

PERSONNEL & EMPLOYEE RELATIONS 400

PERSONNEL PRINCIPLES

Background

The Division intends to employ the best possible staff to provide quality educational services to the students, parents, and the community, within the financial resources available.

Procedures

1. The Superintendent will actively recruit and hire new staff to mix in new ideas and skills with the skills and knowledge of veteran staff to address the emerging needs of the Division.
2. The Superintendent will direct investment in the professional development of the current staff through such activities as the provision of educational and training opportunities, job rotations, job assignments and/or, visiting organizations/locations that excel in work processes targeted for improvement.
3. The Superintendent will undertake research and development initiatives to obtain new perspectives or knowledge and to design work processes with a fresh perspective that have the potential to improve the quality of services.
4. The Division will retain the most talented employees by:
 - 4.1 Seeking and using individual employee advice;
 - 4.2 Providing opportunities for growth, and development;
 - 4.3 Compensating fairly within available resources; and
 - 4.4 Removing low-performing or under-performing individuals.
5. In accordance with a commitment to non-discriminatory practices, equal opportunities will be afforded to all candidates applying for positions. Hiring practices will comply with all relevant provincial and federal legislation.
6. The Superintendent will endeavour to employ persons who can demonstrate acceptable histories concerning criminal behaviour and/or child welfare.
7. The Superintendent will acknowledge employees who exhibit and maintain a high quality of service through recognition programs.

Reference: Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 112, 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
Collective Agreements

CRIMINAL RECORD CHECK

Background

An offer of employment is conditional on the applicant providing a Criminal Record Check that is acceptable to the Division.

Definition

Acceptable

Refers to the nature of any previous criminal conviction and time since such a conviction.

Procedures

1. Employees shall bear the cost of the Criminal Record Check.
2. Under normal circumstances a Criminal Record Check shall be in place before an employee commences employment.
3. The Criminal Record Check must be dated within the immediate three (3) month period prior to commencement of work.
4. The requirement of a Criminal Record Check will be included in advertisement for positions.
5. Division Office administrators are allowed some degree of latitude in assessing a Criminal Record Check but convictions involving violence will disqualify an applicant.
6. The Superintendent must approve any exceptions to these procedures.

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

NEPOTISM

Background

More than one (1) member of an immediate family may be employed full time, part time or casually with the Division.

Procedures

1. An employee of the Division must not allow her/himself to influence or exercise favoritism in the decision to employ, place or promote any family applicant for employment.
2. An employee of the Division must not be in direct supervision or influence of a relative or member of his/her family unless the employee is exempted from this provision by the Superintendent or designate.

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
Charter of Rights and Freedoms

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.

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.
2. All criminal record check and child welfare record 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. If a record is removed from the file room by an individual authorized in (3) above, the following information shall be recorded: name of record, name and signature of authorized person removing the record, and the date removed and date returned.
6. 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.
7. Upon request, an employee is able to obtain copies of any document in their personnel record.
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 the Division document, Records Retention and Disposition Schedule.

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

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.
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

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.

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

EMPLOYEE AND FAMILY ASSISTANCE PROGRAM (EFAP)

Background

The quality of service provided by the Division is directly dependent on the strength and well-being of its employees. Therefore the Division supports the formation and maintenance of an Employee Family Assistance Program (EFAP).

Procedures

1. All employees and their families shall have confidential access to the EFAP.
2. The Division's Human Resources Department is responsible for securing EFAP services and for monitoring program quality.

Reference: Section 60, 61, 113 School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act

STANDARDS FOR STAFF DEVELOPMENT

Background

Students can achieve enduring success when teachers and other employees who work with students strive to achieve the highest of standards in student learning, teaching and staff development; therefore, in keeping with the Division's goals for student achievement, provincial curriculum standards, and the Teaching Quality Standard, the following standards for staff development have been adopted by the Division:

Context Standards:

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and Division. (Learning Communities)
- Requires skillful school and Division leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards:

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards:

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their achievement in academic and other areas of learning. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately to evaluate learning in all areas. (Quality Teaching)

- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Procedures

1. The standards are intended to enable teaching and instructional support staff to explore their own learning for the benefit of student learning, as opposed to restricting staff development possibilities.
2. Individual employees, school and Division leaders are expected to address the standards when determining the merits and applicability of proposed professional growth and development activities, e.g.:
 - 2.1 Professional Growth Plans (teachers)
 - 2.2 Professional Development Plans (non-teaching staff)
 - 2.3 Annual School Professional Development Plans
 - 2.4 Division Professional Development Plans/Services
 - 2.5 Division Education Plan
3. The standards are to enable schools to assist parents in playing an active role to support and understand the work of professional educators while learning more themselves.
4. The Division will endeavour to recruit and retain teaching and instructional support staff who demonstrate a commitment to understanding and applying the standards in their professional growth.
5. The standards are to be used to guide the appropriate use of Division resources (e.g., time, funding, materials, etc.) to support staff development activities.

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

STAFF LEAVES AND ABSENCES

Background

All professional staff are to be at their assigned place of work unless legal authority has been granted for them to be absent. Such legal authority shall include the School Act, the collective agreement, or written permission from the Superintendent or designate. Absence from work without legal authority will constitute a breach of contract.

Procedures

1. Leaves not specifically guaranteed by the School Act or the Collective Agreement must be requested in writing. Such leaves may be requested with pay, with pay less the cost of the replacement staff or without pay and without related benefits. Authority to grant these leaves is the responsibility of the Superintendent or designate in consultation with the site manager.
2. Teachers wishing to receive leave to do work with an agency external to the Division (e.g. ATA, Alberta Education, Convention Association) must personally request in writing permission from the Superintendent or designate. Letters from such agencies committing them to reimburse appropriate expenditures are to be forwarded together with the teacher's letter of request. All such agencies will be charged 1/200 of the teacher's annual salary for each day of absence unless the Superintendent or designate deems that the experience will have a substantial positive system impact. In such cases the agency may be billed for a lesser amount or no amount at all.
3. Administrative flex time to a maximum of two (2) days per year may be granted in recognition of Principal's time commitments outside the regularly scheduled hours upon application to the Superintendent or designate. Normally, such application will occur five (5) days prior to the requested date.
4. The Superintendent or designate may grant to school administrators leave with full pay in order for them to complete administrative training.
5. Leaves of absence may be approved by the Superintendent or designate for teachers to accept other employment in those circumstances where the employment has a direct educational value in relation to the teacher's teaching assignment, or in circumstances related to the teacher's health.
6. Extended leaves of absence will be from the staff of the Division and not from a specific position unless special arrangements are negotiated as a condition of granting the leave.

7. Prior to any absence, all staff shall advise their immediate supervisor of absences from their regular work site.
8. Prior to an activity or event, Principals shall inform the Superintendent when such work activities or events take them outside of the Division.

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

STAFF PARTICIPATION IN COMMUNITY/POLITICAL ACTIVITIES

Background

Employees have the democratic right to render public service and/or to take an active part in community activities. The Division expects the interests of the students' education to be paramount in any decisions about employee participation in the political process.

Procedures

1. The employee considering seeking public office or membership on Government boards/agencies is to discuss any job-related implications with the Superintendent or designate prior to making the decision.
2. The employee must guard against becoming involved in activities which are interpreted as a conflict of interest.
3. The employee must maintain a level of job performance acceptable to his/her immediate supervisor and consistent with contractual obligations and employer expectations.
4. The Superintendent may, upon formal application, grant leaves of absence without pay as follows:
 - 4.1 Campaigning
 - 4.1.1 A maximum leave for up to twenty (20) working days may be granted.
 - 4.2 Elected Office
 - 4.2.1 A member of the Federal Parliament shall be granted and be required to take a leave of absence for one (1) election term of the total life of Parliament.
 - 4.2.2 A member of the Provincial Legislative Assembly shall be granted and be required to take a leave of absence for one (1) elected term of the life of the assembly.
 - 4.2.3 Members of Municipal Councils or Boards may be granted leaves for meetings. If additional leaves are required these may be granted upon request to the Superintendent.
 - 4.2.4 An employee who is elected to a second term of office at the federal or provincial level shall resign from employment on the date of election.

4.3 Association Office

4.3.1 A paid leave of absence may be granted to any employee elected to office in local provincial or national associations provided the respective association reimburses the Board for full salary and benefits for that employee for time away. Other leaves without pay may be granted at the Superintendent's discretion.

4.4 Return to Position

4.4.1 In all cases of leaves of absence involving Members of Parliament and Members of the Legislative Assembly, administrative designations will lapse on assuming office and no contractual agreement will be entered into guaranteeing re-assignment to the position held prior to the leave. Employees upon returning to the Division shall be eligible for re-assignment to an available position.

Reference: Section 60, 61, 113 School Act

DEFERRED SALARY LEAVE PLAN

Background

There may be benefits to individual employees and the Division when annual leaves of absence are made available, provided that continuity of instruction and Division services are maintained.

Procedures

1. The Superintendent or designate has the authority to administer a Deferred Salary Leave Plan, at no cost to the Board, provided such a plan will enable employees to access a leave of absence under predetermined conditions and procedures.

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

DEFERRED SALARY LEAVE PLAN GUIDE

CONDOLENCES

Background

It is proper to express condolences in memory of trustees, employees or students who die and/or their immediate family.

Procedures

1. The Superintendent has the authority to make decisions on the release of employees, the closure of work places, and the formal expression of condolences in order to appropriately express respect for the deceased.

Reference: Section 60, 61, 113 School Act

REDUCTION OF STAFF

Background

The Division has a mandate to provide quality education services to students enrolled in schools and programs operated by the Division within a fiscally responsible framework. A variety of factors may necessitate the reduction of staff in a particular school, department, program, geographic region, or in the Division as a whole.

Procedures

1. Professional Staff

The Division will consider such factors as it may deem appropriate in determining whether its ability to provide educational services has been affected, and without limiting the generality of matters to be considered by the Division, the Division may consider any or all of the following factors:

- 1.1 Student enrollments, both current and projected;
- 1.2 Population patterns;
- 1.3 Financial support for education, both current and projected;
- 1.4 Funding from all sources;
- 1.5 Student educational needs, both current and projected;
- 1.6 Curricular content or practices;
- 1.7 Programs offered by the Division;
- 1.8 Changes in function to existing facilities, both current and projected;
- 1.9 New and/or revised curricula;
- 1.10 Other factors that the Division considers relevant.

The Division recognizes that changes in any of the above-noted factors may have a negative impact on the ability of the Division to fulfill its educational goals within the limit of its financial resources. Should the Division be of the opinion that any of these factors warrant a reduction in the number of professional staff positions, this administrative procedure may be applied, at the Division's discretion to a particular school, geographic area, or the Division as a whole.

2. In the event that it is determined that the Division needs to implement the professional staff reduction procedure, the primary consideration shall be to retain staff members who best meet the program requirements in the school and the educational needs of the students.

- 2.1 The Superintendent has overall responsibility for the implementation of the staff reduction procedure, including making the initial decision as to whether professional staff reduction is required and implementing all required procedures.
 - 2.2 The Principal of each school shall be responsible for identifying the number of teachers, if any, to be declared surplus and for notifying the Superintendent, on an annual basis and/or when circumstances warrant consideration of implementation of this administrative procedure of any such situation on a timely basis. If the Superintendent is of the opinion that any of the above-described factors warrant a reduction in the number of professional staff positions, this staff reduction procedure may be applied at the Superintendent's discretion to a particular school, department, program, geographic area or the Division as a whole.
3. If the Superintendent deems a reduction in the number of professional staff employees to be warranted, the Superintendent will endeavour, first, to effect such reduction through voluntary attrition, including amongst other things:
 - 3.1 Voluntary resignation;
 - 3.2 Retirement;
 - 3.3 Voluntary leave of absence;
 - 3.4 Voluntary changes in employment status (i.e. full time to part time);
 - 3.5 Voluntary transfer.
 4. If voluntary attrition does not result in the necessary staff reduction, the Superintendent will then endeavour to effect staff reduction through the transfer of staff to other appropriate assignments. The Principal shall work in collaboration with the Superintendent and make recommendations regarding the staffing needs for the school, including the number of surplus positions, if any, and make recommendations regarding any teaching positions that need to be transferred as a result of the decreased need for teaching staff in that particular school. The Superintendent shall make the final determination regarding any required transfers. Any such recommendations and decisions will be based upon the following considerations:
 - 4.1 The primary consideration shall be to retain staff members who best meet the program requirements of the school and the education needs of the students. School administration will make recommendations to the Superintendent based upon these factors and will work collaboratively with the Superintendent, who shall be responsible for determining which transfers shall be made in light of the Division's need to meet the program requirements and educational needs of the students;
 - 4.2 Student and program needs, not employee seniority, will be the primary criteria for enacting teacher transfers;
 - 4.3 All provisions within the current collective agreement between the Board and the Alberta Teachers' Association shall be adhered to regarding the transfer of teachers;

- 4.4 The transfer of teachers may be appealed in accordance with the School Act requirements;
- 4.5 When program requirements and student needs can be equally well met by more than one (1) teacher in a particular school, seniority shall be the determining factor when making final decisions regarding the transfer of teachers.
5. The Superintendent may vary the amount of time that a teacher under a part-time contract of employment teaches, in a subsequent semester or school year based upon the program requirements of the school and the educational needs of the students, unless otherwise prohibited by contract.
6. If sufficient staff reduction cannot be fully achieved through voluntary attrition, transfer to other assignments or reduction in part-time teaching contracts, the Superintendent will endeavour to effect reduction through termination of contracts of employment.
7. The following criteria may be utilized to determine which contracts of employment will be terminated:
 - 7.1 Seniority based on years of service with the Division will be the primary consideration when determining which contracts of employment are to be terminated. To determine years of seniority, the following will be used:
 - 7.1.1 Seniority will be determined from the original date of hire to the date of application of the procedure, provided there has been no break in service, other than as described in these procedures;
 - 7.1.2 Maternity leaves, medical leaves, and educational leaves will be included as years of service with the Division;
 - 7.1.3 Leaves for personal reasons, of a duration of thirty (30) calendar days or longer, will not be counted for determining years of service;
 - 7.1.4 Length of service shall be calculated based upon the number of years and full months of service provided to the Division;
 - 7.1.5 Employees who are on part-time continuous contracts will be treated in the same manner as employees who are on full-time contracts;
 - 7.2 The Superintendent shall determine whether a seniority list will be used for a particular school(s), department, program, geographic area, or the Division as a whole;
 - 7.3 Teachers on temporary contracts of employment will be the first to be released;
 - 7.4 Teachers on probationary or interim contracts will be the next to be released.
8. Notwithstanding the above, teachers on temporary, probationary or interim contracts may be retained and continuous contract teachers released if the teacher holds a "specialized teaching assignment". Examples of specialized teaching assignments include such things as: second languages, special education, specialized career and

technology studies programs, fine arts and high school mathematics and science courses. It may be necessary to retain teachers on temporary and probationary contracts in order to maintain these programs.

9. Teachers on leaves of absence for any reason will not be exempt from the application of this administrative procedure.
10. The Superintendent has the responsibility for applying these criteria and for recommending to the Board those contracts of employment that are to be terminated.
11. Where required, recommendations for termination of continuous contracts of employment shall be made by the Superintendent to the Board after informing the teacher in writing of:
 - 11.1 The recommendation for termination of the teacher's contract of employment;
 - 11.2 The reasons for termination;
 - 11.3 The date, time, and location of the Board meeting at which the Board will consider the recommendation;
 - 11.4 The teacher's right to attend the Board meeting and be represented by a member of the ATA or legal counsel, or both, and to make representations to the Board in person or through his or her representative, or both.
12. Any notice of termination shall be given in accordance with the requirements of the School Act.

13. Unionized Support Staff

Should the Superintendent conclude that a reduction in union personnel is required, s/he will effect any reductions in accordance with the provision of the applicable Collective Agreement, program needs, and consideration of the educational needs of the students.

14. Non-Union Support Staff

Should the Superintendent conclude that a reduction in non-union personnel is required, s/he will effect any reduction in accordance with the provisions of the Employment Standards Code, program needs, and consideration of the educational needs of the students.

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

Cross Reference: Policy 14 – Hearings on Teacher Matters

DISCIPLINE, SUSPENSION AND DISMISSAL OF STAFF

Background

Each employee is expected to perform the duties and responsibilities required to fulfill the position for which the person is employed. Where an employee fails to meet these expectations, or otherwise misconducts him/herself so as to warrant discipline, the Superintendent or designate has the authority to apply disciplinary actions designed to restore a satisfactory level of productivity by the employee or to otherwise address employee misconduct and/or behaviour.

With respect to teachers, the Board has delegated to the Superintendent the power to:

- Terminate the contract of employment of a teacher employed under a probationary, temporary or interim contract of employment, where such termination is made during the term of such contract.
- Suspend the services of a teacher as contemplated by subsections 61(3), 105(1) and 105(2) of the School Act.

The power to terminate or suspend the services of a teacher may not be further delegated.

With respect to non-certificated staff, the Superintendent or designate has the authority to both suspend and, if deemed necessary, to terminate the services of a non-certificated staff member.

Procedures

1. When applying disciplinary action the Superintendent or designate will attempt to adhere to the following principles:
 - 1.1 Every employee has a right to be formally made aware of the expectations not fulfilled.
2. Corrective action is to normally proceed along the following sequence of events until the desired change occurs:
 - 2.1 A written communication from the supervisor to the employee of the unfulfilled expectations, and an identification of the expected change.
 - 2.2 A written reprimand from the supervisor, or Superintendent or designate outlining deficiencies and clarifying expected behaviour changes.
 - 2.3 A notice of suspension from work by the Superintendent or designate, for failing to meet expectations.
 - 2.3.1 In the case of non-teaching staff, the suspension will be by the Superintendent or designate.

- 2.3.2 In the case of the teaching staff, the suspension will be by the Superintendent, where the Superintendent has determined that a teacher has been:
 - 2.3.2.1 Guilty of gross misconduct;
 - 2.3.2.2 Neglecting the teacher's duty; or
 - 2.3.2.3 Refusing or neglecting to obey a lawful order of the Board.
- 2.3.3 Where the Superintendent has acted according to 2.3.2.1, 2.3.2.2 or 2.3.2.3 above, the Superintendent shall advise the teacher forthwith in writing of the reasons for the suspension of the teacher and shall copy a notice of the suspension together with a written statement of the facts alleged to the Minister.
- 2.3.4 Notwithstanding 2.3.3 above, if the Superintendent is of the opinion that the welfare of students is threatened by the presence of the teacher, the Superintendent may suspend the teacher without prior notice and shall, in such an instance, advise the Board forthwith.
- 2.4 A termination of employment signed by the Superintendent or designate.
 - 2.4.1 In the case of non-teaching staff, the notice of termination will be authorized/signed by the Superintendent or designate.
- 3. Written reprimands and notices of suspensions shall be recorded in the employee's personnel file and where an agent represents an employee, copied to that agent. Written response or defense provided by the employee or agent shall also be recorded in the employee's personnel file.
- 4. This administrative procedure shall not restrict the Superintendent or designate from taking steps to suspend or terminate the services of a staff member, without first adhering to the above-described steps, where the Superintendent or designate has reasonable grounds for believing that the actions or practices of a staff member endanger the safety of students, constitutes a neglect of duty, a breach of trust, or a refusal to obey a lawful order given by or on behalf of the Board.
- 5. The main purpose of written reprimands and suspension is to impress upon the employee the need for a change of any behaviours that is considered unacceptable to the employer. The onus for changing the behaviour rests entirely with the employee although the employer may provide direction if it is deemed advisable.

Reference: Section 60, 61, 105, 106, 107, 109, 109.1, 110, 113 School Act
Collective Agreements
Revised November 2009

TEACHER TRANSFERS

Background

Teacher initiated transfers are dealt with through the open competition process. As teacher staffing is site based, all teaching staff who are interested in changing school sites must apply to job postings at a school of their choice.

Division initiated transfers of teachers to other sites may be necessary. The following procedures shall apply to Division initiated transfers.

Procedures

1. Principal Initiated Transfer Requests
 - 1.1 A Principal may request that a teacher be transferred to another Division school when:
 - 1.1.1 There is a surplus of certificated staff on continuous contract at his/her school; or
 - 1.1.2 He/she deems it would be in the best professional interest of a teacher for them to be transferred; or
 - 1.1.3 The program needs of students at the school cannot be accommodated/achieved with existing staff members.
2. Transfers Deemed to be in the Best Professional Interest of a Teacher or in the Consideration of the Program Needs of Students
 - 2.1 In either situation, a Principal shall first discuss the circumstances with the potentially affected staff member, following which the Superintendent or designate will be contacted to discuss the particulars in order to determine whether the transfer of a teacher is appropriate. Following the discussion, the Principal may be requested to gather and collate relevant information and forward in writing to the Superintendent or designate his/her recommendation and request for the transfer of a specific teacher.
 - 2.2 The Principal shall meet with the teacher and inform him/her that a recommendation and request has been made to the Superintendent or designate for a transfer.
 - 2.3 Superintendent or designate shall review all relevant information pertaining to the recommendation and request, in consultation with the Principal and the teacher, and then determine if there is a reasonable need and opportunity to transfer the identified teacher elsewhere in the Division.
 - 2.4 The Superintendent or Designate shall consider the following factors and others deemed relevant when considering the reasonableness of a transfer request.

The following are not listed in any order of priority:

- 2.4.1 Type of continuing contract, i.e. full time or part time;
 - 2.4.2 Program requirements of the school and education needs of the students;
 - 2.4.3 Specialized training required for available positions;
 - 2.4.4 Specialized skills/training of the teacher;
 - 2.4.5 Seniority.
- 2.5 The Superintendent or designate will consult with the Principal and the teacher about any transfer. If a consensus cannot be reached, the final decision to transfer a teacher to another school will rest with the Superintendent.
- 2.6 Unless other timelines are mutually agreed upon, the Superintendent or designate shall consult with the staff being considered for transfer at least one (1) week prior to issuing formal notice of transfer.
- 2.7 Clause 14.2 of the Collective Agreement applies to these transfers.
3. Procedures Applying to All Transfers
- 3.1 After a transfer has been identified, the Superintendent or designate shall notify the teacher in writing.
 - 3.2 The letter of transfer shall include the reasons for the implementation of the transfer.
 - 3.3 Communication of the decision to transfer a teacher shall usually be confirmed in writing prior to the end of June of each year to facilitate appropriate staff assignments for the following year.
 - 3.4 Transfers during a school year shall only be considered if extenuating circumstances are sufficient to support this action.
 - 3.5 If a transfer occurs during a school year, the receiving Principal shall normally allow the incoming teacher appropriate planning and preparation time.
 - 3.6 A teacher wishing to appeal a transfer may do so by following the procedures outlined in Board Policy 14 – Hearings on Teacher Matters.

Reference:

Section 60, 61, 104, 113 School Act
Collective Agreement
Board Policy 14 – Hearings on Teacher Matters
Administrative Procedure 411 – Reduction of Staff
Revised April 2010

EMPLOYEE SERVICE AWARDS

Background

Employees are the Division's most valuable asset. The Division will honour employees for long service.

Procedures

1. Service awards will be awarded to employees at the completion of each five (5) year phase of employment.
2. Service awards will be given to permanent and temporary employees.
3. Service award eligibility (i.e. years of service) is determined by this administrative procedure. The intent of this administrative procedure is to provide guidelines to determine when gifts will be given to employees from the Division in appreciation for employee service.
4. An employee will qualify for a service award if his/her fifth or multiple of five (5), anniversary date occurs on or before September 30 of that year.
5. Employees who are rehired after resigning from a previous position with the Division will resume their years of service at the stage they were at previously.
6. Employees may choose to have a donation made to charity in their name in lieu of receiving any long service award. If an employee wishes to make this choice they are responsible to notify the Division.
7. Notwithstanding the above guidelines, the Superintendent or designate will deal with all exceptional situations.

Reference: Section 1, 60, 61, 113 School Act
Canada Revenue Agency, [Employers Guide: Taxable Benefits – Gifts, Awards and Social Events](#)

REVISED: October 2011

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) days, the position will be considered abandoned and therefore vacant.

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

TEACHER DEVELOPMENT

Background

All teachers have a professional responsibility to be involved in an annual professional growth and supervision process. This process, based on self-reflection and collaboration will be developed in consultation with the Principal and will be designed to foster growth and effectiveness of instruction to enhance student learning.

Procedures

1. The teacher will develop a written professional growth plan each year.
 - 1.1 In determining goals for a growth plan, the teacher will consider multiple sources of information including: an analysis of student results data, student and parent feedback, individual reflections, collaborative initiatives, school and Division goals.
 - 1.2 Teachers are expected to create SMART goals (Specific and Strategic, Measurable, Attainable, Results-based, Time-bound).
 - 1.3 Teacher development is to include frequent and ongoing communication between the teacher and school administrator(s).
 - 1.4 Teacher development may be fostered through professional learning communities and the creation of teacher teams.
 - 1.5 Teachers are to consider a variety of forms of professional development to support their growth plans, with an emphasis on job-embedded professional development.
2. The professional growth plan must:
 - 2.1 Be consistent with Administrative Procedure 406 – Standards for Staff Development;
 - 2.2 Reflect goals and objectives based on an assessment of learning needs by the individual teacher;
 - 2.3 Show a demonstrable relationship to the Teaching Quality Standard; and
 - 2.4 Take into consideration the education plans of the school and the Division.
3. The teacher will implement a student and parent feedback system in the professional growth plan thereby allowing students and parents an opportunity to contribute to the effectiveness of instruction by providing honest opinions and constructive suggestions for improvement.

4. By October 15 each year the teacher will submit a written copy of the growth plan to the Principal or designate and communicate same to one or more teacher colleagues with whom the teacher works most closely.
5. Prior to the end of each school year the Principal, after having reviewed the plan with the teacher, will submit to the Superintendent, or designate, a signed statement verifying that each teacher has developed and implemented a professional growth plan.
6. A professional growth plan may be a component of a long-term, multi-year plan.
7. The professional growth plan of a teacher who holds permanent certification and a continuing contract may consist of a planned program of supervising a student teacher or mentoring a teacher.
8. Unless a teacher agrees, the content of a professional growth plan will not be used in the evaluation process.

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 A.R. 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
Practice Review of Teachers Information Bulletin 3.3.2

DIVISION TEACHING QUALITY STANDARD

Background

This document details the Division Teaching Quality Standard with descriptors in the following performance areas:

1. Teachers' application of pedagogical knowledge, skills and attributes is based on their ongoing analysis of contextual variables.
2. Teachers understand the legislated, moral and ethical frameworks within which they work.
3. Teachers understand the subject disciplines they teach.
4. Teachers know there are many approaches to teaching and learning.
5. Teachers engage in a range of planning activities.
6. Teachers create and maintain environments that are conducive to student learning.
7. Teachers translate curriculum content and objectives into meaningful learning activities.
8. Teachers apply a variety of technologies to meet students' learning needs.
9. Teachers gather and use information about students' learning needs and progress.
10. Teachers establish and maintain partnerships among school, home and community, and within their own schools.
11. Teachers are career-long learners.

The descriptors (knowledge, skills and attributes) in this document are the activities that effective teachers undertake as they go through their day-to-day work in schools and classrooms. The descriptors serve as a guide for professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

Performance Areas

1. Teachers' Application of Pedagogical Knowledge, Skills and Attributes is Based on Their Ongoing Analysis of Contextual Variables

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which pedagogical skills and abilities to apply in order that students can achieve optimum learning.

Illustrative Examples:

The Teacher:

- Understands contextual variables (i.e. student variables: abilities and talents, maturity, prior learning, relationships among students, age, gender - regulatory variables: Guide to Education, programs of study - school variables: resources, class composition, facilities, teaching assignment, parent/societal variables: socio-economic variables, parental involvement and support, interagency collaboration - teacher variables: teaching experience)
 - Understands how contextual variables affect teaching and learning
 - Understands the complexities of students and their lives
 - Understands the interrelated factors that influence teaching and learning
 - Knows how to analyze many variables at one time and how to respond by making reasoned decisions about their teaching practices and students' learning
 - Optimizes student learning by employing teaching skills appropriate to the contextual situation
2. Teachers Understand the Legislated, Moral And Ethical Frameworks Within Which They Work

Teachers function within a policy-based and results-oriented education system authorized under the School Act and other legislation.

Teachers also function with policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's Teaching Quality Standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical, and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

Illustrative Examples:

The Teacher:

- Understands the structure of the Alberta Education system
- Is familiar with the policies of the Division
- Understands their statutory responsibilities
- Knows the different roles in the system and how different responsibilities and accountabilities are determined, communicated and enforced
- Seeks clarification when necessary and conscientiously follows school and Division policy and procedures

3. Teachers Understand the Subject Disciplines They Teach

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

Illustrative Examples:

The Teacher:

- Demonstrates academic competence in the area of teaching assignment
- Assists students in making meaningful connection to the curriculum
- Brings curriculum and learning to life by engaging students in relevant activity
- Is resourceful in securing appropriate materials for student use
- Has a repertoire of teaching strategies that promote growth for all students
- Provides opportunity for student "voice" and "choice" in delivery of the curriculum

4. Teachers Know There are Many Approaches to Teaching And Learning

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities and change them as needed.

Illustrative Examples:

The Teacher:

- Is responsive to the developmental needs of the students
- Provides for flexible grouping as necessary
- Plans for accommodating diverse student needs and interests (for an individual-based or small group)
- Can vary instruction on clear objectives
- Recognizes and provides for multiple intelligences

- Develops IPP's (Individual Program Plans) and RPA's (Regular Program Adaptations) as necessary

5. Teachers Engage in a Range of Planning Activities

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

Illustrative Examples:

The Teacher:

- Chooses subject matter that is clearly appropriate in terms of grade level, according to the Program of Studies and to the majority of class members, with provisions for individual students for whom adaptation is necessary
- Provides students with relevant, meaningful curriculum
- Maintains a combination of long range, short range, unit and daily plans that specify objectives, time, and a plan for assessment
- Modifies plans as necessary
- Plans showing evidence of correlation and integration between and across subjects
- Plans collaboratively with teacher colleagues
- Provides plans and procedures for substitute teachers

6. Teachers Create and Maintain Environments That are Conducive to Student Learning

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning

activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn and to provide for students' safety.

Where community members work with students either on-campus or off-campus, and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

Illustrative Examples:

The Teacher:

- Is a positive role model (i.e. respect, listening)
- Is sensitive to the needs of students and their families
- Employs appropriate, effective and pro-active discipline strategies
- Manages disruptive behaviour constructively, and in accordance with school and Division policy
- Contributes to the overall tone of the school by showing concern and commitment toward student conduct outside the classroom (i.e. hallways, gym, playground)
- Establishes effective classroom management (i.e. starts class promptly, has routines for class procedures)
- Ensures student safety in all activities
- Works collaboratively with colleagues, parents and students to provide a supportive learning environment
- Ensures that every student is welcome and is a contributing class member
- Organizes and uses resources appropriately to ensure access and safety
- Reinforces the Division's Code of Conduct

7. Teachers Translate Curriculum Content and Objectives Into Meaningful Learning Activities

Teachers clearly communicate short and long range learning expectations to students and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning need of individuals and groups of students. The strategies are selected and are used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, Programs of Study and other approved programs.

Illustrative Examples:

The Teacher:

- Provides meaningful engagement for students
- Incorporates a variety of teaching approaches (avoids over reliance on teacher lecture)
- Provides guided and independent practice to reinforce learning
- Maintains reasonable time allotment and appropriate and efficient pacing
- Utilizes smooth transitions
- Utilizes effective summary techniques
- Adjusts instruction to accommodate individual differences
- Incorporates the use of homework in appropriate and effective ways
- Assists students in connecting their learning rather than experiencing isolated time blocks of unrelated subjects/activities
- Communicates effectively (i.e. speaks fluently, excellent questioning techniques, uses a variety of verbal/non-verbal techniques, presents ideas in a logical manner, elicits and responds to student questions and comments in a manner that reinforces learning)
- Can clearly articulate learner outcomes

8. Teachers Apply a Variety of Technologies to Meet Students' Learning Needs

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

Illustrative Examples:

The Teacher:

- Uses technology in all areas of work
- Models the effective use of technology with students
- Embeds ICT outcomes in curriculum

- Uses technology to enhance learning
- Participates in his/her own learning regarding technology

9. Teachers Gather and Use Information About Students' Learning Needs and Progress

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analyzing students' learning difficulties and strengths, and interpreting the results of assessment and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large scale instruments such as Provincial Achievement Tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other Educators interpret and understand the result of diagnoses and assessments, and the implication for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist School Councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

Illustrative Examples:

The Teacher:

- Understands and employs strategies for assessment for learning and assessment of learning
- Works with others to develop common assessment tools
- Provides for a range of performance-based assessment opportunities
- Develops and communicates a written evaluation plan in accordance with Division and school policy
- Makes evaluation methods clear and purposeful
- Prepares assessments which reflect appropriate curriculum and instruction
- Provides timely and meaningful feedback to students and parents
- Maintains accurate records of student growth
- Actively involves students in their own assessment (i.e. self-assessment, peer assessment, development of portfolios)

- Works with colleagues to analyze data and makes effective use of the learning (i.e. planning for instruction/review, diagnoses strengths and weaknesses of individual students)

10. Teachers Establish and Maintain Partnerships Among School, Home and Community, and Within Their Own Schools

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with School Councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

Illustrative Examples:

The Teacher:

- Is an ambassador for the school and the Division
- Keeps administration informed of pertinent school-related issues
- Shows warmth and empathy to colleagues, students and parents
- Contributes to the development and achievement of the school education plan
- Maintains open and effective communication (i.e. initiates communication with parents)
- Promotes healthy relationships by the use of programs offered by the Division (i.e. Seven Habits of Highly Effective People, Healthy Interactions)
- Takes responsibility for maintaining close relationships with students and parents
- Assists students in making meaningful connections in the school and community

11. Teachers are Career-Long Learners

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs.

They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

Illustrative Examples:

The Teacher:

- Is a reflective practitioner (able to monitor and evaluate his/her own classroom performance)
- Participates in professional growth activities (i.e. professional organizations, PLC work, reading, conferences)
- Develops course work and a professional growth plan
- Makes use of job-embedded opportunities for professional development
- Seeks feedback from a variety of sources including students and parents
- Makes professional contributions beyond the classroom (i.e. committee involvement presentations)
- Is a collaborative team member (i.e. shares ideas, materials and methods with other staff members)
- Remains current in teaching methodologies
- Builds in specific reflective practices (reflections show acute awareness of strengths and areas for growth)
- Is realistic and shows perseverance and commitment to growth in teaching

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 A.R. 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
Practice Review of Teachers Information Bulletin 3.3.2

Administrative Procedure 420 Appendix B

DEFINITIONS

Differentiated Supervision

Means a model of supervision that recognizes and provides support to teachers appropriate to their professional background and experience and/or their individual needs.

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 or teacher exceeds, meets, or does not meet, the Teaching Quality Standard.

Professional Growth Plan

Means the document that details a teacher's plan for professional learning over the course of one (1) year.

Supervision

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

Teacher Development

Means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.

Teaching Quality Standard

Means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order and the mission of the Division.

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 A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
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TEACHER SUPERVISION

Background

A differentiated model of supervision promotes effective teaching and learning.

Procedures

1. In consultation with the Superintendent or designate and Principal colleagues, each Principal will develop a supervision model that recognizes differences in teacher needs, interests and experiences.
2. The role of the Principal in teacher supervision is to:
 - 2.1 Provide support, guidance and development opportunities;
 - 2.2 Observe and to receive information from qualified sources about the quality of professional practice;
 - 2.3 Provide direct, constructive feedback about professional practice;
 - 2.4 Identify professional behaviours and practices that are to be recognized as exemplars;
 - 2.5 Identify professional behaviours and practices that may require an evaluation; and
 - 2.6 Support school improvement and staff development.
3. An effective program of teacher supervision is characterized by:
 - 3.1 A climate of trust and support;
 - 3.2 An ongoing, continuing process;
 - 3.3 Shared responsibility;
 - 3.4 A collegial collaborative model that includes direct and differentiated approaches;
 - 3.5 Individual input into the methods and process;
 - 3.6 Sharing of relevant information and observation on an ongoing basis; and
 - 3.7 Access to any notes or documentation taken during supervision.
4. The Principal is responsible for initiating the teacher evaluation process when the Principal, through supervision, has reason to believe that a teacher's practice does not meet established standards as outlined in the Teaching Quality Standard.

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 A.R. 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

EVALUATION OF TEACHING STAFF

Background

An evaluation of a teacher's professional performance may be required for the purpose of making decisions regarding employment, certification, and assessing teacher growth.

Procedures

1. Evaluation may be initiated on a teacher's request or it may be initiated by the Principal, or by the Superintendent or designate, as may be considered necessary.
2. All reports generated during the evaluation process shall be provided to the teacher, and the teacher will be asked to acknowledge receipt of each report by signing a copy and returning said copy to the administrator within ten (10) school days of receiving the report. A copy of the report will be kept in the teacher's personnel file secured at the Division Office. A copy will be provided to the teacher prior to the report being submitted to the Division Office.
3. The teacher shall be informed of his/her right to secure the assistance of a mentor or peer support team to act as a resource to the teacher throughout the evaluation process.
4. A teacher may review his or her evaluation records contained in the Division personnel file.
5. A teacher being evaluated shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within ten (10) school days of receiving the report.
6. The evaluator, where appropriate, will implement a student and parent feedback system whereby students and parents can contribute by providing comments on areas of strength and areas for growth.
7. The following procedures will apply to teachers who hold a continuing contract:
 - 7.1 Prior to an evaluation being performed, the teacher to be evaluated must receive or submit written notification, a copy of which must be kept in the individual teacher's personnel file secured at the school and Division Office.
 - 7.2 The Principal or designate shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation procedure, performance criteria, reporting procedures, shall be communicated and discussed with the teacher.
 - 7.3 The following shall be included by the Principal or designate as part of the evaluation process:

- 7.3.1 Multiple observations (minimum three (3)) based on performance criteria forming part of this procedure (Division Teaching Quality Standards).
- 7.3.2 Conferencing following each observation where observations and assessments are communicated.
- 7.3.3 A formal written report based on the established criteria (Division Teaching Quality Standards - Appendix A) containing descriptors in the major performance area(s) which may include areas of strength, directions for growth and recommendations. Where remediation is necessary to raise the quality of a teacher's performance to an acceptable level in one or more of the Division Teaching Quality Standards, the report shall make clear the expectations and the resources available for improved practice and set a reasonable time line for improvement.
- 7.3.4 In the event that remediation is necessary, the Principal or designate, at the end of the time allotted for the teacher to make the required improvement, shall perform a reasonable number of observations to assess performance level, following which a report will be written containing the assessment and recommendations, including recommending the possible conclusion of the evaluation process.
- 7.3.5 Where it has been recommended that remediation continue, the Principal or designate, at the end of the time allotted for the teacher to make improvement, shall perform a reasonable number of observations to assess performance level, following which a report containing the assessment and recommendations, will be written and forwarded to the teacher first and then forwarded to the Superintendent or designate.
- 7.3.6 The Principal (and designate, where one has conducted the evaluation) shall convene a conference with the teacher to discuss the assessment, and shall write a report to the Superintendent or designate which may recommend conclusion of the evaluation procedure, termination of the teacher's contract, or make other recommendations which he/she believes are in the best interest of the students, the teacher and/or the school.
- 7.3.7 The Superintendent or designate, upon receipt of the Principal's report, shall take whatever action he/she believes is required.
- 7.3.8 Where it is recommended that a teacher's contract be terminated by the Board that termination shall be done in accordance with section 107 of the School Act.

8. The following will apply to teachers on probationary contracts:

- 8.1 At the time that a teacher enters into a probationary contract with the Division, he/she will receive written notification that, unless otherwise notified, an evaluation will take place during the term of the probationary contract and

shall receive a copy of the administrative procedure pertaining to teacher evaluation and the performance criteria.

- 8.2 The Principal or designate shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation procedure, performance criteria, and reporting procedures shall be communicated and discussed with the teacher.
 - 8.3 The following shall be included by the Principal or designate as part of the evaluation process:
 - 8.3.1 Multiple observations (minimum three (3)) based on performance criteria forming part of this policy (Division Teaching Quality Standards - Appendix A);
 - 8.3.2 Conferencing following each observation where observations and assessments are communicated;
 - 8.3.3 Two (2) formal written reports (November and March) based on the established criteria (Division Teaching Quality Standards – Appendix A) containing descriptive assessments in the major performance area(s) which may include areas of strength, directions for growth and recommendations.
 - 8.4 The Superintendent or designate, upon receipt of the Principal's report, shall take whatever action he/she believes is required. This may include making a decision to offer a Continuing Contract; whether the Probationary Contract will be allowed to expire; extending the Probationary Contract in accordance with 98(4) of the School Act, or whether a probationary contract is to be terminated in advance of its natural expiration date.
9. The following will apply to teachers eligible for permanent certification:
- 9.1 The Principal or designate shall convene a conference with the teacher prior to formal observation during which evaluation procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
 - 9.2 The following shall be included by the Principal or designate as part of the evaluation process:
 - 9.2.1 Multiple observations (minimum two (2)) based on performance criteria forming part of this policy (Division Teaching Quality Standards - Appendix A);
 - 9.2.2 Conferencing following each observation where observations and assessments are communicated;
 - 9.2.3 A formal written report based on the established criteria (Division Teaching Quality Standards - Appendix A) containing descriptive assessments in the major performance area(s) which may include areas of strength, directions for growth and recommendations.
 - 9.3 Following the completion of this process the teacher may reply, in writing, to the Superintendent or designate. The reply will be in respect of the contents of the evaluation report and the recommendation for permanent certification.

The Superintendent or designate will review the evaluation report, the reply and take whatever action he/she believes is required.

9.4 If an evaluation has been done within our Division in the previous two years, permanent certificates may be recommended without completing the evaluation process.

10. The onus is on the teacher to remediate and correct any difficulties that are noted by the evaluator(s) but upon request of the teacher, the Principal or the Superintendent or designate will make available personnel who may be able to offer assistance to the teacher.

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 A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
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Guide to Education ECS to Grade 12

TEACHER EXCHANGES

Background

Professional staff exchanges may be of benefit to the school system and to the individuals involved. The experience of teaching in another province or country on a teacher exchange program provides unique cultural, social, and educational opportunities. Therefore, the Division supports term specific inter-system and intra-system professional staff exchange programs. The Division approves participation in exchange teaching programs as long as the financial impact on the Division is negligible.

Procedures

1. Information regarding exchanges will be made available to teachers as it becomes available at various times during the year.
2. Applications for exchange teaching positions shall be made through the Superintendent or designate as early in the term as possible.
3. A leave of absence for outgoing exchange teaching purposes shall be from the staff of the Division and not from a specific position.
4. Each incoming exchange teacher may be granted up to five (5) days per full school year to visit other schools, attend orientation or debriefing session etc. upon the approval of the Principal. Where such approval is granted, the substitute teacher costs will be paid from the school budget if internal coverage cannot be effected.

Reference: Section 60, 61, 113 School Act

ADMINISTRATIVE ORGANIZATION

Background

The purpose of this administrative procedure is to describe the way relationships among key functions and positions in the organization of the Division occur, and to identify responsibilities and authorities.

An administrative organization refers only to structure and is therefore a means, not an end. It is simply a framework through which people, working together, can focus on achievement as described in Policy 1 – Division Foundational Statements.

A sound administrative structure contributes to organizational efficiency and effectiveness and helps to clarify relationships and responsibilities for members of the administrative team.

Acceptance of an appointment to an administrative role at any level in the management team of this Division requires the assumption of a share of responsibility and accountability for working toward a number of management purposes as described in the functions section of this administrative procedure.

Procedures

1. Organizational Principles

- 1.1 Be absolutely clear about what needs to be accomplished. Know clearly what you wish to achieve, how you wish to achieve it, who is to do what, and in what time frame.
- 1.2 Continually strive to improve results by improving the factors/processes which contribute to the results; this implies a problem-solving mind set, innovation, risk-taking and creativity wherein the assumptions of the system are continually challenged and barriers removed.
- 1.3 The most productive action to create improvements is to improve staff knowledge and skills.
- 1.4 Key strategies for creating improvements are:
 - 1.4.1 Reflective Staff Development
 - 1.4.2 Curriculum Support
 - 1.4.3 Action Research
 - 1.4.4 System Planning (i.e. Policy, Finance, Transportation, Facilities, Administration, goal setting)
 - 1.4.5 Monitoring and Evaluation

1.4.6 Communication

- 1.5 Improvement is a result of planning, doing, assessing, revising.
- 1.6 Understand clearly the needs of each individual you are attempting to serve, then serve them.
- 1.7 People must have access to the information they need to make informed decisions, good decisions are based on good information/data.
- 1.8 Cooperation and consultation is the preferred decision-making/problem-solving process.
- 1.9 Resources are to be used as efficiently and effectively as possible.
- 1.10 Leadership and the sharing of information is everyone's responsibility in cooperation with others; a team is more powerful than an individual.
- 1.11 Any decision made by a site that will have an effect on another site shall be made in consultation with the other site(s).
- 1.12 Celebrate successes; use failure as a stepping stone to future success.

2. Structure

2.1 Functions

Administration in this Division is organized on a functional basis. These functions involve a mixture of line and staff relationships which reflect the foregoing principles, beliefs and assumptions. Line relationships are intended to emphasize the accountability dimension; staff relationships are intended to emphasize the support dimension. In all Alberta School jurisdictions:

- 2.1.1 Children must be grouped, instructed, evaluated and promoted.
- 2.1.2 Individual schools must be organized, supplied and evaluated.
- 2.1.3 Instructional programs must be designed, implemented and evaluated.
- 2.1.4 Staff must be recruited, assigned, supported, evaluated and developed.
- 2.1.5 Financial support for schools must be acquired, allocated, expended and accounted for.
- 2.1.6 The future of the system must be planned.
- 2.1.7 Buildings must be planned for, designed, built, maintained and cleaned, or where circumstances require it, closed.
- 2.1.8 Appropriate policies and procedures must be developed, implemented and evaluated.
- 2.1.9 The performance of the system and each of its parts must be monitored and, as judged necessary, improved.

In general, under site-based distributed decision-making, Division Office is intended to:

- 2.1.10 Articulate a sense of purpose, direction and teamwork for the Division.
- 2.1.11 Coordinate the actions of the various sites.
- 2.1.12 Monitor the system to ensure that each site operates effectively and efficiently.
- 2.1.13 Provide selected services to support the needs of each site:
Services include:
 - 2.1.13.1 Monitoring and supervision of Education Programs/Service Results and Student Results
 - 2.1.13.2 Measuring educational outcomes
 - 2.1.13.3 Formulating policy for consideration by the Board
 - 2.1.13.4 Providing advice and in-service to staff and principals
 - 2.1.13.5 Effectively managing the staff selection and evaluation process
 - 2.1.13.6 Devising better ways of allocating resources to schools
 - 2.1.13.7 Providing information to all levels of management in the system
 - 2.1.13.8 Ensuring a Student Transportation service
 - 2.1.13.9 Ensuring a Facilities/Maintenance service
 - 2.1.13.10 Seeking clarification/involvement of stakeholders in defining needs
- 2.1.14 Assisting site managers to improve the quality of their service to students.

2.2 Organizational Chart

See Administrative Procedure 330 – Appendix.

2.3 Responsibility and Authority

The general functional arrangement of the Division, as previously outlined, aims at establishing a framework for the appropriate exercising of responsibility and authority as administration works to fulfill the Division mission.

Subject to the provisions of the School Act, the Board has the legal responsibility and authority to provide for the schooling of all students enrolled in the Division. It is the first and final authority in the system. The Board has delegated authority for the operation of the whole of the Division to the Superintendent, who is the Board's Chief Executive/Education Officer. That delegation includes responsibility for the organization of administration within the Division. The lines of authority formally delegated by the Superintendent and the staff relationships that flow from that delegation are illustrated in the Organizational Chart.

2.3.1 The Board

The Board of Trustees is directly accountable to the Minister of Education and to the electors of the Division. Its legal status and basic responsibility and authority are derived from the Alberta School Act. The basic functions of the Board are detailed in the Policy 2 – Role of the Board and are summarized as follows:

- 2.3.1.1 To establish a mission, goals, objectives and annual priorities for the Division.
- 2.3.1.2 To develop policies consistent with its short and long term goals and objectives and annual priorities
- 2.3.1.3 To ensure that facilities, staff and resources are provided to achieve Division goals
- 2.3.1.4 To ensure that the success of the Division in achieving Division goals is measured and that remediation is undertaken, as may be required.
- 2.3.1.5 To inform Division electors about the goals, needs, value and condition of education in the Division.

2.3.2 The Superintendent

The Superintendent is accountable to the Board and has the delegated responsibility and authority for the Division for:

- 2.3.2.1 The achievement of the Division mission, goals and priorities as established by the Board
- 2.3.2.2 The outcomes of all school programs - curricular, co-curricular and extra-curricular
- 2.3.2.3 Student growth, progress and achievement and the reporting thereof
- 2.3.2.4 The safety, welfare and conduct of students and staff
- 2.3.2.5 The development and implementation of monitoring techniques of schools and the Division and the provision of evaluative data respecting the Division mission, goals and priorities
- 2.3.2.6 The selection, assignment, development, advancement, evaluation, transfer and separation of all staff (particularly administrative staff)
- 2.3.2.7 The condition of Division property
- 2.3.2.8 The accommodation and transportation of students
- 2.3.2.9 The receipt, allocation and control of all funds
- 2.3.2.10 The negotiation of all Collective Agreements and arrangement of salaries and working conditions of all other Division employees

- 2.3.2.11 The performance of all duties required by law and Board policy, or by directive
- 2.3.2.12 Identification and pursuit of activities leading to professional growth and development for the Department members.
- 2.3.2.13 The development and refinement of the Division's site-based distributed decision-making manual
- 2.3.2.14 Assisting the Board in policy development and implementation
- 2.3.2.15 Ensuring the effective and efficient operation of the Division
- 2.3.3 The Deputy Superintendent – Learning Services
 - 2.3.3.1 Providing overall supervision, direction and evaluative feedback to the Director of
 - 2.3.3.2 Curriculum Support, Director of Student Support, and the Manager of Human Resources.
 - 2.3.3.3 Coordinating Departmental planning, monitoring and reporting activities
 - 2.3.3.4 Assisting the Superintendent in planning and development initiatives as required, including the design and implementation of strategies to support long range planning for the delivery of education services in all regions of the Division
 - 2.3.3.5 Advising the Superintendent on present and future needs of the Division on matters related to Curriculum, Student Services, and Human Resource Planning
 - 2.3.3.6 Engaging in regular dialogue and planning with the senior executive team to ensure a collaborative approach to educational problem solving and decision making
 - 2.3.3.7 Preparing reports, position papers and other documents as may be required or requested by the Superintendent or Board
 - 2.3.3.8 Providing the Board with administrative support in the work of the Teacher /Board Advisory Committee, in the absence of the Superintendent
 - 2.3.3.9 Assisting the Superintendent in reviewing and reorganizing the Board's Policy Handbook and its Administrative Procedures Manual
 - 2.3.3.10 Supporting principals, through mentorship and collegial intervention, to improve the quality of school services to students and parents

- 2.3.3.11 Facilitating the development of partnership activities with government, business, community and post-secondary institutions to improve/enhance learning opportunities for students
 - 2.3.3.12 Promoting system effectiveness through the organization and provision of expertise and services not feasible at individual schools
 - 2.3.3.13 Implementing policy decisions and directives from Alberta Education, the Board and the Superintendent
 - 2.3.3.14 Facilitating effective communication amongst stakeholders
 - 2.3.3.15 Supervising the facilitation, support, monitoring and review of the work of schools in Special Education, Curriculum, Instruction and Assessment, and Staff Development and Human Resources
 - 2.3.3.16 Advising stakeholders regarding policy(ies) and procedures of the Division as required, and report to parent/student appeals, complaints, queries and requests for information
 - 2.3.3.17 Assisting the Superintendent in the communication of the District's vision, mission and policies
 - 2.3.3.18 Arranging for the evaluation of instructional programs, or system initiatives as required or as directed by the Superintendent
 - 2.3.3.19 Representing the Superintendent, schools, and/or staff at public meetings or events, as requested by the Superintendent
 - 2.3.3.20 Working collaboratively with the Superintendent, trustees, Division Staff, students, parents and community members in establishing a positive culture and sense of pride in the school system
 - 2.3.3.21 Acting on behalf of the Superintendent in the absence of the Superintendent as Deputy Superintendent
- 2.3.4 The Assistant Superintendent (Organizational Services)
- The Assistant Superintendent is directly accountable to the Superintendent and has the delegated responsibility and authority for:
- 2.3.4.1 Providing the Board with administrative support for the Communication Committee work
 - 2.3.4.2 Monitoring the outcomes of all Division programs – curricular and extra-curricular, and reporting to the Board and public about the results

- 2.3.4.3 Supporting system staff in evaluating, assessing, reporting and communicating student progress
- 2.3.4.4 Working with Staff and community to promote positive student attitudes – toward themselves, others and to school and schooling
- 2.3.4.5 Supporting the Division and its schools in the provision of educational services to students from Paul First Nation, including the negotiation of service and/or tuition agreements, support programs and activities
- 2.3.4.6 Assisting the Superintendent in planning and development initiatives as required, including the design and implementation of strategies to support long-range planning of the delivery of education services in all regions of the Division
- 2.3.4.7 Responding to parent appeals and complaints from parents/students
- 2.3.4.8 Coordinating program monitoring and evaluation activities
- 2.3.4.9 Providing consultation to principals
- 2.3.4.10 Measuring and supporting the achievement of system educational goals and outcomes
- 2.3.4.11 Formulating draft policy for consideration by the Board
- 2.3.4.12 Providing timely information to all stakeholders
- 2.3.4.13 Assisting principals with improving the quality of school services to students and parents
- 2.3.4.14 Supporting principals/staff and parents in addressing the challenges of student differences
- 2.3.4.15 Providing support to principals in the area of staff supervision and evaluation
- 2.3.4.16 Supervising and monitoring the work of staff in the Resource Centre to ensure the coordination of student learning needs, teacher needs and Resource Centre planning functions
- 2.3.4.17 Providing overall supervision, direction and evaluation feedback to the Manager of Information Technology
- 2.3.4.18 Ensuring the implementation of the Three Year Education Plan and supervising of the organization of reports to the Superintendent regarding progress and achievement including, but not limited to, the following:
 - Strategic Monitoring Reports
 - Monitoring Reports:

- Staffing
- Student Achievement
- Division Satisfaction Survey
- Annual Education Results Report

Reporting to the Superintendent on adherence to system standards

2.3.4.19 Managing the expulsion hearing process in the absence of the Superintendent

2.3.4.20 Other duties as assigned from time to time

2.3.5 The Assistant Superintendent (Superintendent's Office)

The Assistant Superintendent is directly accountable to the Superintendent and has the delegated responsibility and authority for:

2.3.5.1 Providing the Board with administrative support for the Student Advisory Committee.

2.3.5.2 Monitoring the outcomes of all Division programs -- curricular and extra-curricular, and reporting to the Board and public about the results

2.3.5.3 Supporting system staff in evaluating, assessing, reporting and communicating student progress

2.3.5.4 Working with staff and community to promote positive student attitudes – toward themselves, others, and to school and schooling

2.3.5.5 Coordinating all matters related to the Alberta Initiative for School Improvement projects

2.3.5.6 Responding to parent appeals and complaints from parents/students

2.3.5.7 Providing consultation to principals

2.3.5.8 Formulating draft policy for consideration by the Board

2.3.5.9 Providing timely information to all stakeholders

2.3.5.10 Assisting principals with improving the quality of school services to students and parents

2.3.5.11 Supporting principals/staff and parents in addressing the challenges of student differences

2.3.5.12 Providing support to principals in the area of staff supervision and evaluation

2.3.6 The Associate Superintendent (Business and Finance)

The Associate Superintendent (Business and Finance) is directly accountable to the Superintendent and has the delegated responsibility and authority for:

- 2.3.6.1 The achievement of the Division mission, goals and priorities as established by the Board
- 2.3.6.2 The attitude of Business and Finance staff toward their work, students, parents and other employees, the schools, the Division and the Board
- 2.3.6.3 The Division's transportation of students
- 2.3.6.4 The planning and control of receipts and expenditures of all funds
- 2.3.6.5 The negotiation of Collective Agreements with all organized employee groups
- 2.3.6.6 The management of the Division's business and financial affairs
- 2.3.6.7 The performance of all duties required by law
- 2.3.6.8 The condition of Division property including the neatness and cleanliness of school buildings and grounds
- 2.3.6.9 The safety, security and state of repair of school buildings and furnishings
- 2.3.6.10 The planning, allocation and expenditure of funds for custodial, maintenance, renovation and repair purposes in respect to Division buildings, grounds, furnishings and vehicles
- 2.3.6.11 The assignment, training, performance, evaluation, promotion and recommendations to Human Resources regarding the selection and separation
- 2.3.6.12 of Maintenance, Custodial, Transportation and Business and Finance Staff
- 2.3.6.13 The attitude of Maintenance, Custodial, Transportation and Business and Finance Staff toward their work, students, parents, teachers, other employees, the public, the Division and the Board
- 2.3.6.14 The coordination and planning of all new facilities
- 2.3.6.15 The development and implementation of joint use agreements as related to Division buildings and grounds
- 2.3.6.16 Office management of the Centre for Education facilities
- 2.3.6.17 Identification and pursuit of activities leading to professional growth and development for the Department members
- 2.3.6.18 The establishment and maintenance of a Division student information system
- 2.3.6.19 The development and management of the Division's information system

- 2.3.6.20 The forecasting and accommodation of students/numbers/locations
- 2.3.6.21 Coordination of FOIP services and responses to enquiries
- 2.3.6.22 Other duties as assigned from time to time
- 2.3.7 Director of Student Support

The Director of Student Support is directly accountable to the Deputy Superintendent and has delegated responsibility and authority for:

 - 2.3.7.1 Coordinating internal special education program standards review
 - 2.3.7.2 Coordinating the process of establishing eligibility for severe disabilities funding
 - 2.3.7.3 Assisting schools with accurate coding of students with mild/moderate and severe disabilities
 - 2.3.7.4 Coordinating school requests for accommodations/exemptions from provincial achievement tests
 - 2.3.7.5 Providing a list to schools of approved service providers regarding special needs student assessment and consultation
 - 2.3.7.6 Assisting schools with the application process for program unit funding, and children eligible for early intervention
 - 2.3.7.7 Facilitating the processes of student placement and transition planning, especially for students attending outside their home school attendance boundaries.
 - 2.3.7.8 Coordinating all out-of-system placements of special needs students
 - 2.3.7.9 Preparing INAC claim for high-cost First Nation students served in Division schools
 - 2.3.7.10 Coordinating transportation requests for all special needs, cross-boundary students
 - 2.3.7.11 Providing/coordinating professional development sessions for special education key contacts and school counsellors, as well as sessions on system professional development days
 - 2.3.7.12 Coordinating trainers, course record keeping and assist in teaching non-violent crisis intervention courses
 - 2.3.7.13 Liaising with SAASHIP, Alberta Education and other community agencies and partners

- 2.3.7.14 Supporting and supervising of staff who are not yet chartered psychologists (read and sign reports) and supervise those undertaking to become chartered
- 2.3.7.15 Maintaining familiarity with special education programs and personnel
- 2.3.7.16 Assuming an active role in education working groups for the services for children initiatives, including SAASHIP, etc.
- 2.3.7.17 Providing Division Office administration with direction for para-professional assistance programs – special education
- 2.3.7.18 Monitoring student programming carefully in the area of severe disabilities funding
- 2.3.7.19 Establishing close working relationships with school-based student services staff in order to ensure the most effective service for students
- 2.3.7.20 Identifying in-service needs for special education and work with principals and teachers to organize appropriate activities
- 2.3.7.21 Responding to parental enquiries, questions or concerns through appropriate referral, mediation or conflict resolution.
- 2.3.7.22 Developing, revising and refining the system handbook for student support services
- 2.3.7.23 Monitoring the results of work provided by the facilitator(s) assigned to student support roles in Learning Services
- 2.3.7.24 Facilitating the development and maintenance of a quality guidance and counselling program for Kindergarten through Grade 12
- 2.3.7.25 Supporting principals, staff and parents in addressing the challenges of student differences
- 2.3.7.26 Providing support and resources for the development of safe and caring learning environments at all school sites
- 2.3.7.27 Supporting Critical Response Team requests
- 2.3.7.28 Identifying and pursuing activities leading to professional growth and development for Department members
- 2.3.7.29 Other duties as assigned from time to time

2.3.8 Director of Curriculum Support

The Director of Curriculum Support is directly accountable to the Deputy Superintendent and has delegated responsibility and authority for:

- 2.3.8.1 Maintaining and enhancing the role of Curriculum “Teams” in the Division to remain a focus on learning and teaching
- 2.3.8.2 Promoting formative growth planning amongst staff. Helping teachers discover the connections between personal growth planning and school or Division planning.
- 2.3.8.3 Providing recognition and support for innovative practice
- 2.3.8.4 Encouraging use of technology to enhance both learning and teaching
- 2.3.8.5 Facilitating the formation of Division action research groups and “professional learning connections”, with a focus on the associated professional development
- 2.3.8.6 Celebrating noteworthy curriculum and instruction news via newsletter or the Division web page or other communication devices with the Communications Coordinator
- 2.3.8.7 Providing leadership in the development of thorough student assessment programs (Students Achieve) at all levels from K-12
- 2.3.8.8 Promoting the development of quality school-based year end assessment tools specific to curriculum areas
- 2.3.8.9 Maintaining liaison with Alberta Education, Curriculum Standards Branch, to ensure teachers are current in their knowledge of provincial plans and directions
- 2.3.8.10 Coordinating regular Division grade level/department meetings for K-12 Staff so that Division networking can be strengthened and teacher leadership opportunities enhanced
- 2.3.8.11 Providing leadership in organizing and coordinating Division professional development
- 2.3.8.12 Providing support to schools by identifying Curriculum in-service needs and working with teacher committees to plan appropriate Divisional professional development opportunities
- 2.3.8.13 Consulting with the Executive Director of the Edmonton Regional Consortium to ensure the needs of Division staff are represented in consortia planning and professional development
- 2.3.8.14 Facilitating resource creation where needed, e.g. units for teacher use, program review tools, etc.
- 2.3.8.15 Providing feedback to school staff regarding questions concerning resources

- 2.3.8.16 Providing feedback to schools regarding the development and maintenance of locally developed courses
- 2.3.8.17 Providing professional development in areas of instruction and system priorities, e.g. Assessment for Learning, Numeracy, Literacy, Gifted Education, Differentiated Instruction, etc.
- 2.3.8.18 Facilitating the sharing of best practices in areas of curriculum and instruction
- 2.3.8.19 Monitoring and providing feedback to schools around curriculum and program implementation
- 2.3.8.20 Liaising with Alberta Education, Zone 2 and capital region curriculum consultants
- 2.3.8.21 Working with various internal committees – Leadership Council professional development, new teacher orientation, Covey Four Roles of Leadership, First Nation Metis Inuit, Alberta Initiative for School Improvement, policy etc.
- 2.3.8.22 Monitoring provincial achievement test and diploma examination results
- 2.3.8.23 Monitoring the results of work provided by facilitators assigned to work in Learning Services
- 2.3.8.24 Other duties as assigned from time to time

2.3.9 Manager of Human Resources

The Manager of Human Resources is directly accountable to the Deputy Superintendent and has delegated responsibility and authority for:

- 2.3.9.1 Day-to-day management and delivery of Human Resource services
- 2.3.9.2 Providing leadership and guidance to two direct reports
- 2.3.9.3 Providing an advisory and management role on issues concerning the implementation, interpretation, and administration of Collective Agreements and related labour legislation liaising and consulting with employee groups, both union and non-union
- 2.3.9.4 Providing services related to the recruitment, selection, assignment and re- assignment of personnel
- 2.3.9.5 Coordinating and supervising the following Division Programs:
 - Strategic Leadership Initiative
 - Great Beginnings

- Covey Seven Habits
- Healthy Interactions
- Four Roles of Leadership
- New Staff Orientation Program

- 2.3.9.6 Establishing rapport and effective working relationships at all levels inside and outside the Division
- 2.3.9.7 Researching, developing, implementing and interpreting Human Resource policies
- 2.3.9.8 Continuing the implementation of the Human Resources management plan
- 2.3.9.9 Developing and implementing systematic and effective management and communication mechanisms to facilitate integration of Human Resource planning and development within organizational business functions
- 2.3.9.10 Preparing and implementing the Human Resources budget and planning process
- 2.3.9.11 Supporting professional development and growth plans for employees
- 2.3.9.12 Acting as an expert resource person who supports senior management and the Board in all Human Resource matters
- 2.3.9.13 Ensuring internal management reporting requirements are satisfied through the design of appropriate reports, analysis and reporting mechanisms. Is responsible for Human Resources data management and ensuring accurate employee records
- 2.3.9.14 Other duties as assigned from time to time

2.3.10 The Principal

The Principal is directly accountable to the Superintendent and has the delegated responsibility and authority in his or her assigned school for:

- 2.3.10.1 The achievement of the Division mission, goals and priorities as established by the Board
- 2.3.10.2 The outcomes of all school programs – curricular, co-curricular and extra-curricular
- 2.3.10.3 Student growth, progress and achievement and the reporting thereof
- 2.3.10.4 Student attitudes toward themselves, others, and to school and schooling
- 2.3.10.5 The safety, welfare and conduct of students

- 2.3.10.6 The attitudes of staff toward their work, students, parents, other employees, other schools, the Board and the Division
- 2.3.10.7 The attitudes of electors – toward the schools, the Division and its programs
- 2.3.10.8 Placement, development and evaluation of all school-based staff whose work he/she directs
- 2.3.10.9 The condition of Division property – except to the extent that it is a direct responsibility of the Facilities Department
- 2.3.10.10 The accommodation of students
- 2.3.10.11 The allocation and expenditure of funds assigned to/generated by the school
- 2.3.10.12 The development and management of the school's communications program
- 2.3.10.13 The performance of all duties as required by law
- 2.3.10.14 Identification and pursuit of activities leading to professional growth and development

2.3.11 School Councils

The School Councils (under Section 22 of the School Act) are directly accountable to the community and have the delegated responsibility and authority for:

- 2.3.11.1 Ensuring students in their particular school meet the standards of education in the province
- 2.3.11.2 Ensuring fiscal management is sound
- 2.3.11.3 Making by-laws governing the conduct of its affairs

The School Councils have advisory responsibility for:

- 2.3.11.4 Any matter relating to the school
- 2.3.11.5 The nature of programs offered
- 2.3.11.6 The expenditure of funds
- 2.3.11.7 The educational standards to be met by students

2.3.12 Alberta Education

Alberta Education is directly accountable to the Minister of Education and has the delegated authority to:

- 2.3.12.1 Set basic, core curriculum
- 2.3.12.2 Set standards and outcomes
- 2.3.12.3 Ensure measurement
- 2.3.12.4

2.3.12.5 Report results

2.3.12.6 Provide funding

2.4 Decision Making

All of the foregoing is intended to establish responsibility, authority and clarify relationships. It does not emphasize particularly, how decisions are to be made except where functions are described in an advisory context.

As a generality, it is required that decisions be made on a consultative basis wherever possible by those who are responsible for making the decisions and those who are affected by the decision. In essence, some form of a consensus-seeking approach is desirable. Since the following groups often hold particular views on decisions made by administrators, especially where they are directly affected by those decisions, it is required that they be consulted wherever their interests are affected.

- Parents and Parent Groups/School Councils
- Students and Student Groups
- ATA Local No. 10
- CAAMSE
- IUOE
- Leadership Council
- Alberta Education
- ATA Barnett House
- ASBA, PSBAA
- Board Committees
- Neighbouring School Divisions
- Evergreen RCSSD No. 2
- St. Matthew Lutheran School
- Living Waters Christian Academy

Administrators are to consider, in each event, how they wish to reach a decision, who is affected by the decision, who they wish to involve in making the decision, how they wish them to be involved, and finally how the decision relates to Division goals and objectives.

Appeals of any staff or administrative decision will be forwarded to the supervisor of the individual responsible for the decision in question, unless otherwise stated in policy or procedures.

2.4.1 Leadership Council Role in Decision Making

The goals/purposes of Leadership Council are:

2.4.1.1 To foster collegiality

2.4.1.2 To advise the Superintendent in decision making

2.4.1.3 To act as an information sharing forum

2.4.1.4 To provide Professional Development for members

The processes used by Leadership Council will include:

2.4.1.5 Focus Groups

- To refine implementation processes
- To choose among alternatives

2.4.1.6 Working Committees

- To study/develop resolutions to problems, issues, needs
- To collect information
- To develop regulations and procedures

2.4.1.7 Professional Development Activities

- To develop Leadership Council Member knowledge and skills

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

ORGANIZATIONAL CHART

Background

Procedures

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

ADMINISTRATION EVALUATIONS

Background

Procedures

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

**PERSONNEL AND EMPLOYEE RELATIONSHIPS –
NON-UNION STAFF**

Background

The Division believes in the principle of fair treatment of all employees. Some employees occupying managerial positions or positions of confidence are not covered by employment contracts.

Procedures

The following shall apply to non-union employees who are not covered by a detailed contract of employment:

1. All employees will be provided health plan benefits, leaves of absence considerations, sick leave credits, paid holidays, earned vacation benefits and pension plan coverage no less favorable than the coverage extended to similar employees in related job groupings covered by Board collective agreements.
2. All new employees will first be employed for a probationary six month term. Longer term employment may be offered if the position continues to exist and the employee has received a satisfactory written evaluation from his/her immediate superior.
3. Length of service will be recorded for the purposes of salary and benefits application.
4. Non-management employees will be granted hours of work and overtime provisions no less favorable than those extended to similar employees in related job groupings who are covered by Board collective agreements.
5. At the discretion of the Superintendent or designate, management employees may be granted up to two (2) weeks of flex time per annum to compensate for actual work time occurring outside the normal working days.
6. All employees are entitled fair treatment with respect to evaluation, discipline and/or dismissal. Employees who are concerned about their treatment by supervisors may appeal to the Superintendent. The Superintendent's decision shall be the organization's final decision.
7. Job vacancies shall normally be filled through an open posting and competition. Selection will be based on the principle of choosing the best-qualified candidate.
8. Employees shall also be governed by all other applicable Board policies and current employment practices.

9. In the event that any interpretation of these clauses is required, the Superintendent's ruling shall prevail.
10. Salary grids and compensation packages will be reviewed annually by the Superintendent and appropriate adjustments will be made.
11. Non-union staff are encouraged to use their full vacation entitlement, annually. If this is not possible the employee may defer holidays to a subsequent year provided that the accumulation is not greater than an employee's annual entitlement and the employee has received permission from the Superintendent or designate to defer the holiday time.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code

SUPPORT STAFF EXPECTATIONS

Background

There are circumstances when student learning can be substantially enhanced through the use of education assistants.

Therefore, the Division endorses the employment of qualified individuals to act as education assistants in support of an effective and efficient learning environment. Such assistants would at all times perform their duties under the direction and supervision of qualified teachers or administrators.

Procedures

1. An education assistant will act in a responsible manner toward students, parents, teachers, colleagues and others with whom they come in contact during the scheduled working hours, in keeping with the vision, mission, principles and beliefs as set out by the Board.
2. An education assistant will maintain strictest confidence of information gained through his/her position when that information is not available to the public.
3. An education assistant shall maintain good public relations when responding to inquiries regarding a student. When the inquiries are outside the education assistant's mandate, then the person inquiring will be referred to the appropriate supervisor, teacher, therapist, or administrator.
4. An education assistant shall avoid undermining the confidence placed in the school or the staff by taking a criticism first to the staff member involved and attempting resolution. If the situation is unresolved, the education assistant is then to take the matter to the appropriate administrator.

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

SUPPORT STAFF DEVELOPMENT

Background

A key strategy for the Division to meet or exceed its performance standards is to have capable, caring and healthy employees.

The primary responsibility for developing employee Knowledge, Skills and Attributes (KSA's) lies within each employee; the Division has a shared responsibility to support and recognize that development.

Procedures

1. Each employee has the primary responsibility for developing his or her own KSA's to remain current with the requirements of the position, either with or without site or Division support.
2. An employee may choose to establish a Professional Development Plan (PDP) from time to time as one tool that may assist them in meeting the expectations for their role as set out in their job description.
3. In developing a PDP, each employee involved with the instruction of students will design activities that are consistent with Administrative Procedure 406 - Standards for Staff Development.
4. Each site manager (supervisor, manager, Principal, executive administrator) will make reasonable effort to provide support for professional development within available budget resources. Site priorities for staff development must also be considered and clarified with site staff by the site manager.
5. Where an employee elects to develop a PDP, such a plan is to include such elements as:
 - 5.1 Goals (What is it that I want to learn?)
 - 5.2 Strategies (How will I go about my learning? What will I need/want to support my learning?)
 - 5.3 Accomplishments (What indicates how/whether I have met my goals?)
6. Employees are encouraged to discuss their PDP and their development needs with their immediate supervisor, as well as how those needs can best be met.

7. Performance Appraisals

- 7.1 Performance appraisals are distinct and separate from the professional development planning process in that the primary purpose of employee evaluation is to assess the success of each employee in meeting the performance expectations set out by the Division in each job description.
- 7.2 Notwithstanding this administrative procedure, where a site manager determines through performance appraisal that growth or remediation of employee performance is advisable or necessary, then the site manager may establish a required growth plan with the employee.

- 8. Site managers are to take appropriate opportunities to affirm professional development accomplishments of employees.
- 9. Notwithstanding the above guidelines, the Division may determine that individual or group staff development activities are appropriate and may request or direct employees to participate in such activities.

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

SUPPORT STAFF EVALUATION

Background

Text

Procedures

Text

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

SUPPORT STAFF VACATIONS AND HOLIDAYS

Background

All employees benefit from annual vacations and holidays, which are intended to provide employees with an annual retreat from their work routine.

Procedures

1. Vacation leave shall be taken during the year in which it is earned unless prior written authorization has been provided through the Superintendent or designate.
2. Annual vacations may be taken in conjunction with time off in lieu of overtime pay.
3. Insofar as it is possible, annual vacations shall normally be scheduled to fall within school vacation periods. All vacation leaves must be coordinated through and approved by the direct supervisor.
4. Employees with less than one year of service may be granted a vacation on a pro-rated basis in relation to the percentage of a year employed.
5. The Payroll Department is responsible for maintaining appropriate records.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Employment Standards Code

SUBSTITUTE TEACHERS

Background

In order to provide a continuous, well-directed educational program for students, the Division approves the deployment of the best-available substitute teachers in the absence of the regular classroom teacher. The following procedures govern their deployment and conduct.

Procedures

1. The deployment of substitute teachers within a particular school is the responsibility of the Principal or designate.
2. Substitute teachers shall be paid in accordance with the current collective agreement between the ATA and the Division.
3. Each year Division Office will prepare and send to the Principals a list of all approved substitute teachers, which will be updated periodically.
4. Substitute teachers must be selected from the approved list.
5. Substitutes must familiarize themselves with the curriculum for the various grade levels for which they seek employment.
6. Substitutes are expected to fit into the organization of the school when they arrive and to continue the work and activities which they find in progress.
7. Teachers deployed as substitutes must conform as closely as possible to the established routine of the school and perform such extra duties as normally assigned to the absent teacher.
8. Although the disciplinary problems faced by substitutes may be more difficult than those encountered by regular teachers, it is expected that substitute teachers will exercise firm control.
9. Substitute teachers are expected to adhere to the same standards of professional conduct as regular teachers including conforming to the Code of Ethics of the Alberta Teachers' Association.
10. Substitute teachers are required to fill out forms providing detailed particulars of the period of substitution. The Principal will forward all signed substitute teacher reports to the Division Office.

11. Files on all substitute teachers will be maintained by the Division Office. Substitute teachers are required to file copies of credentials including a current Teacher Qualifications Service (TQS) credential, in the same manner as permanent staff.

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

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: Section 60, 61, 96, 113, 116, 117 School Act

POSITION DESCRIPTION MANUAL

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

EXTRA-CURRICULAR ACTIVITIES

Background

The Division recognizes the value of staff involvement (as volunteers where such activities are not directly related to instructional programming and where participation is optional), and parent/community volunteers in extra-curricular activities that enrich the child and develop well-rounded citizens.

The Division further believes that:

- School communities should acknowledge and demonstrate appreciation for the dedication of volunteer's personal time to these activities; and
- School communities should recognize the need for a healthy balance of personal and professional activities in a staff member's lifestyle.

Procedures

1. The extra-curricular program in each school will be reviewed by representative members of the school parent, staff and students annually. Emergent extra-curricular activities can be established if resources are available and stakeholders agree.
2. The processes for establishing the extra-curricular program are to involve parent, staff and student representatives.
3. Schools are expected to recognize volunteers, in a public fashion, at least once a year.
4. This administrative procedure will not be altered without prior consultation with Parkland ATA Local.
5. Extra-curricular activities in schools are understood to be maintained at the availability of volunteer staff members or community volunteers.
6. Decisions about staff evaluation, transfer or promotion shall not be based on a member's involvement in extra-curricular activities.
7. Each school will establish written policy and/or procedures for the development and implementation of their extra-curricular program.
8. If an extra-curricular activity is led by a volunteer other than a teacher currently employed by the Division, then the Principal of the school shall:
 - 8.1 Ask for a teacher to volunteer to serve as the "teacher supervisor"; or

- 8.2 Accept the responsibility of the “teacher supervisor” upon him/herself.
9. If no teacher (including the Principal) is willing to serve as the “teacher supervisor” then the extra-curricular team/activity shall not proceed.

Reference: Section 1, 12, 18, 20, 22, 45, 60, 61, 113 School Act
Traffic Safety Act
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines

VOLUNTEERS

Background

The Division values the contributions of volunteers in enhancing learning opportunities for students while still recognizing its responsibility to provide a safe and caring environment for staff and students alike.

Definitions

Volunteer

Someone who assists the school and/or students in curricular and/or extra-curricular activities, not including Division employees, guest speakers, presenters, special visitors to the school or School Council members in their role as School Council members.

In Loco Parentis

Volunteers acting in “the place of parents” are held to a standard of care requiring that they exercise wise and judicious decision making in the best interests of all students.

Procedures

1. The Principal and staff of the school are encouraged to promote the participation of volunteers in the life of the school.
2. Volunteers participating in the activities of schools are expected to:
 - 2.1 Share relevant areas of volunteer interest or expertise to assist the school in identifying volunteer assignments;
 - 2.2 Abide by the rules of confidentiality;
 - 2.3 Act in an assisting capacity with teachers and not assume functions considered responsibilities of the teacher;
 - 2.4 Seek the counsel and take the direction of the Principal or designate in any decision area(s) which may be unclear to the volunteer;
 - 2.5 Wear picture identification, provided through the Division.
3. The Principal is responsible for:
 - 3.1 Recruiting and screening volunteers keeping in mind the safety and wellbeing of students and staff;
 - 3.2 Ensuring that volunteers act in an assisting capacity and do not assume the teacher functions normally performed by the classroom teacher;

- 3.3 Developing school processes and procedures regarding the use of volunteers in schools;
- 3.4 Approving all volunteer positions in the school, in accordance with this administrative procedure and with school-based procedures
4. Each year, the Principal shall ensure that all volunteers whose service at the school over the course of the year is likely to exceed ten (10) hours of volunteer activity:
 - 4.1 Complete the [Volunteer Registration Forms](#);
 - 4.2 Provide a Criminal Records check; and
 - 4.3 Sign a confidentiality agreement.
5. An individual approved as a volunteer shall be so informed by the Principal, in writing.
6. If a volunteer applicant has a criminal record, the Principal will review the applicant's suitability based upon the following factors:
 - 6.1 The type of charge or offence;
 - 6.2 The age of the charge or offence;
 - 6.3 The type of volunteer work the applicant is being considered for;
 - 6.4 Whether the criminal record impacts on the applicant's ability to perform the volunteer duties;
 - 6.5 Whether the behaviour associated with the offence(s) if repeated, will pose a threat of physical or sexual abuse to children or others; and
 - 6.6 Any other factor(s) which the Principal deems to be relevant.
7. The Principal or designate may deny or revoke permission for a volunteer to work in school(s) if the volunteer is deemed unsuitable for a volunteer position, is in breach of Board policies or behaves in a way that is contradictory to the Division mission, vision and/or principles.
8. If an individual has his/her application for a volunteer role denied because of a Principal's decision in (6 or 7) above, the individual may appeal the decision to the Superintendent.

Reference: Section 20, 27, 45, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act

VOLUNTEER COMMUNITY COACHES

Background

Students benefit from opportunities to be involved in extra-curricular activities. While the Division believes that employees are the preferred choice to lead such activities, the use of adult volunteers as community coaches may be a necessary alternative to allow such activities to proceed.

Definitions

Community Coach

A person other than an employee of the Division who shares his/her expertise with students on a school team, club, or activity for extended periods of time, some of which is outside the school day.

Off-Site Activities

An instructional activity trip or a student activity trip, including trips that require students to remain overnight at a destination.

Extra-Curricular

Activities/events supported by the school and provided outside regular school hours.

In Loco Parentis

Volunteers acting in “the place of parents” are held to a standard of care requiring that they exercise wise and judicious decision making in the best interests of all students.

Procedures

1. The Principal shall ensure that all persons acting as volunteer community coaches in the Division are expected to know and adhere to all applicable Board policies, administrative procedures and related school procedures.
2. All volunteer community coaches shall complete all [Volunteer Registration Forms](#) at the time of their original request to volunteer.
3. For purposes of screening and selection of community coaches, the Principal or designate shall personally interview prospective community coaches, conduct reference checks where appropriate and ask the prospective community coach to provide a criminal record check.
4. An individual approved as a volunteer community coach shall be so informed by the Principal in writing.

5. If the volunteer community coach is not working directly with or under the supervision of a staff member, the Principal must accept responsibility for the activity.
6. Principals must ensure that persons acting as community coaches have the knowledge, skill and attributes necessary to perform their described role. The Principal or designate shall discuss the following with the volunteer before assigning him/her to the supervision of a student activity.
 - 6.1 Any school philosophy regarding the participation of students (i.e. selection, playing time, behaviour expectations, etc.);
 - 6.2 Use of school facilities and equipment;
 - 6.3 Supervision expectations;
 - 6.4 Discipline and referral procedures;
 - 6.5 Communication with parents;
 - 6.6 Finances and fund-raising;
 - 6.7 Transportation procedures;
 - 6.8 In-service opportunities;
 - 6.9 All policies and procedures pertinent to the supervision of students; and
 - 6.10 Other items, as identified by the Principal.
7. In addition to providing the approval for a community coach, the Principal or designate may require additional supervisors to accompany the activity before allowing it to proceed (e.g., provision of both male and female supervisors for coed activities).
8. Volunteer community coaches are to be encouraged to avail themselves of appropriate in-service activities, specifically those that will enhance the ability to deal with the needs of students involved in the activity (e.g., coaching certification clinics, first aid programs).
9. Volunteer community coaches are expected to wear picture identification, provided through the Division.
10. The Principal or designate may deny or revoke permission for a volunteer to participate as a community coach if the volunteer is deemed unsuitable for the role, is in breach of Board policy or administrative procedure or behaves in a way that is contrary to the Division mission, values or principles.

Reference: Section 20, 27, 45, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act