 Informing the supervisor of any barriers limiting performance; and
 - 6.4 Identifying areas of the job in which training is needed.
7. Both the supervisor and the employee are required to sign the evaluation report.
- 7.1 The supervisor's signature acknowledges that s/he is personally responsible for all assessments, comments and/or recommendations that precede his/her name on the appraisal form (Form 443-1) and that the observations recorded on the form have been the result of direct observation of the employee, a review of available performance information and/or consultation with other supervisory personnel.
 - 7.2 The employee's signature acknowledges that s/he has had an opportunity to read and discuss the information on the appraisal report. It does not necessarily acknowledge total agreement with the content of the appraisal. If the employee is in disagreement with the appraisal, the employee can record any comments/concerns and have them attached to the report.
8. Performance appraisals may be appealed through the established channels of communication beginning with the person who completed the appraisal. If the matter is not resolved by the supervisor, the appraisal may be appealed to the Superintendent. This will involve:
- 8.1 A written statement to the Superintendent within two (2) weeks of the employee receiving the evaluation report including specific concerns regarding the report or evaluation process.
 - 8.2 The Superintendent, within two (2) weeks of receiving the appeal, will establish a procedure for reviewing the evaluation. This may include:
 - 8.2.1 A review of the employee's file;
 - 8.2.2 A meeting with the employee's supervisor, employee and other appropriate personnel;
 - 8.2.3 A review of documentation provided by the employee or the supervisor;
 - 8.2.4 A review of additional relevant data as required; and

8.2.5 A review of appropriate alternatives.

8.3 Upon completion of the review, the Superintendent shall indicate in writing to the employee his/her conclusions and recommendations, regarding the appeal.

9. The decision of the Superintendent is final.

Reference: Section 18, 20, 60, 61, 133, 166, 117 School Act
Employment Standards Code

Administrative Procedure 450

ORGANIZATIONAL STRUCTURE

Background

The Division believes in establishing a clear organizational structure.

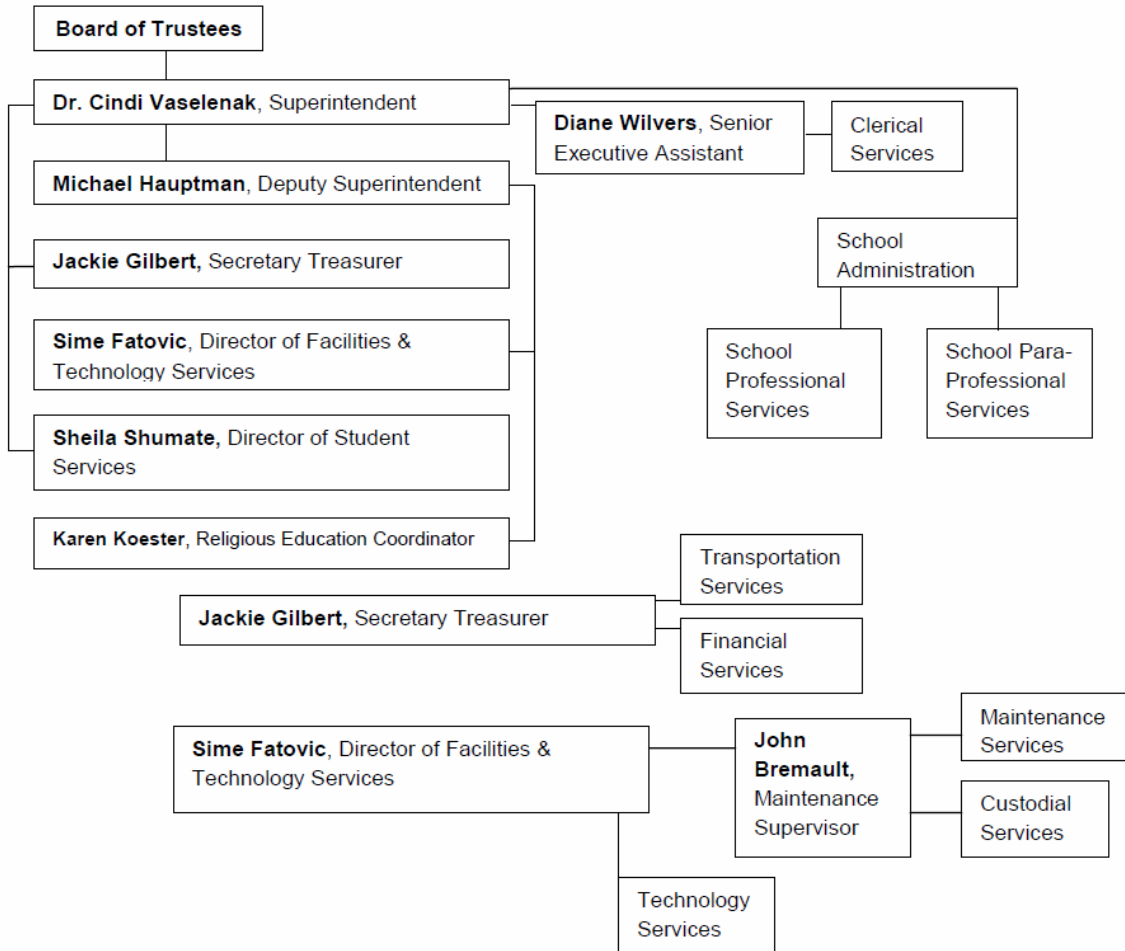
Procedures

1. The Superintendent will annually develop an organizational structure, to facilitate the effective and efficient operation of the Division.
2. The structure shall outline working relations, where each employee will have one (1) supervisor.
3. Direction shall directly follow the organizational structure.

Reference: Sections 60, 61, 96, 113, 116, 117 School Act

Administrative Procedure 450 – Appendix

ORGANIZATIONAL CHART



Administrative Procedure 451

DEPUTY SUPERINTENDENT

Background

The Deputy Superintendent is responsible to the Superintendent and is deemed to be the first line officer reporting to the Superintendent. It is intended that the Deputy Superintendent will be sufficiently informed with respect to all aspects of the school system to be able to assume the functions of the Superintendent in his/her absence.

Procedures

1. The appointment of a Deputy Superintendent will be in accordance with Board Policy 16.
2. The individual appointed is responsible to the Superintendent.
3. Specific duties of the position shall be outlined in a job description developed for that position and shall include modelling participation and involvement in the parish and Division faith communities and ensuring that students and staff are provided with opportunities for spiritual development within the Division.
4. The Deputy Superintendent will be responsible for the operation of the Division in the absence of the Superintendent.

Reference: Section 60, 61, 96, 113, School Act

Administrative Procedure 451 – Appendix

DEPUTY SUPERINTENDENT JOB DESCRIPTION

The Deputy Superintendent will be responsible and held accountable to the Board through the Superintendent for, but not restricted to, the following.

1. Educational Services

The Deputy Superintendent is responsible for providing leadership and coordination of all curricular and instructional programs within the Division by:

- 1.1 Coordinating all curricular/program and instructional related matters within the Division by acting as the Division link between all program departments of Alberta Education and/or other education-related agencies, and the schools and professional staff of the Division.
- 1.2 Working directly and cooperatively with school administration and instructional staff to ensure that Provincial prescribed Programs of Study and Board-mandated programs are being followed.
- 1.3 Providing direct support and assistance to school administration and their instructional staff in all matters related to curriculum and program delivery.
- 1.4 Initiating, planning, and being directly involved with conducting program and program delivery evaluations.
- 1.5 Facilitating any and all action on recommendations that arise out of program and program delivery evaluations.
- 1.6 Working directly and cooperatively with Division administrative and instructional staff to identify, plan, implement, and evaluate Division in-service and professional development projects.
- 1.7 Working directly and cooperatively with the Superintendent to coordinate the development of the Division Technology Plan.
- 1.8 Performing such other tasks as may from time to time be assigned by the Superintendent.

Reference: Section 60, 61, 96, 113, School Act

Administrative Procedure 452

SECRETARY-TREASURER

Background

The School Act requires Boards to appoint a secretary and a treasurer or one person to act as Secretary-Treasurer. The Secretary-Treasurer is an executive officer of the Division, primarily charged with the responsibility of administering business services to and for the Division under the direction of the Superintendent, and in accordance with approved operating policies, goals and objectives of the Division.

The Board shall employ a Secretary-Treasurer who shall be responsible for the performance of such duties as are prescribed by the School Act or the Superintendent. The Secretary-Treasurer shall be responsible to the Superintendent and shall report on any matter affecting the financial operations of the Division.

Procedures

1. The appointment of the Secretary-Treasurer will conform to the requirements of the School Act and Ministerial regulations related to notification and bonding and will be in accordance with Board Policy 16.
2. The Secretary-Treasurer will report directly to the Superintendent.
3. The Secretary-Treasurer is responsible for the administration and supervision of all business affairs of the Division, in accordance with the School Act, the requirements of the Department of Education, Board policies and Division administrative procedures.
4. Specific duties shall be outlined in a job description developed for the position of Secretary-Treasurer.
5. The Superintendent is responsible for initiating recruitment procedures for a Secretary-Treasurer in the event of a vacancy.
6. The Superintendent is responsible for notifying the Minister of the appointment.

Reference: Section 60, 61, 113, 116, School Act

Administrative Procedure 452 – Appendix

SECRETARY-TREASURER JOB DESCRIPTION

The Secretary-Treasurer is responsible to the Superintendent for the administration and supervision of all business affairs of the Division in accordance with the School Act, and the requirements of Alberta Education. This position also serves in an advisory function to the Superintendent of Schools on the financial and corporate affairs of the Division.

1. Responsibilities include:
 - 1.1 Achievement of the Division Mission, Goals and Priorities as established by the Board of Trustees.
 - 1.2 Performance of all duties required by law.
 - 1.3 Management of the Division's business and financial affairs including planning and control of receipts and expenditures of all funds.
 - 1.4 Acting as a resource for Board Personnel Committees for all Contract negotiations.
 - 1.5 Administering agreements with other education jurisdictions.
 - 1.6 The Division's transportation of students.
 - 1.7 The condition of Board property including the neatness and cleanliness of school buildings and grounds; the safety, security and state of repair of school buildings and furnishings; and the planning, allocation and expenditure of funds for custodial, maintenance, renovation and repair purposed in respect to Division buildings, grounds, furnishings and vehicles.
 - 1.8 Coordination and planning of all new facilities.
 - 1.9 Development and implementation of Joint Use Agreements as related to Division buildings and grounds.
 - 1.10 Assignment, training, performance, evaluation, promotion and recommendations to Human Resources regarding the selection and separation of Maintenance, Custodial, Transportation and Business and Finance staff.
 - 1.11 Identification and pursuit of activities leading to professional growth and development of Department members.
 - 1.12 Development and management of the Division's Information System.
 - 1.13 Forecasting and accommodation of students/numbers/locations.
 - 1.14 Coordination of FOIP services and responses to inquiries.

Reference: Section 60, 61, 113, 116, School Act

Administrative Procedure 453

DIRECTOR OF STUDENT SERVICES**Background**

The Director of Student Services is responsible for assisting the Division in meeting the needs of students, by providing expertise and support to the Superintendent, Principals and other Division and school staff so that the goals of special education and coordinated services for children is incorporated into education plans.

Procedures

1. The Superintendent shall appoint a Director of Student Services who will report directly to the Deputy Superintendent.
2. Specific duties shall be outlined in a job description developed for the position of Director of Student Services.
3. The Superintendent is responsible for initiating recruitment procedures for a Director of Student Services in the event of a vacancy.

Reference: Section 60, 61, 96, 113 School Act

Administrative Procedure 453 – Appendix

DIRECTOR OF STUDENT SERVICES JOB DESCRIPTION

Working under the supervision of the Deputy Superintendent, responsibilities of the position will include, but not be limited to:

- Providing Division representation at interagency initiatives (e.g. PEASHP, LASHP, ASHP, JACC, Complex Needs).
- Conducting behavioural and psycho-educational assessments for students in grades K-12.
- Assisting special education coordinators and school administration to develop strategies for effective and meaningful programming based on assessments.
- Participating on crisis response teams.
- Coordinating Division PUF applications and claims.
- Monitoring the development and implementation of IPP's.
- Providing professional development for learning support facilitators and teacher assistants.
- Mediating conflicts relevant to Special Education programming.
- Leading and supporting guidance and counselling programs.

Qualifications:

- Commitment to the values of the Catholic Christian faith.
- Bachelor of Education and Masters degree in a related field.
- Professional designation as a Registered (Chartered) Psychologist.
- Strong background in Special Education/Counselling.

Reference: Section 60, 61, 96, 113 School Act

Administrative Procedure 460

SUBSTITUTE TEACHERS

Background

In order to provide a continuous, well-directed education program for students, the Division shall employ the best available substitute teachers or instructors in the absence of the regular classroom teacher.

Procedures

1. The Division will maintain a list of all substitute teachers approved for service to the Division. Files on all substitute teachers will be maintained by the Division office. Substitute teachers are expected to file copies of credentials and document any previous teaching experience in the same manner permanent staff must, for salary purposes.
2. Each year, Principals shall be given a list of all approved substitute teachers which will be updated periodically. Schools becoming aware of substitutes available for work in Division schools are asked to convey this information to Division Office so necessary approval can be granted by the Superintendent.
3. The deployment of substitute teachers within a particular school is the responsibility of the Principal or designate.
4. Cancellation of a booked substitute teacher requires a minimum of twenty-four (24) hours notice.
5. Substitutes are expected to fit into the organization of the school when they arrive and, in consultation with the Principal, to continue the work and activities that have been planned by the teacher they are replacing.
6. Upon initial engagement, substitute teachers shall:
 - 6.1 If Catholic
 - 6.1.1 Attest that s/he is a practicing Catholic;
 - 6.1.2 Represent that s/he is capable and willing to teach a fully permeated Catholic faith both in and outside of formal religion classes, celebrations and exercises;
 - 6.1.3 Undertake to follow, both in and out of school, a lifestyle and deportment in harmony with Catholic Church practices and beliefs which include, among other things, participation in the Sacraments of the Church and living in harmony with the principles of the Gospel and teachings of the Catholic Church;

- 6.1.4 Acknowledge and agree that either the Board or the substitute teacher may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 6.1.5 Provide the Division with a testimonial from a priest or member of the pastoral team attesting to her/his faith commitment; and
 - 6.1.6 Understand and commit to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 6.2 If Not Catholic
- 6.2.1 Recognize that s/he will be teaching in a fully permeated Catholic School setting and is comfortable with and respectful of the teachings and traditions of the Catholic Church;
 - 6.2.2 Undertake not knowingly to speak against or act in a manner to disparage the practices and beliefs of the Catholic Church and agree to participate as appropriate in religious celebrations and exercises;
 - 6.2.3 Undertake to follow, both in and out of school, a lifestyle and deportment in harmony with the principles of the Gospel and teachings of the Catholic Church;
 - 6.2.4 Acknowledge and agree that either the Board or the substitute teacher may seek the interpretation and assistance of the local Bishop in order to clarify what are the principles of the Gospel and teachings of the Catholic Church;
 - 6.2.5 Provide the Division with a testimonial from a religious leader of her/his faith attesting to her/his faith commitment; and
 - 6.2.6 Understand and commit to the responsibility to undertake periodic professional development related to Catholicity and to fully support the spiritual development of students.
- 6.3 For the purpose of this provision “Catholic” shall mean “a baptized member of the Roman Catholic Church or one of the Eastern Catholic Churches”.
7. Teachers employed as substitutes must conform as closely as possible to the established routine and discipline procedures of the school. When the Principal expects a substitute to perform non-instructional duties, the substitute shall be informed of this at the time of engagement.
8. Substitute teachers are expected to adhere to the same standards of professional conduct as regular teachers including conforming to the Code of Professional Conduct of the Alberta Teachers’ Association.
9. Substitute teachers are required to fill out Form 460-1 providing detailed particulars of the period of substitution. The Principal shall forward all signed substitute teacher reports to Division Office.

10. Substitute teachers shall be provided with a copy of the school's Substitute Teachers Handbook by the school office upon arrival to teach.
11. Instructors may be employed if an Alberta certificated teacher is not available for service.
12. Instructors will work under the supervision of a certificated staff member.
13. When a Principal is aware that a substitute teacher will be required for a period of twenty (20) or more consecutive days in the same teaching assignment, the Principal shall consult with the Superintendent prior to employing the substitute.

Reference: Section 60, 61, 100, 113 School Act

Administrative Procedure 470

POSITION DESCRIPTIONS**Background**

The Deputy Superintendent will make provision for position descriptions for employees in the Division.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration and will be incorporated in the Position Description Appendix to this administrative procedure.
2. The Deputy Superintendent will review the duties of employees from time to time.
3. All employees are ultimately responsible to the Superintendent.
4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Sections 60, 61, 96, 113, 116, 117 School Act

Administrative Procedure 470 – Appendix

POSITION DESCRIPTION MANUAL

Reference: Sections 60, 61, 96, 113, 116, 117 School Act

ACCOUNTING ASSISTANT

Role Description

Under the direction and supervision of the Secretary-Treasurer, the Accounts Clerk – General will assume major responsibilities in the application of accounting principles and procedures related to this function.

Knowledge, Education and Experience

1. Post-secondary training in accounting and related computer skills.
2. Spreadsheet, word processing and database skills.
3. At least two (2) years of experience working in a computerized accounting environment with an excellent work and attendance record.
4. An equivalent combination of above listed education and experience would be considered.
5. Knowledge of accounting procedures used in a school division environment would be a definite asset.

Typical Duties and Responsibilities

1. Revenues & Accounts Receivable
 - 1.1 Preparation and data entry of all journal entries, deposits and banking entries.
 - 1.2 Preparation of all Invoices.
 - 1.3 Reconciliation of Accounts Receivable and Revenue General Ledger accounts.
 - 1.4 Reconciliation of student enrollment data.
 - 1.5 Provide School Generated Funds accounting support to school staff.
 - 1.6 Preparation of GST Returns
 - 1.7 Preparation of Annual Charity Return.
 - 1.8 Preparation of Student Transportation Grant Claim.
2. Other
 - 2.1 Perform other duties as assigned by the Secretary-Treasurer.

Disclaimer The above description has been designed to indicate the general nature of work performed by employees within this classification. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications.

Prepared: October, 2007

ACCOUNTS CLERK – PAYROLL

Role Description

Under the direction and supervision of the Secretary-Treasurer, the Accounts Clerk – Payroll will be mainly responsible for the processing of Payroll and will assume major responsibilities in the application of accounting principles and procedures related to this function.

Knowledge, Education and Experience

1. Post-secondary training in accounting and related computer skills.
2. Spreadsheet, word processing and database skills.
3. At least two (2) years of experience working in a computerized payroll environment, preferably a school Division with an excellent work and attendance record.
4. Ideally, be eligible to obtain Certification with the Canadian Payroll Association.
5. An equivalent combination of above listed education and experience would be considered.
6. Knowledge of federal and provincial laws, policies, regulations and procedures relating to the payroll function.

Typical Duties and Responsibilities

1. Payroll
 - 1.1 Prepare, process, reconcile and distribute employee group payrolls as assigned.
 - 1.2 Prepare and maintain payroll master authorizations and related files.
 - 1.3 Prepare all payroll related reconciliation working papers, reports and forms as required.
 - 1.4 Administer, verify and reconcile all legal, statutory, compulsory and voluntary records, reports and remittances.
 - 1.5 Counsel all employees regarding payroll issues, benefit packages and procedures.
 - 1.6 Prepare and process all payroll related correspondence.
 - 1.7 Maintain employee approved leave, absentee and vacation entitlements registers.
2. Other
 - 2.1 1. Assist the Accounts Payable Clerk as required.
 - 2.2 2. Perform other duties as assigned by the Secretary-Treasurer.

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Created: October, 2007

TEACHER ASSISTANT

Level and Kind of Work

- Provides standardized instructional support.
- There is some variety in the activities performed, which requires judgment in the selection of the best-approved procedure to use.

Typical Duties

- Provide assistance to teachers in the implementation of instructional activities, the supervision of students, and the implementation of individual program plans.
- Assist the teacher with student record maintenance, production of classroom instructional materials, displays, classroom organizations and equipment use.
- Provide a variety of services directly involving students, e.g. supervision, minor first aid.
- Assist the teacher in the planning, modification and implementation of individual program plans.
- Under the direction of a supervising teacher participates as a team member in; conferencing, recording and reporting student development, communicating with parents and other care givers, and tracking student progress where several teachers are involved.
- Operate specialized equipment to support instruction of disabled/special needs students, provide regular and often specialized physical and health assistance to students with disabilities.
- Assist the teacher in providing basic support for the personal hygiene, physical care and medical care needs of the disabled/special needs student, e.g. teeth brushing, feeding, intermittent toilet assistance, etc.
- May include other tasks assigned by the supervisor that are consistent with training and experience.

Decision Making Responsibility

- Under the general supervision of a teacher, uses judgment in selecting specific resources to meet student needs, recording student progress, intervening when student behavior is inappropriate.

Contacts

- Students, school staff, caregivers and consulting specialists.
- May participate in meetings and case conferences.

Supervisory Responsibility

- Students, interns, volunteers

Supervision Received

- Under the general supervision of a teacher/school administrator.

Characteristic Demands

- Frequent sitting, standing, moving, lifting and bending.
- Considerable physical effort required.
- Potential of significant psycho/emotional demands.

Working Conditions

- Work area is generally comfortable but with occasional exposure to factors causing mild physical discomfort.

Hours of Employment

- Full time teacher assistant work schedule consists of thirty-five (35) hours per week.
- All teacher assistants are expected to attend the Division Faith Development Day.
- Teacher assistant templates are completed by the school Principal outlining the work day schedule and the yearly schedule including the total number of instructional days and professional development days.

Contractual Obligations

- All contractual information for teacher assistants are outlined in the "Term Contract Employee's Agreement" dated September 1, 2003-August 31, 2006.

Desired Education and Experience

- Grade 12
- One (1) year equivalent work related program
- One (1) year of related experience.
- Equivalencies may be considered.

Disclaimer: The above classification has been designed to indicate the general nature of work performed by employees within this classification. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities and qualification.

Effective: September 2004

Saved: p/docs/job descriptions/teacher assistant

TEACHER ASSISTANT – Hinton Schools

Level and Kind of Work

- This level provides routine and repetitive instructional support.

Typical Duties

- Provide assistance to teachers in the implementation of instructional activities, the supervision of students and the implementation of individual program plans.
- Assist the teacher with student record maintenance, production of classroom instructional materials, displays, classroom organizations and equipment use.
- Provide a variety of services directly involving students, e.g. supervision, minor first aid.
- May include other tasks assigned by the supervisor that are consistent with the training and experience.
- Organizes and assists with field trips and special needs, beyond the normal school day. Work with one (1) or more students on a regular basis and provide feedback and recommendations to the teacher as to progress or program modification for special needs.

Decision Making Responsibility

- Takes direction and assignments from the teacher(s). Once tasks are assigned, decisions are made regarding organization of activities and workflow.
- Problems and unfamiliar situations not covered by instructions or school policies are referred to the teacher, e.g. parent concerns, behaviour problems, and student's difficulties in completing tasks.

Contacts

- School staff, students, caregivers, consulting specialists, and occasional communication with others as directed by the teacher.

Supervisory Responsibility

- Daily supervision - bus, playground, hallway or cafeteria.
- May perform general pupil supervision for a short period of time, in the event that a teacher is required to be absent from the class.

Supervision Received

- Close and frequent supervision of a teacher, special education teacher/ coordinator or administrator.

Characteristic Demands

- Frequent sitting, standing, moving, lifting and bending.
- Some physical effort may be required.

Working Conditions

- Work area is generally comfortable although restricted area workplaces do occur.
- Outdoor supervision.

Desired Education and Experience

- Grade 12.
- Maturity.
- Equivalencies may be considered.
- Teacher Assistant certificate would be an asset.

Disclaimer: The above classification has been designed to indicate the general nature of work performed by employees within this classification. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities and qualification.

Effective: August, 2003

TEACHER ASSISTANT – SPECIAL NEEDS

Level and Kind of Work

- Provides standardized instructional support.
- There is some variety in the activities performed, which requires judgment in the selection of the best-approved procedure to use.

Typical Duties

- Assist the teacher in the planning, modification and implementation of individual program plans.
- Under the direction of a supervising teacher, participates as a team member in: conferencing, recording and reporting student development, communicating with parents and other care givers (only when a teacher is present), and tracking student progress where several teachers are involved.
- Operate specialized equipment to support instruction of disabled /special needs students, provide regular and often specialized physical and health assistance to student with disabilities.
- Assist the teacher in providing basic support for the personal hygiene, physical care and medical care needs of the disabled /special needs student, e.g. teeth brushing, feeding, intermittent toilet assistance, etc.
- May include other tasks assigned by the supervisor that are consistent with training and experience.

Decision Making Responsibility

- Under the general supervision of a teacher, uses judgment in selecting specific resources to meet student needs, recording student progress, intervening when student behaviour is inappropriate.

Contacts

- Students, school staff, caregivers and consulting specialists.
- May participate in meetings and case conferences.

Supervisory Responsibility

- Students, interns, volunteers, and/or other as assigned by Administration.

Supervision Received

- Under the general supervision of a teacher/school administrator.

Characteristic Demands

- Frequent sitting, standing, moving, lifting and bending.
- Considerable physical effort required.
- Potential of significant psycho /emotional demands.

Working Conditions

- Work area is generally comfortable but with occasional exposure to factors causing mild physical discomfort.

Desired Education and Experience

- Grade 12.
- One (1) year equivalent work related program.
- One (1) year of related experience.
- Equivalencies may be considered.
- Teacher Assistant certificate would be an asset.
- Previous experience working with special needs students would be an asset.

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Effective: August, 2003

SCHOOL SECRETARY I

Level and Kind of Work

- Routine and repetitive support in an office.
- Duties are comprised of several tasks that do not vary much over time.

Typical Duties

- Extensive word processing using basic word processing programs.
- Extensive receptionist/switchboard work. Generally routine information is provided and received.
- Routine record keeping, e.g. student records, attendance.
- Provide Office/Program support – mail, filing, unpacking, forms, registration, photocopying.
- Provide a variety of services directly involving students, e.g. first aid, dispensing medications, home/student communications.
- Other routine activities as assigned by the immediate supervisor, e.g. mail sorting, school registrations, maintaining office supplies.
- May include other tasks assigned by the supervisor that are consistent with training and experience.

Decision Making Responsibility

- Ability to set work priorities.
- Judgment to assess accuracy of work and the rate of production.

Contacts

- School staff, students, parents, community members, Division Staff.

Supervisory Responsibility

- Students, volunteers, work experience placements.

Supervision Received

- Work performed under frequent supervision.
- Specific directions are/may be provided periodically during work in progress.

Characteristic Demands

- Frequent sitting, standing, moving, lifting, bending.
- Working in a high demand multi-tasking environment.

Working Conditions

- The workplace is generally comfortable except for mild discomfort, e.g. screen fatigue, sitting, noise.

Desired Education and Experience

- High School Diploma.
- Some related training would be an asset.
- Equivalencies may be considered.

Disclaimer: The above classification has been designed to indicate the general nature of work performed by employees within this classification. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities and qualification.

Effective: August, 2003

ADMINISTRATIVE SCHOOL SECRETARY

Level and Kind of Work

- Provides standardized and complex secretarial support to an individual or group of individuals in an office, between offices and/or departments.
- There are a variety of tasks that may/do require judgment over the most appropriate procedure to use.
- May supervise staff performing routine duties.
- May take a lead role in coordination of office secretarial/clerical functions.

Typical Duties (may undertake)

- Extensive use of word processing and use a variety of sophisticated software programs to produce a wide variety of communications.
- Supervise and/or train other staff performing office-related functions. May also be responsible for providing initial support to staff regarding operation of office equipment.
- Extensive financial responsibilities such as maintaining records of accounts, inventory control, budget documentation, cash management, ordering and receiving, and other financial information management activities.
- Responsible for records management of a variety of hard copy or electronic files of student health, educational progress, attendance, registration, etc.
- Provide booking/coordinating services for a variety of purposes such as field trips, facility use, in-service programs, lockers, volunteers, school interviews etc.
- Provide a variety of services directly involving students, e.g. first aid, dispensing medications, home/student communications.
- Key communicator responsibility between the school and its stakeholders through receptionist/switchboard duties, and/or use of a variety of print and other electronic/communications media to personalized contacts. May be responsible for processing incoming/outgoing mail involving conventional and electronic media.
- May include other tasks assigned by the Principal that are consistent with training and experience.

Decision Making Responsibility

- Routine tasks are performed independently and judgment is exercised in choosing the most appropriate procedure to use. Difficult tasks, which depart from policies and procedures, are referred to the Principal/supervisor.

Contacts

- School staff/administrations, students, parents, community members, Division staff, suppliers, Alberta Education.

Supervisory Responsibility

- May include staff in lower classifications, students, volunteers, casual staff and trainees.

Supervision Received

- The work is performed under the general administrative supervision of the Principal. Completed work generally does not require specific approval before it is released for use.

Characteristic Demands

- Frequent sitting, standing, moving, lifting, bending.
- Working in a high demand multi-tasking environment.

Working Conditions

- The workplace is generally comfortable except for mild discomfort, e.g. screen fatigue, sitting, noise.

Desired Education and Experience

- High School Diploma.
- Relevant formal training/experience, e.g. secretarial, business administration, accounting.
- Equivalencies may be considered.

Disclaimer: The above classification has been designed to indicate the general nature of work performed by employees within this classification. It is not designed to be interpreted as a comprehensive inventory of all duties, responsibilities and qualification.

Effective: August, 2003

Saved: p/docs/job descriptions/administrative school secret

Administrative Procedure 490

USE OF VOLUNTEERS

Background

To enable students to achieve learning expectations, volunteers are expected to foster learning and provide assistance to meet expectations.

Procedures

1. The Division recognizes and endorses certain expectations of volunteer staff to assist students in achieving their learning potential by:
 - 1.1 Achievement of the mission and educational goals established for the school and the Division.
 - 1.2 Implementation of Board policies and Division administrative procedures.
 - 1.3 Maintenance of a positive relationship with Division and school staff, students, parents and other affiliated individuals, groups, or organizations.
 - 1.4 Encouragement and fostering of student learning.
 - 1.5 Maintenance of order and discipline among students while they are in school, on school grounds or attending or participating in activities sponsored by the Division.
2. The Principal is responsible for establishing volunteer recruitment procedures, communicating these procedures to volunteers and monitoring their activities. The Principal will:
 - 2.1 Determine the risk by examining the potential for danger in programs and services that may lead to preventing or eliminating risk to children.
 - 2.2 Write a clear position description that clearly outlines responsibilities and expectations including the dos and don'ts of this position.
 - 2.3 Establish a formal recruitment process that clearly indicates through the application and recruitment processes that screening procedures will be utilized.
 - 2.4 Use an application form (if applicable) that indicates whether the volunteer position requires other screening measures such as medical examinations or driver's record.
 - 2.5 Conduct interviews to determine suitability when required.
 - 2.6 Follow up on references when required.
 - 2.7 Request a criminal records check and/or child and youth intervention check when necessary.

- 2.8 Conduct orientation and training sessions.
- 2.9 Supervise and evaluate.
- 2.10 Follow up with program participants.

Reference: Section 20, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act