

PERSONNEL & EMPLOYEE RELATIONS 400

Administrative Procedure 400

RECRUITMENT AND SELECTION OF PROFESSIONAL STAFF

Background

The successful attainment of the District's desired outcomes for students depends ultimately upon the calibre of its professional staff. It is expected that District staff members will possess and demonstrate the academic and professional excellence necessary to work cooperatively in the field of instruction of students. Professional staff must be motivated by the philosophy and educational goals of the District, which stress the importance of each student as a creation of God.

Attracting, retaining and developing a high quality teaching force are high priorities of the District. To support this objective recruitment and selection practices must ensure that professional staff hired are highly skilled, committed to the District's philosophy, mission and beliefs, and dedicated to the service of students.

It is essential for professional staff to be aware of their call to develop as a Catholic faith community and to be role models of this faith experience to students. District staff will therefore be expected to understand the basic current teachings of the Church. In their interaction with students, professional staff will show an awareness and attitude of concern for the religious formation of students.

Procedures

1. The Superintendent has been granted by the Board full authority to hire professional staff under the provisions in the School Act, subject to Board policy and guidelines.
2. Candidates will be selected who possess not only the necessary academic and professional preparation for their assigned teaching duties, but also an understanding and appreciation of Catholic Education.
3. Applicants for professional staff positions shall sign the declaration of "Teacher Responsibilities" on the District Application Form that states, in part:
 - 3.1 That the applicant is professionally competent to teach the Catholic religion and is willing to do so.
 - 3.2 That the applicant undertakes to follow a Catholic lifestyle that includes participation in the sacraments of the Church, living within the principles of the Gospels and teachings of the Catholic Church.
 - 3.3 That the applicant agrees to take further instruction or training from time to time to update and maintain competence in teaching the Catholic religion.
 - 3.4 That if convicted of any Criminal offence, the applicant will make this information known to the staffing officer.

4. As a condition for employment, candidates for teaching positions may be required to submit a medical certificate certifying they are in good health as required by Administrative Procedure 404 – Medical Examination.
5. Appointments to the professional staff shall be for a probationary period.
6. The Superintendent will decide whether to approve a Continuing Contract of Employment at the end of the probationary period in accordance with the School Act.
7. Professional staff will be assigned to a position in accordance with the needs of the District. The expressed wishes of professional staff will be considered in all placements.

Reference: Section 60, 61, 92, 93, 95, 96, 97, School Act

Cross-Reference: Board Policy 4 – Role of the Superintendent/CEO
Administrative Procedure 404 – Medical Examination

Administrative Procedure 401

STAFFING PROCEDURES: TEACHERS AND SUPPORT STAFF

Background

Attracting, retaining and developing a high quality professional and support staff are high priorities of the District. To support this objective recruitment and selection practices must ensure that professional staff hired are highly skilled, committed to the District's philosophy, mission and beliefs, and are dedicated to the service of students.

It is essential for professional and support staff to be aware of their call to develop as a Catholic faith community and to be role models of this faith experience to students. District staff will therefore be expected to understand the basic current teachings of the Church. In their interaction with students, professional staff will show an awareness and attitude of concern for the religious formation of students.

The following process identifies a collaborative procedure that Principals and District Administration will follow regarding teacher and support staff vacancies. All vacancies are subject to approval of the Superintendent of Schools, and are based on staffing allotments approved for the current budget year.

Under provisions in the School Act, the Superintendent of Schools is responsible for all teacher transfers to another school. The following also identifies the process through which teachers may initiate a voluntary transfer by completing the District Intent Form.

Until June 15 of any school year Principals, in consultation with District Administration, shall have the responsibility for staff selection. Administration must consider:

- the dynamics of their current staff
- needs of the school, program delivery,
- Faith of the applicant,
- the needs of the District,
- qualifications of applicants,
- any other circumstance that is deemed relevant by the Principal or the District.

A. Teachers

INTERNAL TRANSFERS: Teachers

1. District Intent forms will be distributed to staff no later than January 30 of each year.
2. Teachers shall submit the District Intent Forms by February 28 to the Principal of the school to which they are currently assigned. Principals will collate the Intent Forms and forward the original to the Catholic Education Centre no later than March 5. District Intent Forms received by this date will be given priority consideration for transfers and/or to fill openings. The Principal, in consultation with the Superintendent, will determine if the applicant meets the current needs of the school.

3. Intent forms not received by February 28th will be assumed to be a request to remain in the same school.
4. Instructional staff at the school site has the opportunity to request to move into positions that have been declared vacant at that school. Principals may do internal re-assignments before vacancies are posted.
5. If a teacher's assignment changes (from teacher to CST or administrator) then the Principal will immediately send in an advice form to Human Resources for processing.
6. The Principal is not obligated to reassign a teacher to a vacant position as the Principal is responsible for considering the best needs of the school. Principals are permitted to seek outside candidates in an effort to obtain the best teacher they can to accommodate as many of the school needs as possible.
 7. A teacher may request that his/her assignment be altered from a full-time contract to a temporary assignment for up to one year. The Deputy Superintendent will consider this request based on the best needs of the school and individual circumstances.

NEW HIRES and INTRA- SCHOOL HIRES: Teachers

8. All vacant positions will be posted on <http://educationcanada.com>, and faxed to all District Schools. In addition, Human Resources may advertise in the following Local Papers: Daily Herald-Tribune, Fairview Post, The Signal, The Sentinel and other Provincial and National papers. Cost/ benefit will determine the extent of the advertising program.
9. Any current staff that is considering exploring a position at another school shall, as a courtesy advise their present Principal.
10. Applications will be processed by Human Resources and the Superintendent/ Designate in consultation with the Principal will determine the suitability of the applicants. Human Resources will copy applications for the Principal, if requested.
11. Principals and the Superintendent/ Designate will interview and recommend to the Superintendent any present staff member or new applicant for positions. A series of standardized Interview Questions & Reference Check questions will be used and saved in an individual's Personnel File. The receiving Principal must immediately advise any other Principal that may be impacted by an appointment.
12. All Interview Questions, Reference Checks, and Human Resources Advice Forms will be submitted to Human Resources and will be kept in the individual's Personnel File.

13. A candidate will have up to 48 hours (2 calendar days) to decide if s/he will accept the offer from the Superintendent. Upon accepting the offer a contract will either be sent via Express Post, Courier, or Fax. Successful candidates will be required to sign a contract during this time.
14. After June 15th and until the start of the school year the Superintendent will have sole responsibility to address hires and transfers until the start of the next school year. It is expected that the Superintendent/ Designate will collaborate with Principals.
15. If a school is designated as a Focus School, individuals at the school will have the first opportunity to indicate their desire to stay or be reassigned. Determined vacancies for the new focus program will be advertised and made available to all staff. Staff wanting to be reassigned will have their request to transfer determined by the Superintendent. It is understood that staff that choose to stay are supportive of and in agreement with the philosophy of the new Focus Program.
16. When a new school is established, a Principal may be appointed/ hired at least 5 months prior to the opening of the school. Beginning in March of the year prior to September opening, a lead teacher/support staff member may be chosen prior to the regular staffing cycle. Lead staff and the Principal will ensure that supplies and instructional resources are ordered, delivered, processed, and ready for use prior to the opening of the new school.
17. Consideration will be given to provide for a good mix of staff for new schools, including experience, subject area expertise, and interest.

B. Support Staff

Recruitment

1. The Principal will notify the Assistant Superintendent (for Teaching Assistants) or Associate Superintendent of Business (for Custodian, Maintenance, or Secretarial) as soon as possible to confirm the position to be filled. All particulars must be communicated: position, F.T.E., start date, details regarding placing an ad etc. All positions must be posted on the staff bulletin board by all schools for at least 5 working days prior to interviews being held. (Clause 8.1 CEP Agreement) Human Resources will forward job postings for this purpose.
2. All vacant positions will be posted on <http://educationcanada.com>, and faxed to all District Schools. In addition, Human Resources may advertise in the following Local Papers: Daily Herald-Tribune, Fairview Post, The Signal, The Sentinel and other Provincial papers. Cost/ benefit will determine the extent of the advertising program.
3. Only those vacancies that require immediate service to a student may be filled temporarily during the 5th day posting period. (Clause 8.1) Where additional hours are required, existing staff in facility must be given an

opportunity, with consideration for needs of the students and the current employee's seniority, and before casual or new staff are hired. Staff is required to notify the Principal in writing that they wish to be considered for additional time. (Clause 8.2) A copy of the request will be retained in an individual's Personnel File.

Selection

4. Principals will contact Human Resources to make arrangements to review applications. Applications can not leave the C.E.C. office. However, arrangements can be made with Human Resources to have a copy of the application provided to Human Resources are given sufficient notice. All applications provided to the Principal for review shall be shredded as soon as the position is filled.
5. All applicants must fill in an Application form. If one has not been submitted with the resume, the applicant will be given the Application form before the interview and be expected to complete the form prior to completing the interview.
6. Interview for support staff positions will be set up by the school Principal. The Principal and Assistant Superintendent will interview the candidates. In the case of custodians and maintenance personnel, the Associate Superintendent of Business Operations or a designate will assist the Principal. Teachers who do not have an administrative designation (Principal/ Vice Principal) will not participate in the interview process.
7. Interview questions and Reference Checks will be kept in the applicant's file. Reference checks will be completed by the appropriate personnel.
8. When the successful candidate for a support staff position is chosen, the Principal will contact either the Assistant Superintendent or the Secretary Treasurer to confirm the details regarding hiring (position, F.T.E., grid placement, salary, start date) before the offer of employment is made.
9. Employees shall begin work only after the Assistant Superintendent or the Associate Superintendent of Business Operations has been notified that an offer of employment has been made and accepted.
10. All new employees shall be paid at the minimum rate of pay on the grid established for such position. The District may, however, pay a higher rate on the grid if several criteria are met. An increase on the grid may be recognized for each of the following:
11. One Step. Previous direct experience in the same position with another school District in Canada (Private school, hospitals, colleges, daycare center, etc. do not qualify), providing written confirmation from Administration/ Human Resources is received and approved by District administration.

12. One Step. A certificate from an accredited post-secondary institution in Canada in a course that is directly related to the employment categories in which the employee is placed. Applicants who provide proof of a full year (8 – 12 months) will receive one step on the grid for education. Applicants who provide proof of two or more years (16-24 months) will receive two steps on the grid for education.
13. Note: It is the employee's responsibility to obtain a signed letter verifying the individual's previous employment history and full time statuses. Further, the employee must also present an original copy (or signed copy) of the certificate that verifies post-secondary education. All documentation must be verified by the Superintendent/Designate. Documentation will increase the employee's grid rate the month following its submission to the Superintendent/ Designate.
14. If a District administrator determines that the individual should be placed at a higher rate of pay on the grid (more than 2 steps), then a review of the individual's experience and education will be undertaken by administration. Prior to increasing one individual beyond two steps, a review of all employees in the category will be undertaken and their individual grid placements may be adjusted if their education/ experience in another School District warrants and adjustment.
15. Letters of confirmation of employment will be sent by Human Resources to Category 1 employees on or before June 15 as per clause 8.5 of the Collective Agreement. Confirmation of employment and allocation of Teaching Assistants is the Role of the Assistant Superintendent.
16. Copies of all Advice Forms for support staff will be sent to the CEP representative as soon as possible by Human Resources.

C. Change in Employee's Status

1. The Principal is responsible for advising Human Resources of any changes to an employee's status. Advice Forms must be completed and faxed to C.E.C. prior to the changes in status so that Payroll can be notified in a timely manner.
2. Layoffs and recall are the responsibility of the Assistant Superintendent or Associate Superintendent of Business Operations and shall be done in accordance with Clause 12 of the Communications, Energy and Paperworkers Agreement.

D. Overtime and Banked Time

1. Overtime must be authorized where possible in writing, in advance by the Assistant Superintendent (Support Staff), the Associate Superintendent of Business (Custodians, Secretaries, & Maintenance), or the Superintendent (Computer Tech Staff). This request for authorization is made by the Principal / Vice Principal. A copy of this authorization is to be immediately sent to Payroll.

2. Overtime will only be authorized for emergent situations. (i.e. call out after hours or specific unforeseen circumstances or the need to complete specific tasks when a staffing shortage is chronic.).
3. The employee may request to bank hours for additional time. The employee and his/her supervisor may agree to bank hours to be taken at a time approved by the supervisor, provided that such time does not extend the employees year or require additional salary or substitute time. Banked time must be taken prior to January 15th of the following year. Banked time is to be taken during the Christmas Break and Easter Break.
4. NOTE: WEEKEND CUSTODIAL

E. Support Staff Vacation (Clause 16)

1. Vacation is to be taken during July/August, Christmas, or Easter. Notwithstanding, administration may ask one or several employees to work during this time to ensure projects are completed and have a minimal impact on instructional time.
2. Access to vacation is a management right, and vacation during the school year will be discouraged and may not be approved. Vacation requests during the school year will only be authorized for extenuating circumstances. (ie. family weddings, long distance travel, emergency situations, or other unforeseen circumstance).

F. Leave of Absence without Pay

1. The Superintendent shall approve such leaves as per Clause 20. At least 30 days must be allowed for Board approval.

G. Substitutes

1. Substitutes for support staff shall only be hired as follows:
 - Personal Days – no replacement as per Collective Agreement.
 - ECS Teaching Assistants – no replacement
 - ECS Instructor – 1st day
 - School Secretaries – after 1st day
 - Teaching Assistants – Severe Student after 3rd day unless a student requires immediate assistance. The Principal must receive approval of the Assistant Superintendent.
 - Custodian – after 2nd day unless the school has only one custodian, then after the 1st day
 - Librarians – no replacement
 - Finance Officer – no replacement

Reference: Section 60, 61, 92, 93, 95, 96, 97, School Act
 Cross-Reference: Board Policy 4 – Role of the Superintendent/CEO

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|-------------------------------|-----------------------------------|
| Administrative Procedure #409 | Employment of Close Relatives |
| Administrative Procedure #402 | Criminal and Child Welfare Checks |
| Administrative Procedure #404 | Medical Exams |

Administrative Procedure 403

CRIMINAL RECORD AND CHILD WELFARE CHECKS

Background

In an attempt to provide students with a safe learning environment, all new employees and practicum students of Grande Prairie RCSSD No. 28 will be required to provide Criminal Record and Child Welfare checks as a condition of employment.

Procedures: Prospective Employees and Practicum Students

1. Prospective employees and practicum students will be requested to provide Criminal Record and Child Welfare checks when they apply for a position. Checks are considered invalid when the date stamp is older than three months.
2. An individual who chooses not to provide his evidence will be considered to have declined the offer of the position without prejudice.
3. All advertisements for vacant positions shall state that, "Criminal Record and Child Welfare check is a requirement of all applicants."

Procedures: Volunteers

1. Volunteers who work with students, unsupervised by another adult present, must obtain Criminal Record check.
 - 1.1 Volunteers who are not directly working with students, such as working in the office, doing photocopying, would not be required to have Criminal Record check.
 - 1.2 Volunteers, who are working with students, but with another adult present in the classroom or work area, would not be required to have Criminal Record check.
2. Any person who is not a District employee but works as a volunteer coach with school students in a co-curricular or extra-curricular capacity, must obtain Criminal Record check.
3. Any volunteer who is not a District employee, and accompanies a group of students on an overnight field trip, sporting event, or any other overnight activity must obtain Criminal Record check.

Reference: Section 60, School Act

Administrative Procedure 404

MEDICAL EXAMINATIONS

Background

In order to fulfill the responsibilities of their position, employees need to be in good health to perform their school-based duties. While the *Human Rights, Citizenship and Multiculturalism Act* places certain restrictions on what employers may include as part of the application forms, employers do have the right to request medical health information from prospective or existing employees as it pertains to their ability to complete their assignment in an educational environment.

Procedures

1. As a condition of employment, every applicant shall submit evidence of a medical examination, which substantiates that the applicant is medically fit to perform the duties required for the position. Form #404 is available from the District Office. The applicant will be responsible for the cost of the medical certificate and exam. The exam is due at the time of hire for first time employees and will not be required if a contract is extended, amended, or offered as a new contract within a two year time period.
2. Further, Section 118 of the School Act indicates that if it is believed that the employee may not be in adequate physical or mental health to perform the necessary duties required of the position, an employee may be directed to obtain a medical certificate from a qualified physician named or approved by the Superintendent at Board expense. Information may be collected to determine if the teacher is medically fit to teach, how long s/he will be absent from their duties if they are unable to work, and what accommodation, based on existing limitations, that the employer must make to the workplace or teacher's assignment to meet the Board's duty to accommodate.
3. An employee, who is absent due to medical reasons for more than three consecutive teaching days, shall be required to submit a medical certificate verifying the absence as per the Collective Agreement.
4. An employee who has been on extended disability or Worker's Compensation shall provide a medical certificate from a qualified physician prior to returning to work, as per the Collective Agreement.
5. All medical information collected by the District will be treated as confidential and retained in a file accessible to the Superintendent or designate assigned to handle medical accommodations.
6. Employees may be eligible for a partial return to work accommodation as per the ASEBP Early Intervention Agreement. Applicants will be required to submit an

ASEBP medical certificate to the Superintendent and additional information to ASEBP. The cost of the certificate will be the responsibility of the Board.

7. Individuals may wish to seek clarification from the Superintendent or their Association/Union.

Reference: Section 118, School Act
ASEBP Early Intervention Agreement and Forms

Revised November 2005

Administrative Procedure 405

WORKING ALONE

Background

Based on the Occupational Health and Safety Act and its regulations, this Administrative Procedure endeavors to ensure the safety of District personnel who work alone.

'Working alone' means to be at the work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency. Under this procedure, employees are on the work site when they reach the parking lot. For most staff members, the work site is a school. For bus drivers, the work site is usually their bus. Some workers, including maintenance staff and certain District Office staff, may have a variety of work sites.

For the purposes of this procedure, the term 'Supervisor' refers to the school Principal when referring to school-based staff, the Transportation Supervisor when referring to transportation staff, the Maintenance Supervisor when referring to maintenance staff, and the Deputy Superintendent when referring to District Office staff.

Consistent with the Occupational Health and Safety publication, "Working Alone Safely: A Guide for Employers and Employees," this procedure recognizes five categories of employees:

1. Employees who handle cash.
 - ♦ These employees include school secretaries and some Teachers who may be at risk for robbery. Administrative Procedure 515 – Cash in School Buildings details the procedures that must be followed when dealing with cash.
2. Employees who travel to meet with others.
 - ♦ Certain teacher assistants, bus drivers, District Office staff and others fit this category.
3. Employees who do hazardous work but have no routine interaction with others.
 - ♦ On occasion, some maintenance personnel fit this category.
4. Employees who travel alone but have no routine interaction with others.
 - ♦ Maintenance staff frequently fit this category. Staff traveling to a conference may fit this category, particularly if they stay over night.
5. Employees whose worksite is isolated from the public view.
 - ♦ Custodial staff, Teachers and administrators who access the school on evenings or weekends are examples of employees who fit this category.

Procedures

1. All Supervisors will conduct a hazard assessment to identify existing or potential hazards.
 - 1.1 The Supervisor will ensure that employees have the opportunity to participate in the hazard assessment and the elimination or control of any hazard identified.
 - 1.2 The Supervisor will take all reasonable steps to control or eliminate hazards.
 - 1.3 The Supervisor will maintain a written hazard assessment document, including review dates and measures taken to eliminate or control hazards.
 - 1.4 On an annual basis, the Supervisor will review and update the hazard assessment with staff.
2. The Supervisor will communicate the hazard assessment to all employees affected by the assessment.
3. The Supervisor will establish an effective means of communication between any worker who works alone and persons capable of responding to the worker's needs.
 - 3.1 A radio, telephone or other electronic device constitutes an effective means of communication.
 - 3.2 Where radios, telephones or other electronic devices are impractical, a visit or other form of direct contact constitutes an effective means of communication.
 - 3.3 The intervals of time between contact periods will be determined by and appropriate to the degree of hazard.
 - 3.4 The contact method and interval will be part of the written hazard assessment document.
4. The Supervisor will ensure that all employees receive training and are competent to work alone safely.
5. The Supervisor will make staff aware of procedures that are in place for employees who are working alone.
 - 5.1 A sign-in and sign-out procedure will be established for employees in the building outside normal operating hours.
 - 5.2 Emergency numbers for police and security will be posted with the telephone in secured areas or offices with lockable doors.
 - 5.3 All exterior doors to the building will be locked except the entrance to be used by any user groups.
6. For scheduled employees, every effort will be made to organize work schedules and work procedures to reduce the occurrence of working alone.

7. Employees have responsibility to minimize situations of potential danger and to recognize inappropriate behavior that could lead to compromising situations.
8. Employees shall take reasonable care and cooperate with their supervisor to protect the health and safety of themselves and other workers.
9. The Supervisor will ensure that all equipment and vehicles are in good working condition, meet appropriate regulatory standards, and are used in accordance with manufacturer's specifications.
10. The Supervisor will ensure that First Aid supplies are available in accordance with applicable regulations.

Reference: Occupational Health and Safety Act, RSA 2000, c. 0-2
General Safety Regulation (AR 448/83)
Working Alone Safely: A Guide for Employers and Employees
Cross-Reference: Administrative Procedure 515 – Cash in School Buildings

Administrative Procedure 406

STAFF PARTICIPATION IN COMMUNITY/POLITICAL ACTIVITIES

Background

Employees have the democratic right to render public service and/or take an active part in community activities, subject to the following procedures.

Procedures

1. The employee must maintain a level of job performance acceptable to his/her immediate supervisor and consistent with contractual obligations and employer expectations.
2. The employee must guard against becoming involved in activities, which are interpreted as a conflict of interest.
3. The employee considering public office or membership on government board/agencies shall discuss any job related implications with the Superintendent or designee prior to making the decision.
4. The cost of the substitute, if required, shall be the responsibility of the employee or some other agency.

Reference: Section 60, School Act

Administrative Procedure 407

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

GPCSD#28 recognizes that it is responsible for ensuring that the highest possible quality of education is provided for the students in its jurisdiction. A key factor in discharging this responsibility is the maintenance of a high quality teaching staff to ensure that Teachers' actions, judgments and decisions are in the best educational interests of students and support optimum learning. The District believes that the Catholic Education Administration, Principals and Teachers must work together to achieve the Teaching Quality Standard determined by the Minister. This objective can be achieved by providing opportunities for the professional growth of Teachers, by having the expectation that Teachers will utilize the opportunities for professional growth, and by providing for effective teacher supervision and evaluation.

Definitions

Annual Teacher Professional Growth Plan – means a plan developed and implemented by the teacher to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard, the mission and education plan of the GPCSD#28, and the mission and education plan of the school. An annual professional growth plan is a continuously developing document and will be modified as needs and circumstances change.

Teaching Quality Standard – means the authorized standards and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the “Teaching Quality Standard” Ministerial Order, the mission and education plan of the GPCSD#28 and the mission and education plan of the school.

Supervision – means the on-going process by which a Principal carries out duties in respect to Teachers and teaching required under Section 20 of the School Act, and exercises educational leadership.

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

Evaluator – means a Principal as defined in the School Act or designate, or a Superintendent or designate.

Notice of Remediation – means the written statement issued to a teacher by an evaluator where as a result of an evaluation, the evaluator has determined that a teacher's teaching does not meet the Teaching Quality Standard.

Interim Professional Teaching Certificate – means that a teacher has been issued an interim certificate to begin his/her teaching in Alberta. At the end of the second teaching year in Alberta a teacher may be recommended to the Superintendent by the principal

for a Permanent Professional Teaching Certificate. The teacher who is recommended by the Superintendent must sign a declaration on the recommendation form as below:

“I declare that I have read and understood the descriptors of knowledge, skills and attributes (KSAs) related to the Alberta Permanent Professional Certificate as outlined in the Teaching Quality Standard Ministerial Order 016/97 and I hereby attest to possessing such KSAs and to my ability to apply them appropriately toward student learning. I also commit to teaching practice and ongoing professional growth in keeping with the Teaching Quality Standard and descriptors of quality teaching under Ministerial Order 016/97. “

Permanent Professional Teaching Certificate - means that a teacher has been issued a permanent certificate. All Teachers who hold this certificate must demonstrate, in their practice, professional repertoires that meet the Teaching Quality Standards. (refer to Ministerial Order #016/97).

Probationary Contract – means that a teacher is employed for a complete school year but was not employed in the previous year as a teacher with the Board with the exception of being employed as a substitute teacher on a temporary contract.

Temporary Contract - means that a teacher is employed to replace a teacher who is absent from teaching for a period of twenty or more consecutive teaching days.

Interim Contract - means that a teacher is employed for a portion of a school year that was not employed in the previous year as a teacher with the Board with the exception of being employed on a temporary contract.

Continuing Contract - means that a contract of employment between the Board and a teacher continues in force from year to year. This contract is normally signed prior to the start of the teacher’s second consecutive employment year with the Board.

Guidelines

1. At the commencement of each school year the Principal shall make staff aware of this Administrative Procedure.
2. The Principal is the individual most responsible for assessing whether or not Teachers are performing in a competent way and in accordance with the Teacher Quality Standard.
3. Teachers who hold an Interim Professional Teaching Certificate or who are employed under a contract other than a continuing contract will have comprehensive evaluations (as outlined in the “Teacher Evaluation” section of this Administrative Procedure B.3) in addition to on-going supervision.
4. Teachers who hold a Permanent Professional Teaching Certificate and are employed under a continuing contract will have on-going supervision but will not receive comprehensive evaluations, except as in 3B.a. iv.
5. A program of professional development must be an integral part of all Teachers’ professional lives. They have the responsibility to constantly review their Teacher

Growth Plans to assess their own level of competence and effectiveness and to seek necessary improvement as part of a continuing process of professional development.

6. The purpose of teacher supervision and evaluation is to ensure that teaching meets the expectations of the Teaching Quality Standard and to promote the professional growth of Teachers in order to maximize student learning and achievement.
7. A Principal shall take disciplinary or other action, as appropriate, where he/she has reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board. In those cases where the Principal deems that suspension is warranted, the Principal shall be required to make a recommendation to the Superintendent with supporting documentation.

Procedures

1. TEACHER PROFESSIONAL GROWTH

- a. All Teachers will develop and pursue annual professional growth plans that will help them support optimum student teaching.
- b. An annual Teacher Professional Growth Plan is expected to:
 - i. reflect goals or objectives based on self-assessment of learning needs by the individual teacher;
 - ii. show a demonstrable relationship to the Teaching Quality Standard;
 - iii. take into consideration the educational plans of the school, GPCSD#28 and Alberta Education.
 - iv. include a goal related to an individual's growth related to faith.
- c. The annual professional growth plan may be a component of a long-term multi-year plan.
- d. The growth plan may include a planned program of supervising a student teacher or mentoring a teacher.
- e. Prior to October 15 of each school year, all GPCSD#28 Teachers must submit an annual Teacher Professional Growth Plan for review and approval to the Principal.
- f. Teacher Professional Growth Plans should address the following: goal(s) for the year, objectives and strategies to obtain the goal, results/measures and a time line for implementation.
- g. The Principal in conjunction with the teacher, must determine whether the teacher has submitted an annual Teacher Professional Growth Plan that complies with (b) above.
- h. The regulations governing professional growth plans state that the professional growth plan is submitted "for review or approval." The Principal the authority to approve the professional growth plan, in which case the principal can reject it if it

does not meet the three criteria stated in the regulation. In other words, the professional growth plan must be based on the self-assessed learning needs of the teacher, must demonstrate a relationship to the Teaching Quality Standard and must consider the education goals of the school, district and the government.

- i. As part of the supervision process a Principal will maintain an awareness of a teacher's professional growth plan, the status of progression toward achieving the goal(s) of the plan and may include the provision of guidance and assistance in implementing and/or achieving the plan.
- j. Prior to the end of the school year, each teacher will meet with the Principal to discuss the implementation of the growth plans as well as professional growth needs and any implications for the next planning cycle.
- k. A teacher who fails to submit and/or implement an annual Teacher Professional Growth Plan as required in this policy, shall be subject to disciplinary action as determined by the Principal in consultation with the Superintendent. Disciplinary action may include a letter of reprimand, severe reprimand, or even termination of employment.
- l. The Principal will retain a copy of Teacher Professional Growth Plans for the period of the current school year. The plan will be returned to the teacher at the end of the school year.
- m. Unless a teacher agrees, the content of an annual Teacher Professional Growth Plan must not be part of an evaluation of a teacher.

2. TEACHER SUPERVISION

- a. Supervision of Teachers shall be an ongoing process carried out by the Principal to:
 - i. recognize the teacher's success and achievement in meeting the Teacher Quality Standard;
 - ii. provide support and guidance to Teachers;
 - iii. observe and receive information about the quality of teaching a teacher provides to students; and,
 - iv. identify the behaviours or practices of a teacher that for any reason may require evaluation.

3. TEACHER EVALUATION

- a. The evaluation of a teacher by a Principal shall be conducted:
 - i. upon the written request of the teacher;
 - ii. for the purposes of gathering information related to a specific employment decision;
 - iii. for the purposes of assessing the growth of the teacher in specific areas of practice; and
 - iv. when, on the basis of information received through supervision, the Principal has reason to believe that the teacher's performance may not meet the Teaching Quality Standards and GPCSD#28 standards and expectations.

- b. Any teacher who believes that the evaluation process has been conducted in a biased or improper manner; may appeal to the Superintendent who will conduct a review and may appoint additional administrators to be included in the evaluation process. The Teachers may further appeal to a committee of the Board that the Evaluation Policy has not been followed correctly (this appeal will deal with procedural matters only, not substance). GPCSD#28 procedures in no way prevent a teacher from initiating any appeal provisions available to him by a collective agreement, the School Act, or any other legislation.

3A. EVALUATION OF TEACHERS ON PROBATIONARY, TEMPORARY OR INTERIM CONTRACTS:

Teachers on these contracts will be evaluated in the following manner:

- a. Teachers on probationary, temporary, or interim contracts of six months or more with the GPCSD#28 will be evaluated during the term of their contract in accordance with this Administrative Procedure.
- b. It is the responsibility of the Principal to ensure that Teachers on these contracts are aware of this Administrative Procedure and Administrative Procedures 101, 126, 421, and Policy 13.
- c. Teachers on **Probationary Contracts** will be evaluated by both the Principal and Central Office personnel (at least one written evaluation report each); Teachers on temporary or interim contracts of six months or more will be evaluated by the Principal (at least one written evaluation report).
- d. If a teacher on a **Temporary or Interim Contract** is to be considered for a continuing contract, then a second evaluation will be completed by Central Office personnel.
- e. Evaluation reports for probationary Teachers will be completed by April 30 of the current school year.
- f. Teacher evaluation reports will be based upon a minimum of 60 minutes of classroom observations.
- g. Each visit or series of visits to the classroom will be followed by a conference between the teacher and evaluator.
- h. By April 30 the evaluators will recommend to the Superintendent as to whether the teacher's performance warrants an additional probationary contract or whether or not a continuing contract should be offered to the teacher. Note that the decision to actually offer additional employment must also include additional information such as projected student enrolment, opportunity for hiring in the site-budget, and course offerings planned for the school.
- i. A copy of the Principal's evaluation report shall be forwarded to the teacher, Central Office file, and a copy maintained in the Principal's office. The report will have a place for the teacher to sign that he/she has received it and a space to enter comments.
- j. A copy of the central office personnel's evaluation report shall be forwarded to the teacher, Principal, and a copy maintained in the central office file. The report will

have a place for the teacher to sign that he/she has received it and a space to enter comments.

3B. EVALUATION OF TEACHERS ELIGIBLE FOR PERMANENT CERTIFICATION:

Teachers eligible for **Permanent Certification** will be evaluated in the following manner:

- a. The Superintendent is to inform the school Principal of Teachers who are eligible for permanent certification.
- b. It is the responsibility of the school Principal to ensure that Teachers who will be eligible for permanent certification are aware of this Administrative Procedure and Administrative Procedures 411, 412, and Policy 13.
- c. The teacher will be evaluated by the Principal who will forward a recommendation on permanent certification to the Superintendent upon meeting the Alberta Education's requirements.
- d. The evaluation report will be completed by April 30 of the current school year. The report will have a place for the teacher to sign that he/she has received it and a space to enter comments.
- e. Teacher evaluation reports will be based upon a minimum of 60 minutes of classroom observations.
- f. Each visit or series of visits to the classroom will be followed by a conference between the teacher and evaluator.

3C. EVALUATION OF TEACHERS ON CONTINUING CONTRACT:

Teachers on **Continuing Contracts** may be evaluated in the following manner if the Principal has reason to believe that the teacher's performance may not meet the Teaching Quality Standard:

- a. On initiating an evaluation, the Principal shall meet and communicate explicitly, in writing, to the teacher:
 - i. the reasons for and purposes of the evaluation;
 - ii. the process, criteria and standards to be used;
 - iii. the timelines to be applied; and
 - iv. the possible outcomes of the evaluation.
- b. A copy of the Principal's evaluation report shall be forwarded to the teacher and a copy maintained in the Principal's office. The report will have a place for the teacher to sign that he/she has received it and a space to enter comments.
- c. Where, as a result of an evaluation, a Principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a Notice of Remediation.
- d. A Notice of Remediation issued by the Principal shall be a written statement to the teacher (and a copy forwarded to the Central Office file) where the Principal has determined that a teacher's teaching does not meet the Teaching Quality Standard, and such a statement shall describe:

- i. the behaviours and practices that do not meet the teaching quality standard, and the changes required;
 - ii. the remediation strategies that the teacher is advised to pursue; and
 - iii. how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.
 - iv. notification that the remediation strategies stipulated may replace the obligation of the teacher to develop and implement an annual Teacher Professional Growth Plan.
- e. In accordance with the expectations and timelines of the Notice of Remediation and to provide for consistency, the original evaluator should be involved in the final teacher evaluation. At the Superintendent's discretion, an additional evaluator may be involved in the evaluation process at this stage.
- f. A new (final) evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations specifically described in the Notice of Remediation.
- g. Following the final evaluation process, the evaluator(s) will make a written assessment of the teacher's performance and will include a recommendation(s) to the Superintendent.
- h. On receiving the evaluator(s) report and recommendation(s); the Superintendent shall conclude the evaluation process, and make such decision as he believes to be in the best interests of the teacher, the school, the students and the jurisdiction as a whole. Such decision by the Superintendent may include a recommendation to the Board of Trustees that the Board terminate the teacher's contract with the Board.
- i. In the event of the Superintendent recommending termination of the contract, the teacher shall be made aware of the right to appear before the Board of Trustees prior to the Board making its decision in respect of possible termination of the contract.

REFERENCES

Section 18, 20, 22, 60, 113, School Act
 Teacher Growth, Supervision and Evaluation policy 2.1.5
 Practice Review of Teachers Regulation AR 4/99

CROSS REFERENCES

Policy 13 – Hearings on Teacher Matters

Revised August 2006

Administrative Procedure 408

ADMINISTRATIVE TIME GRANTED THE PRINCIPAL

Background

It is recognized that the principal requires time away from actual classroom instruction in order to exercise effective instructional leadership and overall supervisory control within the school.

Procedures

1. The Superintendent, in consultation with the principal, shall determine the amount of administrative time by taking into consideration the size of the school plant, the number of staff and students, the instructional program, modernization of the school that is occupied by students, and the administrative organization of the school.
2. Normally, five to five-and-a-half minutes per week of administrative time will be allotted by the Superintendent for each enrolled student in the school, including the prorating of kindergarten children.
3. The Superintendent will utilize the following guide in determining the total administrative personnel for each school:
 - a. Where a principal is appointed, she will receive a minimum 0.40 FTE admin time;
 - b. Where a vice-principal is appointed, she will receive a minimum of .20 admin time.
4. The Superintendent may vary the administrative time available to the principal in special circumstances.
5. In the case of small schools like St. John Bosco Catholic where the population is under 75 students, a principal may be assigned to cover two schools.

Administrative Procedure 409

EMPLOYMENT OF CLOSE RELATIVES**Background**

All persons should have equal opportunities for employment with Grande Prairie RCSSD No. 28. Close relatives of Trustees or Employees of the District may be employed on the basis of merit providing immediate relatives are not involved in hiring or supervising the respective positions.

Definition

A "close relative" is defined as a mother, father, brother, sister, son, daughter, husband, wife, grandparent, aunt or uncle.

Procedures

1. The deployment of close relatives within the same school or administrative unit is discouraged.

Reference: Section 60, School Act

Administrative Procedure 411

SECONDMENT LEAVES

Background

Secondment leaves provide an opportunity for Teachers and administrators to gain personal and professional growth and enrichment. The Superintendent has been authorized by the Board to grant secondment leaves subject to the following procedures.

Procedures

1. Secondment leaves may be provided for Teachers and administrators to participate in educational research, enrichment and leadership training, and related employment in other institutions.
2. Secondment leaves shall not exceed one year and shall normally be taken between September 1 and August 31.
3. Applicants, wishing a secondment leave, must apply to the Superintendent a minimum of 60 teaching days prior to the effective date of the secondment.
4. A teacher's application for secondment leave should include a statement of support and/or recommendation from the Principal of the school to which the teacher has been assigned. The application must provide detailed information regarding the plans for the leave.
5. To be eligible for secondment leave, the teacher/administrator must have been employed by the District for a minimum of five years.
6. The Superintendent will review the application and make a decision based on:
 - 6.1 Individual need;
 - 6.2 Benefit of the leave to the District;
 - 6.3 Effect of granting the leave on the instructional program; and
 - 6.4 Length of service with the District.
7. Approved secondment leaves shall normally be at no financial cost to the District.
8. A teacher/administrator that has been granted a secondment leave will be required to enter into a written agreement outlining the conditions of the leave. The agreement will be authorized and signed by the Superintendent.

Reference: Section 60, School Act

Cross-Reference: Board Policy 12 – Role of the Superintendent
District/ATA Collective Agreement

Administrative Procedure 420

STAFF MEETINGS

Background

Regular staff meetings are important to the overall operation of schools.

Procedures

1. Staff meetings shall be held at least once a month.
2. Classes may be dismissed up to 30 minutes early once per month to accommodate such meetings.
3. Where applicable, administrative department meetings shall be held at regular intervals.

Reference: Section 60, School Act

Administrative Procedure 421

PROFESSIONAL DEVELOPMENT FOR CERTIFICATED STAFF

Background

Teachers are expected to assume responsibility for keeping abreast of developments in their own profession. Professional development will be supported in the District by promoting and financing suitable activities through the school's mini-budget and the District's Professional Development Budget. Professional development shall complement each teacher's Professional Development Growth Plan.

Changes will be made to this Administrative Procedure after consultation with the Local ATA President. The President will decide to consult the Economic Policy Committee and/or the Professional Development Committee.

Procedures

1. Each school shall establish a Professional Development Committee annually. The School Based Leadership Team (SBLT) fills the duties of this committee.
2. Reimbursable Expenses:

2.1 Travel

Drivers will be reimbursed mileage at the current District rate established in the Board Policy Handbook (Appendix A). Pooling of automobile travel is encouraged. Air or bus transportation, when required, will be reimbursed for actual costs. The Catholic Education Centre staff must book all requests for air travel, and staffs are required to submit Form 421B prior to CEC staff booking a flight.

2.2 Meals

Necessary meals, not exceeding three per day, will be reimbursed up to the Federal Income Tax rate of \$45/day at a simplified CCRA rate of:

| | |
|-----------|---------|
| Breakfast | \$10.00 |
| Lunch | \$15.00 |
| Dinner | \$20.00 |

To claim a meal allowance an individual must be reasonably travelling to/from or engaged in the activity prior to 7 AM for breakfast, noon for lunch, and 6:00 PM for dinner. You cannot claim for a meal if the meal is provided as part of your registration package. Alcohol is not claimable.

2.3 Accommodation

Overnight accommodation to a maximum amount of \$150.00 per day will be reimbursed. An actual hotel receipt is required. An allowance of \$25.00 per

night may be claimed for overnight accommodations where no hotel room costs are incurred.

2.4 Registration

Registration fees will be reimbursed providing an actual receipt is provided.

2.5 Where no expense is incurred, no claim shall be made.

3. Staff at each school may develop their own rates of reimbursement providing they are **lower** than the above stated rates. Rate changes require the approval of the Superintendent.
4. Out-of-province professional development (excluding Professional Development in North Western British Columbia) requires the Superintendent's approval.

5. District Based Professional Development Fund

5.1 The District will allocate funds to support

- 5.1.1 Curriculum Implementation
- 5.1.2 Grade Level Team Meetings
- 5.1.3 Priority Teams to improve Achievement/ Diploma Results
- 5.1.4 Other District Priorities that will assist the Board in achieving its Three Year Education Plan, including Mentorship, Curriculum Implementation and Faith Development.

5.2 Expenses will be reimbursed as per section 2 above.

6. School-Based Professional Development Fund

- 6.1 Each school shall establish a School-based Professional Development account. (This fund must be spent only on professional development activities or professional resources).
- 6.2 On September 30 of each year the District will contribute through each school-based budget to this account, \$450 plus \$100 per teacher at each school. Teachers in Ste. Marie and St. Thomas More will receive an additional allocation of \$25 to support the additional cost of mileage to Grande Prairie. No school shall be allotted less than \$1500.
- 6.3 This fund will be for professional development activities that are viewed as a priority by the school Principal in consultation with the SBLT and must align with the school's goals in the Three Year Plan.
- 6.4 Any surplus funds in this account at year-end shall be allocated back to the school's mini-budget.
- 6.5 Expenses shall be reimbursed as per section 2, unless the school has requested to lower its own rates.

7. Individual Teacher Professional Development Fund

- 7.1 Each school shall establish a professional development account for each eligible teacher on staff at that school as of September 30th.

Teachers who are not associated with a school shall be administered through the District Office.

- 7.2 The District will contribute through each school-based budget to said accounts \$450 for each eligible teacher. Teachers in Ste. Marie and St. Thomas More will receive an additional allocation of \$25 to support the additional cost of mileage to Grande Prairie.
- 7.3 The following Teachers are not eligible for this fund if, on September 30th of the school year they are:
 - 7.3.1 On a sabbatical leave
 - 7.3.2 On Long Term Disability benefits
 - 7.3.3 A substitute teacher
 - 7.3.4 On extended personal leave
 - 7.3.5 On maternity leave for longer than 18 weeks
 - 7.3.6 On a temporary contract with a specified end-date less than 18 weeks
- 7.4 An eligible teacher who has not accessed the full \$450 in a school year may rollover up to \$450 of the unused portion in the subsequent school year. Accumulation total shall not exceed \$900.
- 7.5 Once a teacher reaches \$900 in their individual account as of September 1st then subsequent allocations to his/her account will be made to the school-based budget.
- 7.6 If a teacher accesses leave part way through the year or a teacher is hired part way through the year, that teacher will receive a pro-rated amount for professional development based on the actual number of operational days. Temporary staff will receive an allocation if designated end-date is longer than 18 weeks.
- 7.7 Teachers at a school may pool their allotments. However the entire staff on an annual basis must review any school-based decisions about professional development funds that might require a teacher to contribute all or part of their allotment. At the time of that decision, individual Teachers may decide to opt in or out of such pooling.
- 7.8 In the event a teacher is transferred or assigned to another school, the teacher's allotment shall be forwarded to that school. If the teacher is transferred after September 30, the Teachers current year's PD balance is prorated and moved to the other school. If the teacher leaves the District, his/her individual professional development account shall be transferred to the school-based budget.
- 7.9 At least ten days prior to any Professional Development Activity,
 - 7.9.1 A teacher shall submit his/her plan to the Principal for approval or modification.
 - 7.9.2 The Principal shall submit his/her plan to the Superintendent for approval or modification.

7.10 Any cost of substitute Teachers incurred will be paid by the individual teacher's Professional Development Account.

7.11 Expenses shall be reimbursed as per section 2, unless the school has requested to lower its own rates.

8. Principal Professional Development Account

8.1 Recognizing that the school Principal may require professional development to be an instructional leader s/he may allocate up to \$1500 annually for professional development, in lieu of the \$450 and \$100 provided annually. Principals are to allocate the funds from their individual budget if needed. This money cannot be carried forward from year to year.

Notwithstanding the above, any such surplus funds must first be used to cover any accumulated deficit in the school-based budget.

Reference: Section 60, School Act
Board Policy Handbook: Appendix A
Income Tax (Canada) Regulation #IT-75RA

Updated June, 2006

Administrative Procedure 422

PROFESSIONAL DEVELOPMENT FOR SUPPORT STAFF (DISTRICT SPONSORED)

Background

Support Staff are expected to assume responsibility for keeping abreast of developments in their own profession. Professional development will be supported in the District by promoting and financing suitable activities through the school's mini-budget and the District's professional development budget. Professional development shall complement each Support Staff member's individual growth plan.

Procedures

1. All sessions longer than 5 hours will be advertised to all schools by fax.
2. All interested personnel are asked to apply in writing to the Assistant Superintendent and copied to the support staff's immediate supervisor and principal.
3. The application letter can be faxed or couriered to the Catholic Education Centre or emailed as an attachment.
4. Applicants are required to include detailed information in their application to assist in the selection. The following information will be considered in the selection process and needs to be addressed by the applicant:
 - a. Present working assignment
 - b. Consultation with the principal of the school where the applicant is working
 - c. Previous training in the specific area
 - d. Relevant skills of the applicant
 - e. Present knowledge
 - f. Other related abilities and factors that the applicant believes would be important to the selection process

Reference: none

Administrative Procedure 430

PROFESSIONAL STAFF REDUCTION

Background

The District recognizes its mandate to provide quality education services to students enrolled in its various schools and programs operated within a fiscally responsible framework. The District further recognizes that a variety of factors may necessitate the reduction of professional staff in a particular school, in a geographic region, or in the District as a whole.

Guidelines

1. Factors that may give rise to a need for staff reduction include, either singly, or in combination, changes, either current or projected, in any of the following:
 - 1.1 Student enrollment;
 - 1.2 Population patterns;
 - 1.3 Local and provincial financial support for education;
 - 1.4 Funding from all sources;
 - 1.5 Student educational needs;
 - 1.6 Curricular content or practices;
 - 1.7 Programs offered by the Board;
 - 1.8 Function of existing physical facilities;
 - 1.9 Other factors which the Board, Superintendent, or Principal considers relevant.
2. The Principal of each school who anticipates experiencing a surplus of staff shall identify the situation to the school teaching staff, and will solicit such input from staff as the Principal may consider advisable as to possible solutions that may eliminate or reduce the anticipated requirement for staff reduction.
3. In recognition of the fiscal responsibilities conferred upon Principals under the school-based management model employed by the District, and mandated by Alberta Education, the District will be responsible for determining the number of staff that the school can have within a balanced school budget. In case reduction in teaching staff becomes necessary, the Principal shall determine which staff members, in the Principal's opinion, will be able to maintain the greatest level of delivery of programs of all kinds and to meet student needs, within the school. The Principal shall also consider the seniority of staff members.
4. In considering seniority of staff the Principal shall confirm with the Superintendent the seniority of the Teachers potentially affected. The Superintendent will calculate seniority on the basis of years and full months of service with the District or its

predecessors. For Teachers on part-time contracts seniority will be calculated in the same manner as for full time contract Teachers. Service will include periods of maternity / parental leave; sabbatical leave, sick leave, receipt of EDB benefits, but, will not include leaves of absence of more than thirty (30) days for personal reasons, such as, but not limited to, deferred salary leaves. A break in service shall not reduce service accumulated prior to the break to zero.

5. In the event that necessary reduction in teaching staff is not achieved through Voluntary Attrition and transfers, and it becomes necessary to terminate contracts of employment, the primary consideration of the Board, the Superintendent and the Principal will be the maintenance of as great a level of service in delivery of the various programs offered by the District to its students, and the fulfillment of their needs, as financial resources may reasonably permit.
6. It is desirable, to the extent reasonably possible, bearing in mind program requirements and student needs, that temporary, probationary and interim contract Teachers be considered for reduction prior to continuing contract Teachers.
7. This Administrative Procedure shall apply to all Teachers on leave of absence, subject to any legal considerations regarding return to work requirements under any statute, regulation, Board policy or other District Administrative Procedures.
8. The Superintendent may determine that a teacher should not be subject to the application of this Administrative Procedure, from time to time, due to the Superintendent considering it advisable that the teacher be exempt due to the subjects the teacher teaches or due to particular experience.

Definition

“Voluntary attrition” for purposes of this Administrative Procedure shall include any of the following actions on the part of a teacher:

- ◆ Resignation;
- ◆ Retirement;
- ◆ Taking a leave of absence;
- ◆ Voluntary change in employment status (e.g. full time to part time);
- ◆ Voluntary transfer.

Procedures

1. If voluntary attrition does not result in the necessary staff reduction, the Superintendent will endeavor to effect required staff reduction through the transfer of Teachers to other appropriate assignments, as determined by the Superintendent.
2. Principals shall work in collaboration with the Superintendent regarding any transfers that may be necessary both from, and to, any school. The Superintendent will make the final determination regarding any required transfers. Any transfers will be based upon considerations the Superintendent deems appropriate, including the following:

- 2.1 Retention of staff to enable the school to meet its program requirements and the educational needs of students as determined by the Principal and Superintendent, and
- 2.2 Any provisions of the collective agreement between the District and the Alberta Teachers' Association; and
- 2.3 Seniority of Teachers affected by the proposed transfer, both at the "sending" school and the "receiving" school.

Transfers, and any appeals in respect of same, will be dealt with in accordance with the School Act and Board Policy 14—Hearings Regarding Teacher Matters.

- 3. A teacher whose employment is subject to termination, will be advised in writing of the intention of the Superintendent to recommend to the Board of Trustees that the teacher's contract of employment be terminated, and such notice shall set out the reason(s) for such recommendation. The letter to the teacher will include:
 - 3.1 The recommendation for termination;
 - 3.2 The reasons for the termination including the reason(s) that staff reduction at the school is required and basis used to determine that the teacher was surplus to the needs of the school;
 - 3.3 The date, time and place of the Board meeting at which the recommendation will be presented;
 - 3.4 The teacher's right to (i) attend the Board meeting and be represented by a member of the ATA or legal counsel, or both, and (ii) to make submissions to the Board in person or through his or her representative or both. In the case of a teacher with a temporary contract only the provisions of (ii) above, augmented by the effective date of termination, and section 4 following, will apply.
- 4. Any notice of termination will be given in accordance with the School Act.
- 5. Nothing in this Administrative Procedure requires that a teacher whose contract may be terminated be assigned to any vacant position if in the Superintendent's reasonable opinion such an assignment is not educationally sound.

Reference: Section 60, 107, School Act

Cross-Reference: Board Policy 14 – Hearings Regarding Teacher Matters

Administrative Procedure 440

DEFERRED SALARY LEAVE PLAN

Background

The Deferred Salary Leave Plan is intended to provide employees the opportunity to take a one-year leave of absence with pay by deferring a portion of their annual salary to the year of leave. All employees of the District, excluding substitute Teachers, are eligible to participate in the plan providing they have at least three years of service with the District. All administrative expenses associated with the plan will be covered by the District.

Notwithstanding the above, the District reserves the right to allow any employee to participate in the plan.

Procedures

1. An employee must make a written application to the Superintendent on or before May 31 for teaching staff, and four (4) months prior to the first payment deduction for all other staff.
2. The approval of each application will rest solely with the Superintendent.
3. Application:
 - 3.1 An employee must make a written application to the Superintendent on or before May 31 for teaching staff and four (4) months prior to the first payment deduction for all other staff.
 - 3.2 The approval of each application will rest solely with the Superintendent. The Superintendent will advise each applicant of the approval or disapproval of his/her application.
 - 3.3 If the Superintendent approves the application, 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.
 - 3.4 Before becoming a participant, an eligible employee must complete and sign a Memorandum of Agreement which is accepted by the Superintendent on behalf of the District.
4. Deferral of Salary:
 - 4.1 Employees may defer up to a maximum of thirty-three and a third percent (33.3%) of their annual salary including allowances for one to six years.

- 4.2 For each year during the period chosen, the participant shall receive regular salary less the percentage to be deferred as specified in the Agreement.
 - 4.3 The monies withheld shall be retained and invested by the District. The District shall credit to the account of each participant, monthly interest calculated at the rate of the board's banker's prime rate less 2%.
 - 4.4 The Associate Superintendent of Business Operations shall make an annual report to each participant under this plan as to the amount of deferred salary together with interest accrued to that date. The annual report shall be made no later than September 30 of any given year under the plan.
 - 4.5 The salary to be paid to a participant during the leave of absence shall be based on the monies retained by the District in accordance with clauses 4.1 to 4.4 less any deductions made by the District under clause 7.1 and any amounts required by law to be paid by the District for or on behalf of any employee.
 - 4.6 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.
5. Leave of Absence:
- 5.1 The leave of absence shall occur according to, and be governed by any relevant terms of the collective agreement in force between the District and the appropriate employee group.
 - 5.2 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.
 - 5.3 The term of the leave of absence under this 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.
 - 5.4 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 District.
 - 5.5 The participant must return to work after the leave of absence for a period equal to the leave of absence.
6. Deferral of Leave:
- 6.1 If a suitable replacement cannot be found for the period of the leave of absence as specified by the participant, the Superintendent may 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 District shall pay to the participant the deferred compensation amount including interest in one lump sum payable within sixty days of such withdrawal.
 - 6.2 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.

7. Benefits and Deductions:

- 7.1 Employee benefits will be maintained by the District 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.
- 7.2 The District will not make deductions for any Retirement fund during the year of the leave.
- 7.3 Income tax will be deducted in accordance with the Federal and Provincial Income Tax Acts.

8. Return from Leave:

- 8.1 Upon resumption of duties, the District will:
 - 8.1.1 Return all non-certificated staff to a position comparable in designation and classification to the one occupied prior to the leave.
 - 8.1.2 Return all certificated staff considering the following:
 - 8.1.2.1 Principals and Vice-Principals will be reassigned to such positions, schools to be determined at the time of administrative appointments.
 - 8.1.2.2 District-level administrators with permanent appointments will be reassigned to the position they held prior to the leave.
 - 8.1.2.3 Personnel with term appointments will be entitled to a placement in a teaching position.
 - 8.1.2.4 Teachers will be reassigned to a teaching position. If an opening exists in the school taught in prior to the leave, the teacher's name will be considered in staffing discussions with the school Principal.

9. Withdrawal from the Plan:

- 9.1 A participant who ceases to be employed by the District must withdraw from the plan. Within sixty days, the District will pay to the participant the deferred compensation amount as provided in clause 4.3.
- 9.2 A participant may withdraw from the plan at any time prior to the six months before the date on which the leave of absence is to commence. Within sixty days of such withdrawal, the District will pay to the participant the deferred compensation amount as provided in clause 4.3.
- 9.3 Should a participant die, the District will, within sixty days of receipt of notification of such death, pay the deferred compensation amount to the participant's estate, subject to the District receiving any necessary clearance and proofs normally required for payment to the estate.

Reference: Section 60, School Act

Administrative Procedure 441

EMPLOYEE AND FAMILY ASSISTANCE PROGRAMS

Background

In keeping with the healing nature of Christ, it is recognized that employees who are healthy physically, mentally, and psychologically are productive employees, capable of providing the best services to children and youth. Personal and/or family problems can seriously detract from an employee's effectiveness.

Procedures

1. The District will provide, through an Employee Assistance Program, timely professional assistance to any employee and immediate family experiencing problems that adversely affect their work performance.
2. Confidentiality will be guaranteed to employees through self-referral to a contracted referral agent, whose responsibility it shall be to provide professional help, either through personal counseling or referral to another professional.
3. The District will strive to have the professional assistance provided with a Christian perspective.

Reference: Section 60, School Act

Administrative Procedure 443

LONG SERVICE AWARDS

Background

Employees who have provided long service will be recognized by the District in accordance with the following procedures.

Procedures

1. Long service awards will be presented to all staff members upon completion of five years of service to the District and each succeeding five (5) years thereafter.
2. Awards will be issued for five (5) ten (10), fifteen (15), twenty (20), twenty five (25), thirty (30) and thirty five (35) years of service. Qualifying service will be determined according to the following criteria.
 - Service will include all service the District, including previous service if the person had left and returned to the District;
 - Service years will be calculated from the original hire date to December of the current year;
 - Service years will be calculated using the following guidelines with respect to commencement dates for employment;
 - Original hire date less leaves without pay exceeding 6 months;
 - Service years will be calculated in full years irrespective of full-time equivalent assignment: eg. A staff member employed full-time or less will be credited with one year for each year of service;
 - Sabbatical leaves shall be counted as qualifying service and will be counted as a full year of service;
 - Maternity leaves shall be counted as qualifying service and will be counted towards years of service;
 - Personal leaves without pay exceeding 6 months shall not be considered as qualifying service and will be deducted from service years;
 - Service with another school jurisdiction and temporary service (ie substitute or casual service) shall not be considered as qualifying service.

3. It shall be the responsibility of the Human Resource Officer to prepare a list of recipients prior to September 30 in each year.
4. Long Service Awards shall be presented to staff at the Board Social each year.
5. All awards become the property of the recipient. Awards will be ordered in advance and will be delivered to the assigned school if recipient is unable to attend the Board Social.

Section 60, School Act

Administrative Procedure 444

STAFF DRESS CODE

Background

Teachers and other staff members project an image to the community and to students about the professionalism of the district. During the workday and at all work-related activities employees shall adhere to a professional standard of dress and shall be neat and clean in appearance.

Rationale

All staff of Grande Prairie and District Catholic Schools are required to adhere to the following guidelines.

1. Any clothing, footwear or jewelry that would create an unsafe situation in any class is prohibited.
2. Clothing will reflect a professional atmosphere.
3. Blue jeans are not acceptable unless the principal determines they are acceptable in #4.
4. The principal may institute casual days or spirit days that adhere to a professional standard of dress.

Exceptions

Appropriate athletic clothing may be worn when teaching or assisting with physical education classes, coaching athletic activities, or field trips.

CTS Teachers and custodians need to adhere to Occupational Health and Safety requirements and wear personal protective clothing and equipment.

Reference: Canadian Charter of Rights and Freedoms
Occupational Health and Safety Act

Administrative Procedure 450

SCHOOL-BASED ADMINISTRATIVE POSITIONS

Background

All administrators will be offered an administration contract that has a one year probationary period that be extended for a second year.. Upon the successful completion of this probationary period, the employee will be offered a 5-year administration contract. The Superintendent will make all decisions regarding contracts for administrative positions.

Procedures

1. The Superintendent may offer different term contracts, not exceeding five years, including but not restricted to temporary, acting, and replacement or part-time in order to suit different situations.
2. All administrators will be appointed to the District and not assigned to any specific school.
3. .

During all probationary periods, the Superintendent will undertake at least one performance evaluation annually. Upon successful completion of the probationary period, the Principal or Vice-Principal shall complete the term of their contract.

4. After five years in the same administrative designation, an employee's contract will either:
 - Be allowed to lapse.
 - Be renewed for another five years.
5. Administrators shall not be required to begin at the probationary contract stage when changing designations from Principal to Vice-Principal.
6. Administrators shall be required to complete a separate probationary period when changing designation from Vice-Principal to Principal.

Reference: Section 95, 96, 97, School Act
 Cross-Reference: Board Policy 4 – Role of Superintendent/CEO

Administrative Procedure 452

DISTRICT PRINCIPALS' ASSOCIATION

Background

The District Principals' Association will operate in accordance with the following procedures:

Procedures

1. The District Principals' Association will include the Superintendent, Assistant Superintendent, Associate Superintendent of Business Operations, and Principals'. Other individuals may be invited by the Superintendent to provide advice and guidance to the association.
2. The Association will be called the Grande Prairie & District Catholic Schools District Principals' Association.
3. The purpose of the District Principals' Association is to:
 - 3.1 Enhance communication among Principals' in the District;
 - 3.2 Review and make recommendations of District Administrative Procedures;
 - 3.3 Provide for administration professional development;
 - 3.4 Discuss reports and possible "positive paths forward" submitted by the Religious Education Consultant, Director of Students Services, and the District Systems Administrator;
 - 3.5 Provide a forum to deal with District-based decision-making;
 - 3.6 Coordinate intra-school activities and the use of resources; and
 - 3.7 Review, Plan, Assess and implement requirements set by Alberta Education, the Superintendent, and the Board of Trustees
4. The Association will meet monthly, typically the second Tuesday of the month. Additional meetings may be called at the discretion of the Superintendent.
5. A record of attendees and minutes will be distributed at the following Principals' Association meeting.

Reference: Section 60, School Act

Cross-Reference: Board Policy 4 – Role of Superintendent/CEO

May 2005 Revision

Administrative Procedure 460

ASSOCIATE SUPERINTENDENT OF BUSINESS OPERATIONS

Background

An Associate Superintendent of Business Operations will be appointed as an executive officer of the District.

Procedures

1. The Superintendent will initiate recruitment procedures for an Associate Superintendent of Business Operations.
 - 1.1 The Superintendent will be responsible for the development of an “Ideal Candidate Profile” and short-listing of candidates.
 - 1.2 The Superintendent and the Board will jointly interview short-listed candidates.
 - 1.3 The Superintendent will select the successful candidate, in consultation with the Board to seek consensus.
2. The Superintendent will notify the Minister of the appointment of the Associate Superintendent of Business Operations and arrange to have the incumbent bonded.
3. The Associate Superintendent of Business Operations shall be responsible to the Superintendent.

4. The Associate Superintendent of Business Operations is responsible for the business, facilities and transportation components of the District's operations. Specifically, this includes:

The administration of all District business functions in a manner that is consistent with standard accounting procedures and legal and ethical requirements;

The planning for, and control of, the expenditure of public funds to achieve District goals;

The auditing of school-based funds;

The provision of periodic reports regarding the financial operations of the District;

The provision of advice on all matters relating to finance, facilities and transportation, and the development and recommendation of policies for consideration;

The provision of assistance and advice with respect to contracts and coll agreements;

The selection, deployment, development, evaluation, promotion, transfer, reprimand, demotion and separation of:

- Accounting staff
- Purchasing staff

- Transportation staff
- Maintenance staff

The safety and welfare of students while being transported to or from school programs on transportation provided by the District;

The maintenance of professional relationships with Trustees, Principals, Teachers, District staff, parents and affiliated individuals, groups or organizations; and

Other duties and responsibilities as assigned by the Superintendent.

5. The evaluation of the Associate Superintendent of Business Operations will be carried out by the Superintendent. It will be related to the duties assigned to the Associate Superintendent of Business Operations and to the goals and objectives of the District. The evaluation will usually take place annually.

Reference: Section 60, 116, School Act

Administrative Procedure 461

ASSISTANT SUPERINTENDENTS

Background

The Board shall employ two Assistant Superintendents who are each responsible to the Superintendent. The Assistant Superintendents are responsible to ensure that the policies and procedures of the District are effectively implemented. The Assistant Superintendent of Human Resources will serve as the Chief Assistant Superintendent.

Procedures

The Assistant Superintendents are to be sufficiently informed with respect to all aspects of the school system in order to assume the functions of the Superintendent during the Superintendent's absence.

1. **The Assistant Superintendent: Human Resources is responsible for:**
 - 1.1. Implementing all District Administrative Procedures related to recruitment, advertising, hiring, certification and evaluation of instructional and non-instructional positions excluding school and District-based administration.
 - 1.2. An annual Staff Evaluation Plan and Implementation Plan for Instructional and non-instructional staff.
 - 1.3. Orientation and Mentorship programs designed in collaboration with the Alberta Teachers' Association Local #42.
 - 1.4. In collaboration with school principals, development of Action Plans including timelines where results indicate a "Concern" or "Issue".
 - 1.5. Development of an Occupational Health and Safety program that is in compliance with provincial legislation and regulations.
 - 1.6. Organizing, attending and necessary follow-up from all instructional and non-instructional recruitment fairs.
 - 1.7. District Attendance Officer for staff.
 - 1.8. Staff absence, sick leave, and return to work programs.
 - 1.9. Staff placements.
 - 1.10. Budget submission and monitoring.
 - 1.11. Communication and web site postings for areas of responsibility.
 - 1.12. Attending committee meetings as required.

- 1.13. Accountability Reports as required.
- 1.14. All other duties and obligations assigned by the Superintendent.

2. The Assistant Superintendent: Curriculum, Instruction, & Assessment is responsible for:

- 2.1. Analysis of Results related to the Accountability Pillars for Jurisdiction and Schools and other Board-based instruments (i.e. “Tell Us What You Think”).
- 2.2. Preparing for District Kindergarten information nights.
- 2.3. Collection and approval of School Plans and Reports related to all Professional Development Days.
- 2.4. Implementing of all provincially and locally developed curriculum and approved resources.
- 2.5. Monitoring coordination of inter-and intra-district educational projects such as institutes, curriculum committees, and in-service activities for all staff, including staff faith-development.
- 2.6. Serve as the Superintendent’s representative for Zone 1 and CASS Curriculum meetings and advisory committees.
- 2.7. Organizing District curriculum meetings including Final Exam blueprint and item writing meetings.
- 2.8. Early Literacy training and support.
- 2.9. Grade Level Achievement (GLA) and Computer Adaptive Assessment (CAA) role-out and implementation.
- 2.10. Creation of tools and a process to analyze Achievement and Diploma Exams by the District and by schools.
- 2.11. Reviewing Accountability Pillars for the District and schools including the development of Action Plans related to “Issues” and “Concerns”.
- 2.12. Researching, recommending, and assisting schools with the implementation of common assessment tools in Jr K to 12 not limited to Kindergarten Literacy Assessments, PM Benchmark, and Diagnostic Reading Inventories (J Jones).
- 2.13. Researching possible tools for assessing outcome-based performance in non-Achievement and non-Diploma years.
- 2.14. Monitoring all curriculum-related activities and projects and identifying curricular and co-curricular needs in the District.

- 2.15. Research, pilot, and implementation of report cards for Elementary, Middle Years, and High School students.
- 2.16. All curriculum related committees that will significantly improve student learning and attainment of Outcomes including the Alberta Assessment Consortium (AAC), Northwest Regional Learning Consortium (NRLC), French Language Advisory (Grande Prairie), Regional Resource Centre (RRC) and other committees.
- 2.17. Development and monitoring of St. John Bosco Catholic School, District home schooling and Virtual Education programs.
- 2.18. District Attendance Officer for students.
- 2.19. Budget submission and monitoring.
- 2.20. Communication and web site postings for areas of responsibility.
- 2.21. Attending committee meetings as required.
- 2.22. Accountability Reports as required.
- 2.23. All other duties and obligations assigned by the Superintendent.

The Assistant Superintendents shall maintain professional relationships with the Superintendent, Trustees, Principals, staff, students, parents, and other affiliated individuals, groups, or organizations.

Reference: Section 61, 96, School Act

Cross-Reference: Board Policy 4 – Role of Superintendent/CEO

Board Policy 16 – Recruitment and Selection of Staff

Instructional Programs and Materials, 200's Section of Administrative Procedures Manual

Administrative Procedure 462

RELIGIOUS EDUCATION CONSULTANT

Background

The District will employ a Religious Education Consultant who will assume a leadership role in the organization, development and coordination of Religious Education and Christian Family Living programs within the Grande Prairie Catholic and District Schools. The position is designated as a staff position reporting to the Assistant Superintendent.

Procedures

1. Specific Responsibilities

- 1.1 To provide assistance and direction to school personnel in the development of appropriate techniques and processes for instruction in the Religion and Christian Family Living programs.
- 1.2 To provide opportunities for enhancement and development of faith community among the faculty within Grande Prairie and District Catholic Schools.
- 1.3 To assist in the development of an appropriate staff development program for Grande Prairie and District Catholic School personnel.
- 1.4 To develop strategies for ongoing program evaluation and development in the Religion and Christian Family Living programs.
- 1.5 To promote program awareness amongst staff, parents, students and the Parish community.
- 1.6 To coordinate and assist in the selection, acquisition and utilization of program materials and resources.
- 1.7 To facilitate parish and school liaison, in particular with respect to Sacraments and Liturgical celebrations and a program of extra-curricular religion activities, particularly at the junior high and senior high levels.
- 1.8 To maintain membership on the Archdiocese Catechetical Team.
- 1.9 To coordinate the activities of the Grande Prairie and District Catholic Schools with those of other jurisdictions throughout the province and beyond.
- 1.10 Budget submissions and monitoring.
- 1.11 Communication of information and web site development for all Faith-based materials, programs and resources.
- 1.12 Attending committee meetings as required by the Superintendent.
- 1.13 Accountability Reports as required by the Superintendent.
- 1.14 All other duties and obligations assigned by the Superintendent.

Reference: Section 61, 96, School Act

Administrative Procedure 463

PRINCIPALS

Background

The Principal is the educational leader of the school. He/She shall be responsible for the operation of the school. In order to carry out these responsibilities, he/she will be given sufficient authority and resources within the limitations of District policies and Administrative Procedures, current legislation, and budget.

The School Act requires the District to assign a Principal to each school; therefore, the following procedures have been established outlining the reporting relationship and duties/performance responsibilities for this important leadership position.

Procedures

1. Reporting Relationship

The Principal:

- 1.1 Reports to the Superintendent.
- 1.2 Communicates with students, parents, community members, school-based staff, the School Council, fellow administrators and District Office administrators.

2. Primary Functions

- 2.1 The Principal is responsible for performing the following duties stated in the School Act (Section 20):
 - 2.1.1 Provide instructional leadership in the school;
 - 2.1.2 Ensure that the instruction provided by the Teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the School Act;
 - 2.1.3 Evaluate or provide for the evaluation of programs offered in the school;
 - 2.1.4 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
 - 2.1.5 Direct the management of the school;
 - 2.1.6 Maintain order and discipline in the school and on the school grounds during activities sponsored or approved by the Board of Trustees;
 - 2.1.7 Promote cooperation between the school and the community it serves;
 - 2.1.8 Supervise the evaluation and advancement of students;
 - 2.1.9 Evaluate the Teachers employed in the school;

- 2.1.10 Carry out those duties that are assigned to the Principal by the Superintendent.
- 2.2 The Principal is responsible for administering the school in accordance with the Board Policy Handbook and District Administrative Procedures Manual.

3. Performance Responsibilities

3.1 Leadership Dimension – Fostering Effective Relationships

The Principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community – students, teachers and other staff, parents, school council and others who have an interest in the school.

3.2 Leadership Dimension - Embodying Visionary Leadership

The Principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

3.3 Leadership Dimension - Leading a Learning Community

The Principal nurtures and sustains a school culture that values and supports learning.

3.4 Leadership Dimension - Providing Instructional Leadership

The Principal ensured that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

3.5 Leadership Dimension - Developing and Facilitating Leadership

The Principal promotes the development of leadership capacity within the school community – students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

3.6 Leadership Dimension - Managing School Operations and Resources

The Principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

3.7 Leadership Dimension - Understanding and Responding to the Larger Societal Context

The Principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

3.8 Leadership Dimension - Faith Leadership

The Principal effectively demonstrates religious and moral leadership by fostering and improving the climate within the school which fosters its growth as a Catholic Community within the school and Parish.

Reference: Section 19, 20, 24, 26, School Act

Cross-Reference: Board Policy 4 – Role of Superintendent/CEO

Board Policy 5 – Delegation of Authority

Board Policy 16 – Recruitment and Selection of Staff

Administrative Procedure 464

VICE-PRINCIPALS

Background

The Vice-Principal shall assist the Principal in ensuring and safeguarding the smooth, efficient operation of the school under their care and control, according to the provisions of the School Act and the direction of the Superintendent.

Procedures

1. When the total number of students in an elementary/junior high school exceeds 300 full-time equivalent students, a Vice-Principal shall be appointed. The amount of administrative time to be allotted to the Vice-Principal will be determined by the Principal in consultation with the Superintendent and will be taken from the total amount of administrative time allotted to the school.
2. Specific duties of the Vice-Principal shall be decided mutually by consultation between the Vice-Principal and the Principal and conveyed to staff.

Reference: Section 61, School Act

Administrative Procedure 465

DEPARTMENT HEAD

Background

The Department Head is responsible to the Principal and serves in an advisory capacity to the Principal and those Teachers who teach in the subject areas for which he/she has responsibility.

Procedures

The duties of the Department Head are specified by the Principal in consultation with the Superintendent and include such responsibilities as:

1. Advising the Principal regarding the suitability of specific courses, textbooks and other instructional resources.
2. Keeping the Principal informed of new developments in the discipline(s) for which he/she is responsible.
3. Calling Department meetings at regular interval to coordinate the activities within the Department(s), selecting materials, discussing teaching methodologies, dealing with problems related to organization and instruction, and evaluating from time to time teacher satisfaction and student achievement in terms of curricular outcomes.
4. Keeping the Principal informed of issues and concerns within the discipline(s) for which he/she is responsible with an emphasis on student achievement.
5. The Superintendent will approve the number of Department Heads in consultation with the Principal.

Reference: Section 60, School Act

Administrative Procedure 466

ACTING PRINCIPAL

Background

The Superintendent is authorized to appoint a teacher to serve in the position of Acting Principal in each school where a Vice-Principal designation does not exist. The Acting Principal shall be expected to carry out the duties of the Principal in the event that the Principal is absent from the school. Each appointment shall be made on an annual basis, prior to September 1st.

Procedures

1. The Principal shall submit a recommendation to the Superintendent with regard to which member of the teaching staff should serve as Acting Principal for the school year. The Principal shall consult with the teacher prior to making the recommendation.
2. The Principal shall be responsible for familiarizing the Acting Principal with the general Administrative Procedures of the school and the specific procedures to be followed during the period of the Principal's absence.
3. Should the teacher appointed as Acting Principal find it necessary to discontinue this appointment at any time during the year, the Superintendent shall appoint another teacher immediately after consulting with the Principal.
4. In the event of a prolonged absence, the Superintendent may make such arrangements as are deemed necessary to provide the Acting Principal with release time.

Reference: Section 19, 95, School Act

Administrative Procedure 467 (Replaces #467 Substitute Teachers)

INSTRUCTIONAL REPLACEMENT PERSONNEL

Background

Qualified personnel will be employed to perform the duties of a substitute teacher. When certificated teachers are not available for substitute teaching then non-certificated personnel (Classroom Supervisors) may be used.

Substitute Teachers and Classroom Supervisors will be called Instructional Replacement Personnel. The school Principal is responsible for the supervision of Instructional Replacement Personnel.

Substitute Teachers

Certificated Substitute Teachers are the only replacement personnel that can be called Substitute Teachers in that they have a legitimate status in the School Act and are part of the Collective Agreement. Regardless of any circumstances, all substitutes on the District's list must be employed that day or have refused an assignment before any other category replacement personnel can be used.

Substitute Teachers must be contacted daily for any replacement position. Any long term replacement situation must be filled by a certificated teacher.

Classroom Supervisors: Type A-C

Classroom Supervisors (Types A – C) will be hired when Certified Substitute Teachers are unavailable that day. There are three types of Classroom Supervisors who will be called on in order of "Type".

Type A – Degree other than Education. Individuals must hold a minimum of a Bachelor Degree from a recognized university.

Type B – Post Secondary Diplomas, Certificates or individuals who have completed at least one year in a recognized education program from a recognized college or post-secondary institution. To be used when Type A replacement classroom supervisors are unavailable.

Type C High School Education. To be used when Type A or Type B replacement classroom supervisors are unavailable. Individuals must hold an Academic High School Diploma, be recommended by a school or District administrator and can only be used in ECS to Grade 9 supervisory situations.

Procedures for Substitute Teachers

1. All individuals wishing to apply for Substitute Teaching Positions must make written application on the specified form (available from the Catholic Education Centre and on-line) to the District Office.
2. Applicants for Substitute Teaching Positions must submit evidence that they have the proper teaching credentials for the Province of Alberta.
3. Substitute Teachers are required to submit evidence that they have proper teaching credentials for the Province of Alberta.
4. Successful applicants must submit a recent Criminal Record and Child Welfare Check.
5. Substitute Teachers will be placed on the substitute-teaching list when formal approval is received from the District Office.
6. Principals are responsible for ensuring Substitute Teachers are given proper orientation to the school's policies and procedures.
7. **The duties of Substitute Teacher are essentially the same as a Classroom Teacher's under the School Act. In addition, Substitute Teachers are asked to:**

Report to the school office on arrival;

Report to the school office before leaving at the end of the day and complete a Substitute Teacher form;

Suitably record student attendance;

Complete morning, noon-hour, and after school supervision assigned to the regular classroom teacher that day;

Deliver the lesson prepared by the classroom teacher. In some cases the Substitute Teacher will be asked to plan lessons and/or assess student work;

Leave a written statement of work done; and

Assume other duties as assigned by the Principal.

Procedures for Classroom Supervisors

1. All individuals wishing to apply as Classroom Supervisors must make written application on the specified form (available from the Catholic Education Centre and on-line) to the District Office.
2. Applicants for Classroom Supervisor positions must submit proper academic credentials.

3. Successful applicants must submit a recent Criminal Record and Child Welfare Check.
4. Successful applicants will be placed on the Classroom Supervisor list when formal approval is received from the District Office.
5. Classroom Supervisors are required to complete a paid orientation/ follow-up program consisting of training and follow up discussions. Classroom Supervisors may also be asked to “shadow” a classroom teacher for a period of time.
6. Classroom Supervisors will be supervised in the classroom by the Principal and possibly by District Personnel.
7. Principals are responsible for ensuring Classroom Supervisors are given proper orientation to the school’s policies and procedures.
- 8. The duties of Classroom Supervisor are as follows:**
 - a. Report to the school office on arrival;
 - b. Report to the school office before leaving at the end of the day and complete a Classroom Supervisor form;
 - c. Suitably record student attendance;
 - d. Complete morning, noon-hour, and after school supervision assigned to the teacher that day under the supervision of a school administrator that day;
 - e. Present the lesson prepared by the classroom teacher. Classroom Supervisors do not assess or plan lessons;
 - f. Leave a written statement of work done;
 - g. Seek assistance/advice from the School Administrator(s) before taking major disciplinary action;
 - h. Expected to work up to 7.5 hours/day for a full day and 3.75 hours for a half day. The Principal has the discretion to allow the individual to leave once his/her duties are complete.
 - i. Classroom Supervisors will be paid either at a full day rate \$135/day or \$67.50 for a half day.
 - j. Assume other duties as assigned by the Principal.

Reference: Section 18, 92, School Act
Admin Procedure #402 Criminal and Child Welfare Checks
Ft. McMurray Catholic and Public School Boards Instructional Replacement Procedure
Holy Family, Northlands, and Ft. Vermillion Non-Certificated Personnel Procedures

Administrative Procedure 468

DIRECTOR OF STUDENT SERVICES

Background

The Director of Student Services assists the Superintendent in ensuring that school staff, parents and students are provided with information and assistance that is necessary to identify and deliver effective programming for students with special education needs. *The Director of Student Services will provide service that complies with the District's Special Education Administrative Procedure #214 and the Standards for Special Education: Ministerial Order (#015/2004) developed by Alberta Education.*

Responsibilities

1. This position is designated as a staff position reporting to the Superintendent.
2. The Director of Student Services is responsible for:
 - 2.1 Assisting school administrators in maintaining effective referral and assessment procedures for the identification of children with special education needs.
 - 2.2 Reviewing, prioritizing and cycling referrals for Psycho-educational Assessments. These include referrals who are displaying attributes of "gifted and talented" in the classroom.
 - 2.3 Outlining results/recommendations for students' programs that are understandable and useful, and communicate the results and recommendations to school staff, parents, and students.
 - 2.4 Consulting with the Superintendent and school administration, to identify the teaching and support staff requirements necessary to meet the educational needs of children with special education needs.
 - 2.5 Consulting with the Superintendent parents and school personnel, to make recommendations for students for which out-of-jurisdiction placement may be necessary.
 - 2.6 Interpreting psychometric, medical, academic and/or intelligence assessments and making recommendations to the Superintendent for the assignment of an Exceptional Student Code.
 - 2.7 Supporting Classroom Support Teachers who are conducting within the District cognitive/academic/behavior assessment (s), minimally at Alberta Education's Level B standard of competence. (i.e. Bracken, KLST – 2)
 - 2.8 Attending and completing notes of case conferences for students who have a severe Exceptional code.

- 2.9 Attending transition meetings for students who have a severe exceptional code.
- 2.10 Using ongoing consultation with school staff and parents reviewing the special education needs of students and ensuring that assessments of students with Exceptional codes are updated as per Alberta Education Standards (every three to five years)
- 2.11 Advise school administration /Classroom Support Teachers in maintaining the required documentation needed for students who are identified with/without an Exceptional code so that approval for accommodations in their Provincial Achievement Tests can be granted.
- 2.12 Ensuring that early admission to Early Childhood Services is in adherence to Administrative Procedure #40 and makes recommendations on their admittance to the Superintendent of Schools. (Administrative Procedure #210).
- 2.13 Assisting in the student referrals for entrance in Knowledge and Employability courses. (was I.O.P.) (Administrative Procedure #215).
- 2.14 Consulting with the high school principal, to develop an entry criteria and a program plan for Life Skills Program at the Senior High Level.
- 2.15 Coordinating program delivery and support for students who are Program Unit Funded.
- 2.16 Consulting with the Superintendent, to coordinate and develop outcome based staff development opportunities for Classroom Support Teachers.
- 2.17 Maintaining an up-to-date working knowledge of current policies, requirements, and regulations as required by Alberta Education.
- 2.18 Recommending changes to Administrative Procedures and Forms to enhance programming and monitoring (new 2005).

Reference: Section 60, 116, School Act
Standards for Special Education, Alberta Education (2004)

Administrative Procedure 469

SPEECH AND LANGUAGE PATHOLOGIST

Background

The Speech and Language Pathologist is a member of a professional health discipline whose training and knowledge qualify him/her to make decisions and accept responsibility for all aspects of Speech and Language service. The Speech and Language Pathologist provides effective and efficient service primarily to the pre-school and early elementary school population within available resources.

Qualifications

- A Masters Degree in Speech and Language Pathology from a recognized university;
- Be eligible for/or possess a certificate in Speech and Language Pathology issued by the Canadian Association of Speech and Language Pathologists and Audiologists;
- Two (2) to four (4) years' experience administering and interpreting standardized and non-standardized assessment instruments in recommending programs for students with Speech and Language and/or communication difficulties;
- Experience working in an educational facility and familiarity with Alberta Education's Ministerial Order for Standards for Special Education;
- Superior written and verbal skills to work within a multi-disciplinary setting, together with excellent presentation skills to provide professional development to staff and others;
- Excellent consultative skills with Teachers, teaching assistants, and community agencies;
- A Class 5 drivers license and a vehicle to provide services within the Grande Prairie and District Catholic Schools Region;
- A dependable, consistent and reliable work record including attendance at work;

Job Description

Under the supervision of the Director of Student Services, the individual will

1. Assess, establish and coordinate individually tailored language programs for students;
2. Plan and coordinate implementation of programs to improve speech, language and communication abilities;
3. Administer tests and observe students to evaluate speech, language and communication abilities;
4. Supervise, assist and train Communicative Disorders Assistants and Classroom Support Teachers on implementing programs to improve speech, language and communication abilities;
5. Provide indirect and direct intervention services and follow-up of speech and language programming to be implemented by Communication Disorders

- Assistants, Classroom Support Teachers, classroom Teachers, volunteers and parents;
6. Work with students with multiple speech and language needs (i.e., Down's Syndrome, Cerebral Palsy, developmental delay);
 7. Act as a resource to school administrators in the delivery of speech and language services within each school;
 8. Participate in school conferences and meetings; assist in the development and follow-up of Individual Program Plan (IPP) recommendations.
 9. Consult with physicians, audiologists, psychologists and other health care professionals to help plan treatment programs;
 10. Coordinate referrals to outside agencies and act as a liaison between these agencies and school personnel;
 11. Prepare reports and correspondence;
 12. Maintain professional and statistical reports;
 13. Conduct research on speech and other communication disorders and on the development and design of diagnostic procedures;
 14. Develop and conduct in-service, workshops and presentations as required; participate in committees related to Board initiatives/projects.
 15. Practice within a self-regulated profession by adhering to and abiding by the Regulated Health Professions Act, the Audiology & Speech and Language Pathology Act, and the Rules and Regulations outlined by the Alberta Speech and Language Pathologists and Audiologists (ACSLPA) and maintaining a high standard with respect to Code of Ethics; and
 16. Other duties as amended by the Director of Student Services.

Administrative Procedure 470

DISTRICT PRINCIPAL

Background

The District Principal collaborates with the Superintendent in order to ensure that the policies and procedures of the District are effectively implemented.

The District Principal shall maintain professional relationships with the Executive Team, Trustees, Principals, staff, students, parents, and other affiliated individuals, groups or organizations in order to ensure that the policies and procedures of the District are effectively implemented.

Procedure

1. The District Principal is responsible to the Superintendent.
2. The District Principal is to be sufficiently informed with respect to all aspects of the school system in order to assume the functions of the Assistant Superintendent during the Assistant Superintendent's absence.
3. The District Principal is responsible for:
 - 3.1 Visiting and informally supervising new teachers
 - 3.2 Providing new teachers with advice related to their practice of the Teaching Quality Standards (TQS) and the District's Rubric for Enhancing Professional Practice.
 - 3.3 Communicate pertinent information to new teachers through the weekly Inspired Beginnings newsletter.
 - 3.4 Work with School based Principals and either assist or complete evaluations for staff.
 - 3.5 Attend all Principal and Admin Association meetings as required.
 - 3.6 Attend Board meetings as required.
 - 3.7 Serve as the Principal for St. John Bosco Catholic Outreach School.
 - 3.8 Research the possibilities and develop a plan for Home Education (Grades 4-12).
 - 3.9 Research the possibilities and develop a plan for Virtual Learning (Partnership with another Alberta Catholic Board).
 - 3.10 Attend Zone 1 Curriculum meetings on behalf of the Superintendent and prepare a summary of key points.

3.11 Serve as the Attendance Officer for the District

3.12 Other duties as assigned by the Superintendent.

Reference: Section 19,20, 24, 26, 61, 96, School Act

Cross-Reference: Board Policy 4 – Role of Superintendent/CEO

Board Policy 5 – Delegation of Authority

Board Policy 16 – Recruitment and Selection of Staff

Administrative Procedure 476

INFORMATION SYSTEMS ADMINISTRATOR

Background

The District Computer Systems Administrator is responsible for planning and directing the set-up, installation, maintenance, and repair of the District's computer and telephone systems located in 11 schools, a central office and a 5000 ft. maintenance facility.

Procedures

1. Reporting Relationship

The District Computer Systems Administrator:

- 1.1 Reports to the Superintendent
- 1.2 Communicates with students, parents, business and community members, school-based staff and administrators, computer systems staff of 3 and District Office staff and administrators.

2. Primary Functions

- 2.1 The District Computer Systems Administrator is responsible for performing the following duties:
 - 2.1.1 Ensures the installation and maintenance of computer equipment/systems required by Alberta Education guidelines.
 - 2.1.2 Ensures all servers are updated as necessary.
 - 2.1.3 Ensures equipment is repaired/replaced in a timely fashion.
 - 2.1.4 Research/explores new technologies to improve efficiency and access to information.
 - 2.1.5 Maintains up-to-date records and reports.
 - 2.1.6 Effectively manages a budget plan.
 - 2.1.7 Supervises and evaluates the technical staff.

3. Performance Responsibilities

- 3.1 Ensures equipment/systems ready for the start of the school year.
- 3.2 Ensures that Library Catalog and computers are updated using necessary software.
- 3.3 Ensures that school based administrators:
 - 3.3.1 are informed about work that is to be completed on site prior to their initiation.
 - 3.3.2 receive information about repairs/updates.
 - 3.3.3 are invoiced for accidental damage at the school site.

- 3.3.4. order all equipment through the District Computer Administrator for efficiency and budget purposes.
- 3.3.5. do not accept donated computer equipment unless specifically authorized.
- 3.4 Provides students and staff with state-of-the art equipment and software.
- 3.5 Works cooperatively with others to develop a technological plan that is integrated with the District Three Year Plan.
- 3.6 Develops procedures for the purchasing, implementation and repair of equipment.
- 3.7 Implements technological plans effectively.
- 3.8 Maintains warranties and records of equipment.
- 3.9 Generates accurate reports as required and/or as requested.
- 3.10 Maintains appropriate confidentiality.
- 3.11 Works cooperatively with others to set and communicate acceptable standards of conduct among technical staff.
- 3.12 Manages staff problems in accordance with policies, regulations and legal requirements.
- 3.13 Supports the efforts of technicians to manage Catholic values, policy, good practice, regulation and legal requirements.
- 3.14 Uses appropriate strategies to effectively maintain a responsive and high quality service.
- 3.15 Maintains an awareness and understanding of the community served by the District.
- 3.16 Networks with other Systems Administrators in other Districts.
- 3.17 Promotes a positive image of the District within the community.
- 3.18 Utilizes community resources to enhance learning by attending workshops/seminars/conferences.
- 3.19 Ensures that an annual written evaluation is completed on each staff members.
- 3.20 Works with Superintendent to establish a professional development plan and budget for technical staff.
- 3.21 Keeps Superintendent informed of pertinent school-related issues.
- 3.22 Carries out duties as assigned by the Superintendent in accordance with policies and procedures of the Board.

Administrative Procedure 477

SUPPORT STAFF EVALUATION

Background

The purposes of employee performance evaluation are:

1. To celebrate excellence in task performance.
2. To make the individual employee aware of job expectations and the degree to which a supervisor feels that job responsibilities are being met.
3. To identify areas of strength and potential improvement thereby creating opportunities for assistance and in-service where appropriate.
4. To motivate employees to more closely attain their potential and to improve their job performance.
5. To provide a basis for decisions about permanent appointments and the awarding of increments.
6. To provide a variety of input information for the purpose of making effective administrative decisions in regard to the total staff, groups of employees and the individual employee.

The Superintendent is responsible for ensuring that periodic performance evaluations of support staff are undertaken, and that appropriate records are maintained for each evaluation.

Procedures

1. All employees will be provided with a job description and list of duties and be given the opportunity to discuss same with their immediate supervisor. Employees will be advised that performance evaluation will be based on the job description and related duties.
2. All employees will be evaluated, and receive a report, prior to the end of a three-month probationary term. Thereafter, evaluations will be conducted at least once every three (3) years, and a report issued on or before April 30th.
3. A pre-conference must be held which will review the timeline of the evaluation, as well as provide an opportunity for the employee to review the performance expectations, evaluation procedures, and evaluation report form.
4. The employee shall be given the opportunity to request additional data to be collected, to request additional administrators to be included in the evaluation process, and to have the opportunity to respond in writing.

5. A post-conference must be held at which time the employee shall have the opportunity to discuss all written reports with the appropriate administrator.
6. The employee must have the opportunity to seek on-the-job assistance and consultation.
7. All documents pertaining to staff evaluation will be held securely and treated in confidence.
 - 7.1 A personnel file for each staff member shall be maintained at the Catholic Education Centre.
 - 7.2 The school shall maintain a personnel file for individual staff members.
8. The file copy of any evaluation document shall be placed in the personnel file at the source of the document.
9. The Principal shall receive copies of evaluation documents with respect to school staff members that originate from District Office administration.
10. Material of an evaluative nature contained in personnel files shall be treated as confidential to the employee, Principal, Superintendent and other Executive Officers/Supervisors designated by the Superintendent.
11. When an employee leaves a school, the contents of his/her school file will be reviewed by the employee, the Principal, and the Superintendent or designate and disposed of as follows:
 - 11.1 Material of an evaluative nature will be forwarded to the Catholic Education Centre to be included in the personnel file.
 - 11.2 Other material will be disposed of at the discretion of the Superintendent.
12. Evaluation Reports:
 - 12.1 Written reports completed in the course of an evaluation will be delivered to the employee and discussed with the employee.
 - 12.2 The report will provide space for a written response and signature of the employee.
 - 12.3 A copy of the report showing the employee's comments and signature will be placed in the personnel file.
9. Other Correspondence:
 - 13.1 Copies of memos, letters or other items of communication issued to the employee as a result of evaluation procedures will be placed in the personnel file.
 - 13.2 The employee shall have the opportunity to comment in writing on any report or other written item as described above and have his/her comment entered in the file.

Reference: Section 60, School Act

Administrative Procedure 478

PAYROLL AND BENEFITS FOR NON-CERTIFICATED STAFF

Background

The following procedures will be used for the administration of the payroll and benefits plans for non-certificated staff.

Procedures

1. All temporary employees hired after January 1st of each year shall not be eligible for enrolment in the Local Authorities Pension Plan until the employee is re-hired the following school year.
2. All employees, other than temporary, working 30 hours per week or more must participate in the Local Authorities Pension Plan.
3. Employees working less than 30 hours per week but more than 14 hours per week have the option of participating in the Local Authorities Pension Plan. Employees working less than 14 hours a week cannot participate in the Plan.
4. All temporary employees hired prior to March 1st each year shall be eligible for the continuation of employee benefits to August 31st of the year. Temporary employees hired after March 1st shall not be eligible to participate in employee benefits until the date of re-hire after August 31st.

Reference: Section 60, School Act
Local Authorities Pension Plan

Administrative Procedure 479

VEHICLE ALLOWANCES

Background

The following vehicle allowance rates are used for support staff use of their vehicles for District business. The Superintendent, in consultation with supervisors in various areas, will annually review rates. Reimbursement is based on daily or weekly use and may be amended throughout the year.

The District continues to examine and purchase fleet vehicles to augment privately owned vehicles, if a safety and cost model can be justified. If a person is selected to drive a fleet vehicle the individual would no longer be eligible for reimbursement.

| | |
|---------------------------|---|
| Maintenance Staff | \$650.00/month – multiple daily use and V8 engine \$25/day (pro-rated rate for 8 hrs/day). No call-out provision. Employees not at work do not receive the additional \$25/day (Availability use fee). \$15 trailer hook-up fee and 0.70/km for towing in and out of the City (approval of Supervisor required) |
| Computer Technicians | \$315/month – multiple daily use \$365/month – multiple daily use (truck required) \$15 trailer hook-up fee and 0.70/km for towing in and out of the city (approval of Supervisor required) |
| Religious Education Cons. | \$225.00/month – daily use |
| Special Education | \$225.00/month – daily use |
| Aboriginal Support Worker | \$165.00/month – daily use/intra school use |
| AISI | \$125.00/month – daily use |
| Speech TA | \$125/month – daily use in City of GP to multiple sites |
| Band Teacher | \$115/month – daily use in City of GP to multiple sites |
| Work Experience | \$50/month – weekly use in City of GP (one person) |
| Finance Officer | \$450.00/year – weekly use |
| C.E.C./School Secretaries | \$275.00/year – shared – casual use (one per school) |
| School Head Custodians | \$275.00/year – weekly use |
| STM Custodian/Maintenance | \$240.00/month – daily/ multiple daily use (truck or similar) |

Procedures

1. The Vehicle Allowance is reviewed annually. Individuals who believe their rate does not reflect their actual costs are encouraged to submit in writing a summary of actual expenses for comparison purposes to their respective supervisors.

2. Drivers are to note that their insurance coverage is always primary or first loss insurance. If a driver is required to use their vehicle for work related tasks they shall so advise their insurance company.
3. Individuals who receive annual/ monthly reimbursement for mileage are required to carry for bodily injury and property damage coverage of at least One Million (\$1,000,000) Dollars.
4. A portion of the monthly/yearly vehicle allowance is expected to cover the individual's costs to purchase additional insurance often referred to as business insurance.
5. If an individual is required to drive their vehicle on a regular basis and is compensated only by the per kilometer rate, then the individual is encouraged to submit a letter from their insurance agent to the Associate Superintendent of Business verifying the additional costs. The need to drive and the expense of additional insurance will be reviewed and compensated if deemed necessary. For example, teaching assistants or teachers required to transport students and paid only at a per kilometer rate will most likely need additional coverage from their insurance company. It is the individual's responsibility to research if additional coverage is required.
6. Effective September 1, 2008, employees required to use of their vehicle for casual use will be compensated at a standard CRA 2008 vehicle rate of .52c/km.
7. If an individual is required to hold a Class 2 license (school bus) or a Class 4 license (mini bus up to 24 passengers) then the Catholic School District will reimburse costs for the Medical Exam, Driver's License, and paper/road test. Receipts are to be submitted to the Associate Superintendent of Business for reimbursement upon successful completion of the exams.
8. Teaching Assistants who are required to use their own vehicle to drive students will be reimbursed mileage at District rates when the Director of Student Services authorizes the program in writing. The Director may choose to establish a monthly flat rate instead of a daily reimbursement rate.
9. No one will establish reimbursement rates beyond what is posted.
10. Starting January 1, 2008, all monthly/ annual vehicle allowances will be paid through payroll. Separate cheques for monthly/ annual rates will no longer be issued.
11. Secretarial staff may agree to share the vehicle allowance where more than one person uses their vehicle.
12. Employee monthly/annual vehicle allowances are taxable as per rules established by Canada Revenue Agency. A Declaration of Conditions of Employment form (T2200) is available through the Associate Superintendent of Business Operations if you meet the conditions outlined by the Canada Revenue

Agency. Please submit your request in writing to the Associate Superintendent of Business and s/he will verify if you meet the conditions.

Effective September 1, 2008

Reference: Section 60, School Act