

PERSONNEL & EMPLOYEE RELATIONS 400

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Administrative Procedure 400

Updated: February 2008

RECRUITMENT AND SELECTION OF TEACHERS

Background

To meet Holy Spirit Catholic Schools' vision, the teacher recruitment and selection process must ensure that the teachers hired for the division have the highest skill and commitment to Catholic education and dedication to the success of students.

Procedures

1. Requisitions for staff recruitment and selection shall be submitted to the Deputy Superintendent.
2. Available teaching positions will be advertised within the division first and as necessary outside of the division.
3. Factors that will be considered in the selection of teachers are as follows:
 - 3.1 Practicing Catholics that are active in the parish and model Catholic values.
 - 3.2 Commitment to Catholic education.
 - 3.3 Professional training and experience.
 - 3.4 Professional achievements and contributions.
 - 3.5 Ability and qualifications.
 - 3.6 Personal qualities including effective interpersonal relationships, sensitivity and empathy, ability to work with others, communication skills, integrity and ability to exercise sound judgment.
 - 3.7 Information obtained from references.
4. Teachers must submit a medical certificate certifying they are in good health as required by Administrative Procedure 419 – Medical Examination.
5. The Deputy Superintendent acts as the sole agent Board in making contractual arrangements with the successful candidate.
6. Employment shall be confirmed upon receipt of the following documents from the new employee:
 - 6.1 A signed letter of offer or contract as applicable;
 - 6.2 A Child Welfare check;
 - 6.3 A Criminal Records check; and
7. Proof of valid Alberta Teacher Certification.

Administrative Procedure 401

Last Revised: September 2010

RECRUITMENT AND SELECTION OF SCHOOL ADMINISTRATORS AND SUPERVISORY STAFF

Background

The recruitment and selection of divisional administrative staff must ensure that the administrators hired for the division demonstrate their Catholic faith and follow a lifestyle that is exemplary to students, parents, staff and community, both at schools and in the community, and recognize the uniqueness of every student in the school.

Procedures

These procedures apply to all administrative and supervisory positions in the division with the exception of the Superintendent and the Deputy Superintendent.

1. The Deputy Superintendent will initiate recruitment procedures for vacant positions, complete reference checks and short list candidates to be interviewed.
2. The Superintendent will make the final appointment of administrative and supervisory staff.
3. The basic criteria to be considered in selecting administrative and supervisory staff are as follows:
 - 3.1 Commitment to Catholic education.
 - 3.2 Professional preparation and experience.
 - 3.3 Professional achievement and contribution, including evidence of leadership ability.
 - 3.4 Information provided through verbal and written references.
 - 3.5 Administrative abilities such as decision-making, organizing, planning, communicating, coordinating, managing and evaluating.
 - 3.6 Human relations skills such as the ability to develop positive relations with students, staff, parents, parish, community and others.
4. All school level administrative and supervisory positions will be advertised first internally to ensure that the selection process considers all interested and qualified staff members, and then externally. Consideration may also be given to the transfer of current administrators to a vacant position.

5. In some instances, appointments to vacant school level administrative and supervisory positions may be made by the superintendent without advertisement. These positions will be in an acting capacity for a specified time. Prior to the completion of the specified time, the position will be advertised as per section 4 of this Administrative Procedure.
6. An interview committee will be established to interview a short list of candidates, and will be structured as follows:
 - 6.1 For the position of Associate Principal, the interview committee will consist of the Superintendent, the Deputy Superintendent or designate, the Principal, one teacher representative, and one parent representative.
 - 6.2 For the position of Principal, the interview committee will consist of one Trustee, the Superintendent, Deputy Superintendent or designate, one principal from the division, one teacher representative, and one parent representative.
 - 6.3 For the position of Supervisor, Coordinator and/or Consultant, the interview committee will consist of the Superintendent, Deputy Superintendent or designate, one principal from the division, one teacher representative, and one parent representative.
 - 6.4 For the position of Director, the interview committee will consist of the Superintendent, Deputy Superintendent or designate, the direct supervisor, one principal from the division, one teacher representative, and one parent representative.
 - 6.5 For the position of Secretary-Treasurer and/or Associate/Assistant Superintendent, the interview committee shall consist of two Trustees, the Superintendent, the Deputy Superintendent or designate, one principal from the division, one teacher representative, and one parent representative.
 - 6.6 For the position of Deputy Superintendent, the interview committee shall consist of two Trustees, the Superintendent, the Secretary-Treasurer or designate, one principal from the division, one teacher representative, and one parent representative.
7. All school level administrative appointments will be made to the division and not to a specific school.

Administrative Procedure 402

ROTATION OF SCHOOL-BASED ADMINISTRATORS

Background

The periodic rotation of school-based administrators contributes to their professional and personal growth, thereby, improving the quality of education throughout the division.

Procedures

1. The Superintendent will review annually all school administrative assignments.
2. The Superintendent will consult each spring with individual school-based administrators to assess their interest in a rotation to a different position.
3. Administrators would normally be expected to serve in schools for a period of at least two years and not more than eight years. However, in extenuating circumstances these guidelines may be waived.
4. Reasonable efforts will be made to minimize the immediate negative financial impact of a rotation.
5. On or before June 1, the Superintendent will prepare a listing of school-based administrative assignments and notify the administrative staff of the proposed assignments.
6. Following the notification of the proposed administrative changes with the school-based administrators, the Superintendent will bring a listing of the administrative assignments to the Board for information.
7. Unless otherwise noted, all school-based administrative assignments will be effective August 1.

Administrative Procedure 403

TEACHER PROFESSIONAL GROWTH PLAN

Background

A professional growth plan is essential if teachers are going to strive to improve their instructional skills in cooperation with their Principal.

Procedures

1. The teacher shall develop a professional growth plan each year and submit it in writing to the Principal early in the school year.
2. At the end of each school year, the Principal will submit to the Superintendent written verification that the teacher participated in the objectives and activities identified in the professional growth plan.
3. The Principal shall advise the teacher that written reports completed in conjunction with the professional growth plan will not be used in the evaluation process.

Administrative Procedure 404

Revised: January 11, 2005

EXPECTATIONS FOR TEACHER PERFORMANCE

Background

In order to provide a fair and objective assessment of a teacher's performance, it is essential that the expectations and responsibilities of the teacher be identified and clearly communicated.

Procedures

In addition to the responsibilities specified in Section 18 of the *School Act*, the expectations and responsibilities of the teacher will be based upon the following:

1. Faith Life
 - 1.1 The teacher exhibits to students an example that is consistent with what is being taught. To be credible, the teacher must proclaim Catholic philosophy through actions, both within the school and community.
 - 1.2 The teacher is expected to be in good standing with the Church and is expected to be an active member of the parish community.
 - 1.3 The teacher is expected to be knowledgeable about the Catholic faith.
 - 1.4 The teacher shall maintain close communication with the parish priest in preparing for the reception of the sacraments and to invite him to various school programs and functions.
 - 1.5 Teachers of other faiths are expected to continue to practice their own particular faith and to support the religious foundation of our Catholic schools.
2. Knowledge of Subject Matter
 - 2.1 The teacher is thoroughly familiar with and follows the appropriate Program of Studies prescribed by Alberta Education.
 - 2.2 The teacher shows knowledge beyond the minimums presented in the text and is able to add details which illuminate a point or add interest or colour.
3. General Education
 - 3.1 The teacher has a good command of spoken and written English language appropriate for his/her subject assignment.
 - 3.2 The teacher models life-long learning for students.

4. Planning

- 4.1 The teacher produces long range plans for each subject assignment specifying goals, topics, time lines, evaluation and materials used.
- 4.2 The teacher produces daily lesson plans of such detail enabling him/her to teach the Program of Studies effectively. In the event of a substitute teacher, more detailed plans will be provided.
- 4.3 The teacher shall be prepared for his/her lesson.

5. Evaluation

- 5.1 Students are regularly evaluated.
- 5.2 Evaluation reflects the goals of the Program of Studies.
- 5.3 A variety of evaluation techniques are used as appropriate to the subject area and grade level.
- 5.4 Evaluation reflects the school's grading policy and the school division's Administrative Procedure (AP 305—Student Evaluation).
- 5.5 The teacher keeps accurate records of all evaluations.

6. Methodology

- 6.1 The teacher selects methodology appropriate to the subject, theme, age level and characteristics of the students.
- 6.2 The teacher uses a variety of methods to create interest and assist learning.
- 6.3 Concrete materials and experiences are used to illustrate abstract ideas, especially, but not exclusively, in the lower grades.
- 6.4 Homework may be used as a means of consolidating learning and developing work skills and independence.
- 6.5 Good use is made, as appropriate, of the library, audio-visual equipment, the Regional Film Centre and other teaching resources.
- 6.6 Provision is made for individual differences such as learning styles, differing speeds of learning, and capacity for abstraction.
- 6.7 Extra help is provided to students as appropriate.

7. Discipline

- 7.1 The teacher maintains order in his/her classes.
- 7.2 The teacher enforces school rules in class and throughout the school.
- 7.3 The teacher is on time for class and assigned supervision duties.
- 7.4 The teacher exercises prudent supervision over students on co-curricular and extra-curricular activities.

- 7.5 The teacher does not leave his/her classes or students unsupervised without compelling reasons and appropriate accommodation for replacement supervision.
8. Care of Classrooms and Materials
- 8.1 The classroom environment promotes student learning.
- 8.2 Textbooks are issued according to school procedures and students are instructed on their proper care.
- 8.3 Care is taken of all equipment borrowed from the library or on loan to the teacher and the material is returned promptly.
- 8.4 The teacher maintains proper security in his/her classroom.
9. Relations with Students
- 9.1 The teacher treats students with respect as befitting the Christian nature of our schools.
- 9.2 The teacher respects the confidentiality of student performance information.
- 9.3 The teacher uses physical force only to protect other children, defend himself/herself or prevent the destruction of property.
- 9.4 The teacher provides extra assistance to students as required and responds to requests for counseling by making the appropriate referral.
- 9.5 Information on important student educational needs not being met is communicated to the Principal.
10. Relations With Parents
- 10.1 The teacher prepares reports for parents following school guidelines.
- 10.2 The teacher attends all regularly scheduled parent/teacher conference days.
- 10.3 The teacher arranges a parent/teacher conference whenever one is requested at a mutually convenient time.
- 10.4 The teacher communicates with parents in accordance with school policy.
- 10.5 The teacher is courteous and informative with parents.
11. Relations With Administration
- 11.1 The teacher attends meetings called by the Principal or Associate Principal and is available, from time to time, for evening meetings with parents such as "Meet the Teacher Night" or meetings called to explain a new program.

- 11.2 The teacher co-operates with supervisors in the teacher evaluation process.
- 11.3 The teacher hands in, on time, such paperwork as required by the office.
- 11.4 The teacher behaves in an ethical fashion to administration members and refrains from criticizing them “behind their backs.” Any concerns are taken directly to the appropriate administrator.

12. Relations With Fellow Teachers

- 12.1 The teacher is expected to abide by the Code of Professional Conduct of the Alberta Teachers’ Association.

13. Personal Attributes

- 13.1 The teacher has the physical and mental health to be able to actively carry out his/her duties.
- 13.2 The teacher maintains an appropriate level of grooming and dresses in a professional fashion.

14. Professional Growth

- 14.1 The teacher keeps abreast of current developments in the field and in teaching methodology through attendance at conferences, reading professional journals and books and discussions with colleagues.
- 14.2 The teacher actively participates in school and division sponsored professional development events.

15. Contributions to the Life of the School

- 15.1 The teacher contributes to the life of the school beyond regular teaching duties.
- 15.2 The teacher, from time to time, serves on staff committees as appropriate.

Administrative Procedure 405

Last Revised: September 2014

TEACHER EVALUATION

Background

Evaluation of teachers is required by Alberta Education Policy 2.1.5 – Teacher Growth, Supervision and Evaluation, and the need of the Superintendent for the purpose of making decisions regarding professional growth, employment and certification.

Procedures

1. All teachers and administrators are required to become familiar with Alberta Education Policy 2.1.5 – Teacher Growth, Supervision and Evaluation and Ministerial Order 016/97 – Teaching Quality Standard. These documents and the procedures contained in Administrative Procedure 405 – Teacher Evaluation define the basis, content and manner in which teacher evaluation will be carried out in the division.
2. Evaluation may be initiated by the teacher, by the school Principal, by the Superintendent, or by the Deputy Superintendent.
3. All reports generated during the evaluation process shall be signed by both parties and kept in the teacher's personnel file secured appropriately, with a copy provided to the teacher before the report is formally submitted.
4. The teacher shall be informed of the right to the assistance of a mentor or peer support team throughout the evaluation process.
5. Teachers may review their own evaluation records at any stage of the evaluation process.
6. The teacher shall have opportunity to add comments to all written reports pertaining to the evaluation.
7. The following will apply to all teachers holding continuing contracts:
 - 7.1 Before an evaluation is performed, the teacher must receive or submit written notification, a copy of which must be kept in the individual teacher's secured personnel file.
 - 7.2 The Principal shall convene a conference with the teacher after notification and before formal observation, during which evaluation policy and procedure, teacher expectations reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.

- 7.3 The following shall be included by school administrators in the evaluation process:
 - 7.3.1 Multiple observations based on the established criteria.
 - 7.3.2 Frequent conferencing.
 - 7.3.3 A formal written report based on the established criteria containing descriptive assessments in the major performance areas which may include strengths, directions for growth and recommendations.
 - 7.4 Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level:
 - 7.4.1 The teacher must be notified that a program of remediation will be initiated.
 - 7.4.2 The program of remediation will stipulate the required improvements in the teacher's practice and a timeline for achieving them.
 - 7.5 At the end of the time allotted for the teacher to make the required improvements, the school administrator shall conduct another evaluation. The administrator will then write a report containing the assessment and recommendations. Either the teacher's performance will be satisfactory, or the Principal will inform the teacher and recommend to the Superintendent, termination of the teacher's contract.
 - 7.6 Upon receiving an unfavourable evaluation, a teacher may request a review of the Principal's decision by the Superintendent.
 - 7.7 If as a result of the review it is decided another evaluation needs to be conducted, it will be done by an individual holding a professional teaching certificate, chosen by the Superintendent, and adequately trained in evaluation procedure and practice.
 - 7.8 The Superintendent, upon receipt of the final evaluator's report, shall then assume responsibility for further action.
8. The following will apply to teachers on probationary or interim contracts. It may also apply to teachers with temporary contracts depending on the availability of principal or designate to perform the evaluation process.
- 8.1 At the time a teacher enters into such a contract with the Holy Spirit Catholic Schools, the teacher will receive written notification that an evaluation will take place during the first six weeks of the contract and shall receive a copy of the Division Expectations of Teachers pertaining to teacher evaluation.
 - 8.2 The Principal shall convene a conference with the teacher after this notification and before formal observation. Evaluation procedures, performance criteria, reporting procedures and appeal procedures shall be discussed with the teacher.

- 8.3 The following shall be included in the evaluation process:
 - 8.3.1 A minimum of three classroom observations carried out by school-based administration.
 - 8.3.2 The classroom observations must be based upon established criteria.
 - 8.3.3 Two of the classroom observations shall be completed during the first half of the term of the contract, and the other classroom observation shall be completed during the first three quarters of the term of the contract.
 - 8.3.4 Frequent conferences where observations and assessments are communicated.
 - 8.3.5 A formal written report based on the established criteria containing descriptive assessments in the major performance areas. This may include comments on strengths, directions for growth and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable timeline for improvement.
 - 8.4 If remediation is necessary, the evaluator shall perform a reasonable number of observations to assess the performance level. The evaluator shall write a report containing the assessment and recommendations that will be forwarded to the Superintendent.
 - 8.5 Following the completion of this process, the teacher may appeal the decision of the evaluation report to the Superintendent.
9. The following will apply to teachers eligible for permanent certification:
- 9.1 After sending written notification of evaluation, the Principal shall convene a conference with the teacher before formal observations begin. During this conference evaluation policy and procedure, performance criteria, reporting and appeal procedures shall be communicated and discussed with the teacher.
 - 9.2 The following shall be included by administrators as part of the evaluation process:
 - 9.2.1 A minimum of two observations.
 - 9.2.2 Frequent conferencing.
 - 9.2.3 A formal written report based on the established criteria containing descriptive assessments in major performance areas. These may include areas of strength, directions for growth and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations

and opportunities for improved practice and set a reasonable timeline for improvement.

- 9.3 Following the completion of this process the teacher may appeal the decision of the evaluation report to the Superintendent.

Administrative Procedure 406

DUTIES AND RESPONSIBILITIES OF SUBSTITUTE TEACHERS

Background

Substitute teachers are required to provide a high standard of teaching to the students in the absence of the teacher.

Procedures

The substitute teacher is responsible to the Principal for:

1. Abiding by the Code of Professional Conduct of the Alberta Teacher's Association.
2. Arriving at the school to which they have assigned at least 15 minutes prior to school opening if at all possible.
3. Reporting to the Principal immediately upon arrival to receive instruction on the duties to be performed.
4. Reporting to the Principals before leaving the school at the close of the instructional day.
5. Leaving a written statement for the teacher outlining the work accomplished during the day.
6. Performing all of the duties of the teacher for whom they acted as the substitute including:
 - 6.1 Playground, hallway supervision.
 - 6.2 Keeping the daily attendance.
 - 6.3 Attending staff meeting called during the period of service unless excused by the Principal.
7. Remaining at school in the event of a school emergency until authorized by the Principal to leave.

Administrative Procedure 407

ASSIGNMENT AND TRANSFER OF TEACHERS

Background

The appropriate placement of members of the teaching staff is a major consideration in delivering a quality education program. Therefore it may be necessary to transfer members of the teaching staff in order to facilitate program, student and staff needs.

Procedures

1. Once the total teaching staff has been determined for a school, it is the responsibility of the Principal, in consultation with the individual staff member, the Deputy Superintendent and other special program supervisors, to assign educational responsibilities in consideration of the needs of the instructional program and in accordance with any criteria identified by the Superintendent.
2. The Deputy Superintendent is responsible for coordinating teaching staff assignments and transfers as follows:
 - 2.1 Opportunities for transfers within the division will be advertised in the schools and will identify any special interests or skills that are necessary to meet student and program needs.
 - 2.2 Staff members wishing to be considered for a transfer shall advise the Deputy Superintendent in writing from the teaching staff on or before March 1.
 - 2.3 Administrative meetings will be scheduled with school and division administration to consider any requests for transfer by staff members.
 - 2.4 After transfers have been considered, the Deputy Superintendent will notify the staff members of the decision through personal contact and in writing.
3. In the event that it becomes necessary to transfer staff members that have not applied for, or requested, a transfer, the following shall apply:
 - 3.1 School and divisional administration shall meet and identify the requirements of the educational program and the need to consider and recommend the transfer of teaching staff members.

- 3.2 The following criteria shall be used to determine and recommend the transfer of members of the teaching staff:
 - 3.2.1 Student and program needs as identified by the administration.
 - 3.2.2 Experience, interests and training of the staff member.
 - 3.2.3 Contribution the staff member can make in the new position.
 - 3.2.4 Opportunity for professional growth.
 - 3.2.5 Balanced and equitable staffing for each school in the division if terms of teacher experience, general qualifications and background.
 - 3.2.6 Preference of the staff member, the prospective Principal and the immediate supervisor.
 - 3.2.7 Length of service in the system.
4. Staff members will be consulted prior to any notice of transfer being given and the needs of the system and the individual staff member discussed. An opportunity will be provided for the staff member to express any concerns with the transfer to the Superintendent.
5. Transfers of existing staff will be considered prior to employing new teachers within the division.
6. Transfers of teaching staff members will usually be undertaken at the end of the school year whenever possible. However, there may be occasions when a transfer may need to be made during the year.
7. Reasonable efforts will be made to minimize any negative impact on staff members due to factors such as travel distance and the location of the school.
8. A staff members wishing to request a hearing before the Board in order to object to a transfer shall do so in accordance with Board Policy 13 – Hearings on Teacher Matters.

Administrative Procedure 408

RESIGNATION AND RETIREMENT OF TEACHERS

Background

In order to plan for the needs of the division, teachers that plan to resign or retire from the staff of the division are encouraged to provide notice as soon as possible.

Procedures

1. Letters of retirement or resignation must be submitted in writing to the Superintendent.
2. Requests for consideration of a resignation with less notice than is required by the School Act will be considered by the Superintendent on an individual basis.

Administrative Procedure 409

TEACHER PROFESSIONAL DEVELOPMENT DAYS

Background

Teacher professional development days are necessary for teachers to stay abreast of current pedagogy, advances in, and use of, technology, changes in curriculum and skill development in order to provide a high quality educational service to the students of the division.

Procedures

1. The Superintendent shall provide professional development days for teachers as a component of the division school calendar.
2. Teachers are encouraged to avail themselves of retreats, seminars, workshops, university classes and activities through the ATA specialist councils.

Administrative Procedure 410

February 2008

RECRUITMENT AND SELECTION OF SUPPORT STAFF

Background

To meet Holy Spirit Catholic Schools' vision, the recruitment and selection of the most qualified and competent support staff is essential to maintain excellence in the educational programs and services provided to students attending schools in the division.

Procedures

1. Requisitions for staff recruitment and selection shall be submitted to the Deputy Superintendent or human resource coordinator.
2. The Deputy Superintendent shall ensure that the following steps are taken in the recruitment of support staff:
 - 2.1 In the case of a position that falls within the scope of an existing collective agreement;
 - 2.1.1 Permanently employed staff members will be given the first opportunity to apply for any vacancies.
 - 2.1.2 Employees on temporary contracts will be given an opportunity to apply for vacant positions.
 - 2.1.3 External advertising will commence at the local level.
 - 2.2 In the case of a position that falls out of scope of an existing collective agreement:
 - 2.2.1 Vacant positions will be posted internally and externally.
3. The following criteria will be used in the selection of support staff:
 - 3.1 The needs of students and the division as perceived by the division.
 - 3.2 The competence, suitability and compatibility of the candidate based upon past performance and experience.
 - 3.3 Character and faithful fulfillment of Catholic religious obligations.
 - 3.4 In the case of a position that falls within the scope of an existing collective agreement, provisions of current collective agreements and salary/benefit agreements.

4. The immediate supervisor of the position being recruited to, in consultation with the Deputy Superintendent or designate, will make the final selection.
5. Support staff must submit a medical certificate certifying they are in good health as required by Administrative Procedure 419 – Medical Examination.
6. The Deputy Superintendent acts as the sole agent of the Board in making contractual arrangements with the successful candidate.
7. Employment shall be confirmed upon receipt of the following documents from the new employee:
 - 7.1 a signed letter of offer or contract as applicable;
 - 7.2 a Child Welfare check; and;
 - 7.3 a Criminal Records check.

Administrative Procedure 411

ASSIGNMENT OF SUPPORT STAFF

Background

Support staff members are a vital component of the educational programs and services provided to students. As a component of the educational team, support staff members are expected to demonstrate their Catholic faith, follow a personal life style that is exemplary to students, parents, staff and community, both at school and in the community, and to recognize the uniqueness of every student in the school

Procedures

Support staff members shall possess and demonstrate the following attributes:

1. A Christ-like attitude toward students, staff, parents and the public.
2. An ethical, reliable and professional attitude toward work with an understanding and acceptance of accountability and responsibility.
3. Dedication to work for a common purpose, and a commitment to work as a team member.
4. An ability to establish and maintain effective working relationships with staff, students, parish and the public.
5. Enthusiasm, initiative, and a sense of humour.
6. An affirming, appreciative, positive and proactive manner.
7. Approachability, flexibility and open-mindedness.
8. Continuing spiritual, personal and professional growth.
9. An openness to participating in all facets of school life.
10. Tolerance, fairness, ecumenism, understanding, patience, honesty, courtesy and mutual respect.

Administrative Procedure 412

SUPPORT STAFF SKILLS DEVELOPMENT PROGRAM

Background

Support staff is an integral part of the Catholic educational system and a skills development program has been developed in order to maximize their contribution in providing a high quality educational program to the students.

Procedures

1. The objectives of the skills development program are to:
 - 1.1 Work toward an enhanced teaching and learning environment.
 - 1.2 Maintain a high standard of service to the school community.
 - 1.3 Recognize the worth and value of all employees.
 - 1.4 Ensure that staff assignments are appropriate and within the scope of the position.
 - 1.5 Inform staff of observed strengths and weaknesses in their performance.
 - 1.6 Ensure that the educational goals and objectives of the system are met.
2. The support staff member and the immediate supervisor will complete a personalized job description, objectives and action plan portion of the Skills Development Program by October 31.
3. The action plan will include a monitoring process.
4. The assessment of performance will be completed by May 30 and the support staff member will have the opportunity to indicate agreement or disagreement with all or part of the assessment.
5. The Skills Development Program appraisal form will be submitted to the support staff member, Principal and Deputy Superintendent at the end of the school year.
6. Support staff members will be provided with opportunities and resources to participate in in-service activities designed to upgrade and enhance their skills and abilities.

Administrative Procedure 413

SUPPORT STAFF REDUCTION

Background

A reduction in the number of support staff employed in the division may be necessary from time to time in response to the circumstances and resources of the division.

Procedures

1. Reductions in the number of support staff employed in the division may be necessary as a result of changes in:
 - 1.1 Student enrolments – both current and projected.
 - 1.2 Government and/or local financial support for education.
 - 1.3 Student educational needs.
 - 1.4 New and/or revised curricula.
 - 1.5 Changes in the function of existing physical facilities.
 - 1.6 Other factors identified by the administration.
2. Should a reduction in the number of support staff employed by the division become necessary, efforts will be made to effect such a reduction through voluntary means and transfers to other positions.
3. If the reduction cannot be achieved through voluntary means and transfers, the termination of contracts of employment will become necessary.
4. The following criteria will be utilized in the determination of which contracts of employment will be terminated:
 - 4.1 Appropriateness of academic and experience qualifications and the application of such qualifications to the needs and programs of the division. Every effort will be made to ensure that appropriately qualified staff is retained to assist with the delivery of programs approved by the Board.
 - 4.2 Relative competency will be determined on the basis of written performance appraisals by the division's administrative and supervisory staff.
 - 4.3 Ability to cope with the philosophical requirements and demands of working in a Catholic school system.

- 4.4 Where personnel qualifications, program needs and relative competence are deemed equal, then years of service with the division will be the determining criterion.
5. The Deputy Superintendent shall apply the criteria outlined in 4 above and determine which contracts of employment should be terminated and recommend these to the Superintendent.
6. The Deputy Superintendent will advise those staff members, whose contracts of employment have been recommended to the Superintendent for termination, in writing of the recommendation and shall inform them of the right to request a hearing with the Superintendent at the time the recommendation is going to be considered.
7. The staff member shall be informed by the Superintendent of the staff member's right to appeal to the Board in accordance with Board Policy 14 – Appeals.
8. Recommendations for the termination of contracts of employment should be made if possible 60 days prior to the conclusion of a semester or school term. However, it is to be understood that there may be emergent circumstances that may make this impossible.
9. The Board is not required to assign support staff whose contract of employment may be terminated to any vacant position.

Administrative Procedure 414

CERTIFICATED STAFF PROFESSIONAL DRESS

Background

Each school in the Holy Spirit Roman Catholic Separate Regional Division is a vibrant part of its unique community. As a result, consideration of the communities' norms and standards should be reflected in staff dress.

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

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

Value and Core Commitment Link

"Excellence in Learning"

- "We support and encourage the continued professional growth of staff."
- "We honour diversity."

Procedures

1. The Superintendent shall communicate to the staff of the Division the expectation that all staff members dress in a professional manner.
2. The school teaching staff shall meet at the beginning of the school year and develop shared expectations for staff dress that are based upon the parameters described within this procedure.
3. Expectations established will reflect the following considerations:
 - 3.1 personal discernment between classifications of attire and relevant choices contained therein;
 - 3.2 sensitivity to the needs of employees due to medical circumstances;

- 3.3 circumstances where active learning in the areas of CTS, Art, Science Labs, Outdoor Education, has a propensity to soil clothing;
 - 3.4 differentiated professional dress for physical education
 - 3.5 student or staff derived theme days and special events
4. To assist schools in making decisions regarding professional attire the following classifications and choices are included. A proviso for attire within the classification of “casual” that is not desirable has been listed:
- 4.1 “Casual Attire” is normally considered the comfort clothing that one wears on a daily basis. This clothing is more than what one would wear to a beach, or a sporting event, but is common enough to feel comfortable wearing all day. As a principle, the following clothing items constituting “casual attire” are generally not acceptable for regular classroom instruction:
 - 4.1.1 blue jeans;
 - 4.1.2 crew necked, T - Shirts;
 - 4.1.3 beach wear;
 - 4.1.4 running shoes.
 - 4.1.5 unhemmed clothing
 - 4.2 “Business Casual” is deemed to be comfortable clothing that adheres to the following attire choices:
 - 4.2.1 Women: Slacks (dress pants, chords, chinos, capris), skirts, shirts, blouses, shells, cardigans, sweaters, blazers, casual dresses
 - 4.2.2 Men: Slacks (dress pants, chords, chinos) button down shirts, dress shirts, polo shirts (short or long sleeved shirts with a mock or collared neck line), blazers
 - 4.3 “Business Attire” is deemed to be professional wear for special events, conferences and meetings. Such attire usually adheres to the following choices:
 - 4.3.1 Women: Business Suit (incorporating skirt or pants), slacks (or skirts) with coordinating blazer or sport coat, business dress, dress shoes
 - 4.3.2 Men: Business Suit (matching or separate jacket and pants), dress shirt, tie, dress shoes
5. As Principal leaders and teachers within the school and greater community, school Principals are “encouraged” to adopt elements of business attire within their professional dress.

Administrative Procedure 415

Revised: December 2011

FAITH FORMATION FOR BEGINNING TEACHERS

Background

All who accept employment within the Holy Spirit School Division are expected to align themselves through practice and example with the purposes expressed within the school division's mission statement:

We are a Catholic Faith Community, dedicated to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, in partnership with home, parish, and society, our schools foster the growth of responsible citizens who will live, celebrate, and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

This alignment fulfills two mandates: that stressed within the Teaching Quality Standard and that expressed through the pastoral intent of the Bishops of Alberta and the expectations of the Bishop of the Diocese of Calgary. In conjunction with the Teaching Quality Standard, the Pastoral Letter, "A Burning and Shining Lamp" will serve as a basis for expectations contained with this procedure.

Procedures

1. Beginning teachers within Holy Spirit Catholic Schools will participate in the Division's faith formation professional development program.
 - 1.1 Participation within the faith formation program will be at no cost to teachers obligated to enroll within the program.
 - 1.2 The successful completion of the faith formation program will be a pre-requisite to the teacher receiving continuing contract status.
2. Assuming that high standards of teaching competency have been achieved within the hiring process, preferences in hiring will be afforded those teachers who have obtained:
 - 2.1 One accredited university course in catechetical or theological study as a component of the applicant's post-secondary educational development or
 - 2.2 Attend a Catholic faith development opportunity such as SPICE, outside retreats/programs, or other recognized faith conferences.

3. As an additional mechanism to assure that the beginning teacher assumes competencies dedicated to achieving the goals of the divisional mission statement and the Teaching Quality Standard, the candidate for a continuing contract will be required to submit to their Principal a portfolio which demonstrates growth befitting the ministry of a Catholic teacher.
4. Indicators of growth as a Catholic teacher, for which evidence in a portfolio will be provided, are as follows:
 - 4.1 Prayer life;
 - 4.2 Teaching the faith;
 - 4.3 Witness to Catholic education;
 - 4.4 Nurturing of personal faith;
 - 4.5 Practice of the faith.
5. Candidates for continuing contracts will develop their portfolio with their school principal.
6. Due to the expectations of Section 113 of the School Act, the Superintendent or designate will assume the responsibility of determining whether or not the growth of the Catholic teacher represents the expectations of the Bishop of the Diocese of Calgary, and the Teaching Quality Standard.

Administrative Procedure 415 – APPENDIX A

Added: December 2011

January 2007

A Burning and Shining Lamp: The Role of the Teacher in the Catholic School

**Second in a series of pastoral letters from the
Bishops of Alberta on Catholic Education**

“There is another who testifies on my behalf, and I know that testimony to me is true. You sent messengers to John, and he testified to the truth.. .. He was a burning and shining lamp, and you were willing to rejoice for a while in his light.” John 5:32-33,35

In the fifth chapter of John’s gospel, Jesus speaks of his authority as directly emanating from the Father, and explains that he does not “testify on his own behalf” but has others, notably John the Baptist, who already proclaims the Good News of the kingdom. And who is this “burning and shining lamp?” As he is described in the Gospels, the seemingly wild and disheveled John is not what one would expect as the lamp for Christ. Yet, out of the wilderness, John is called to preach and to point to the Way.

Such is the calling of the Catholic school, and such is the vocation of teachers in a Catholic school. We recognize that teachers encounter many challenges in the student population such as indifference to spiritual values, the lack of practice of the faith, and the lack of religious and moral formation. We, the bishops of Alberta, applaud the essential work that they do to nourish the faith life of their students who are on their journey with the Lord, and who often are much in need of extensive faith formation. For the teachers in our Catholic schools in Alberta, the profession to which they have been called by our Lord may at times seem overwhelming. It is important for us to reflect on this critical vocation of teaching in a Catholic school. We must also keep in mind that our teachers, like all of us, are on a journey of faith, and they must be allowed every opportunity to develop and be formed into “burning and shining lamps” for Christ.

The “fuel” for these lamps can be found in a life of prayer and Christian discipleship, strengthened by the sacraments and guided by the Word of God and by the living faith expressed in our Church’s documents, pastoral letters, and texts on the role of the Catholic teacher. The bishops of Alberta recognize the following as essential:

The teacher in the Catholic school is a witness for Christ and his Church.

First and foremost, all teachers in our Catholic schools must be active and articulate witnesses to the One for whom Catholic schools exist – Jesus Christ. This is not the calling of a select group of men and women who provide religious instruction and formation to students. The Church recognizes that all teachers are witnesses to Christ and,

therefore, are all “religion” teachers. It is of utmost importance then, that our school boards select Catholic teachers who are best suited to be role models and mentors for our Catholic students- this is vital for the life of a Catholic school.

In some circumstances, it may be necessary to hire teachers to teach in a Catholic school who are not of the Catholic faith. We welcome the expertise and commitment of these teachers, provided that they have an awareness of and respect for the principles, philosophy, and spirit of Catholic education. We would expect that they too would be ambassadors for Christ, but they should not be put into a catechetical role in the school in which they provide direct religious instruction.

The teacher in the Catholic school knows Christ and his Church

As a witness for Christ and his Church, the teacher in the Catholic school must be adequately trained for the mission. Catholic school boards in Alberta can help to ensure their teachers have this training through careful hiring practices. At the absolute minimum, teachers hired by Catholic school boards should have two courses in Catholic theology or Catholic religious education. Every Catholic school board should have in place a teacher formation program, either as an internal process, or through the support of graduate programs such as those offered by St. Mary’s University College, St. Joseph’s College, or Newman Theological College. While a solid foundation in theology is important, a complete formation program will involve prayer, service, and participation in the sacraments, especially the Eucharist. This kind of formation will bring teaching staffs into a deeper relationship with Christ, and by their witness, will show students that faith is about knowing Christ, not knowing about Him.

The teacher in the Catholic school is a model of faith in the Trinity

The mystery of the Holy Trinity of God is the example *par excellence* of community. Teachers in our schools reflect the model of love and community that is found in the Father, Son and Spirit. They reflect the community of the Trinity in their partnerships with the parents and guardians of their students. Contact with parents should not be restricted to formal interviews focused on academic matters. Frequent and authentic dialogue with parents “will offer to many families the assistance they need in order to educate their own children properly; and thus fulfill the ‘irreplaceable and inalienable’ function that is theirs. (*Lay Catholics in Schools; 34*)

The teachers help the school itself become a reflection of Trinitarian love and community. Conduct is always much more important than speech. The deeper the involvement that each teacher has in life of the school, the more students will recognize the face of Christ. Teachers must be seen as advocates for justice, both in the world and in the school hallway. They should pray with their students and with their fellow teachers frequently, throughout the day. They should break open the Word of God, and reflect on the Scriptures as a community.

Teachers reflect the communal love of the Trinity in their participation in the Sunday Eucharist at their local parish. This comes not out of external duty or obligation, nor does it come from a sense of guilt. Active participation in Sunday liturgy is the natural outpouring of service and the call of the Eucharistic banquet – it is participation in the life of the Trinity and a foretaste of the Kingdom.

The teacher in the Catholic school is an advocate for social justice.

If our Catholic schools are to be places where transformation of the culture will be nourished, teachers will be important motivators of this mission – “to form men and women who will be ready to take their place in society, preparing them in such a way that they will make the kind of social commitment which will enable them to work for the improvement of social structures, making these structures more conformed to the principles of the Gospel.” (*Lay Catholics in Schools, 19*) Every program of study in our current curriculum can be a tool for transforming the culture and forming our young people into compassionate human beings as well as critical thinkers.

The teacher in the Catholic school is supported by the faith community.

To be as John the Baptist – a “burning and shining lamp” is a beautiful and challenging call to the teacher in the Catholic school. The lamp can be easily extinguished, however, by discouragement, exhaustion, or a perceived lack of support. We must make every effort as a Church to care for, nurture, and celebrate our teachers. The Catholic parent community has a right to seek the best education for their children; they also have the responsibility to work with teachers in an atmosphere of mutual trust and shared vision. Because our parishes are the centers of the faith life of the community, parish priests, catechetical leaders and, indeed, all members of the parish have a responsibility to work in partnership with our Catholic schools. This partnership will not only deepen the faith life of the children in parish, but will be an outreach to the families who have distanced themselves from the Church for whatever reason. Key to this partnership will be the parish support of the teachers.

We, the bishops of Alberta, call upon the teachers in the Catholic schools of Alberta to be “burning and shining lights”- witnesses for Christ, instructors for the Church, models of faith in the Trinity, and advocates for social justice. We call upon all the faithful to celebrate and support them in their vital ministry and mission.

Most Reverend Thomas Collins
Archdiocesan Administrator
Archdiocese of Edmonton

Most Reverend Frederick Henry
Bishop of Calgary

Reverend Gerard Pettipas CSsR
Archbishop-Elect of Grouard-McLennan

Very Reverend William Hupalo
Eparchy Administrator
Eparchy of Edmonton

Most Reverend Denis Croteau
Bishop of Mackenzie-Fort Smith

Most Reverend Luc Bouchard
Bishop of St. Paul

Administrative Procedure 416

Added: May 2014

DEVELOPMENT OF JOB DESCRIPTIONS FOR CUPE 1825 POSITIONS

Background

Holy Spirit Catholic Schools is committed to working in a collaborative environment whereby job descriptions are developed in consultation between Senior Administration and the union and where revisions to job descriptions are done in a manner where input and feedback are sought.

Procedures

1. New Job Descriptions

- 1.1 When a new position is established, the Deputy Superintendent, in consultation with the Program Supervisor, and if necessary, the Daily Supervisor shall draft the job description for the new position.
- 1.2 The new job description shall include the following:
 - 1.2.1 Job title
 - 1.2.2 Daily Supervisor
 - 1.2.3 Program supervisor
 - 1.2.4 Minimum to Maximum weekly hours of work, or minimum to maximum hours of per work day
 - 1.2.5 Qualifications, including but not limited to:
 - 1.2.5.1 Education, (credentials such as certificates, diplomas, degrees)
 - 1.2.5.2 Technical skills and training
 - 1.2.5.3 Relevant work experience
 - 1.2.5.4 Interpersonal skills
 - 1.2.6 A detailed description of the duties and responsibilities
- 1.3 The new job description shall be circulated to Senior Administration for feedback.
- 1.4 The new job description shall be circulated to the CUPE 1825 Executive for feedback.
- 1.5 Upon completion of the new job description, the job description shall be posted to Human Resources section of the Holy Spirit Catholic Schools website.
- 1.6 No position shall be posted prior to the completion of a job description.

2. Existing **Job Descriptions**

- 2.1 Existing job descriptions may be reviewed on a periodic basis as the need arises.
- 2.2 The Deputy Superintendent, Daily Supervisor, Program Supervisor, or CUPE Executive may initiate a review of an existing job description.
- 2.3 When a review of an existing job description is initiated, an advisory committee shall be established to conduct the review. This committee shall be comprised of:
 - 2.3.1 The Deputy Superintendent, who shall chair the committee
 - 2.3.2 One other member of the Senior Administrative Leadership team
 - 2.3.3 Program Supervisor or designated daily supervisor
 - 2.3.4 CUPE 1825 President or designate
 - 2.3.5 No more than 2 other CUPE 1825 members currently in the job under review
- 2.4 The terms of reference (reason) for the review shall be established at the outset.
- 2.5 The final decision regarding changes to the job descriptions rests with the Superintendent.
- 2.6 No employee currently employed on a permanent basis in a position under review shall be terminated as a result of a change in qualifications.
- 2.7 Revised job descriptions shall be posted to the Human Resources section of the Holy Spirit website.

Administrative Procedure 418

Added: May 10, 2013

LOCAL AUTHORITIES PENSION PLAN (LAPP)

Background

The Local Authorities Pension Plan Alberta Regulations 366/1993, requires that employers have a written policy in place to be provided to LAPP administrators upon request. An established policy is also beneficial for division Employees who administer this pension plan.

Procedures

1. Eligible non-certificated Employees will have access to the Local Authorities Pension Plan. Once an Employee joins the plan, he/she must continue to participate until employment ends.
2. Participating Employee Groups at Holy Spirit Roman Catholic Separate Regional Division No.4, for purposes of the Plan, are limited to all eligible non-certificated Employees which include: CUPE 1825 Employees, CUPE 290 Employees, and Out-of-Scope Employees. Trustees are not eligible to participate.
3. All Employees in the above groups must participate in the plan if they are in a full-time (1.0 FTE) permanent contract, based on a minimum of 30 hours per week.
4. LAPP has set a minimum of 14 hours per week to be eligible to participate in the plan. Permanent part-time and permanent full-time Employees working a minimum of FTE = 0.47 are eligible to participate in the plan.
5. Temporary part-time and temporary full-time Employees are not eligible to participate in the plan.
6. There is no probationary or waiting period to be served pertaining to eligibility for participation in the plan, for employees who are eligible to participate in the plan.
7. The Employee will be informed of their membership status at the time of hire.

Legal Reference:

Local Authorities Pension Plan Alberta Regulations 366/1993
CUPE 1825 collective agreement – clause 9.8
CUPE 290 collective agreement – clause 7.8
www.holyspirit.ab.ca – Human Resources – Staff Tools

Administrative Procedure 419

MEDICAL EXAMINATIONS

Background

In order to fulfill the responsibilities of their position, employees need to be in good health. 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. Section 118, *School Act*, governs the requirement of a medical examination.

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.
2. An employee may be required at any time to obtain a medical statement from a qualified physician named or approved by the Superintendent at Board expense, 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.
3. An employee who is absent, due to illness, for six or more consecutive working days shall be required to submit a medical statement verifying the illness.
4. An employee, who has been on sick leave, long-term disability, or workers compensation, shall provide a written statement from a qualified physician prior to returning to work, stating that they are able to perform the duties for which they were employed.
5. All medical information collected by the division will be treated as confidential and retained in the employee's personnel file.

Administrative Procedure 420

PERSONNEL FILES

Background

A confidential personal file will be maintained at the central office for each employee.

Procedures

1. The office of the Deputy Superintendent will maintain a personal file for each employee which includes some or all of the following items:
 - 1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference and placement documents.
 - 1.2 Copies of letters relating to Board actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.
 - 1.3 Correspondence between the employee and administrative officers.
 - 1.4 Materials respecting professional development and achievement.
2. A personal file shall not contain items submitted anonymously.
3. An employee, or duly authorized representative, shall have the right to examine the contents of his/her personal file upon request to the Deputy Superintendent. Such examination shall be in the presence of the Deputy Superintendent or designate. The employee shall not be allowed to remove his/her personal file, or any part thereof, from the Board office. Upon written request, the employee shall be able to obtain copies of any of the documents included.
4. The employee shall have the right to have included in his/her personal file, his/her written comments on the accuracy of the meaning of any of the contents of the personal file and to add relevant documents to the file.
5. Information contained in a personal file shall not be made available to parties or persons external to the division, except as authorized in writing by the employee, or as required by law. The employee shall receive notification when information is made available under this provision. Access to the personnel file by division personnel will be limited to central office administrators and the employee's immediate supervisor.

Administrative Procedure 421

DECLARATION OF CONFIDENTIALITY

Background

All staff members are required to maintain confidentiality with respect to information pertaining to students, parents, other staff members and their families, and the business of the Board.

Procedures

1. All staff members shall be required to complete a Declaration of Confidentiality as a condition of employment. A copy of the declaration is included in the Forms Manual.
2. The original declaration document shall be signed by the staff member, witnessed by a school official, and submitted to the Deputy Superintendent for inclusion in the staff member's personal file.
3. Staff members shall be made aware that disclosure of privileged information is grounds for dismissal.

Administrative Procedure 424

LEAVES OF ABSENCE

Background

It is recognized that staff members may be required to be absent from their assigned duties and will need to request a leave of absence.

Procedures

1. All staff members must follow the procedure as outlined the respective collective agreement.

Administrative Procedure 425

LEAVES OF ABSENCE FOR POLITICAL PURPOSES

Background

The division recognizes the right of employees to campaign for and to hold political office. Accordingly, in addition to the provisions for leave in the collective agreements, requests for leaves for political reasons may be granted.

In order to ensure that the best interests of students are protected, any employee that is planning to seek an elected office shall immediately inform the immediate supervisor and the Superintendent.

Procedures

1. For an elected municipal office the following shall apply:
 - 1.1 If the staff member is to be absent from regular duties for the purpose of conducting the campaign or carrying out the duties of elected office, he/she must advise the immediate supervisor and the Superintendent of the dates and the duration of the absences.
 - 1.2 All leaves of absence for political purposes shall be without pay.
2. For an elected provincial or federal office, the following shall apply:
 - 2.1 A staff member nominated to seek election must apply for leave of absence without pay for a minimum period extending from the date when nominations are filed officially up to and including the date when the election is held.
 - 2.2 A staff member who requires to be absent on days other than those covered by the period of time outlined above must apply for a leave of absence without pay specifying dates on which the absence will occur.
 - 2.3 A staff member elected to the provincial legislature or federal parliament must apply for a leave of absence without pay for the entire term of his/her office.
 - 2.4 A staff member who occupies an administrative or supervisory position prior to election may be placed in a similar position following the termination of his/her term of office if circumstances permit.
 - 2.4 A support staff is assured of a position following termination of elected office.

3. For a teacher that has been elected as the President of the Alberta Teachers' Association (A.T.A.), the following shall apply:
 - 3.1 A teacher elected as President of the A.T.A. shall be granted leave of absence for the term of office.
 - 3.2 During this leave of absence, the teacher shall maintain any accumulated rights and benefits to which he/she is entitled under the collective agreement, but no additional rights and benefits will accrue during this period.
 - 3.3 The Board shall continue to pay the teacher at his/her applicable salary rate as set forth in the salary schedule. The A.T.A. shall reimburse the Board for the amount so paid at such intervals as the Board may request.
 - 3.4 The benefits of any group plans to which the teacher was entitled prior to his/her leave of absence shall be continued during his leave, and the A.T.A. will reimburse the Board for any costs involved.
 - 3.5 Upon termination of such leave the Board shall make every reasonable attempt to offer the employee a teaching position that is comparable to that which was held before leave commenced.
 - 3.6 The teacher shall advise the Superintendent, as soon as possible, when an extension is necessary due to re-election.

Administrative Procedure 426

Last Revised: April 2011

SECONDMENT LEAVES

Background

Secondment leaves provide an opportunity for teachers to gain personal and professional growth and enrichment.

Procedures

1. Secondment leaves may be provided for teachers to participate in educational research, enrichment and leadership training, and teaching in other institutions.
2. Secondment leaves shall normally not exceed one year but may be extended to a maximum of three years with approval from the Superintendent or designate.
3. Secondment leaves shall normally be taken between September 1 and August 31.
4. Applicants, wishing a secondment leave, must apply to the Superintendent a minimum of 60 teaching days prior to the effective date of the secondment.
5. The 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.
6. To be eligible for secondment leave, the teacher must have been employed by the Board for a minimum of five years.
7. The Superintendent will review the application and make a decision based on:
 - 7.1 Individual need.
 - 7.2 Benefit of the leave to the division.
 - 7.3 Effect of granting the leave on the instructional program.
 - 7.4 Length of service with the division.
8. Secondment leaves that have been approved shall normally be at no financial cost to the Board.
9. A teacher 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 or designate.

SUPPORT STAFF OPERATION OF VEHICLES FOR EMPLOYMENT PURPOSES

Background

This Administrative procedure applies only to those employees who are employees within the Collective Agreement of CUPE Local 1825. Holy Spirit Catholic Schools recognizes circumstances where an employee may be required to transport a student as a required component of that student's educational program. Furthermore, the school division recognizes that there may be circumstances where staff members are required to engage in additional responsibilities of work that are authorized by the Principal, and requires the operation of Board or privately owned vehicles. All students should preferably be transported to and from school, or to and from school sponsored activities by school bus, taxi, or their parents. The three applications of support staff transportation addressed by this procedure includes: transporting students to and from school, in-program transportation, and errands. Procedures for the authorization of private vehicles outside the scope of this procedure are addressed in *Administrative Procedure 352: Transportation of Students by Private Vehicles*.

Value and Core Commitment Link

"Our Collaborative Community"

- "We share the responsibility of education with our students, parents, teachers and the parish community."
- "We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools."

"Stewardship"

- "We ensure our resources and efforts best serve the educational needs of all our students."
- "We are accountable to our supporters and will operate in a fiscally responsible manner."

Procedure

1. Transporting Students to and from School

- 1.1 Parental eligibility for accessing transportation support to and from school will be reviewed annually through the development of a child's special education program plan in consultation with the Director of Support Services or designate. Funding for such services will be within the parameters of the School Act, and the fiscal framework established by the School Board.

- 1.2 Employees are not permitted to receive payment from parents who receive transportation support funding from the school division.
- 1.3 In special circumstances, where a parent who is entitled to transportation support is not available to provide transportation, other arrangements involving a school bus or taxi will be established through the Director of Support Services.

2. In – Program Transportation Services

- 2.1 Where employees are required to transport students for the purpose of fulfilling the goals of a student’s educational program plan, the following parameters shall be followed:
 - 2.1.1. Details of the employee’s personal vehicle insurance coverage and driver’s license will be filed annually by the Director of Support Services.
 - 2.1.2. In order to provide “in-program” transportation of a student, the employee will be required to have a valid driver’s license and meet the primary insurance coverage requirements stipulated within this procedure.
 - 2.1.1. Primary insurance coverage resting with the employee must by standard provide for bodily injury and property damage coverage of at least one million (\$1,000,000).
 - 2.1.2. Where the Board’s insurers require a higher standard of coverage than previously outlined, additional coverage will be the responsibility of the School Board.
 - 2.1.3. Employees engaging in transporting students through an “in – program” transportation requirement will receive the full benefits of pay normally afforded through the performance of job related duties.
 - 2.1.4. All “in-program” transportation services will be authorized by the Director of Support Services in consultation with the school Principal that supervises the student’s program.
 - 2.1.5 All employees engaging in “in-program” transportation services will receive the per kilometer travel rate that is annually approved by the Board as per Policy 18: Appendix A.

3. Errands

- 3.1 For the purpose of performing office clerical work, support staff, by consent, may engage in job related errands upon the request and prior approval of the Principal. In such instances, the per kilometer travel rate that is annually approved by the Board will apply and will be charged against the school’s operating budget.

- 3.2 Employee's authorized to perform errands will annually file their personal vehicle insurance coverage and driver's license with the Principal of school to which the employee is deployed.
- 3.3 In order to provide errands, employees will be required to have a valid driver's license and meet the primary insurance coverage requirements stipulated within this procedure.
- 3.4 Primary insurance coverage resting with the employee performing previously approved "errands" must by standard provide for bodily injury and property damage coverage of at least On Million (\$1,000,000).
- 3.5 Since conducting errands is subject to the consent of the employee, the Board will not assume additional insurance support, if such coverage, as recommended by Board

Administrative Procedure 433

Added 2013

WORKING ALONE

Background

Holy Spirit Catholic School Division No. 4, as far as is reasonably practicable, is responsible for minimizing risks associated with employees working alone. Employees are also required to co-operate and follow the procedures designed to promote health and safety at the workplace.

This administrative procedure is designed specifically for caretaking and maintenance staff that are required to work alone either due to scheduling, overtime requirements, and call-outs.

Definitions

“Working Alone”:

- To be alone at a work site in circumstances where assistance is not readily available in the event of an accident or injury, illness, or other emergency;
- To work between the hours of 9 p.m. and 6 a.m. during the facility’s scheduled operating days;
- Working anytime Saturday, Sunday or any statutory holiday

A ***“Designated Person,”*** is an employee chosen by the Superintendent, or designate, who shall be in charge of another employee in relation to the working alone procedure.

Procedures

1. Employees who work alone for an extended period must use the following work procedures:
 - 1.1 Sign in/out to ensure proper tracking of personnel during an emergency situation.
 - 1.2 Inform designated person of where he/she is going and the job to be performed.
 - 1.3 Must assess the risk of the job and inform designated person.
2. No high-risk hazardous work will be conducted unless other personnel are available and able to assist. High-risk hazards may include, but are not limited to, the following:
 - 2.1 Operating equipment or machinery capable of inflicting serious injury.

- 2.2 Working with or near highly toxic or corrosive substances where there is a significant risk of exposure to the substance. The volume of the substance being used must be taken into account.
 - 2.3 Climbing high ladders (more than 6 feet).
 - 2.4 Working with exposed energized electrical equipment.
 - 2.5 Working with significant volumes of flammable substances.
 - 2.6 Work where there is a significant potential for violence.
- 3. The employee must have some means of communication with the designated person. For instance, by cellphone or two-way radio.
 - 3.1 Between 9 p.m. and 6 a.m., the employee must communicate with the designated person before entering the building and when leaving the building.
 - 3.2 Between 9 p.m. and 6 a.m., the employee must communicate with the designated person every 2 hours.
- 4. Buildings occupied by staff outside regular hours are to be secured to prevent unauthorized entry.
 - 5. Entry into confined spaces is not permitted.
 - 6. Workers who feel their safety is in immediate danger should pull the nearest fire alarm and, if possible, proceed to the school entrance where the fire alarm panel is located.
 - 6.1 **PLEASE NOTE: THIS IS AN EXTREME MEASURE AND SHOULD ONLY BE TAKEN IF IMMEDIATE ASSISTANCE IS REQUIRED, THE EMPLOYEE IS IN SEVERE DISTRESS AND THEY BELIEVE THEY CANNOT WAIT FOR ASSISTANCE FROM AN EMERGENCY CONTACT OR MAKE A CALL ON THEIR OWN TO 911.**

Designated Person Procedure

- 1. Monitor the employee.
- 2. Be accessible to communication systems at all times.
- 3. During the hours of 9pm – 6am, if the employee does not report within 2 hours the designated person must contact the Plant Operations Coordinator to investigate.

Legal Reference: **Occupational Health and Safety Act**
Part 28 (Working Alone), Occupational Health and Safety Code
Workplace Health and Safety Bulletin: Working Alone Safely
Administrative Procedure 102: Occupational Health and Safety

Administrative Procedure 439

LIAISON OF SCHOOLS WITH PARISH PRIESTS

Background

The school is part of the parish community and, as such, shares in the total mission of the Church. The parish priest plays a major role in the life of the school and the Catholic community.

Procedures

The Principal and the school staff are encouraged to:

1. Meet with the parish priest early in the school year to plan activities for the school term.
2. Maintain close communications with the parish priest in preparing for the reception of the sacraments.
3. Arrange with the parish priest for general and classroom masses throughout the year.
4. Invite the parish priest to various school programs and functions.

Administrative Procedure 440

Last Revised: April 2011

THE ROLE OF THE DEPUTY SUPERINTENDENT

Background

Guided by the Division's mission, vision, values and goals, the Deputy Superintendent assists the Superintendent of Schools in fulfilling the general and specific aspects of the position description for the Superintendent as defined in the *School Act*, Alberta Education Policy and Regulations and Board Policy. The Deputy Superintendent is a member of the Senior Administrative Leadership Team. The Deputy Superintendent is the first Assistant to the Superintendent and shall assume the functions of the Superintendent in his/her absence. Therefore, the Deputy Superintendent is required to be sufficiently informed with respect to all aspects of the school system in order to assume the functions of the Superintendent in his/her absence. This position is a channel for communication and action between many departments and interests within the system and must facilitate, expedite and co-ordinate many of the services which contribute to the educational programs and services provided to students.

Procedures

The Deputy Superintendent is directly responsible and accountable to the Superintendent. The Deputy Superintendent will have the following responsibilities:

1. Faith Leadership
 - 1.1 Models involvement in the Catholic Faith community.
 - 1.2 Provides Catholic leadership in all decisions and actions.
 - 1.3 Provides opportunities for spiritual development for staff and students within the Division

2. Human Resources Leadership
 - 2.1 Provides professional development opportunities for administrators in all areas of human resources.
 - 2.2 Organizes in consultation with the Superintendent and school administrators the Learning Leadership Team retreat
 - 2.3 Develops leadership capacity within the Division as approved by the Superintendent
 - 2.4 Provides for a New Teacher Orientation Program

3. Human Resources Management
 - 3.1 Conducts and participates in the selection process for all administrative positions other than that of the Superintendent.
 - 3.2 Conducts and participates in the selection process for all teaching positions.
 - 3.3 Hires all other personnel in consultation with the direct supervisor in accordance with the Superintendent direction and approved budget.
 - 3.4 Implements all Division administrative procedures related to recruitment, advertising, hiring, certification, supervision and evaluation of all certificated and non-certificated staff excluding principals and senior administration.
 - 3.5 Administers all employment contracts (excluding senior administration) in the best interests of the Division including leaves, transfers and transitions to retirement.
 - 3.6 Ensures all written contracts, records and related personnel matters are properly filed and maintained in accordance with provincial and Board requirements.
 - 3.7 Manages all collective agreements.
 - 3.8 Administers all employee classifications, job descriptions and grid placements.
 - 3.9 Administers all personnel files
 - 3.10 Administers the Employee Benefits Programs
4. Fiscal Responsibility
 - 4.1 Works with the Superintendent to ensure the financial management of the Division is in accordance with the terms and conditions of funding received by Alberta Education or other ministry, or any other applicable legislation or regulation.
 - 4.2 Makes recommendations to the Superintendent regarding staff allocation.
 - 4.3 Develops a budget within the parameters and constraints of the Division budget
 - 4.4 Ensures the proper fiscal management of budget allocations.
 - 4.5 Operates in a fiscally prudent and responsible manner.
5. Communications
 - 5.1 Takes appropriate actions to ensure open and transparent communications (and external when required) are developed and maintained in areas of responsibility.
 - 5.2 Works with the Superintendent to ensure that positive and internal communications are developed and maintained.

6. Board and Superintendent Relations
 - 6.1 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.
 - 6.2 Establishes and maintains positive working relations with the Board through the Superintendent
 - 6.3 Attends Board meetings and appropriate Board committee meetings and functions.
 - 6.4 Assists in the preparation of Board and committee agendas.
 - 6.5 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
 - 6.6 Provides leadership in the planning, development, implementation and evaluation of Board Policies and Administrative Procedures within areas of responsibility.

7. Other Responsibilities
 - 7.1 Develops the Division calendar and establishes criteria for the approval of individual school calendars.
 - 7.2 Facilitates the Board's staff recognition programs including but not limited to BELRA, Long Service Awards and Edwin Parr.
 - 7.3 Provides analysis of provincial achievement tests, diploma exams, local survey results and accountability pillar data.
 - 7.4 Provides for the evaluation and reporting of student learning and development.
 - 7.5 Supports the Superintendent in ensuring the Division's compliance with all legal, Ministerial and Board mandates and timelines.
 - 7.6 The maintenance of professional relationships with School Administrators, Teachers, Division staff, parents and affiliated individuals, groups or organizations.
 - 7.7 Performs other responsibilities as assigned by the Superintendent.

Administrative Procedure 442

THE ROLE OF THE PRINCIPAL

Background

The Principal is responsible to the Superintendent for the total administrative organization and religious direction of the school. The Principal is required to demonstrate those qualities of Catholic leadership in curricular and extra-curricular activities, which will result in a healthy educational environment for all students in attendance at the school.

Procedures

1. The Principal shall encourage the spiritual development of the staff and students.
2. The Principal shall apply Gospel values to the management of the school and help students to see themselves in relation to the Gospel message of love.
3. The Principal, in discussion with the Superintendent, shall prescribe the duties of the staff and shall be responsible for the organization and general discipline of the whole school.
4. The Principal, at such times as may be required by the Superintendent, shall report on the quality of the service performed by the staff and on such other matters as pertain to the welfare of the school.
5. In addition to those responsibilities prescribed in Section 20 of the School Act, the Principal shall provide:
 - 5.1 Leadership
 - 5.1.1 Give professional leadership within the school and the division.
 - 5.2 Management
 - 5.2.1 Act as manager for the total operation of the school plant.
 - 5.2.2 Organize procedures that will permit adequate and accurate record keeping of student achievement, test results, attendance, student additions and withdrawals, substitute teachers, textbooks disbursements and others as required.
 - 5.2.3 Organize Administrative procedures that will facilitate the procurement of equipment, supplies, books and instructional materials.

- 5.2.4 Requisition all materials, supplies, equipment and repairs, and replace all damaged equipment.
 - 5.2.5 Supervise the operation, use and care of the school plant, the school grounds, equipment, school property and supplies to ensure effective use without damage or waste.
 - 5.2.6 Make provision for the supervision of school sponsored activities.
 - 5.2.7 Forward all teacher requests for assignment changes to the Superintendent.
 - 5.2.8 Organize and provide for the effective supervision of students during noon hour, recesses and before and after school.
 - 5.2.9 Approve all purchase orders and maintain control over the supplies of blank purchase orders and forms.
- 5.3 Supervision
- 5.3.1 Direct, supervise and evaluate the total educational program and personnel in the school.
 - 5.3.2 Organize classes and group students for the most effective instruction.
 - 5.3.3 Confer with teachers, observe lessons, initiate programs and give other such supervisory assistance as may be required to ensure satisfactory student progress and a high standard of teaching in all subjects.
 - 5.3.4 Consult with the supervisory and consultative personnel of the division in developing special programs and projects designed to improve the instructional program.
 - 5.3.5 Assist in planning and developing administrative and instructional policies and implement those adopted by the Board.
 - 5.3.6 Exercise all reasonable precautions to safeguard the health, safety, and general well being of all students and staff.
- 5.4 Human Relations
- 5.4.1 Establish relations with staff that will contribute to good staff morale and an atmosphere permitting professional and academic growth.
 - 5.4.2 Provide for the orientation of new staff and for keeping the staff informed throughout the year of new policies, regulations and all other developments that have a bearing on the instructional program and classroom operation.
 - 5.4.3 Outline clearly the individual responsibilities of staff members.

- 5.4.4 Provide the Associate Principal with the opportunity to become knowledgeable about administrative skills and familiar with various aspects of the administration of the school.
 - 5.4.5 Assume responsibility for the welfare and safety of the students and staff.
 - 5.4.6 Provide liaison with the home through interviews, visitors' days, bulletins and parent/teacher groups, etc.
 - 5.4.7 Publish a regular school newsletter, as well as information letters, to inform parents and community members of school matters and events.
6. The Principal may suspend the services of a support staff member, if the Principal believes that the staff member is incapable of performing assigned duties or that the presence of the staff member in the school would be detrimental to the students. The Principal shall immediately advise the Superintendent of such a suspension and provide a written report outlining the pertinent details.

Administrative Procedure 443

THE RESPONSIBILITY OF THE PRINCIPAL IN DISPLAYING THE FLAG

Background

In accordance with Section 26, *School Act*, the Principal is responsible for displaying the Canadian flag and the Alberta flag at the school.

Procedures

1. The flags shall be treated with dignity and respect at all times.
2. The Canadian flag shall take precedence over other national flags when flown in Canada.
3. As a minimum the Canadian flag be displayed on the flag pole outside each school.
4. If two flags are flown on the same pole on of which is the Canadian flag, the second flag must be:
 - 4.1 No larger than the Canadian flag.
 - 4.2 Flown below the Canadian flag.
5. If not displayed on a flag pole, Principal shall ensure that the Alberta flag is displayed at an appropriate location within the school.
6. Worn or faded flags must be removed. Disposal by discreet burning is recommended and flags are not to be placed into the regular garbage.
7. All school flags shall be flown at half-mast on the death of a:
 - 7.1 Member of the Royal family.
 - 7.2 Governor General or former Governor General
 - 7.3 Prime Minister or former Prime Minister.
 - 7.4 Federal cabinet minister.
 - 7.5 Lieutenant Governor.
 - 7.6 Provincial Premier or another person similarly honoured by the province.
 - 7.7 Staff member.
 - 7.8 School Board Trustee.

8. Individual school flags shall be flown at half-mast on the death of a:
 - 8.1 Student.
 - 8.2 Parent of a student.
 - 8.3 Local Mayor or Reeve.
 - 8.4 Local parish priest.
 - 8.5 Local Member of Parliament.
 - 8.6 Local Member of the Provincial Legislative Assembly.
 - 8.7 Local senator.
 - 8.8 Local Canadian Privy Councilor.
9. Flags are to be flown at half-mast from the time of death, or the time of notification, up to and including the day of the funeral.
10. The Superintendent may authorize or direct schools to fly flags at half-mast on the death of any other person or persons.
11. The position of the flag at half-mast will be such that the centre of the flag is always half-way down the flagstaff. When hoisted to or lowered from half-mast, the flag should first be raised to the masthead.

Administrative Procedure 444

THE ROLE OF THE ASSOCIATE PRINCIPAL

Background

The role of the Associate Principal is to assist the Principal and to assume leadership for the school in the absence of the Principal.

Procedures

The Associate Principal is responsible to the Principal for:

1. Acting as the administrative assistant in all matters pertaining to the organization of the school, educational programs, professional development activities and student activities.
2. Coordinating the religious education program in the school whenever possible.

Administrative Procedure 445

DESIGNATION OF AN ACTING PRINCIPAL

Background

When the Principal is absent from the school, it is essential that an acting Principal be designated.

Procedures

1. Where a school has a designated Associate Principal, that individual will assume the responsibility of acting Principal.
2. In those cases where a school does not have a designated Associate Principal, the Principal will designate a teacher to serve as acting Principal and advise the Superintendent of that designation.

Administrative Procedure 446

ADMINISTRATION TIME PROVIDED TO SCHOOL PRINCIPALS

Background

If the Principal is to exercise effective instructional leadership and overall supervisory control within the school, sufficient time free from scheduled classroom instruction must be provided.

Procedures

1. The amount of administration provided to the school Principal will be determined through consultation and agreement between the Principal and the Superintendent.
2. Factors to be considered in determining the amount of administration time will be:
 - 2.1 The size of the school plant.
 - 2.2 The number of staff employed at the school.
 - 2.3 The number of students.
 - 2.4 The programs offered.
 - 2.5 The administrative organization.
3. The Principal shall provide a copy of the teaching and administrative timetables to the Superintendent by September 30.
4. Administration time shall planned for such supervisory activities such as:
 - 4.1 Individual teacher conferences and discussions.
 - 4.2 Regular classroom visitations.
 - 4.3 Action research in the classrooms.
 - 4.4 Demonstration and substitute teaching on occasion.
 - 4.5 Participation in Principal's organizations and conferences.
 - 4.6 Playing an active role in division wide curriculum development.
 - 4.7 Planning and presenting in-service programs.

Administrative Procedure 447

Revised: June 14, 2005

EMPLOYEE RECOGNITION

Background

Recognition of employees is encouraged at system, school/department and individual levels, to support the vision and mission of Holy Spirit Catholic Schools, and to promote and maintain its desired organizational culture.

Procedures

1. The Board encourages local recognition programs at the school and division level, and for all employee classifications.
2. All employees are encouraged to practice meaningful and informal recognition of others in a timely, sincere, appropriate, and inclusive manner.
3. The Board will recognize the long service and retirement of its employees.
4. The Superintendent, as agent of the Board in achieving the educational mandates of the School Division, will formally recognize individuals whose efforts have made a demonstrable difference in one or more of the following areas:
 - 4.1 significant improvement of student achievement
 - 4.2 significant improvement and outcome of designated employee responsibilities
 - 4.3 significant contribution to the profession of teaching or research in education
 - 4.4 significant contribution to the Catholic educational community or ministry to the Church
 - 4.5 promotion of students and the school to the greater community
 - 4.6 attaining excellence in local, provincial, or national athletic competition
 - 4.7 attaining excellence in other local, provincial, or national educational activities
 - 4.8 improving service to the school division
 - 4.9 innovation that improves the quality of learning, or the success of the school and school division in achieving their mandates
5. In order to uphold the value of the role of site based administrators recognizing employees within their responsibility, it is expected that school administrators will recognize employees for their successes relevant to the previous areas of consideration.

6. Upon facilitating recognition of an employee at the school level, site based administration will recommend to the Superintendent the need to formally recognize a particular employee.
7. The Superintendent will report formal recognition to the Board.

Administrative Procedure 460

Last Revised: April 2011

THE ROLE OF THE SECRETARY-TREASURER

Background

Guided by the Division's mission, vision, values and goals, the Secretary-Treasurer assists the Superintendent of Schools in fulfilling the general and specific aspects of the position description for the Superintendent as defined in the *School Act*, Alberta Education Policy and Regulations and Board Policy. The Secretary-Treasurer is a member of the Senior Administrative Leadership Team. The Secretary-Treasurer is the senior financial officer of the Board and is responsible for the business, facilities, risk management, and transportation components of the Division's operations. The Secretary-Treasurer also acts as the Division's FOIP Coordinator.

Procedures

The Secretary-Treasurer is directly responsible and accountable to the Superintendent. The Secretary-Treasurer will have the following responsibilities:

1. Faith Leadership
 - 1.1 Models involvement in the Catholic Faith community.
 - 1.2 Provides Catholic leadership in all decisions and actions.
 - 1.3 Provides opportunities for spiritual development for his/her staff

2. Corporate Secretary
 - 2.1 Using the corporate seal for all documents that require the signatures of the signing officers.
 - 2.2 The control and safe keeping of the corporate seal.
 - 2.3 Ensures the maintenance, access and protection of records in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and Regulations as follows:
 - 2.3.1 Board minutes, appraisals, boundaries, deeds, easements, land inventories, mortgages, building plans and specifications, pay and benefit summaries, balance sheets, audited financial statements, contracts are to be maintained on a permanent basis
 - 2.3.2 Records to be reviewed and then destroyed according to the following schedule are:
 - 2.3.2.1 Student records – 26 years from date of birth.
 - 2.3.2.2 Personnel records – 80 years from date of birth.

- 2.3.2.3 General correspondence, general accounting, inventories, surveys and reports – 10 years.
 - 2.3.2.4 Catalogues, curriculum materials, calendars, leases – until replaced.
 - 2.4 Provides for the interpretation of legislation affecting the operation of the Division, as directed by the Superintendent.
 - 2.5 Arranges for the election of Trustees
3. Treasurer
- 3.1 Ensures the fiscal management of the Division is in accordance with the terms and conditions of any funding received under the School Act or any other applicable act or regulation.
 - 3.2 Ensures the operation of the Division is fiscally responsible.
 - 3.3 Provides timely and scheduled reports on the status of budgets to appropriate personnel.
 - 3.4 Assists school sites and other personnel with preparation of budgets and the management of their financial affairs.
 - 3.5 Ensures adequate internal financial controls exist and are consistently being followed.
 - 3.6 Develops and provides an expense payment schedule for staff members attending conferences, conventions, workshops or related functions. A copy of the schedule and the appropriate forms will be included in the forms manual.
 - 3.7 Maintains a financial monitoring system and generating the financial reports required or requested by the Superintendent.
 - 3.8 Provides payment for materials and supplies for the division and exercises control over the supplies of blank purchase order forms and cheque stock.
 - 3.9 Develops and implements payroll procedures for all division employees.
 - 3.10 Administers all division business functions in a manner that is consistent with generally accepted accounting procedures and practices, and legal and ethical requirements.
 - 3.11 In collaboration with the Deputy Superintendent, provides support to the Board's negotiating committees.
4. Risk Management
- 4.1 Ensures appropriate insurance policies are in place for the Division
 - 4.2 Ensures Division compliance with Occupational Health and Safety legislation

- 4.3 Reviews risks associated with Division operations and makes recommendations for minimizing losses
 - 4.4 Sits as the Board's representative on the Urban School Insurance Consortium
 - 4.5 Ensures administrative procedures are in place to ensure the safety and security of students and staff
5. Facilities and Property Management
- 5.1 Supervises and administers the operational and maintenance requirements for schools and Division facilities and properties.
 - 5.2 Coordinates the planning and development of long-range facility plans, including submissions to Alberta Infrastructure.
 - 5.3 Coordinates major capital projects undertaken within the division.
 - 5.4 Provides for appraisals and inventories of Division property.
 - 5.5 Prepares estimates of capital requirements for by-law purposes, and addresses the administrative details pertaining to referendums and by-laws.
 - 5.6 Ensuring that the proper tendering and contracting procedures are followed.
6. Student Transportation
- 6.1 Ensures the provision of safe, efficient, economical and student centered transportation services within Division urban centers and rural areas.
 - 6.2 Provides liaison with other school divisions that transport Division students by way of transportation agreements.
 - 6.3 Negotiates and administers transportation agreements with transportation companies and other school divisions as required.
 - 6.4 Ensures that all eligible transportation grants are received by the Division.
7. Communications
- 7.1 Takes appropriate actions to ensure open and transparent communications (and external when required) are developed and maintained in areas of responsibility.
 - 7.2 Works with the Superintendent to ensure that positive and internal communications are developed and maintained.
8. Board and Superintendent Relations
- 8.1 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.

- 8.2 Establishes and maintains positive working relations with the Board through the Superintendent
 - 8.3 Attends Board meetings and appropriate Board committee meetings and functions.
 - 8.4 Assists in the preparation of Board and committee agendas.
 - 8.5 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
 - 8.6 Provides leadership in the planning, development, implementation and evaluation of Board Policies and Administrative Procedures within areas of responsibility.
9. Other Responsibilities
- 9.1 Supports the Superintendent in ensuring the Division's compliance with all legal, Ministerial and Board mandates and timelines.
 - 9.2 The maintenance of professional relationships with School Administrators, Teachers, Division staff, parents and affiliated individuals, groups or organizations.
 - 9.3 Performs other responsibilities as assigned by the Superintendent.