

PERSONNEL AND EMPLOYEE RELATIONS 400

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ADMINISTRATIVE PROCEDURE 400

400 PROFESSIONAL STAFF HIRING**Background**

The Division recognizes that one of its prime functions is the recruiting of competent professional personnel. To accomplish this task, the Superintendent shall determine the number of positions required and the level of training and experience required to staff those positions. Further, the Division desires to hire the best-qualified person for every position and, in the event that there exists a familial relationship between two or more staff, the appointment shall be made only if there is no immediate implicit or explicit supervision responsibility.

All vacancies except those which occur during a vacation period of more than four weeks shall be advertised internally. All vacancies shall be advertised in the local media and the Superintendent may advertise positions externally.

Procedures

1. Vacancies which occur in respect to established positions shall be filled at the earliest possible date unless there is an administrative recommendation to delete the position.
2. Teaching vacancies shall be filled immediately by use of a temporary teacher until a selection of a replacement can be made.
3. Vacancies which occur may be filled immediately by means of an acting appointment until such time as a replacement is named.
4. The appointment of Principals and Vice-Principals shall be the prerogative of the Superintendent. The Superintendent shall be responsible for arranging for selection procedures and shall inform the Board of such appointments.
5. The authority to appoint teachers and other professional staff to established positions shall reside with the Superintendent who shall be authorized to act on behalf of the Board. The Superintendent shall inform the Board of such appointments.

References

Section 60, 92, 93, 95, 96, 97, School Act
Policy 11 – The Role of the Superintendent

ADMINISTRATIVE PROCEDURE 401

401 PARAPROFESSIONAL AND SUPPORT STAFF HIRING**Procedures**

1. Employment of Paraprofessional and Support Staff
 - a. Definition: Paraprofessional Staff includes: Teaching Assistants, and Special Assistants, Support Staff, Secretary-Receptionist, Library Technician.
 - b. Selection and Employment of Paraprofessional Staff
 - i. All paraprofessional positions are to be term positions coinciding with the end of the school year.
 - ii. Support positions shall be deemed to be ongoing in nature but subject to review on an annual basis.
 - iii. The Division will establish by the budget process the number of paraprofessional and support staff to be hired.
 - iv. After formal approval of the budget notices will be given to the employees falling under these headings as to their status for the coming school year.
 - v. On this basis, or on the resignation of an incumbent from a position previously approved, the Superintendent of Schools will advertise the vacancy.
 - vi. The Superintendent or designate will interview selected applicants. If circumstances exist such that the Principal feels he/she should not be involved in the interviews, the Superintendent or his/her designate will do so.
 - vii. The Superintendent or designate will then recommend one applicant as being, in his/her opinion, the most suitable person, or if no applicant is considered suitable, he/she may reject all applications. The application of the person being recommended should be forwarded to the Superintendent. With the Superintendent's permission, an employee may commence work.
 - c. Criteria for Employment of Paraprofessionals and Support Staff.

Numerical order of criteria is not necessarily the order of priority in considering an applicant.

 - i. Teaching Assistants:
 - ♦ They show an interest in children and the learning processes of children.

- ◆ They express an interest in working with primary and special needs children.
 - ◆ They indicated an interest in pursuing education as a career, i.e. attending in service sessions or pursue upgrading.
 - ◆ They should not be employed in another position in the Division.
 - ◆ Must show initiative and be able to work with the minimum of supervision.
- ii. Library Technician:
- ◆ A recognized diploma or certificate in library training.
 - ◆ Possess a good general knowledge with an interest in reading.
 - ◆ Must show initiative and be able to work under direction of the Coordinator of Information Services with a minimum of supervision.
 - ◆ Ability to maintain records and make written reports.
 - ◆ Interest in and ability to work with children.
 - ◆ Should not be employed in another position in the Division.
- iii. Special Assistants:
- ◆ Demonstrate an interest in children and the learning process of children.
 - ◆ A positive and enthusiastic attitude towards education and individual growth.
 - ◆ Be willing to take an active part in the preparation and delivery of a special education program.
 - ◆ An ability to work closely with students, parents, school personnel.
 - ◆ Be willing to accompany students to and from centres when required.
 - ◆ Have an interest and ability to work extensively with students on a one-to-one or small group basis.
 - ◆ Should not be employed in another position in the Division.

References

ADMINISTRATIVE PROCEDURE 401-1

401-1 CODE OF CONDUCT – NON CERTIFICATED STAFF**In relation to pupils:**

1. The staff member behaves in a manner that respects the dignity and rights of all personal without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age, ancestry or place of origin.
2. The staff member treats students with dignity and respect and is considerate of their circumstances.
3. The staff member may not divulge information about a student received in confidence or in the course of duties with the Canadian Rockies Public Schools, except s required by law.
4. The staff member behaves in a manner consistent with the Mission, Vision and Values of the Canadian Rockies Public Schools, and those of the school to which the staff member has been assigned.
5. The staff member may not take advantage of a position with Canadian Rockies Public Schools to profit from the sale of goods or services.

In relation to authorities:

1. The staff member fulfills contractual obligations to the employer until released by mutual consent or according to law.
2. The staff member provides as much notice as possible of a decision to terminate employment.
3. The staff member adheres to agreements negotiated on their behalf by their CUPE local.

In relation to colleagues:

1. The staff member does not undermine the confidence of pupils to other staff members.
2. The staff member criticizes the competence or professional reputation of another support staff member or teacher only in confidence to proper officials and after the other staff members has been informed of the criticism, subject only to the Child Protection Law.
3. The staff member does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another staff member.
4. The staff member recognizes the duty to protest through proper channels administrative policies and practices that the staff member cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

CONFIDENTIALITY CONTRACT

During the course of work, an employee may acquire information that is privileged information. All employees will:

- a. Be made aware during training of the code of conduct and principles of confidentiality by which they must abide.
- b. Treat all personal information regarding any student, parent or staff member whether read, overheard, observed or told directly, as confidential.
- c. Treat all information gathered as confidential, not only for the duration of service, but indefinitely after service is completed.

Limits of Confidentiality

Employees will, where appropriate, ensure to the best of their ability that students are made aware of the limits of confidentiality.

- a. Confidential information may be shared with school staff for the purpose of guidance, debriefing or referral without the consent of the student.
- b. Confidential information will be shared with school staff and/or appropriate authorities (i.e. Child Welfare, Police) upon disclosure of abuse, self-harm, or intended self-harm without the consent of the student.
- c. Employees are encouraged to always use their best judgment and err on the side of caution.
- d. Confidential information regarding students, parents and staff members may be shared among staff for the purposes of maintaining the integrity of the school.

Employees will sign the confidentiality contract upon entry into service. The employee confidentiality contract states that the employee understands and agrees to abide by the principles and limits of confidentiality outlined herein and on the code of conduct.

CONFIDENTIALITY CONTRACT

I _____ have read and understand the policies regarding confidentiality.

I understand and agree to abide by the principles of confidentiality confined therein and will at all times respect the right to confidentiality of all parties.

I understand that confidentiality is binding indefinitely, regardless of length, nature and/or termination of my services with Canadian Rockies Public Schools, and that violation of this contract shall result either in termination of my services or other appropriate disciplinary measures.

Dated this _____ day of _____, 20__ in the Town of Canmore in the Province of Alberta.

Signature _____

Witness _____

ADMINISTRATIVE PROCEDURE 402

402 STAFF AND VOLUNTEER CRIMINAL RECORD CHECK

Background

The Division believes that it has a duty to establish a safe and secure learning environment for all children. In order to facilitate this goal, the Division believes that all staff and volunteers working with students must themselves be above reproach. Accordingly, the Division requires employees and volunteers of the Division to meet the highest standards of public service. Employees and volunteers are expected to:

1. Provide a high standard of professional and personal performance.
2. Behave in a manner which recognizes they are role models for students.
3. Respect the confidential nature of sensitive information their roles expose them to in relation to staff, students, and their families.
4. Be willing to change assignments (for which they are qualified or interested) for reasons of personal professional growth or to meet the needs of the Division.
5. Be free of conflict of interest in the provision of good and services to the Division.

Procedures

1. Employment will be confirmed upon receipt of the following documents from the new employee:
 - a. An Employment Medical indicating the employee is medically fit for the position.
 - b. A Tuberculin test indicating the employee is free from tuberculosis;
 - c. Satisfactory proof, at the Division's discretion, that the employee has not been the subject of a charge or conviction under the Criminal Code, Narcotic Control Act, Food and Drug Act
 - d. A CWIS (Child Welfare Information Systems) check.
2. Employees have a duty to report to their employer, any matter that may arise in relationship to those items set forth in item (1) above.
3. Prior to being assigned unsupervised duties with children in the school, volunteers will be subject to Clause 1(c). CWIS checks may be required, depending on the volunteer assignment. The required divisional form must be submitted to the Principal.
4. Volunteers may be asked to submit references.

References

ADMINISTRATIVE PROCEDURE 403

403 PERSONNEL RECORDS**Background**

The Division requires the establishment and maintenance of employee records for all Division personnel.

Procedures

1. Such records should contain:
 - a. updated forms required by Statute;
 - b. statements signed by the employee, acknowledging inclusion or exclusion from benefit plans offered by the Division;
 - c. time sheets/cards as required of the employee by the Division;
 - d. all evaluations and correspondence between the Division and the employee;
 - e. documents required by any collective agreements;
 - f. details of annual vacations, sick leave and years of service accruing to or used by the employee.
2. Employee records are agreed to be confidential information between the Division and its Administrators and the employees and are not available for the scrutiny of other persons without express written consent of the parties.
3. All employees may view their personnel records kept on file at the Division office. The Superintendent must approve any inclusion or deletion that results from this review.

References

ADMINISTRATIVE PROCEDURE 404

404 STAFF INVOLVEMENT IN DECISION-MAKING

The Division recognizes that all in-school personnel have a responsibility to the effective and efficient operation of their assigned school. Further, it shall be the responsibility of the administrative staff to provide the opportunity at regular staff meetings for staff members to express and/or submit their opinions and recommendations on school policy, regulations and curriculum. The administrative staff shall be open to discuss and to implement those ideas which appear to be in the best interest of the school clientele, program and staff.

The Board encourages the participation of its staff at meetings of the Board, to provide the Trustees information regarding the program and curriculum. Such presentations provide the necessary information upon which a decision would be made.

References

ADMINISTRATIVE PROCEDURE 405

405 STAFF ETHICS**1. Professional Staff (A.T.A.)**

Professional staff bound to the collective agreement between Canadian Rockies Regional Division and its teachers shall be obligated to accept and conduct themselves following the "Code of Ethics" and the "Standards of Professional Conduct" accepted by the Alberta Teachers Association.

2. Professional Staff (Superintendent)

The Superintendent of Schools shall be obligated to abide by the "Code of Ethics" as established by the College of Alberta School Superintendents.

3. Staff (Other)

All staff not referred to above shall respect the following code of conduct:

- a. The employee does not criticize the competence or reputation of a colleague except to proper officials, and then only in confidence and after the colleague has been informed of the criticism.
- b. The employee provides documents relevant to engagement or advancement requested by the employer.
- c. The employee adheres to employment agreements negotiated with the employer.
- d. The employee fulfils contractual obligations with an employer until released by mutual consent or according to law.
- e. The employee does not divulge information received in confidence or in the course of duties, except as required by law or where in the judgement of the employer it is in the best interest of the clients under their care.
- f. The employee does not use his/her position for personal profit by offering goods or services to his clients or associates.

References

ADMINISTRATIVE PROCEDURE 406

406 STAFF PARTICIPATION IN COMMUNITY ACTIVITIES**Background**

The Division recognizes the importance and value of staff participation in community activities.

Professional Staff

1. Teaching Staff

The Division recognizes the terms of the Collective Agreement in force.

2. Professional - Non-Teaching Staff and Non-Professional Staff

The Supervising Administrator shall be entitled to grant leave of absence without pay for periods not exceeding one (1) day. Leaves for periods exceeding one (1) day, or with pay, are by application to the Superintendent one week prior to the date of the requested leave.

References

ADMINISTRATIVE PROCEDURE 407

407 STAFF – POLITICAL ACTIVITIES**Background**

The Division recognizes the importance in a democracy of participation in political activities.

1. Staff Participation in Political Activities (Federal & Provincial)

Upon request, the Division will provide a leave of absence without pay, from the day of Writ (Proclamation), until the day following the election, for any candidate for political office.

If an employee becomes a successful candidate for political office, then the Division will entertain and provide a one-year leave of absence from their designation.

2. Staff Participation in Municipal Political Activities

A leave of absence will be provided to a successful candidate up to the equivalent of one day per month. The staff member will be responsible for reimbursing the Division for the cost of a replacement, should one be necessary. If the successful candidate requires additional leave, application shall be made as a normal leave request.

References

ADMINISTRATIVE PROCEDURE 408

408 STAFF COMPLAINTS AND GRIEVANCES**Background**

In addition to grievances specifically related to Collective Agreement applications, there may be other staff complaints or grievances from time to time.

Procedures

1. Professional Staff (A.T.A.) shall be bound by the procedures accepted by the Alberta Teachers Association and particularly as defined in the "A.T.A. Code of Ethics", "The School Act" and the current "Collective Agreement". The foregoing does not preclude application on other matters to the Superintendent of Schools, whose decision is final.
2. Non-Professional Staff shall be required to follow the recognized lines of authority established by the Superintendent. Any complaints shall firstly be expressed to the immediate supervisor, who shall attempt to resolve the matter in line with Administrative Procedures. The employee shall have the right to appeal the decision to the Superintendent, after following the recognized lines of communication. All employees are expected to follow the "Code of Ethics" as defined in Administrative Procedure 401-1, in their relations with other personnel.

References: Section 60, 61, 113 School Act

Amended: April 2006

ADMINISTRATIVE PROCEDURE 409

409 HARASSMENT**Background**

In accordance with the intent of related human rights legislation, it is a goal of the Canadian Rockies Regional Division No. 12 to provide a supportive working environment, within which employees are treated with respect and dignity, free from harassment. The Division will make every reasonable effort to ensure that no employee is subjected to such behaviour in the context of the employment relationship, and it will take appropriate disciplinary action if such behaviour occurs.

Guidelines

It is the responsibility of every administrator to ensure that the workplace under his/her jurisdiction is free from sexual or other forms of harassment and that complaints of such behaviours are investigated promptly, seriously and in a strictly confidential manner.

The term "harassment" means any conduct, comment, gesture, or contact of a discriminatory nature that is likely to cause offence or humiliation to any employee, or that might, on reasonable grounds, be perceived by that employee as placing a condition of a discriminatory nature on employment or on any opportunity for training or promotion. The term does not refer to the accepted social banter that occurs in the work environment.

Employees of the Division who are not satisfied with the action taken with respect to a complaint may appeal the decision to the Superintendent.

Nothing in the foregoing affects an employee's right to file a similar complaint with the Alberta Human Rights Commission if they feel that the decision is not acceptable.

Procedures**1. Responsibility of Employee**

An employee who believes he or she has been the subject of sexual or other forms of harassment has a responsibility to make an objection clearly known to the offender and/or person in authority, as may be appropriate.

2. Responsibility of the Administration

Any administrator or supervisor who receives a complaint of sexual or other forms of harassment, or is otherwise aware of such behavior, should approach the

Superintendent immediately to assess the appropriate merits. In determining whether the alleged conduct constitutes sexual or other forms of harassment, one must assess all of the facts and circumstances, including the nature of the alleged sexual advance/discriminatory behaviors, the environment and the context in which the incident is alleged to have taken place. The employer has a positive obligation to take immediate and appropriate corrective action. Failure to do so may result in the employer or a person in a position of authority being held liable.

Disciplinary action should be taken in substantiated cases. The nature of the disciplinary action will depend on the gravity of the misconduct and any mitigating circumstances. It may range from a reprimand for a first offence of a petty nature, to suspension or dismissal for repeated offenses and serious cases involving threats or reprisal.

Complaints of sexual harassment will be treated in the strictest confidence and the names of complainants and the circumstances surrounding complaints will not be disclosed to any person, except where disclosure is necessary for the purpose of investigating the complaint or taking disciplinary measures in relation thereto.

References

ADMINISTRATIVE PROCEDURE 410

410 PUBLIC INFORMATION PROGRAM

All communication between the Division and individual employees and/or groups of employees, except such autonomous organizations as the Alberta Teachers' Association and the unions with which the Board negotiates, shall pass through the appropriate executive officers as indicated below:

1. All matters respecting the curriculum, the professional teaching staff, the welfare of students, and in general, the entire conduct of the school program shall come to the Division through the Superintendent.
2. All matters relating to the general business management of the Division 's affairs, including stores, purchasing, accounting, and the clerical staff shall be channeled through the Secretary-Treasurer.
3. All matters relating to buildings and grounds, the janitorial and maintenance staffs, in general, all aspects of the physical property of the Division, shall be channeled through the Secretary-Treasurer.
4. The Secretary-Treasurer shall notify the Superintendent of all matters to be brought before the Board.

References

ADMINISTRATIVE PROCEDURE 411

411 ACCESS TO BUILDINGS

The Secretary-Treasurer or designate shall maintain signed receipts for keys issued to all staff members. The Secretary-Treasurer shall keep at least one key with proper identification for each lock installed on the Division's property. No keys to locks of the Division's property or under the Division's control shall be cut by any person without the permission of the Secretary-Treasurer.

References

ADMINISTRATIVE PROCEDURE 412

412 STAFF MEETINGS**Background**

It has been suggested that the well-organized and properly conducted staff meeting is one of the best instruments at the disposal of the Principal for building good professional relations with his staff.

Procedure

Principals shall conduct a meeting with the total staff at least once monthly. As agreed by the Education Leadership Team, during the 2004 –2005 school year, general staff meetings will be held during the last week of each month. Meeting length should be limited to 1.5 hours or as agreed by staff.

References

Amended: September 28, 2004

ADMINISTRATIVE PROCEDURE 413

413 RECOGNITION OF STAFF

Background

The Division believes that dedicated and experienced staff are important in meeting the educational objectives of the Division. As such, the Division wishes to officially recognize the service of employees.

Procedures

Recognition of employees will take the following forms:

1. The Division supports ongoing, informal recognition of its employees by their immediate supervisors.
2. Recognition will be given to employees who have served 5, 10, 15, 20, 25 and 30 years with Canadian Rockies Regional Division. This recognition will take place at an annual social function given by trustees for their employees.
3. Long Term Service Awards shall be as follows:
 - 5 years: a framed certificate and division pin
 - 10 years: a framed certificate and a gift (a pen)
 - 15 years: a school bell
 - 20 years: an engraved clock
 - 25 years: a gift (a watch)
 - 30 years+: a gift.
4. Upon retirement from the Division after 20 years or more of service to the district, recognition shall take the form of a luncheon hosted by the Division, an engraved plaque indicating the number of years of service and a gift whose value shall be determined by the following formula:
 - a. \$5.00 per year of service.
 - b. In addition, the name of the honouree shall be inscribed on a plaque to be kept in the board office.
5. Upon notification that an employee has been recognized by an outside body, the board of trustees shall:
 - a. prepare a congratulatory announcement for the local paper
 - b. extend personal written congratulations by the Board Chair on behalf of the Board of Trustees.

References

ADMINISTRATIVE PROCEDURE 420

420 TEACHERS

Background

The Division views teaching duties to be all those professional tasks encountered by teachers in the course of their activities concerned with the instruction of students. While these are the primary concerns of the teacher, other duties relevant to the welfare of students and the maintenance of a positive educational climate in the school community are also considered to be an integral part of the teacher's task.

Procedures

1. Teaching Duties

- a. To prepare adequately for daily teaching assignments, and to plan work in each subject in such a way that orderly development and progress is promoted. All teachers shall adopt three levels of educational planning:
 - i. Long range planning.
 - ii. Unit planning (where appropriate).
 - iii. Daily lesson planning.
- b. To conduct classes and instruct students in accordance with Provincial, Division and school curricula, guidelines and policies.
- c. To maintain such good order and discipline as is necessary to establish a positive learning climate.
- d. To undertake systematic, objective and continuous evaluation of the progress being made by each student, having in mind that student's abilities, the goals of education, and the specific objectives for each course.
- e. To keep accurate and systematic records of student achievement for this purpose, and issue reports to parents periodically.
- f. To assist with the co-curricular and extra-curricular programs of the school as time, workload, skills, and health permit.
- g. To cooperate with school administrative personnel and colleagues in fostering harmonious staff relations, and acting as an enthusiastic member of the school's educational team.
- h. To treat students with dignity and respect.
- i. To maintain high standards of housekeeping in the classroom, and demand similar standards of students.
- j. To carry out such supervisory duties as are assigned by the Principal designed to maintain the safety of students and to prevent damage to or conversion of school property.

- k. To report student injuries on the approved accident form, and to administer first aid where necessary.
- l. To notify the Principal in cases of student absence not covered by Section 13, School Act.

2. Other Duties of Teachers

The Division also considers the following to be part of a teacher's duties:

- a. To be acquainted with sections of the School Act, 2000 pertaining to the rights, duties, and powers of teachers.
- b. To be familiar with, and adhere to all policies of the Division affecting teachers and students.
- c. To fulfill contractual obligations.
- d. To maintain a high standard of personal grooming and conduct.
- e. To improve educational practices through such activities as wide reading, attending conferences, workshops, and seminars and through professional exchange with other teachers.
- f. To assist the Principal upon request with regard to any matters of professional concern.
- g. To actively participate in school or system-wide curriculum development when requested to do so.
- h. To complete such forms and records as are required to facilitate the smooth operation of the school or school system.
- i. To attend all meetings convened by the Principal unless prior permission to be absent or to leave has been obtained.
- j. To arrive at school at a reasonable period of time before school opening for the morning session and the afternoon session; and, following the afternoon session, to remain on the premises as long as students are present or until a responsible person arrives who has been approved by the Board or the Principal.
- k. To notify the Principal at the earliest opportunity in case of absence.

References

Section 13, 18, School Act

ADMINISTRATIVE PROCEDURE 421

421 LEARNING SUPPORT TEACHER

Qualifications

1. An education degree with a major in the area of special education or related field.
2. A Masters degree or graduate work in Special Education or a related field will be an asset.
3. Three years of successful classroom teaching.

General Description

In addition to normal responsibilities of a teacher, the learning support teacher shall:

1. Support students and teachers in the form of programming, and best practices in instruction for a variety of exceptional students.
2. Work with the school psychologist, teachers, health therapists, outside agencies to coordinate delivery of required assessments and programming.
3. Offer instruction in small group, individual and large group situations
4. Coordinate Individual Program Plan (IPP) development with school teams, parents, and students, when applicable.
5. Maintain current assessment practice in both Level B assessments and class room assessments.
6. Collaborate and coordinate Teaching Assistants.
7. Research and remain current with best practices within special education.
8. Remain current with Alberta Education special education standards found in the Standards for Special Education amended June 2004 document

Functions

The primary responsibility of the learning support teacher is to coordinate appropriate instructional programs for the continuum of exceptional children and to collaborate with the school team, consisting of teachers, administration, teaching assistants, outside agencies, parents and students, in integrating those children as far as possible into the regular classroom setting.

Approved: June 2007

Qualification of Learning Support Teachers

The Canadian Rockies Public Schools recognizes the significance of the role of the trained learning support teacher in providing effective and comprehensive special education programming to our students. The school special education program would involve an appropriate balance between working with students, teachers and parents, and school-interagency collaboration.

The Canadian Rockies Public Schools has established desired qualifications for professional training, teaching experience, and personal qualities for learning support professionals.

1. The Learning Support Teacher shall meet the following criteria:
 - a. The Learning Support Teacher is a certified professional teacher
 - b. The teacher must have completed 3 years of successful classroom teaching experience
 - c. The teacher must have completed a professional graduate level program related to special education including a practicum at the post-Bachelor's Degree. A Master's Degree related to Special Education is preferred.
 - d. The teacher must demonstrate the ability to provide instruction and coordinate with students, parents and staff.
 - e. The teacher should demonstrate specific skill, knowledge and professional attitude competencies.
 - f. The teacher is aware of his/her own level of professional competence and represents it accurately to others.

2. In exceptional cases, when an employee who is hired as a learning support teacher does not fully meet these qualifications, the following regulations shall apply:
 - a. The teacher/employee will receive a letter from Human Resources, indicating that the appointment to that position is for a period not longer than one school year.
 - b. After a period of one year, the teacher/employee must show evidence to the Division of Human Resources, of having enrolled in a professional program relating to special education. This program should consist of a minimum of four (4) full course equivalents including a practicum at the post-Bachelor's Degree level. At least one the courses must be in the area of Level B Assessments.
 - c. If the teacher/employee does not show evidence of enrolment in such a program, the special education position must be relinquished.
 - d. The teacher is expected to complete the graduate level educational program within four (4) years of the initial assignment to a special education position.
 - e. Principals will review the educational qualifications of their special education staff on an annual basis.

- f. The Central Board Office personnel responsible for guidance services will annually review the qualifications of special education staff who are working towards completion of the minimum qualifications.
- g. The teacher/employee will forward annually to the Division of Human Resources, documentation such as transcripts indicating successful completion of course work leading toward the minimum qualifications.

ADMINISTRATIVE PROCEDURE 424

424 GUIDANCE AND CAREER COUNSELLOR

Background

The guidance and career counsellor shall be directly responsible to the appropriate school Principal. The counsellor shall have a professional teaching certificate, plus additional training in the discipline or sufficient teaching experience acceptable to the Superintendent of Schools. The appropriate time allocations for conducting defined responsibilities shall be determined annually.

Procedures

The guidance counsellor shall be appointed to the teaching staff in accordance with the current collective agreement. The contract of employment shall be that offered all other certified teachers and shall not reflect the specific responsibility performed during any school year.

The services associated with this position are as follows:

1. Counselling
 - a. vocational, educational, personal
 - b. individual and group from grades 7 to 12
 - c. individual to adults in the community
 - d. individual career planning.
2. Coordinating
 - a. of services for grades 7 to 12
 - b. distribution of correspondence courses and
 - c. follow-up
 - d. standardized testing program
 - e. achievement testing program
 - f. departmental testing program
 1. ordering of informational materials re: post secondary education, careers and career development
 - g. activities (i.e. university visitations)
 - h. liaison with other agencies
 - i. visitations by school psychologist

- j. orientation programs - grades 6 and 9
 - k. distribution of information on available local jobs for students.
3. Consulting
- a. serves as a resource to teachers, administration and parents in areas related to students and other aspects of the schools programs
 - b. evaluation of transcripts and time tabling for transfer students.
 - c. course changes for senior high school students
 - d. acts with administration on issues of discipline or special circumstances regarding students.
4. Psychological Services
- a. determines when referral diagnosis and assessment is appropriate:
 - i. gifted students
 - ii. learning disabled students
 - iii. socially or emotionally maladjusted students
 - b. arranges for the psychologist to administer individual tests to students
 - c. distributes pertinent information to parents and teachers regarding students from the psychologist's written report.
5. Special Education Program
- a. assists in determining placement of students
 - b. makes referrals to other agencies
 - c. consults with resource room teachers on students in the resource room
 - d. with resource room teacher, monitors students who have been assessed and placed on a special program.
6. Community Services
- a. provides counselling by phone or interview to adults wishing to further their education, whatever the level, by distributing and advising on correspondence courses and assisting in research on jobs, school and programs.

References

ADMINISTRATIVE PROCEDURE 425

425 PART-TIME TEACHERS

Background

From time to time, the employment of part time teachers may be necessary to fulfil program delivery at any level of schooling. Under the School Act, 2000:

1. A Board may employ a teacher under a part-time contract of employment for a period that includes all the teaching days of the school year:
 - a. to teach on a part-time basis, and
 - b. to be paid only for the time that the teacher teaches.
2. When the Board employs a teacher under a part-time contract of employment, the board may, unless that teacher's contract provides otherwise, vary the amount of time that the teacher is required to teach in the subsequent semester or school year.

Procedures

The Superintendent shall determine, from year to year, the number of part time teachers that will be employed for program delivery and may, at the request of a teacher, convert a full time teaching contract to a part time teaching contract for a period of time mutually agreed upon by the Superintendent and the teacher. Any teacher who moves from a full contract to a part time contract may do so for a one year period only and, at the end of that year, must accept a permanent part time contract or revert back to a full time contract position.

1. Part time teachers will be paid according to the Collective Agreement and will be repaid that portion of the salary determined as a percentage of what normally would be a full time teaching load.
2. Part time teachers will have full access, as any other staff, to the professional development funds and activities provided by the Division or approved by the school committees for professional development.
3. If professional development activities are approved and occur during the time when teachers would normally be teaching, then the Division will provide release time from that teaching responsibility.
4. If professional development activities take time in excess of that time normally taught by the teacher under part time contract, the teacher will not be compensated for the additional time committed to professional development.

5. A part time teacher required to provide service during a period of a school day that they would normally not be required under contract will be compensated for that time.
6. Part time teachers will be expected to participate in parent/teacher meetings and other activities voluntarily done by all professional and support staff.
7. Part time teachers will be required to participate in all supervisory functions at a time rate equivalent to their teaching load.
8. Part time teachers will determine the extent of their extra curricular involvement and will determine with each school Principal the nature and time of that involvement.

References

Section 103, School Act

ADMINISTRATIVE PROCEDURE 426

426 CURRICULUM DEVELOPMENT

The Division recognizes that, in order that in-school programs meet the needs of the student, a well-defined curriculum shall be developed by the professional staff within the parameters of the guidelines of Alberta Learning.

Each teacher in each school shall submit to the Principal of that school an outline of the curriculum presentations to be made in each course taught, and such shall be completed within twenty (20) days following the beginning of each school year or semester as it may apply. These outlines shall be kept by the Principal of each facility and available upon request to the Superintendent of Schools.

References

ADMINISTRATIVE PROCEDURE 427

427 STAFF – STUDENT RELATIONSHIPS

Professional staff, in their relations with students, must conduct themselves in a manner consistent with Board direction, Alberta Learning regulations, Code of Ethics, and the School Act. This would, in general, be the role of a kind and judicious parent. The student, in turn, is expected to be obedient and respectful to the teacher.

References

ADMINISTRATIVE PROCEDURE 428

428 EMPLOYMENT CONDITIONS

The Division recognizes that there exist certain professional responsibilities in the effective and efficient operation of schools. Further, the Division endorses the view that its professional staff shall implement the following:

1. Work Hours
 - ◆ Professional staff shall be on site at a reasonable hour prior to and after normal class hours.
2. Supervision
 - ◆ The Principal, in consultation with his staff, shall organize the teachers together with such other persons as the Division may delegate, to provide such supervision of the classroom and playground activities of students during the school day as may be deemed reasonably necessary.
3. Extra Curricular
 - ◆ The Principal and staff shall be responsible for the organization of a suitable extra curricular program; its leadership and its supervision on an equitable basis.
4. Accreditation and Evaluation
 - ◆ The Principals and staff shall meet the requirements of the Division's evaluation and accreditation policies.

The Superintendent will establish formulas for staffing the schools in accordance with the Division's ability to pay and the unique needs and desired of each school.

References

ADMINISTRATIVE PROCEDURE 429

429 TEACHER EVALUATION

Background

The Division recognizes the complexity of the teaching process and accepts that teaching is the critical element in a sound educational program. It is also the belief of the Division that a process of teacher growth, supervision and evaluation will ensure and improve teacher effectiveness. This process will assist teachers of Canadian Rockies Regional Division in the realization of their full potential as teachers, resulting in the improvement of instruction throughout the Division.

The Division also recognizes that both teachers and administrators need to collaborate in this process to facilitate quality improvement through each teacher's career-long professional growth. This collaboration will include three major emphases:

1. **teacher growth:** including the setting of annual professional growth plans.
2. **teacher supervision:** the ongoing process in which the Principal carries out supervisory duties.
3. **teacher evaluation:** the assessment of a teacher's performance by administration for the purposes of teacher certification in relation to the provincial standard or for making decisions relative to the teacher's accountability to the Division.

This administrative procedure does not restrict a Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board, nor does it restrict the Board or Superintendent from taking any action or exercising any right or power under the School Act.

Definitions

The definitions of the terms 'supervision, evaluation, teacher professional growth, notice of remediation and teacher quality standard' are consistent with those outlined in Alberta Education Policy 2.1.5. Teacher Growth, Supervision and Evaluation.

Guiding Principles

1. The process should be conducted in an atmosphere of mutual respect and involve meaningful and honest dialogue about the professional growth plan.
2. All evaluations are to be completed in written form and considered confidential.

3. If the performance of a teacher is unsatisfactory, the teacher has the right to be given sufficient time to obtain assistance and improve.
4. The teacher has the right to appeal an evaluation to the Superintendent.

Procedures

The following procedures outline the parameters for the adherence to the administrative procedure.

1. Teacher Growth:

- a. Each teacher employed by the Canadian Rockies Public Schools under a probationary or continuing contract is responsible for completing an annual professional growth plan that:
 - i. Reflects goals and objectives based on an assessment of learning needs of the teacher,
 - ii. Shows a demonstrable relationship to the teaching quality standard, see Appendix B,
 - iii. Takes into consideration the education plans of the school, the Division and Alberta Education. It must not negatively affect their plans.
- b. Each teacher must submit an annual professional growth plan for approval to the Principal or his designate by September 30 each year. (This may consist of a planned program of supervising or mentoring another teacher.) In addition, each teacher must provide a report by June 15 of each school year which indicates the activities detailed in the growth plan have been completed. The Principal or his designate must make a finding whether the annual professional growth plan has been carried out.
- c. If the review of the professional growth plan finds it has not been completed as required, the teacher may be subject to disciplinary action.
- d. An annual teacher professional growth plan:
 - i. May be a component of a long term, multi-year plan, or
 - ii. May consist of a planned program of supervising a student teacher or mentoring a teacher.
- e. Unless the teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of the teacher.
- f. Despite Procedure d, a Principal may identify behaviors or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan.

2. Supervision

- a. A fundamental component of this administrative procedure is the requirement for the ongoing supervision of teachers by the Principal.
- b. This supervision should include:
 - i. Providing support and guidance to teachers,
 - ii. Observing and receiving information from any source about the quality of teaching a teacher provides to students, and
 - iii. Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

3. Evaluation

- a. The evaluation of a teacher by a Principal may be conducted:
 - i. Upon the written request of the teacher,
 - ii. For purposes of gathering information related to a specific employment decision,
 - iii. For purposes of assessing the growth of the teacher in specific areas of practice,
 - iv. When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- b. A recommendation by the Principal or Superintendent that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.
- c. On initiating an evaluation, the Principal must communicate explicitly to the teacher:
 - i. The reasons for and purposes of the evaluation;
 - ii. The process, criteria and standards to be used;
 - iii. The time lines to be applied; and
 - iv. The possible outcomes of the evaluation.
- d. Upon completion of the evaluation, the Principal must provide the teacher with a copy of the completed evaluation form.
- e. Where, as a result of an evaluation, a Principal determines that a change in the behavior or practice of a teacher is required, the Principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.
- f. The notice of remediation should describe
 - i. The behaviors or practices that do not meet the teaching quality standard and the changes required,

- ii. The remediation strategies the teacher is advised to pursue, and
 - iii. How the determination will be made that the required changes in behavior or practices have taken place, applicable time lines, and the consequences of not achieving the required changes including but not limited to, termination of the teacher's contract of employment.
- g. Written reports shall be subject to the following provisions:
- i. All observations shall culminate in the preparation of a formal written evaluation which will include dates, times and topic of the pre-conferences, classroom visitations and post-conferences.
 - ii. All formal written evaluation reports shall include areas of strength and recommendations for growth as appropriate.
 - iii. One copy of the report will be given to the teacher and one copy shall be placed in the teacher's confidential personnel file located in the office of the Superintendent.
 - iv. All formal evaluation reports shall be reviewed with the teacher prior to being filed.
 - v. All formal evaluation reports shall be signed by the teacher indicating that he/she has received a copy and that the report was discussed with him/her.
 - vi. The teacher may respond in writing to the report either in the space provided at the end of the report or by separate letter to be attached to the report and added to the personnel file. The response must be received within ten working days of receiving the report.
 - vii. To ensure confidentiality, access to the file will be restricted to:
 - ◆ the individual teacher
 - ◆ the individual's Principal or designate
 - ◆ the Superintendent or designate
 - viii. A teacher may release an evaluation report to another party by authorization in writing to the Superintendent.
 - ix. Evaluation reports will be retained on file for a minimum of three years for teachers who have left their position with the Division.

4. Appeal Procedures

- a. The following appeal procedures shall be available to teachers. A teacher who is dissatisfied with an evaluation report may, in addition to the provisions stated in the previous section, initiate a formal appeal involving the following procedures:
 - i. Submit an appeal in writing to the Superintendent within ten working days of receipt of the report, requesting a meeting to review the report and stating the reasons for the appeal.
 - ii. The Superintendent shall, within ten working days of receipt of the

appeal, meet with the teacher.

- iii. The Superintendent shall, within ten working days after the meeting, arrive at a decision with regard to the appeal and advise the teacher in writing of that decision.
- iv. The Superintendent shall advise the teacher that the consequences of not achieving a positive change in the evaluation report may result in suspension or termination of the teacher's contract of employment, if such is the case.
- v. In keeping with the Provincial Evaluation Policy, there shall be no procedure of appeal with regard to an evaluation report to Alberta Education.

5. Public Reporting

Each year, the Principal shall provide a report to the Superintendent summarizing the elements of the growth plans and the effectiveness of their implementation. The Superintendent shall present a report to the Board at a regular meeting and such a report shall be included in the Annual Report of the Board.

References: Section 18, 20, 22, 60, 61, 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

Amended: April 2006

ADMINISTRATIVE PROCEDURE 430

430 PROFESSIONAL DEVELOPMENT**Background**

The Division recognizes that certain conferences, seminars, or workshops are designed to provide information for dissemination to the Division as a whole provided:

1. The teacher is chosen to attend by the Superintendent.
2. The conference is applicable to the teacher's work.
3. The teacher is willing to report to the staff and/or Division.
4. The teacher is experienced in the subject area prior to the conference.

The Division shall grant:

1. Leave of absence with pay,
2. Cost of substitute,
3. Allowances to cover all expenses in accordance with Division practice.

The Superintendent will establish a Professional Development Committee composed jointly of staff, school and Central Office administration for the purpose of developing, fostering and administering professional development activities for Divisional teachers.

Procedures

1. The Professional Development Committee shall consist of:
 - a. Three Divisional teachers selected by the school staff.
 - b. Two in-school administrators.
 - c. The Superintendent or his designate.
2. The Professional Development Committee shall authorize expenditures from the fund for the following purposes:
 - a. To allow a member of the teaching staff to attend a workshop, conference, or specialist council;
 - b. To sponsor other activities related to professional development, subject to the approval of the Professional Development Committee.
3. The following guidelines have been established with regard to assistance for those attending approved professional development activities:

- a. Applications shall be given to the Principal for his/her verification and then forwarded to the Superintendent.
 - b. Such applications shall be made on the appropriate form provided for the purpose.
 - c. Applications for the professional development activities must be submitted for approval by the Professional Development Committee and must be received on or before the second Friday of every month.
 - d. Monthly meetings of the committee shall be held regularly every month if there are sufficient applications.
 - e. Applications shall be approved by telephone if there are insufficient applications to hold a meeting, or if the conference deadline is before the next monthly meeting.
 - f. Teachers who wish to attend out-of-province conferences must make application in person to the Professional Development Committee.
 - g. Mileage, accommodation, registration (excluding Specialist Council Membership fees) and subsistence rates shall be set on a yearly basis by the Professional Development Committee subject to approval by the Superintendent.
4. The professional development activity must be related to developments in education and/or extra-curricular activities.
 5. Where a number of teachers attend the same conference, the most economical transportation arrangements should be made. Transportation shall be paid to the driver(s) of the car(s) only.
 6. The **Mount Rundle** Sub Local A.T.A. has the option of contributing to the professional development fund on an annual basis. Such contributions would become payable on June 30 of the financial year ending August 31st. Unused funds would be returned to the Sub Local if requested.
 7. The Secretary-Treasurer's Office shall provide the committee a monthly financial statement itemizing the name of the teacher, date and total cost to be made available to the Board and staff.
 8. Teachers shall submit a report after attending a conference if requested by the Superintendent.
 9. The committee may, at its discretion, direct applications to the Superintendent for a final decision. All approvals made by the P.D. Committee are subject to final approval of the superintendent.
 10. The Division Expense claim Form must be completed in all aspects within 30 calendar days of the conference before the claim will be processed.

References

ADMINISTRATIVE PROCEDURE 431

431 STAFF – PROFESSIONAL RESEARCH AND PUBLISHING

The Division encourages its professional staff to become involved in research activities related to his/her professional expertise provided that;

1. Research involving students or non-school activities, shall receive the prior approval of the Superintendent.
2. Research shall in no way have a negative effect on the school population.
3. That such research information be the joint property of the school system and the author.
4. That all materials produced, and/or published as the results of such research be the joint property of the school system and the author.

The Division will make no claim to the rights of any research or publication of a member of its staff when the substance of such research or publication is drawn from the general expertise of the staff member and not related directly to research activities conducted in the school system.

References

ADMINISTRATIVE PROCEDURE 432

432 PROFESSIONAL STAFF LEAVES AND ABSENCES**Background**

Provision shall be made for the granting of a leave(s) of absence for teachers. Remuneration shall be in accordance with the current Collective Agreement.

Long Term Leaves of Absence (Sabbaticals)**Guidelines**

1. Teachers may be granted a long-term leave of absence each year.
2. Leaves granted under this procedure are granted with the understanding that there is the assurance of a position on completion of the leave.
3. A teacher granted leave under this procedure shall not be eligible for experience increments for the period of the leave.

Procedures

1. Interested teachers shall apply to the Superintendent for a leave for the following school year by March 1st of the preceding year.
2. Requests shall be considered and the successful candidate(s) notified by June 1st by the Superintendent.
3. A teacher on leave shall give at least two (2) months notice in writing to the Superintendent of his/her intention to return to duties either by May 1st to return to duties at the beginning of a school year, or by December 1st to return to duties at the beginning of a semester. Failure to comply shall be considered as a resignation.

Other Leaves of Absence

1. Other reasons - Leaves of absence for other reasons may be given by the Superintendent upon receipt of specific requests outlining the teacher's reasons and plans for such a leave.
2. Personal Business - Leaves of absence for personal reasons of not more than two days per year without pay (not cumulative) may be granted by the Superintendent.

3. Early leave in June to Study - Early leave in June may be granted by the Superintendent to any teacher registered in an approved summer course which requires that the teacher commence studies prior to term completion. This leave shall be granted to a maximum of ten school days, five at no cost to the teacher and the remainder at the cost of a substitute.
4. Political Activities - The Division recognizes the right of employees to campaign for and to hold political office in the municipal, provincial, and federal fields and authorizes the Superintendent to grant leave to employees for these purposes. Such leaves shall be granted without pay.
5. Court Appearances - Leaves of absence with pay less monies received other than reimbursement for expenses shall be approved when employees are subpoenaed to appear in court as witnesses or summoned for jury duty.
6. Non-professional Leave - The Canadian Rockies Regional Division No. 12 recognizes the need to provide, on a limited basis, provision for non-professional leave for teachers as agreed to in the Collective Agreement.

The Division recognizes that the basis for approval or non-approval of requests for such leave should be the nature of the request, the effect on school operations, and the cost to the Division.

Teachers desiring to take leave for personal reasons must apply in writing to the Superintendent at least two weeks prior to the dates for which leave is requested.

The Superintendent, in consultation with the Principal, shall determine that the case in question falls into one of the following categories:

- a. leave not granted.
- b. leave without pay granted for a specified period, the Division to assume the costs of a substitute.
- c. leave with pay granted for a specified period.

In all cases the Superintendent shall report to the Board the nature of the request and the decision taken.

In making such decisions, the Superintendent shall consult with the Board, and such others as he deems appropriate. He may also require the teacher to provide such information as is deemed necessary to make a knowledgeable judgment.

References

ADMINISTRATIVE PROCEDURE 433

433 CERTIFICATED STAFF TRANSFERS

Background

The transfer of certificated staff within the Division can serve to enhance the professional growth of staff members and improve the quality of educational services to students.

Procedures

1. When contemplating the transfer of certificated staff, any or all of the following criteria will be considered:
 - a. Requests for transfer from individual staff members
 - b. Student and program needs as perceived by school and division administration
 - c. Experience, interest and training of staff members
 - d. Other considerations deemed relevant by the Superintendent.
2. Transfers of certificated staff under contract with the Board should be considered before assignments are finalized for outside candidates.
3. All certificated staff of the Division can be considered for transfer to another position, assignment or school.
4. Transfer of certificated staff will usually be undertaken in May of each year to facilitate appropriate staff assignments for the following school year. Transfers during the school year will be considered if circumstances are sufficient to support this action.
5. Letters of transfer will include the reasons for the implementation of the teacher transfer.
6. A staff member wishing to appeal a transfer must:
 - a. Provide their objections in writing to the Superintendent within seven days of receiving a transfer directive indicating:
 - i. Their objections to the transfer and a request to have a hearing before the Board.
 - ii. Their perception of how the transfer meets, or does not meet, the transfer criteria.
 - iii. Their preferred placement for the coming year.

- b. After receiving letters of objection, the Secretary-Treasurer will indicate to the staff member the procedure that will be followed in considering the appeal. This process will be outlined, in writing, to the affected staff member within fourteen days of receiving the letter(s) of objection indicating a date and time for the staff member to present their objections to the Board.

References

Section 104, School Act

ADMINISTRATIVE PROCEDURE 434

**434 DECLARATION OF TEACHING STAFF SURPLUS TO NEEDS
AT SCHOOL LEVEL****School Procedures**

When making organizational plans for a school year, the Principal, on receipt of the school's staff allocation and student projection, and after consultation with the administrative team and staff, will make decisions regarding:

1. The instruction to be offered to meet the needs of the school population.
2. The way in which the school will be organized to best provide the programs.
3. The distribution of the teaching assignments among the teachers on regular contract known to be remaining at the school.

As soon as staff reallocation or reduction appears imminent for the following year, the Principal must advise the teaching staff of that possibility.

If the total instructional needs for the projected school population are not sufficient to provide assignments to all the teachers, the Principal is responsible for identifying teacher(s) to be declared surplus to need.

The major consideration shall be to retain the staff deemed to best meet the educational needs of the students. The Principal shall also consider the following points in the following order:

1. The need to retain staff with the teaching expertise necessary for the maintenance of the total school program.
2. The availability of teaching positions in the school within the teacher's area of training and preference.
3. The past teaching assignments of the teacher.
4. The length of continuous service with the Board, expressed in years and months.

The Principal is responsible to recommend to the Superintendent teacher(s) subject to transfer from the school on the basis of surplus to need. The Principal shall provide to the teacher a written statement of the rationale used in making that recommendation.

System Procedures

Teachers declared surplus to the needs of the school shall be considered for known vacancies in other schools. If, after filling all the known vacant positions, there is a surplus of certificated staff, procedures for layoff of staff will be implemented.

The Division favours attrition as the best way to reduce staff when necessary. The Division will take into consideration known resignations, retirements, and leaves of absence approved by the Superintendent as well as the effect of approved redeployment programs before implementing procedures for layoff. In addition, the employment contracts of probationary teachers and interim teachers will be permitted to expire at the end of the school year so that these teachers are not considered to be on continuing contracts.

In making decisions as to which teachers are to be recommended for layoff, the major consideration shall be:

1. To retain staff deemed to best meet the educational needs of the students.
2. The availability of teaching positions in the system within the teacher's area of training and preference.
3. The past teaching assignments of the teacher.
4. The total length of service with the Board, expressed in years and months.

Layoff Procedures

Prior to May 31 or after September 30 of each year, the administration must determine whether or not the number of teachers under continuing contract exceeds the anticipated or actual need for teachers as indicated by projected enrolment, course offerings, and other factors. Should the number of teachers under continuing contract exceed the anticipated or actual needs, the Division will initiate layoff procedures.

Teachers subject to layoff procedures are available for recall to duty in accordance with procedures in 3 below.

The general guidelines for layoff are as follows:

1. In identifying those teachers who will be subject to layoff, the administration must consider the anticipated need by subject area, field of activity, and specific skills and aptitudes necessary to provide adequate instruction to the students.
2. Subject to this section, the Division will consider for layoff those teachers who are completing their second year of continuous service.
3. If the number of teachers identified for possible layoff with two years service with the Division is insufficient to meet the anticipated need for staff reduction, the

Division will consider teachers with three years continuous service and then teachers with four years service and so on.

4. A teacher who is identified surplus to the needs of a school under the provisions of this administrative procedure must be placed in an appropriate assignment if he or she has more years service than the teacher(s) being considered for layoff. Simply being declared surplus to a school's needs is insufficient cause for layoff unless the teacher is also in the category of teachers being considered by system layoff.

Teachers given notice for layoff will be provided with no less than thirty days notice of termination of contract.

Recall to Duty

Teachers declared subject to layoff will be recalled to duty as soon as a suitable position is available. The following procedures apply:

1. If a suitable position becomes available after a teacher has received a layoff notice but before the beginning of the following school year, an offer of cancellation of layoff will be provided to the teacher. This offer, if accepted, constitutes notice of assignment and recall to duty without interruption of service.
2. Should a suitable position become available after the beginning of the following school year, the Division will issue an offer of recall to duty. This offer must be accepted within five (5) days of receipt or it will be considered null and void. The teacher must be available to begin work within ten (10) days of receipt of the offer of recall.
3. It is the obligation of the teacher to ensure that the Division of Personnel is aware of current address at all times during the recall process.
4. Teachers recalled to duty are considered to have been on leave of absence without pay for the period of non-employment. This layoff period does not interrupt employment status.
5. Right of recall expires twelve (12) months after the last day worked.
6. Teachers whose right of recall has expired or who were unable to accept an offer of recall due to other employment commitments will be given priority consideration for engagement as a new teacher for a period of three (3) years following layoff.

Note: Termination of contract for non-performance is covered in the School Act.

References

ADMINISTRATIVE PROCEDURE 435

435 DEFERRED SALARY LEAVE PLAN**1. Description**

The Deferred Salary Leave Plan is to afford employees the opportunity to take a one-year leave of absence with pay by deferring a portion of annual salary to the year of leave.

2. Eligibility

- a. Any permanent employee of the Canadian Rockies Regional Division, excluding substitute teachers, who has a minimum of three years of service with the Division.
- b. Notwithstanding the above, the Division reserves the right to allow any employee to participate in this plan.

3. Cost of the Plan

- a. The Division shall bear the administrative expenses of the plan.

4. Application

- a. An employee must make a written application to the Superintendent on or before February 28 for the following school year. Applications will be reviewed during the budget process.
- b. The approval of each application shall rest solely with the Superintendent. The Secretary-Treasurer shall advise each applicant of the approval or disapproval of his/her application. No appeal of the Superintendent's decision may be made to any other body. It is understood that all decisions of the Superintendent under this plan are administrative decisions in regard to which the Superintendent may, for reasons he considers sufficient, exercise unfettered discretion which is not subject to review.
- c. If the Superintendent gives his approval, the participation of the eligible employee in the plan shall become effective on the date requested by the eligible employee, or on a date specified by the Superintendent.
- d. Before becoming a participant, an eligible employee must complete and sign a Memorandum of Agreement which is accepted by or on behalf of the Superintendent.

5. Deferral of Salary

- a. Employees may defer up to a maximum of one third of their annual salary including allowances for one to six years.
- b. For each year during the period chosen, the participant shall receive regular salary less the percentage to be deferred as specified in the Agreement.

- c. The monies withheld shall be retained and may be invested or used in the operation of the Division as determined by the Division. The Division shall credit to the account of each participant, monthly interest calculated at the Division's bankers prime rate less 2%.
- d. The Secretary-Treasurer shall make an annual report to each participant under this plan as to the amount of deferred salary together with interest accrued to date. The annual report shall be made no later than November 30 of any given year under the plan.
- e. The salary to be paid to a participant during the leave of absence shall be based on the monies retained by the Division in accordance with clauses 5(a) to 5(d), less any deductions made by the Division under clause 8(a) and any amounts required by law to be paid by the Division for or on behalf of an employee.
- f. The manner of payment to the participant during the leave of absence shall be in twelve monthly instalments. In no event shall payments be more frequent than monthly.

6. Leave of Absence

- a. The leave of absence shall occur according to, and be governed by any relevant terms of the collective agreement in force between the Division and the appropriate employee group.
- b. The leave of absence is to be taken in the year immediately following the deferral years. In any event, the leave must be taken no later than the seventh year.
- c. The term of the leave of absence under the plan will be a twelve-month period beginning September 1 of a school year for certificated staff and on a specified date for other employees.
- d. The leave of absence may be taken only in the year as designated in the Deferred Salary Leave Agreement. Under special circumstances, exceptions may be granted by the Division.
- e. The participant must return to work after the leave of absence for a period equal to the leave of absence.
- f. During the leave of absence the participant will not accumulate or be entitled to the following:
 - i. teaching experience for salary increments
 - ii. statutory holidays, maternity, sick or other leaves or promotions

7. Deferral of Leave

- a. If the Division is unable to obtain a suitable replacement for the period of the leave of absence as specified by the participant, the Division may, in its discretion, defer the leave of absence for one school year. In such case, the participant may choose to remain in the plan or he/she may withdraw from the plan, in which case the Division shall pay to the participant the deferred compensation amount including interest in one lump sum payable within sixty days of such withdrawal.

- b. By giving notice of such intent, a participant may defer his/her leave of absence for one year. Such notice must be given six months prior to the date the leave was to be taken.

8. Benefits and Deductions

- a. Employee benefits will be maintained by the Division at the participant's cost during his/her leave of absence. However, the premium costs of all employee benefits tied to salary level shall be structured according to actual salary paid.
- b. Income Tax will be deducted in accordance with the Federal and Provincial Income Tax Acts.

9. Return from Leave

- a. Upon resumption of duties, the Division shall:
 - i. return all non-certificated staff to a position in designation and classification to the one occupied prior the leave.
 - ii. return all certificated staff considering the following:
 - ◆ Principals and Assistant Principals shall be reassigned to such positions, schools to be determined at the time of Administrative appointments.
 - ◆ District level administrators with permanent appointments shall be reassigned to the position they held prior to the leave.
 - ◆ Personnel with term appointments shall be entitled to a placement in a teaching position.
 - ◆ Teachers shall be reassigned to a teaching position.

10. Withdrawal from the Plan

- a. A participant who ceases to be employed by the Division must withdraw from the plan. Within sixty days, the Division shall pay to the participant the deferred compensation amount as provided in clause 5(c).
- b. A participant may withdraw from the plan at any time prior to six months before the date on which the leave of absence is to commence. Within sixty days of such withdrawal, the Division shall pay to the participant the deferred compensation amount as provided in clause 5(c).
- c. Should a participant die, the Division shall, within sixty days of receipt of a death certificate, pay the deferred compensation amount to the participant's estate, subject to the Division receiving any necessary clearance and proofs normally required for payment to the estate.

References

ADMINISTRATIVE PROCEDURE 436

436 PROFESSIONAL STAFF EARLY RETIREMENT INCENTIVE PLAN**Background**

In a period of limited budget and stable or declining enrolments, the number of teaching positions available to new employees becomes very limited, with the result that the average age of the teaching staff steadily increases. The Division believes that it is educationally desirable to have a teaching staff with as wide a variety of age and experience in teaching as is possible and to allow older staff an opportunity for early retirement.

The primary purpose of the Early Retirement Incentive Plan shall be to encourage retirement of teachers at an earlier age than would otherwise be the case, thus, opening more teaching opportunities for younger, less experienced teachers who earn a lower salary.

This Early Retirement Incentive Plan will, for the most part, be financed by the differential in salary cost between retiring teachers and teachers with no experience.

Procedures

The Early Retirement Incentive Plan shall be administered according to the following procedures:

1. Eligibility

To be eligible to participate in the Early Retirement Incentive Plan a teacher shall:

- a. have reached the age of 50 years by December 31 of the year in which he/she will retire;
- b. have a minimum of 10 years of continuous service with the Division and at the time of the application be actively at work with the Division;
- c. be at the maximum step in his/her category of the salary grid; and
- d. intend to retire at the end of a school year. As a condition of eligibility the employee agrees to submit a letter of resignation, which shall only be acted upon by the Board upon granting the early retirement incentive;
- e. submit a written request to apply for the ERIP to the Superintendent of Schools prior to January 30 of the school year, in accordance with the requirements set out in this policy;

2. Superintendent Discretion
 - a. The Superintendent will consider each written application on its own merits and will inform each applicant in writing of the acceptance or rejection of the request by May 1.
 - b. The Superintendent will maintain absolute discretion, without appeal, regarding the acceptance or rejection of any individual application. The Superintendent's decision in this regard is an administrative decision, is final and binding and is not open to appeal or review.
 - c. The Superintendent reserves the right to limit the number of employees allowed to participate in the plan.
 - d. The Superintendent reserves the right to withdraw the incentive in situations where an employee, for any reason, is no longer actively at work prior to the retirement date.
 - e. Notwithstanding the above, the Superintendent reserves the right to allow a teacher to participate in the plan regardless of failure of the teacher to meet eligibility requirements. This is based on the Superintendent's sole discretion.
 - f. In exercising its discretion not to grant the benefits of the ERIP to a particular eligible applicant, the Superintendent may consider such factors as years of service, saving potential for the Division, the programming or instructional needs of the Division, the need to provide vacancies to stimulate promotion or hiring opportunities, or any other factor or factors deemed by the Superintendent to be relevant to its determination in this regard.
3. Schedule of Early Retirement Payments
 - a. The early retirement incentive shall consist of a cash payment to the teacher, which will equal 75% of their basic grid salary at retirement including administrative allowances and annual benefits.
 - b. Applicants older than 55 years at the retirement date shall have their incentive payment discounted as follows:

Retirement Age	Discount Factor
50-55	0%
56	10%
57	20%
58	30%
59	40%
60	50%
61	60%
62	70%
63	80%
64	90%
65	100%

- c. One third of the retirement incentive shall be paid for each of three consecutive years beginning January 1 following the retirement date.
4. Re-employment
 - a. The Early Retirement Incentive Plan is primarily in place for long-time staff moving into retirement. It is not intended for staff that is considering a continuation of their teaching career with another board.
 - b. An employee granted a retirement incentive shall not be re-hired as an employee.
 - c. An employee granted a retirement incentive shall not receive any further remuneration for employment or service of any kind from the Division in the event the Superintendent approves the employee's application to participate in the plan. This notwithstanding, the Superintendent may, on the basis of his/her sole discretion, contract out services of an employee who has accepted early retirement.
5. Term of Plan
 - a. This plan is in effect for the 2001-2002 school year only, and may or may not be continued in future years, pursuant to the jurisdiction's financial situation, staffing needs and any other factor the Superintendent deems relevant in the application of his/her sole discretionary power.

References

ADMINISTRATIVE PROCEDURE 437

**437 ARRANGEMENTS FOR PROFESSIONAL STAFF
SUBSTITUTES****Background**

In the absence of a regular classroom teacher, a substitute teacher shall be employed by the Principal to instruct classes.

Such substitute teachers shall be certified and have registered all pertinent data with the Superintendent.

The substitute teacher should attempt to carry out the lesson or lessons planned for their term of employment.

Procedures

Substitute teachers shall:

1. Reach the schools to which they have been assigned, if at all possible at least 15 minutes before the commencement of morning or afternoon sessions.
2. Report immediately to the Principal who will direct them to their proper classes and will be responsible for specific instruction.
3. Report to the Principal again before leaving the school at the end of their day's employment session.
4. Leave a written statement at the school office or in the day plan of the teacher, of the work accomplished while in charge of the room.
5. Perform the duties to the best of their ability, of the teachers for whom they substitute and other general duties as may be assigned to them by the Principal.
6. Attempt to attend meetings of the staff in the Division in which they substitute in order to become familiar with the philosophy, rules and regulations of the school.

Principals shall:

1. Ensure that substitute teachers hold valid certification.
2. Provide necessary details to the Secretary-Treasurer to facilitate personnel and payroll procedures for substitute teachers.

References

Section 100, School Act

ADMINISTRATIVE PROCEDURE 438

438 EXCHANGE TEACHING**Background**

The Division supports exchanges of professional staff as a means of professional growth.

Procedures

1. The purpose of the professional staff exchange is to provide selected members with opportunities to:
 - a. Study and understand teaching strategies and school organization in the host system.
 - b. Develop professionally, through visits to other schools, systems and administrations.
 - c. Provide information to the host system on how Alberta provides educational services.
 - d. Develop and maintain long-term professional relationships with members from the host system.

2. In order to be considered, professional staff exchanges must meet the following guidelines:
 - a. Be arranged through a recognized teacher exchange program.
 - b. Be supported by the Superintendent and the Principal. In order to determine the Division professional staff who will be approved to apply for participation in this program, the following will be considered:
 - i. the effect the exchange may have on the students and school concerned;
 - ii. the length of service of the staff member concerned;
 - iii. the quality of service of the staff member concerned;
 - iv. the involvement in related professional activities of the staff member concerned.
 - c. Be applied for by November 1st of the year previous to the exchange.

3. The Superintendent may recommend a maximum of three (3) professional staff on exchange leave from the system.

4. Professional staff on exchange retain their full salary and benefits (excluding administrative and extra allowances) and are eligible for their current or equivalent positions on return.
5. All contracts and agreements must receive ratification by the Board.
6. Teaching Assignments with the Department of National Defense.
 - a. The Division shall consider applications from teachers for recommendation for overseas teaching assignments with the Department of National Defense.
 - b. Applications require a minimum period of five years of satisfactory service with the Division.

References

ADMINISTRATIVE PROCEDURE 439

439 STUDENT TEACHING AND INTERNSHIP

The Superintendent may authorize placement of intern or student teachers in Division schools after having secured, through the Principal, appropriate cooperating teachers. During the term of assignment, such intern or student teachers will act under the direct supervision of the cooperating teacher assigned.

The Superintendent is authorized to enter an agreement, on behalf of the Board, with a teacher training institution.

References

ADMINISTRATIVE PROCEDURE 440

440 PRINCIPALS**Background**

The Principal is regarded by the Division as the educational leader of the school. He or she is directly responsible to the Superintendent for the implementation of the school program, for fostering conditions which will maximize learning, for the efficient use of physical and financial resources, and for the effective performance of personnel. Through careful management of the school, its resources and personnel, the Principal may build on the strengths of the institution, and seek constantly to improve its educational climate.

The role of the Principal falls into several categories. They are:

1. Responsibilities directly related to the school.
2. Responsibilities pertaining to school and community relationships.
3. Responsibilities for liaison between school, community, central office and the Board.

Guidelines:

1. Responsibilities Directly Related to the School
 - a. Program Supervision and Development
 - i. To determine present and future educational needs of the school and develop short and long range plans for meeting these needs.
 - ii. To develop and constantly monitor school philosophy and policy.
 - iii. To schedule and timetable both curricular and extra-curricular activities.
 - iv. To interpret Board philosophy and policy as well as program objectives to teachers.
 - v. To acquaint teachers with curriculum guides.
 - vi. To monitor programs through such means as reviewing teachers' long range plans, classroom visitations, and discussions with staff and students.
 - vii. To assist teachers with development of long range planning.
 - viii. To evaluate on-going programs.

- ix. To evaluate and recommend new programs for implementation.
 - x. To develop plans for professional improvement of staff.
 - xi. To develop a school evaluation system of students for diagnostic and reporting purposes.
 - xii. To arrange for diagnostic testing of students with special problems.
 - xiii. To have overall responsibility for student supervision.
 - xiv. To maintain direct contact with the teaching process by periodically assuming responsibility for teaching a class.
- b. Supervision of Teaching Personnel
- i. To deploy and orient teaching staff.
 - ii. To consult with teachers on matters of mutual concern or interest.
 - iii. To evaluate the teaching staff, with a view to improving professional competence.
 - iv. To promote the professional growth of the staff.
 - v. To initiate self-evaluation among the staff and school administration.
 - vi. To convene regular staff meetings.
 - vii. To encourage the development of positive staff morale.
- c. Supervision of Non-Teaching Personnel
- i. To supervise and upgrade.
 - ii. To delegate areas of responsibility.
 - iii. To evaluate job proficiency.
 - iv. To recommend hiring certain non-teaching staff to be approved by the Board.
- d. Supervision of Students
- i. To establish student programs.
 - ii. To acquaint the students with the school and its programs.
 - iii. To assume responsibility for the general discipline of the school.
 - iv. To prepare and maintain student records.
 - v. To maintain accurate student attendance records.
 - vi. To report on student achievements.
 - vii. To promote student welfare.
 - viii. To provide guidance for students.
- e. Business Operations
- i. To interpret policies and procedures regarding business operations to staff.
 - ii. To establish school budget priorities.

- iii. To approve purchase orders and maintain control of expenditures.
- iv. To account for all school funds.
- v. To order materials and equipment.
- vi. To maintain an equipment inventory.
- vii. To report maintenance requirements in consultation with caretakers.
- viii. To compile the school budget.
- ix. To submit school trust accounts for yearly audit.

2. Responsibilities Pertaining to School and Community Relations

a. Communications

The Principal will continually strive to obtain school community dialogue and involvement. The main responsibilities of the Principal are to:

- i. Identify the public's concerns.
- ii. Identify what is to be communicated.
- iii. Develop various means of communications.

b. Community Use of Schools

- i. To ensure that facilities are being used in accordance with Division policies.

3. The Relationship Between the School, the Community, Central Office and the Board.

a. Responsibility

- i. To represent the school community feelings through Central Office to the Board.
- ii. To interpret Board policy to the school community and support it or make representation to have it changed.
- iii. To acquaint the teachers with the manner in which Central Office and the Board operate.
- iv. To maintain communication and rapport with the Division trustee(s).
- v. To prepare monthly reports to Central Office.
- vi. To attend monthly administrative meetings.
- vii. To carry out such specific responsibilities as may, from time to time, be delegated to the Principal by the Superintendent.

NOTE: Responsibility - It is inherent that the Principal will delegate duties and roles to other staff members in accordance with their areas of interest and expertise. Nevertheless, the Principal assumes overall responsibility for their actions and roles.

References

Section 20, 22, 60, School Act

ADMINISTRATIVE PROCEDURE 441

441 APPOINTMENT OF PRINCIPALS**Guidelines**

Appointments and designations of the school-based administrator will be subject to the following conditions and/or procedures:

1. Appointment to a Principalship shall be subject to the selection process established by the Superintendent and it shall be the prerogative of the Superintendent to make such appointments.
2. Appointment to a Principalship shall be for a period of one probationary school year and defined for the period, September 01 to June 30, inclusive.

In the event that it is necessary to effect an appointment during the course of a school year, the appointment shall be on an "acting" basis for the duration of the school year. Subsequent school year appointments shall be subject to number 1 above and shall be probationary.

3. The Principal shall be formally evaluated by the Superintendent during the probationary year in accordance with the Division policy.
4. The designation of a Principalship, following a successful probationary year, may be for a term of up to a maximum of three (3) years. The probationary Principal shall be notified in writing by the Superintendent by May 30 of the decision with respect to future school year designation.
5. Subject to number 4 above, the Principal shall be formally evaluated by the Superintendent during the first and third years of the three-year term and in accordance with the Division policy. Notwithstanding, evaluation may be effected more frequently as deemed necessary by the Superintendent. Commencing in the spring of 1995 and every year thereafter, in the spring, prior to the commencement of a school year or in September of a school year, the Principal, in collaboration with the school staff and School Council, shall establish a set of goals for the year. The goals must adhere to the protocols of writing Education Plans as established by Alberta Learning and the Board of Trustees.
6. Upon expiration of a designated three (3) year term, the incumbent may be granted a further term designation of one to three years.
7. Subject to number 6 above, the Principal shall be formally evaluated by the Superintendent during the first, and third years of the three-year term and in accordance with the Division policy. Notwithstanding, evaluation may be effected more frequently as deemed necessary by the Superintendent.

Principal Selection Process

This process may be modified at the discretion of the Superintendent to address unexpected events. It is held that the selection of a Principal should be a collaborative process and that the selection process is intended to generate interest and a sense of team building and commitment to the candidate who is successful. It is to be understood that the selection process and or Committees that are formed are intended to be advisory to the Superintendent. The recommendation of the group will be given full consideration before any appointment is made.

1. A candidate profile and questions list will be drafted by the School Council, Student Representatives, Staff and submitted to the Superintendent.
2. The position will be advertised.
3. The Superintendent will short list, do all reference checks, book interview times and conduct the interviews.

Amended: March 13, 2007

ADMINISTRATIVE PROCEDURE 442

442 VICE PRINCIPALS

The Vice-Principal is expected to assume duties assigned by the Principal, and assume the duties of the Principal whenever the Principal is absent. Appointment shall be on the same basis as that of a Principal as outlined in Administrative Procedure 441. However, the selection process will be decided by the Superintendent and may vary from that of a Principal.

References

ADMINISTRATIVE PROCEDURE 443

443 EVALUATION OF SCHOOL BASED ADMINISTRATION

Background

The Division believes that a systematic, on-going administration evaluation program for all Principals/School Based Administrators will foster growth in administrative functions, provide recognition for exceptional performance, and ultimately, bring continued improvement in the education of children throughout the Division.

The Division recognizes that the Principal/School Based Administrator of a school is a professional teacher and indeed, the Division believes that the Principal/School Based Administrator who can demonstrate excellence in teaching most effectively establishes the essential standard for other staff and the necessary focus for instructional success. It is for this reason the Division believes that evaluation of the Principal/School Based Administrators should include consideration of performance and supervisory effectiveness.

The Division recognizes the relationship that exists between the Principal/School Based Administrator, staff, Board and community is critical to the successful operation of the school and should also be considered in the administrative evaluation. Therefore, the Principal/School Based Administrator, as an educational leader in the school and community, is responsible for the successful implementation to the Alberta curriculum and Board Policy. Finally, the Division believes that a successful Principal/School Based Administrator will seek parental involvement in and support for the school program.

Accordingly, the Superintendent of Schools shall assess the performance and effectiveness of all Principals/School Based Administrators in relation to the degree to which expectations established by the Superintendent, and Principal/School Based Administrator are met or exceeded.

A cooperative evaluation process where the Principal/School Based Administrator is actively involved, and where there is an atmosphere of mutual respect and confidence, will ensure the benefits of all parties concerned.

Guidelines:

1. Wherever possible, the evaluation of a Principal/School Based Administrator must be conducted in an atmosphere of trust, confidence and support.
2. A Principal/School Based Administrator participating in an administrative evaluation shall be made aware of the process and criteria for evaluation.

3. The criteria for the evaluation of a Principal/School Based Administrator shall encompass expectations established by the Principal/School Based Administrator and Superintendent, in addition to the minimum responsibilities as outlined in the Role Description (Administrative Procedure 440).
4. An administrative evaluation shall be completed in written form with a copy given to the Principal/School Based Administrator.
5. A Principal/School Based Administrator shall be given the opportunity to discuss the written report.
6. A Principal/School Based Administrator shall have the opportunity for supervisory support if so determined by the Superintendent.
7. A Principal/School Based Administrator shall be allowed to appeal an evaluation to the Superintendent.
8. Administrative performance provides the basis for making decisions regarding tenure, promotion or termination of designation.

Procedures:

1. All Principals/School Based Administrator shall participate in an administrative evaluation program.
 - a. Acting Principals/School Based Administrators and Principals/School Based Administrators holding term designations shall participate in an administrative evaluation program prior to the elapse of their designation.
 - b. Each Principal/School Based Administrator shall participate in an administrative evaluation program at least once in every three years.
 - c. At any time, the Superintendent may choose to initiate an administrative evaluation of a Principal/School Based Administrator if deemed necessary.
 - d. A Principal may request in writing an administrative evaluation. The evaluation time line shall be mutually agreed upon.
2. All Principals/School Based Administrators participating in an evaluation program shall be advised in writing.
3. An administrative evaluation of a Principal/School Based Administrator shall be conducted by the Superintendent.
4. An administrative evaluation will begin with an initial conference, prior to October 15, between the Principal/School Based Administrator and Superintendent.
 - a. The Superintendent will review the evaluation process and the criteria on which the Principal/School Based Administrator will be evaluated.
 - b. Expectations and responsibilities of the Principal/School Based

Administrator and Superintendent will be outlined.

- c. A time line for completion of the evaluation process will be established.
5. An evaluation program shall include interim conferences with the Principal/School Based Administrator and Superintendent to discuss the progress or direction of the evaluation.
 6. An evaluation program will include: by way of observation, interview and document analysis, an assessment of, but not limited to, the following:
 - a. The degree to which expectations of the Principal/School Based Administrator and Superintendent are met or exceeded,
 - b. Administrative skills in relation to the Job Description,
 - c. Local PAC-LAC Committee relations,
 - d. Staff Relations.
 7. The Superintendent will review the administrator's overall performance with the Principal/School Based Administrator in a final conference which, whenever possible, will occur prior to March 31.
 8. The Superintendent will present the Principal/School Based Administrator with a written report that focuses on the extent to which responsibilities and expectations have been met.
 - a. The report shall outline the evaluation process.
 - b. The report shall detail performance in respect of criteria.
 - c. The report shall include any recommendations for improvement identified by the Superintendent.
 - d. The report shall include an evaluative statement reflective of the Superintendent's opinion on the Principal's/School Based Administrators' performance. The statement shall declare performance to: Exceed Expectations, Meet Expectations, Needs Improvement or Less than Satisfactory.
 - e. A copy of the report will be placed on the Principal's/School Based Administrators' personnel file.
 9. When a Principal/School Based Administrator participates in an evaluation program as per 1.1 of the guidelines and receives an assessment which meets or exceeds expectations as per 8.4, the Principal's/School Based Administrators' designation shall be confirmed.
 10. An administrator may appeal the evaluation in writing to the Superintendent.
 - a. The letter of appeal must be received within 15 days after receipt of the final report.
 - b. The letter of appeal must state the specific reasons consideration should be

given to appeal.

- c. The Superintendent and Board of Trustees shall consider the appeal and advise the Principal/School Based Administrator of their decision, outlining the reasons and subsequent actions within 25 school days after receipt of the request.
- d. When the results of the evaluation programs conclude the administrator's performance is less than satisfactory, the Superintendent may recommend termination of designation.

References

ADMINISTRATIVE PROCEDURE 444

444 ADMINISTRATIVE PROFESSIONAL DEVELOPMENT**Background**

The Division recognizes that certain conferences, workshops, and seminars are designed to assist its administration in obtaining information and understanding, which are of value to the district as a whole. Further, the Division may request or require any administrative staff to attend such conferences.

Procedures

The Division shall provide:

1. Leave of absence with pay,
2. Cost of a substitute,
3. A report in writing or as designated by the Superintendent,
4. Expense allowances in accordance with Division policy.

References

ADMINISTRATIVE PROCEDURE 445

445 ADMINISTRATIVE STAFF TRANSFERS

Background

Canadian Rockies Regional Division No. 12 believes that the transfer of administrative staff within the Division can serve to enhance the professional growth of staff members and, as a result, improve the quality of educational services for students.

Procedures

1. When transferring administrative staff any or all of the following criteria will be considered:
 - a. Requests for transfer from administrators.
 - b. Student and program needs as perceived by division administration.
 - c. Experience, interests and training of administrative staff.
 - d. Other considerations deemed relevant by the Superintendent i.e. budget and the organizational needs of the division.
2. Transfers of administrative staff under contract with the Board should be considered before assignments are finalized for outside candidates.
3. All Administrators in the division can be considered for transfer to another position, assignment or school.
4. Decisions to transfer administrative staff will usually be announced during the budgeting process of each year to facilitate other related assignment changes for the following school year.
5. Letters of transfer will include the reasons for the implementation of the administrative transfer.
6. Where a transfer is offered to an administrator who has an existing term designation which would result in a reduction of administration allowance, the existing administrative allowance will be paid based on the terms specified in the existing collective agreement. Administrators who are transferred to a new position which coincides with the renewal of a term designation will be paid according to the collective agreement provisions for their new placement.
7. Administrators wishing to object to a transfer must:

- a. Provide to the Board their reasons for objection in writing within seven days of receiving a transfer directive indicating:
 - i. Their concern with the proposed transfer and a request to have a hearing before the Board.
 - ii. Their perception of how the transfer meets, or does not meet, the transfer criteria.
 - iii. Their preferred placement for the coming year.
 - b. After receiving letters of objection to transfer, the Secretary-Treasurer will indicate to the administrator(s) the procedure which will be followed to hear the objection to the transfer. This process will be outlined, in writing to the affected administrator(s) within fourteen days of receiving the objection to transfer letter(s) indicating a date and time for the administrator(s) to present the objections to the Board.
4. The Board will be informed of the decision to transfer members of the administrative staff prior to that decision being communicated to the affected individual.

References

Section 100, School Act

ADMINISTRATIVE PROCEDURE 450

450 PARAPROFESSIONAL AND SUPPORT STAFF EVALUATION

Background

The Division believes that the development of a competent paraprofessional and support staff is essential to the growth of individuals and the success of the school system.

A program of staff evaluation will foster development in staff functions, establish a standard of performance for all staff and provide for recognition of exceptional service.

The Division believes that an annual evaluation program will benefit both the employee and the school system.

The Superintendent of Schools is responsible for the implementation of this administrative procedure. The process will involve shared responsibilities among Supervisors and the employees. Each participant will strive to maintain the self-image and self-respect for those involved.

For the purpose of this administrative procedure, support staff includes all those placed on the support staff salary grid; Divisional office secretarial staff, school secretaries, library technicians and Divisional office clerical staff.

All newly hired permanent support staff shall be on probation for one year from the date of their commencement. This will be a term specific position. Appointment to the position may be confirmed upon the completion of both the probationary period and a successful evaluation.

Operational Guidelines

1. To the greatest extent possible, the evaluation of an employee's performance shall be conducted in an atmosphere of trust, confidence and support.
2. Each employee shall be informed of the expectations for their position and be given guidance and support in performing them satisfactorily.
3. A minimum of two evaluation meetings shall take place between the employee and the Supervisor. The first before the end of November and the second by the end of April. For an employee who starts at an odd time of the year the dates of the two visits shall be agreed upon by the two parties.
4. Employees shall be evaluated before the completion of a probationary period and annually.

5. All employees shall be made aware of the evaluation process and criteria prior to commencement of the evaluation.
6. All evaluations are to be completed in written form and considered confidential.
7. The employee shall receive a copy and have the opportunity to discuss the report.
8. An employee has the right to appeal an evaluation to the Superintendent of Schools through the established appeal procedures.
9. Employee performance provides one of the basis for making decisions regarding tenure, promotion or termination.

Procedures

1. Each Supervisor shall provide the employee with a copy of the job description for the position.
 - a. Upon commencement and from time to time, the Supervisor shall review the job description with the employee.
 - b. The Supervisor shall clarify and delineate specific tasks or assignments as they arise.
 - c. The Supervisor shall identify areas for growth or clarify expectations on an ongoing basis.
2. All support staff shall have their performance evaluated.
 - a. Probationary employees shall receive an evaluation of their performance prior to their anniversary date.
 - i. The results of this evaluation will be used to either confirm the appointment of the employee or to let the term lapse.
 - b. Tenured employees shall be evaluated annually.
3. Prior to commencing an evaluation, each Supervisor shall review and discuss the evaluation process and criteria with the employee. Criteria to be considered in the evaluation of a support staff employee's performance are:
 - a. Job Performance
 - i. Knowledge of work
 - ii. Productivity
 - iii. Quality of work
 - iv. Organization Skills
 - v. Initiative
 - vi. Resourcefulness

- b. Work Habits
 - i. Attendance/Punctuality
 - ii. Perseverance
 - c. Work Relationships
 - i. Ability to take direction
 - ii. Effectiveness in directing others
 - iii. Capability to work with others
 - d. General
 - i. Decisiveness
 - ii. Communication skills written/oral
 - iii. Aptitude
 - iv. Growth Potential
 - v. Attitude
4. The evaluation process for support staff shall include:
- a. A review with the employee of the job description and specific tasks in which the employee is engaged.
 - b. An assessment by the Supervisor of the employee's performance.
 - i. Comments in respect of each of the criteria established.
 - ii. A statement indicative of the Supervisor's opinion on the employee's overall performance.
 - iii. Any recommendations for improvement along with specific timeliness.
 - iv. Any commendations indicative of exceptional service.
 - c. This assessment shall be finalized and presented by the Supervisor to the employee for discussion.
 - i. The employee shall sign the report indicating receipt.
 - ii. A copy of this report shall be placed on the employee's personnel file.
 - d. Supervisory support to address areas for growth.
 - e. The opportunity for a reassessment on an employee's performance to occur should such performance be unsatisfactory and corrective action is required.
 - i. This assessment shall occur within three months of completion of the first evaluation.
5. An employee who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.

- a. The letter of appeal must be received within fifteen (15) days after receipt of the evaluation report.
 - b. The letter of appeal must state specific reason(s) consideration should be given to the appeal.
 - c. The Superintendent of Schools will review the evaluation report.
 - i. The Superintendent of Schools shall advise the employee of any subsequent actions as a result of the appeal within fifteen (15) days after receipt of the request.
 - ♦ The Superintendent of Schools may rule the evaluation will stand or designate a third party to reassess the evaluation report.
6. When the results of the evaluation program conclude that a tenured employee's performance is less than satisfactory, the Superintendent of Schools may consider termination of the employment.

References

ADMINISTRATIVE PROCEDURE 451

451 CONTRACTS AND COMPENSATION PLANS

Those staff not covered by any collective agreement shall be given an opportunity annually (prior to Jan. 1) to negotiate any changes in contract, job description or salary and benefits. If negotiations are incomplete on the anniversary date, any such agreement following that date shall be considered to be retroactive unless otherwise agreed to during negotiations.

In those areas of employment that ties employees to an incremental grid, the administration shall assign a starting position for new employees that recognizes experience and/or training applicable to the position. For all positions not using a grid placement, the administration may make recommendations to the Board regarding salary and compensation and shall be governed by the decision of the Board.

References

ADMINISTRATIVE PROCEDURE 452

452 SALARY ADMINISTRATION

The following procedures apply to central office staff, excluding bus drivers and those employees covered by the ATA, and CUPE locals 37 and 40.

1. Initial Placements
 - a. Position classifications will be assigned a Level.
 - i. Newly appointed personnel are placed according to the Level as determined in the job description.
 - ii. A new employee or newly promoted employee will be placed at 95% of Step 1 pending the successful completion of a six-month probationary period, upon which time they will be placed on a Step.
 - b. Step placements represent salary ranges for recognition of experience and performance in the position or in an equivalent position.
 - i. Newly appointed personnel are placed according to previous experience up to a maximum of two years. The 95% criteria still applies.
 - ◆ In addition, one additional experience step can be recognized if experience was completed in Canadian Rockies Regional Division at a different time or upon the approval of the Superintendent of Schools.
2. Performance Increments
 - a. Each Level classification has a minimum and maximum salary range (steps). As detailed above, new employees generally start near the minimum of the range and are entitled to move through the range by being granted performance increments. The procedure for granting performance increments are as follows:
 - i. Employees are eligible for a performance increment if they meet the following criteria:
 - ◆ The employee has completed the probation period of six months.
 - ◆ The employee has held the position for nine complete months.
 - ◆ That on September 1st, no increment has been granted in the preceding six months.
 - ii. In addition to the above, increments may be granted by the Superintendent of Schools on the recommendation of the

employee's Department Head who shall give consideration to employee performance over the past year and/or if the employees responsibilities have changed significantly, two increments may be granted.

3. Cost of Living Adjustments to the grids shall be at the discretion of the Board of Trustees.

References

ADMINISTRATIVE PROCEDURE 453

453 SUPPORT STAFF – HOLIDAYS AND BENEFITS

The Division has established benefits for staff not covered by a collective agreement.

Employees not covered by contracts or agreements shall be granted the following benefits:

1. Annual Vacation

- a. After one year of service employees shall be granted 15 working days vacation.
- b. After eight years of service employees shall be granted 20 working days vacation with pay.
- c. After twelve years of service employees shall be granted 25 working days vacation with pay.
- d. Employees in Administration Level 4 shall be entitled to five additional working days vacation with pay over service entitlement.
- e. Employees are encouraged to use full vacation entitlement within the year.
- f. Annual vacation should be scheduled at appropriate times and approved by the supervisor in advance. Whenever possible, vacation during peak work periods should be avoided.
- g. An accumulative maximum of five days may be carried forward to the following calendar year. The maximum accumulated vacation days, beyond the annual entitlement, is twenty (20).

2. General Holidays

- a. The Division recognizes the following holiday periods, where employees shall not be required to work and, if required to work, shall be paid time and one half for these days: New Year's Day, Alberta Family Day, Good Friday, Victoria Day, July 1st (August Heritage Day), Labour Day, Thanksgiving Day, Remembrance Day, Christmas Day, (Boxing Day). These days are paid according to the Labour Standards eligibility guidelines.
- b. If employees are not required to work on the above statutory holidays, then no additional time off or compensation shall be provided.
- c. Division offices will be closed for the period of days between Boxing Day and New Year's Day inclusive.

3. Sick Leave

Sick leave benefits are sponsored by the Division and will be granted with pay for the purpose of obtaining necessary medical or dental treatment or on account of injury, illness or disability to the extent hereinafter provided.

- a. Sick leave shall be granted to permanent employees on the basis of 1.5 working days per month. The unused portion of this sick leave in any year may be accumulated to a maximum of 90 calendar days.
- b. At the request of the Superintendent, a certificate from the employee's attending medical or dental practitioner may be requested when the absence is for a period of three or more days.

4. Other Leaves

Additional leave for any other purpose, may be granted at the discretion of the Superintendent with or without pay.

5. Pension Plan

Participation in the Local Authorities Pension Plan is a condition of employment for all eligible employees.

6. Welfare Benefits

The employer will provide benefits as offered through the Alberta School Employees' Benefit Plan.

References

ADMINISTRATIVE PROCEDURE 454

454 SUPPORT STAFF HOLIDAYS

The employer shall follow all regulations as laid out by the Labour Act or any other body having jurisdiction over it.

The Division recognizes the following holiday periods, where employees shall not be required to work and, if required to work, shall be paid time and 1/2 for these days: New Years' Day, Alberta Family Day, Good Friday, Victoria Day, July 1st, August Heritage Day, Labour Day, Thanksgiving Day, Remembrance Day, Christmas and Boxing Day.

If employees are not required to work on the above statutory holidays, then no additional time off or compensation shall be provided.

Division offices will be closed for the period of days between Boxing Day and New Years' Day inclusive.

References

ADMINISTRATIVE PROCEDURE 455

455 TERMINATION AND APPEAL PROCEDURES

Background

Canadian Rockies Regional Division believes that all employees of the Division are dedicated members of its staff and make valuable contributions toward the education of the children of the Division.

The Division feels that it also has the responsibility to safeguard the rights of the children and its employees to maintain the quality of its educational system. The Division further believes that conduct of an employee that is detrimental to the well-being of the children, other employees or, the educational system, may result in just cause for disciplinary action or dismissal of an employee.

The employee so affected shall be dealt with in accordance with the guidelines hereto. It is expected that the administration will be just and fair in dealing with such matters and that the employee shall be given the opportunity to be heard by the Superintendent in the event that a decision to terminate has been communicated to the employee.

This administrative procedure shall apply to all employees except those covered by the Teachers' Collective Agreement, or those who are not covered by the Teachers' Collective Agreement but who require certification as a teacher in order to carry out work duties. Employees covered by the Teachers' Collective Agreement or having certification as teachers to carry out work shall be dealt with in accordance with the relevant provisions of Policy 12 and the School Act. Notwithstanding the right of appeal hereinafter set out between the date on which the Notice of Termination becomes effective and the date of the appeal, if any, the employee shall, for all purposes, be considered terminated and be considered a former employee from the date on which the Notice of Termination becomes effective.

Procedures

1. When a concern about the conduct of an employee has been brought to the Superintendent or the Secretary-Treasurer, the employee shall be notified verbally as soon as possible and a written summary of the concern provided to him/her.
2. The Superintendent or Secretary-Treasurer shall investigate the concern by contacting all parties, including the employee.
3. The Superintendent or Secretary-Treasurer may review any performance appraisals, other documents dealing with the employee's performance, conduct

interview and/or receive submissions to determine if there is sufficient cause for disciplinary action or termination.

4. If a decision to terminate is taken by the Superintendent or Secretary-Treasurer, it shall be conveyed to the employee in writing, and a copy of the letter so advising the employee shall be placed on the employee's personnel file.
5. Only the Superintendent or Secretary-Treasurer shall issue a written or verbal notice of termination.
6. The employee, at his/her own expense, may appeal the decision to the Superintendent if a notice of termination has been issued, by appealing in writing within fourteen (14) days of receipt of the notice of termination, with such appeal to be directed to the Secretary-Treasurer of Canadian Rockies Regional Division No. 12.
7. The Secretary-Treasurer shall notify the Superintendent of the appeal and endeavour to establish a mutually agreed upon date to hear the appeal.
8. The Superintendent may uphold the decision to terminate or impose such other discipline as may be deemed appropriate, or may reinstate the employee with or without compensation for the period between the date of termination and reinstatement. The decision of the Superintendent shall be final.

References

ADMINISTRATIVE PROCEDURE 470

470 ASSISTANT SUPERINTENDENT

The Assistant Superintendent is expected to assume duties assigned by the Superintendent and assume the duties of the Superintendent whenever he/she is absent.

References

ADMINISTRATIVE PROCEDURE 471

471 SECRETARY-TREASURER**Basic Function**

Responsible for the effective management of the Division's financial services. Provides overall coordination and efficient management in the areas of finance, budgeting, trust funds, accounting, transportation, facilities management, insurance, internal and external audits.

1. Supervises: Transportation Supervisor, Maintenance Supervisor, Controller
2. Reports to: Superintendent of Schools
3. Major Duties and Responsibilities:
 - a. Supervise the management of the transportation, accounting and maintenance functions.
 - b. Manage the Division's investment of idle funds.
 - c. Prepare, administer and monitor the annual budget in accordance with the program goals of the Division.
 - d. Arrange for the election of Trustees.
 - e. Maintain and manage the Division's insurance program.
 - f. Plan, organize and direct the activities related to purchasing, storing and distributing materials, supplies, equipment and contracted services for the division.
 - g. Recruit personnel for positions in the area of business management.
 - h. Advise the Board of the financial status of the division on a continuous basis.
 - i. Assist in developing and implementing long and short range strategic plans for the division.
 - j. Recommend appropriate Board policy in the areas of assigned responsibility.
 - k. Assist in development of site based budgets and provide regular counsel on fiscal and operational areas.
 - l. Perform such other tasks as may be assigned by the Superintendent of Schools.

References

Section 116, School Act

ADMINISTRATIVE PROCEDURE 472

472 DIVISION PSYCHOLOGIST**Function**

The psychologist provides assistance to schools in the assessment, referral and remediation for students with achievement, learning, developmental, social behavioral and other problems. The focus of the service is both preventative and remedial. The school psychologist acts as a resource and consultant to parents and school personnel as required.

Duties

1. Conducts assessments of children referred to the service. Gathers information, determines appropriate instruments or techniques for assessment, and provides a psycho diagnostic service as required. Assists teachers in formulating, and may be actively involved in carrying out programs for the amelioration of educational, behavioral, or developmental problems.
2. Coordinates assessment results with other data such as educational, medical, social and behavioral information. Interprets findings to parents and other professionals involved with the child. Assists in determining appropriate placement or programming for the child. Provides information and assistance to support the program.
3. Provides short-term therapeutic interventions upon recommendations of the school administration.
4. Assists in the identification of students with exceptional needs and in the planning and provision of individualized programs. Recommends adaptations to programs as necessary.
5. Provides consultative assistance in matters related to curriculum development, division and Alberta Learning policies directly affecting students.
6. Maintains contact with supportive services and agencies available within the community and makes referrals as necessary. Coordinates interagency involvement as required.
7. Maintains a current awareness of developments and trends in the field to ensure the current nature of the program. Conducts research into related topics as required.

8. Assists in the provision of in-service training and professional development activities. Serves as a resource to teachers. Provides parent education and consultation as required.
9. Maintains records and prepares summaries and reports as required.
10. May assist with the placement and training for graduate students of psychology.
11. Performs other related duties as assigned.

Relationships

1. Is directly responsible to the principal of the school for the effectiveness (results) of the School Psychologist role within the school.
2. Is professionally responsible to the Superintendent, Canadian Rockies Regional Division No. 12 for the efficiency (process) of the School Psychologist role.

Qualifications

A graduate degree in clinical and school psychology. A valid Alberta Professional teaching certificate and a Chartered Psychologist in the Province of Alberta.

References

ADMINISTRATIVE PROCEDURE 473

473 TRANSPORTATION SUPERVISOR**Function**

Responsible for the implementation and coordination of Division policies, government statutes and regulations as related to Transportation function. Responsible for the safe and economical transportation of students to and from school and the administration and over all supervision of school bus drivers, school bus routes and maintenance of the fleet.

Major Duties and Responsibilities

1. The safe and efficient transportation of students to and from Divisional schools.
2. The planning and control of the receipt and expenditure of all funds relative to the maintenance and operation of Divisional Transportation.
3. The safety, welfare and conduct of students while on their way to or from school on transportation provided by the Division.
4. Planning and ensuring the economical operation of bus routes and schedules.
5. The selection, assignment, orientation, performance, professional growth and advancement, evaluation, retention, transfer, promotion, reprimand, demotion and separation of Divisional Drivers.
6. The condition of all Divisional Transportation Equipment, ensuring equipment meets the safety standards governing its operation; the condition of other physical assets related to transportation operations including safety, cleanliness and security.
7. The acquisition and modification of all physical assets relating to Divisional transportation.
8. Policy review and/or revision relative to specific areas of responsibility.
9. The performance of all duties within the constraints of law, Divisional policy and administrative directives.
10. Coordinating all transportation requirements related to regular curricular activities, field trips, and extra curricular community/business trips.

11. Assisting in the formation of positive student attitudes by maintaining an effective student transportation system.
12. Awareness programs delivered to students on school bus safety and bus evacuation.
13. The attitude of employees toward the students, the parents, other employees, the schools, the Division and it's programs.
14. Administration of School Bus Fees if applicable.
15. Works cooperatively with schools to ensure coordination of bus services.
16. Provides recommendations of transportation issues as requested by the Secretary-Treasurer or the Superintendent of Schools.
17. Exploring new ways to utilize the fleet for revenue or educational purposes.
18. Such additional duties and obligations as are assigned by the Secretary-Treasurer or the Superintendent of Schools.

Qualifications

1. Minimum 5 years experience in Student Transportation.
2. Minimum 2 years supervisory experience.
3. School Bus Safety Program Instructor & Driver Evaluator.
4. Training in student transportation management, instructional techniques, accident investigation and prevention, and fleet management.

References

ADMINISTRATIVE PROCEDURE 474

474 CONTROLLER

Basic Function

To plan, organize and maintain the accounting operations of the division and to train, supervise and direct all individuals working in the position which impact the accounting function.

1. Supervises: Accounting personnel
2. Reports to: Secretary-Treasurer
3. Major Duties and Responsibilities:
 - a. Ensures that an accurate record of all income and expenditures is kept.
 - b. Trains, directs and evaluates accounting staff. Ensures each individual is adequately instructed and properly performs respective duties.
 - c. Prepares year-end financial reports to facilitate the audit.
 - d. Assists in the preparation of the annual budget.
 - e. Reviews requests for budget transfers, making budget adjustments throughout the year.
 - f. Ensures that completion and submission of all grant claim forms are done on a timely basis.
 - g. Prepares accounts receivable invoices and calculates tuition invoices to Indian and Native Affairs or private individuals.
 - h. Ensures all monthly financial reports are generated and distributed. Prepares required journal entries.
 - i. Assists school personnel in developing and maintaining accounting procedures.
 - j. Provides data necessary for contract negotiations.
 - k. Works with the Secretary-Treasurer in securing investments offering greatest return while meeting cash flow needs.
 - l. Ensures that school accounting records are audited at least once every three years.
 - m. Performs other related duties as assigned.

References

ADMINISTRATIVE PROCEDURE 475

475 ASSISTANT SUPERVISOR OF TRANSPORTATION**Role**

The Assistant Supervisor of Transportation provides support to the Supervisor in all areas of responsibility and duties assigned to the Department of Transportation.

Duties

Reporting directly to the Supervisor of Transportation, the Assistant Supervisor of Transportation performs the following duties:

1. Assists the Supervisor in facilitating the efficient operation of the school transportation system and the driver education program.
 - a. Maintains and supervises the scheduling and routing of buses.
 - b. Coordinates with principals and teachers in areas affecting school transportation.
 - c. Promotes an active safety program for pupils, including proper emergency and evacuation drills.
 - d. Assists during bus inspections, and conducts informal inspections at random of equipment and conditions.
 - e. Assists in the preparation of specifications for bids on new equipment.
 - f. Assists in the preparation of financial budgets, contract, requisitions, and bus driver salaries.
2. Performs other duties as assigned by the Supervisor of Transportation including:
 - a. Front-end reception
 - b. Filing and record keeping
 - c. Assisting with the day-to-day needs of the driving staff.

References

ADMINISTRATIVE PROCEDURE 476

476 LIBRARY TECHNICIAN**Basic Function**

Provide technical/instructional support in the development and the implementation of an effective library program.

1. Reports to: Principal
2. Major Duties and Responsibilities:
 - a. Maintains an accurate library catalogue file and check-out system.
 - b. Orders new books and materials based on consultation with the Principal and teaching staff.
 - c. Assists students and staff, upon request, in locating and utilizing library materials.
 - d. Encourages students and/or staff to learn the general daily routines of the library (e.g. check-in and check-out of books, shelving books, care of books, etc.)
 - e. Ensures the library environment is kept in an inviting, exciting manner.
 - f. Research and compile collections of books for teachers for various projects and
 - g. themes being studied in the classrooms.
 - h. Maintains an orderly system for book collection and penalty payment for late, lost or damaged materials.
 - i. Repairs damaged materials.
 - j. Maintains an audio-visual storage and distribution system and provides in - service in the operation of the equipment.
 - k. Additional duties as delegated by the Principal or designate.

References

ADMINISTRATIVE PROCEDURE 477

477 TEACHER ASSISTANT

The primary responsibility of the teaching assistant is to work closely with the school administration, designated class room teacher, special education staff, outside agencies, students, and parents to facilitate the delivery of appropriate instructional programs for the continuum of exceptional children and promoting the integration of those children as far as possible into the regular classroom setting.

QUALIFICATIONS

4. Certification in a recognized Teacher Assistant Program or related post-secondary degree would be considered an asset.
5. Successful experience working with students with special needs in an education setting.
6. Experience working with health related professionals in the areas of speech, occupational therapy, physical therapy.
7. First Aid training/CPR training.
8. Effective behavior management and communication skills.
9. Familiarity with Individual Program Plans and program implementation.
10. Effective team player.
11. High level of energy and physical fitness.

RESPONSIBILITIES

9. Receive direction from the designated teacher with regard to planning and implementing programming developed within an Individual Program Plan.
10. Promote independence for integration.
11. Support students and teachers in the form of program delivery, and best practices in instruction for a variety of exceptional students.
12. Work with the school psychologist, teachers, health therapists, outside agencies to implement required programming.
13. Offer instruction in small group, individual and large group situations under the direct supervision of the classroom teacher.

14. Assist with documentation/record keeping of progress towards attaining goals from the IPP.
15. Maintain effective communication with the educational team.
16. Maintain code of conduct and confidentiality of students and parents.
17. Ensure student safety in a safe and caring environment.
18. Demonstrate initiative in new learning and ability to work independently within a given program.

Approved: June 2007

ADMINISTRATIVE PROCEDURE 479

479 EXECUTIVE ASSISTANT TO THE SUPERINTENDENT OF SCHOOLS**Identifying Information**

Position Title: Executive Assistant to the Superintendent of Schools

Classification Title: Support Staff

Department: Central Office

Reports to: Superintendent of Schools

Position Supervises: Secretary-Administration

Position Summary

This position provides administrative support to the Superintendent of Schools, Board Chair and Secretary-Treasurer.

Major Duties & Responsibilities

Day-to-Day Management

1. Coordinates activities of the Superintendent, Board and/or Executive as required by the Superintendent.
2. Prepares itineraries, makes travel arrangements and prepares for meetings or conferences.
3. Prepares agendas for Board, Executive and Principals' meetings, as well as assists with the summary of the Board meeting.
4. Attends Admin meetings and takes minutes of meeting.
5. Deals with incoming Superintendent's, Chairman's and Secretary-Treasurer's mail, determining where the mail should go, who should handle responses, who needs copies, and what can be handled from this office. The routing system ensures tracking of all incoming documents.
6. Ensures that deadlines are met.

7. Prepares draft responses to letters and memos for the Superintendent's or appropriate signature.
8. Follows up on correspondence, meetings, action items from minutes, and/or projects at the appropriate time.
9. Is knowledgeable about the events, concerns and policies of the Division, as well as the job descriptions of the central office staff. Responds to general inquiries either verbally or in writing.
10. Supervises the Secretary - Administration, and ensures that the department runs smoothly, effectively and efficiently and acts as office coordinator.
11. Handles confidential information or reports carefully and in an appropriate manner.
12. Communicates with schools and relays information when needed.
13. Provides support to payroll when necessary or in his/her absence.
14. Assists the Superintendent in the preparation and distribution of policies.
15. Maintains the personnel files.

General

1. Participates in research projects.
2. Compiles reports.
3. Attends various committee meetings as requested by the Superintendent.
4. Other duties as assigned by the Superintendent or Board.

Desirable Special Knowledge, Abilities and/or Skills

1. Highly organized
2. Good written and verbal skills
3. Good listening skills
4. Demonstrates Initiative
5. Requires little or no supervision
6. Working knowledge of computers

References

ADMINISTRATIVE PROCEDURE 480

480 ADMINISTRATIVE ASSISTANT (CENTRAL OFFICE)

Background

The Administrative Assistant (Central Office) refers to an uncertified person employed by the Division at the Central Office level to provide clerical and other assistance to the Central Office staff. The authority to employ clerical personnel at the Central Office level shall reside with the Secretary-Treasurer.

1. Qualifications

The qualifications of this position should include demonstrative competence in the following areas:

- a. Typing.
- b. Taking dictation.
- c. Operating office machines.
- d. Meeting the public.
- e. Handling accounts.

2. Basic Function

To provide clerical and other assistance to the Secretary-Treasurer.

3. Reports to: Secretary-Treasurer

4. Major Duties and Responsibilities:

- a. Provides clerical support to the Central Office staff.
- b. Acts as receptionist for the office; greets, interviews, screens and directs callers and arranges meetings as required.
- c. Provides clerical assistance to the Central Office staff as directed by the Secretary-Treasurer.
- d. Issues accounts receivable invoices and maintains petty cash receipts and expenditures.
- e. Maintains a variety of records.
- f. Supervises use of duplication services.
- g. Other duties as may be assigned by the Secretary-Treasurer.

References

ADMINISTRATIVE PROCEDURE 481

481 ADMINISTRATIVE ASSISTANT (SCHOOL)**Basic Function**

To provide clerical and other assistance to the Principal of the School.

1. Reports to: Principal
2. Major Duties and Responsibilities:
 - a. Provides clerical support to the Principal.
 - b. Acts as receptionist for the school; greets, interviews, screens and directs callers and arranges meetings as required.
 - c. Provides clerical assistance to other administrators and teachers as directed by the Principal.
 - d. Maintains school bank accounts, petty cash, and monitors budget expenditures.
 - e. Maintains a variety of records such as student permanent records, school records, student enrolments, attendance and all month-end report forms.
 - f. Supervises use of school duplication services by other clerical and volunteer personnel.
 - g. Prepares purchase orders and acts as receiving agent for all school supplies and equipment.
 - h. Complies time sheet information for payroll.
 - i. Other duties as may as assigned by the Principal.

References

ADMINISTRATIVE PROCEDURE 482

482 PAYROLL CLERK**Basic Function**

To prepare the monthly payroll system and to administer the employee benefits.

1. Reports to: Controller
2. Major Duties and Responsibilities:
 - a. Prepares and processes monthly payroll for staff.
 - b. Answers payroll related questions by staff and counsels as necessary.
 - c. Responsible for the administration, reconciliation and timely remittance of payroll deductions.
 - d. Prepares annual reports as required by regulatory authorities.
 - e. Performs other related duties as assigned by the controller.
 - f. Handles matters relating to the administration of the salary agreement which includes checking monthly absence reports from Principals and making necessary decisions re: salary adjustments are consistent with the agreement.
3. Qualifications:

The qualifications of this position should include demonstrative competence in the following areas:

 - a. Knowledge of legislation pertaining to payroll.
 - b. Operation of computer payroll.
 - c. Attending to staff payroll concerns.

References

ADMINISTRATIVE PROCEDURE 483

483 ACCOUNTS PAYABLE CLERK**Background**

The Accounts Payable Clerk refers to a person employed by the Board and assigned to the School Division office to provide accounting services to the Board and other duties as may be assigned by the Controller.

Basic Function

Provides an effective and efficient purchasing/payables operation for the Division.

1. Reports to: Controller
2. Major Duties and Responsibilities:
 - a. Reviews, codes, and enters purchase orders from approved requisitions.
 - b. Reviews all approved invoices and enters for payment.
 - c. Processes computerized cheque run and distributes cheques.
 - d. Prepares manual cheques from approved requests.
 - e. Prepares \$US drafts.
 - f. Prepares monthly report of cheque-run totals
 - g. Maintains an accurate filing system of all completed payments.
 - h. Other duties as assigned.

References

ADMINISTRATIVE PROCEDURE 484

484 SCHOOL BUS DRIVER**Job Description**

School bus drivers will be responsible to the Transportation Supervisor for the safe and efficient operation of their buses and well being of their passengers. Specifically, this entails that the driver:

1. Operates the bus in a safe, sober and efficient manner.
2. Observes all traffic laws and regulations pertaining to school bus operation:
 - a. Highway Traffic Act
 - b. Alberta Transportation Regulations
 - c. National Safety Code; Local By-laws
 - d. WHMIS
 - e. All Board policies
 - f. School Bus Safety Program procedures
 - g. Transportation department procedures as outlined in the School Bus Drivers' Handbook
3. Stop safely at all railroad crossings
4. Be responsible for maintaining order during trips and ensure adherence to safety rules and follow discipline procedures outlined in the Drivers' Handbook;
5. Exercise due care and caution while loading and unloading passengers.
6. Ensure that each passenger discharged has reached a place of safety before moving the vehicle;
7. Notify the bus supervisor of any of the following:
 - a. if an assigned stop is unsafe for any reason
 - b. any road hazards
 - c. any accident/incident
 - d. any mechanical problems

Qualifications

The Division expects that the qualifications be the same for all Board authorized drivers.

Guidelines

Authorized drivers shall:

1. Have a valid class 2 license with six or less demerit points. The driver will have an "S" Endorsement (School Bus Safety) within six months of their start date. They will update this "S" Endorsement every three years.
2. Successfully complete CPR annually and St John's Standard First Aid every two years.
3. Under the direction of the School Bus Manager be monitored periodically throughout the year and will have a road test and performance evaluation annually.
4. Will demonstrate strong student management skills.
5. Will adhere to all procedures outlined in the Drivers' Handbook.
6. Will attend all professional development offered as well as monthly safety meetings. (This section does not apply to volunteer drivers).

References

ADMINISTRATIVE PROCEDURE 485

485 HEAD CUSTODIAN**Background**

The Head Custodian performs cleaning and maintenance services at schools. They must have a thorough working knowledge of all cleaning functions performed by both Housekeepers and Custodians.

Basic Function

Heavy and light duty cleaning activities.

Relationships

1. Reports to Principal
2. Communicates with:
 3. Facilities Manager
 4. Maintenance Supervisor
 5. Custodians
 6. Housekeepers

Responsibilities

1. Strips, waxes and buffs floors when required.
2. Sweeps and mops floors.
3. Operates mechanical floor cleaning equipment.
4. Vacuums rugs.
5. Washes student desks as required.
6. Sanitizes bathrooms.
7. Removes garbage.
8. Replaces light bulbs.
9. Purchasing.
10. Shift scheduling.
11. Completing and submitting timesheets.

12. Inspection of heating and ventilation systems.
13. Minor building maintenance tasks.
14. Assists in scheduled tasks including:
15. Recoating of hardwood floors.
16. Hot water extraction of carpets and entrance mats.
17. Washing of light fixture covers.
18. Service of custodial equipment.
19. Dust, polish and arrange furniture.
20. Tidy up cafeteria, lunchroom.
21. Collect litter and dispose of garbage inside building and around premises.
22. Replenish dispensers.
23. Ensures all exits are barrier free.
24. Clear school entrances of snow.

References

ADMINISTRATIVE PROCEDURE 486

486 CUSTODIAN**Background**

The Custodian performs heavy duty cleaning services at schools. During the operational school year, these services are generally required during the evening. Many of the duties required of the custodian cannot be completed during daytime school hours.

Basic Function

Thorough, heavy duty cleaning activities.

Relationships

1. Reports to Principal
2. Communicates with:
3. Facilities Manager
4. Maintenance Supervisor
5. Head Custodians
6. Housekeepers

Responsibilities

1. Strips, waxes and buffs floors when required.
2. Sweeps and mops floors.
3. Operates mechanical floor cleaning equipment.
4. Vacuums rugs.
5. Washes student desks as required.
6. Sanitizes bathrooms.
7. Removes garbage.
8. Replaces light bulbs.
9. Assists in scheduled tasks including:
10. Recoating of hardwood floors.
11. Hot water extraction of carpets and entrance mats.

12. Washing of light fixture covers.
13. Service of custodial equipment.

References

ADMINISTRATIVE PROCEDURE 487

487 HOUSEKEEPER**Background**

The Housekeeper performs light cleaning duties at schools. The Principal will also require the housekeeper to assist with other activities such as delivering school supplies and maintaining a safe school environment. The light cleaning duties are often required during operational hours that preclude the possibility of the activities related to regular custodial duties and the use of heavier custodial equipment.

Basic Function

Light duty cleaning activities and other duties as required by the Principal.

Relationships

1. Reports to Principal
2. Communicates with:
3. Facilities Manager
4. Maintenance Supervisor
5. Head Custodians
6. Custodians

Responsibilities

1. Dust, polish and arrange furniture.
2. Vacuuming.
3. Tidy up cafeteria, lunchroom.
4. Collect litter and dispose of garbage inside building and around premises.
5. Replenish dispensers.
6. Ensures all exits and hallways are maintained in a safe and hygienic fashion.

Housekeepers will not be required to do the following:

1. Operate any buffing or burnishing equipment.
2. Operate mechanical equipment doing floor stripping or scrubbing.
3. Service or repair mechanical equipment.

4. Use hand tools.
5. Work on a ladder, hydraulic lift, or portable scaffold.

References

ADMINISTRATIVE PROCEDURE 490

490 SCHOOL VOLUNTEERS

The Division encourages the utilization of volunteers to assist the professional staff of the schools with activities that do not require education expertise. Suggested areas could include clerical assistance, transport of students, field trips and classroom activities which fall within the guidelines of the Alberta Teachers Association.

References

ADMINISTRATIVE PROCEDURE 491

491 COMMUNITY RESOURCE PERSONS

The Division encourages the utilization of Community Resource Persons in the curricular program where such utilization is supervised, coordinated and prepared by professional staff and falls under the guidelines established by the Alberta Teachers Association.

References