



McCauley Chambers
Tuesday, October 20, 2015
2:00 p.m.

Board Meeting #2


AGENDA

**BOARD OF
TRUSTEES**

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin
Bridget Stirling

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Organizational Board Meeting – October 6, 2015
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. on Monday, October 19, 2015 to speak under this item.)
- H. Reports:
 - 2. Draft Board Policy FA.BP – Human Resources Framework (Recommendation)
 - 3. Funds for 2016-2017 Clause 23 Professional Improvement Program (Recommendation)
 - 4. Notice of Correction to New School Name (Recommendation)
 - 5. Bereavements (Information)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. on Monday, October 19, 2015 to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

MINUTE BOOK**Organizational Board Meeting**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, October 6, 2015 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Jim Davies
Jonah Lempogo

Ron MacNeil
Lorne Parker
Heather Raymond

Darrel Robertson
Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Manon Fraser

The Board Chair called the meeting to order with recognition that the District is on the traditional land of Treaty 6 Territory, and also acknowledged the diverse Indigenous peoples whose ancestors' footsteps have marked this territory for centuries.

A. **O Canada** 

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 474 – John Vradenburgh, President

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that all Trustees including Trustee Elect Stirling were present.

MINUTE BOOK**C. Approval of the Agenda**

MOVED BY Trustee Draper:

“That the agenda for the October 6, 2015 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair provided communications.

E. Communications from the Superintendent of Schools

The Superintendent provided communications.

F. Reading of the Declaration of Ward G By-Election Results

1. Declaration of Election Results – Ward G By-Election

The Superintendent reported that Bridget Stirling was declared elected as the Ward G Trustee.

G. Receipt of Oath of Office

The Oath of Office was received.

H. Minutes

2. Board Meeting #19 – September 22, 2015

Trustee Ip referred to the notice of motion he served at the last Board meeting (page seven of the minutes) and advised that he has decided to withdraw the motion and, instead, refer it to the Alberta School Boards Association (ASBA) Issues and Resolutions Committee.

MOVED BY Trustee Ip:

“That the minutes of Board Meeting #19 held September 22, 2015 be approved as printed.” (UNANIMOUSLY CARRIED)

I. Comments from the Public and Staff Group Representatives – None.

MINUTE BOOK**J. Reports****3. Confirmation of Committees, Board Representation and Regular Meetings****MOVED BY Trustee Adams:****“1. That the following standing committees of the whole be confirmed:**

- **Caucus Committee**
- **Audit Committee**

2. That the following Board committees be confirmed:

- a) **Board and Superintendent of Schools Evaluations**
- b) **District Priorities and Governance**
- c) **Infrastructure**
- d) **Policy Review**
- e) **Budget Planning and Results Review**

3. That Board representation on the following District staff negotiating committees as required be confirmed:

- a) **Custodial**
- b) **Maintenance**
- c) **Support**
- d) **Teaching Staff**

4. That Board membership and representation on the following external agency be confirmed:**Alberta School Boards Association (ASBA)**

- **Provincial Executive**
- **Provincial Executive - Alternate**
- **Zone 23 Executive**
- **Zone 23 Executive – Alternate**

5. That the Board’s ASBA Issues and Resolutions Committee comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the Zone 23 representative be confirmed.**6. That Board representation on the Edmonton Public Schools Foundation Board of Governors be confirmed.****7. That the following dates and times of regular meetings be confirmed:**

MINUTE BOOK

- a) **Board:** The Board will hold its regular meetings at 2:00 p.m. the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.
 - b) **Caucus Committee:** Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee Chair. The first Tuesday morning of each month will be reserved for such meetings.
8. That the Board reappoint or review the following positions and committees:
- 1. **Standing Committees of the Whole:**
 - a) Board Chair
 - b) Board Vice-Chair
 - 2. **Board Committees:**
 - a) Board and Superintendent of Schools Evaluations
 - b) District Priorities and Governance
 - c) Infrastructure
 - d) Policy Review
 - e) Budget Planning and Results Review
 - 3. **Negotiations:**
 - a) Custodial Staff
 - b) Maintenance Staff
 - c) Support Staff
 - d) Teaching Staff
 - 4. **Alberta School Boards Association Positions:**
 - i) Provincial Executive
 - ii) Alternate
 - iii) ASBA Zone 23 Executive
 - iv) Alternate
 - 5. **ASBA Issues and Resolutions Committee**
 - 6. **Edmonton Public Schools Foundation Board of Governors"**

The Board Chair called the question on Recommendations 1 through 8.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

1. Standing Committees of the Whole

a) Board Chair

The Board Chair called for nominations.

Trustee Johner nominated Trustee Janz.

The Board Chair, seeing that there were no further nominations, declared himself re-elected by acclamation as Board Chair for the coming year.

b) Board Vice-Chair

The Board Chair called for nominations.

Trustee Martin nominated Trustee Draper.

The Board Chair, seeing that there were no further nominations, declared Trustee Draper re-elected by acclamation as Board Vice-Chair for the coming year.

2. Board Committees

a) Board and Superintendent of Schools Evaluations Committee

The Board Chair called for nominations.

Trustee Ip nominated Trustees Gibson, Janz and Stirling.

The Board Chair, seeing that there were no further nominations declared Trustees Gibson, Janz and Stirling as the Board's representatives on the Board and Superintendent of Schools Evaluations Committee for the coming year.

b) District Priorities and Governance Committee

The Board Chair called for nominations.

Trustee Draper nominated Trustees Adams, Chubb and Gibson.

The Board Chair, seeing that there were no further nominations, declared Trustees Adams, Chubb and Gibson as the Board's representatives on the District Priorities and Governance Committee for the coming year.

MINUTE BOOK

c) Infrastructure Committee

The Board Chair advised that Trustees Chubb, Ip and Martin, the current members of the Infrastructure Committee, will continue as committee members until the September 2016 Organizational Board meeting as approved at the June 10, 2014 board meeting.

d) Policy Review Committee

The Board Chair called for nominations.

Trustee Adams nominated Trustees Draper, Ip and Stirling.

The Board Chair, seeing that there were no further nominations, declared Trustees Draper, Ip and Stirling as the Board's representatives on the Policy Review Committee for the coming year.

e) Budget Planning and Results Review Committees

The Board Chair advised all Trustees participate in the annual budget planning and results review of school and central service decision units as determined in the approval of the results review process.

3. Negotiations

- a) Custodial Staff
- b) Maintenance Staff
- c) Support Staff

The Board Chair advised that there are currently Trustees assigned to the negotiating committees for CUPE Locals 474 (custodial staff), 784 (maintenance staff) and 3550 (support staff) and that, normally, if negotiations are currently underway the sitting Trustees are affirmed; however, this is at the Board's discretion.

MOVED BY Trustee Janz:

“That the committees for negotiations with the District's custodial, maintenance and support staff be affirmed as follows: Trustees Ip and Martin for CUPE Local 474 (custodial staff); Trustees Chubb and Janz for CUPE Local 784 (maintenance staff); and Trustees Adams and Draper for CUPE Local 3550 (support staff).” (UNANIMOUSLY CARRIED)

MINUTE BOOK

d) Teaching Staff

The Board Chair advised that Trustee representatives are not required at this time as the agreement with the District's teaching staff expires August 31, 2016.

MOVED BY Trustee Janz:

"That the appointment of two Trustees to serve on a committee for negotiations with the District's teaching staff be deferred until a time closer to the expiration of the agreement with the District's teaching staff." (UNANIMOUSLY CARRIED)

4. a) Alberta School Boards' Association (ASBA) Positions
- i) Provincial Executive
 - ii) ASBA Provincial Executive - Alternate
 - iii) Zone 23 Executive
 - iv) Zone 23 Executive - Alternate

The Board Chair called for nominations.

Trustee Chubb nominated Trustee Ip as the Board's representative on the ASBA Provincial Executive; Trustee Johner as the Board's alternate representative on the ASBA Provincial Executive; Trustee Johner as the Board's representative on the ASBA Zone 23 Executive and Trustee Stirling as the Board's alternate representative on the ASBA Zone 23 Executive.

The Board Chair, seeing that there were no further nominations, declared Trustee Ip as the Board's representative on the ASBA Provincial Executive; Trustee Johner as the Board's alternate representative on the ASBA Provincial Executive; Trustee Johner as the Board's representative on the ASBA Zone 23 Executive; and Trustee Stirling as the Board's alternate representative on the ASBA Zone 23 Executive.

5. ASBA Issues and Resolutions Committee

Trustee Janz (as Board Chair), Trustee Ip (as the Board's representative on the ASBA Provincial Executive), and Trustee Johner (as the Board's representative on the ASBA Zone 23 Executive) will serve as the Board's representatives on the ASBA Issues and Resolutions Committee.

MINUTE BOOK**6. Edmonton Public Schools Foundation Board of Governors**

The Board Chair called for nominations for a Trustee representative to serve on the Edmonton Public Schools Foundation Board of Governors.

Trustee Gibson nominated Trustee Johner.

The Board Chair, seeing that there were no further nominations, declared Trustee Johner as the Board's representative on the Edmonton Public Schools Foundation Board of Governors.

There was a short break at this point.

K. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

L. Trustee and Board Requests for Information – None.**M. Notices of Motion – None.****N. Next Board Meeting Date: Tuesday, October 20, 2015 at 2:00 p.m.****O. Adjournment (2:45 p.m.)**

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

Dr. Sandra Stoddard, Executive Director
Governance and Strategic Support
Services/Corporate Secretary

DATE: October 20, 2015

TO: Board of Trustees

FROM: Trustee Orville Chubb, Policy Review Committee
Trustee Michelle Draper, Policy Review Committee
Trustee Nathan Ip, Chair Policy Review Committee

SUBJECT: Draft Board Policy FA.BP – Human Resources Framework

ORIGINATOR: Sandra Stoddard, Executive Director Governance and Strategic Support Services

RESOURCE

STAFF: Angela Anderson, Sue Richard, Anne Sherwood

REFERENCE: [December 2, 2014 Board Meeting Item 1 - Annual Policy Development and Review Plan 2014-2015](#)

ISSUE

Policy is required to address the Board of Trustees' (Board) responsibilities with respect to human resources under the *Education Act* S. 33 (1). "A board, as a partner in education, has the responsibility to:

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (h) establish and maintain governance and organizational structures that promote student [and staff] well-being and success, and monitor and evaluate their effectiveness,
- (i) ensure effective stewardship of the board's resources, [and]
- (l) comply with all applicable Acts and regulations..."

BACKGROUND

Using Board responsibilities outlined in the *Education Act* as the organizing principle for a comprehensive review of board policy, the Policy Review Committee identified a human resources framework as a theme for policy development in its annual work plan, approved by the Board on December 2, 2014.

The Human Resources function within an organization facilitates the effective use of human resources to achieve organizational goals and objectives. The Policy Review Committee believes that providing a human resources framework policy will help guide a comprehensive strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

Staff from Governance and Strategic Support Services and Human Resources assisted with identifying and analyzing existing policies responsive to the human resources theme. They also

provided content expertise with respect to legislated requirements, collective agreements, terms and conditions of employment, and standards of practice for human resource management.

Appendix I outlines the relationship of human resources policy concepts in current board policies that informed the draft Human Resources Framework policy. These policies were reviewed to identify connections, redundancies and omissions.

RELATED FACTS

- The new *Education Act* reflects a significant shift in expectation for collaboration with and engagement of stakeholders, including staff.
- There is an increased focus in the human resource profession on:
 - Knowledge, learning and culture as sources of competitive advantage in attracting and retaining staff; and
 - engagement as an approach to creating the workplace conditions that support and promote:
 - staff commitment to their organization's goals and values;
 - staff motivation to contribute to organizational success; and
 - a staff member's own sense of well-being.
- The District focus on collaborative work and learning aligns with and supports the District Vision, Mission, Values, and Priorities.

RECOMMENDATION

That draft Board Policy FA.BP – Human Resources Framework (Attachment I) be considered for the first time and approved for posting on the District website for stakeholder input.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Accept draft Board Policy FA.BP – Human Resources Framework and report content as written.
2. Provide feedback and request changes be made to the draft policy and report content.

CONSIDERATIONS & ANALYSIS

When reviewing the existing body of human resource policies, the Committee noted that many of the policies addressed administrative matters and were developed at various points in time in response to changes in legislation and, or standards of practice for public bodies outside of the *School Act*. For example, the policies regarding authorization for employee and volunteer records checks which address a specific administrative process to address student and staff safety. The Superintendent of Schools' authority to act in areas outside of those delegated under the *School Act* may have been unclear, and because records checks were a substantive change in practice, it may have been perceived that a policy was necessary to both effect and communicate the change of practice.

The Committee believes that communication of administrative changes in practice has been addressed through the comprehensive review of board policy. Under Board Policy CH.BP – Framework for Policy Development and Review, there is an expectation that the Board be informed of new administrative regulations or substantive changes to existing administrative

regulations and practices related to implementation of a policy prior to these regulations being made public. As well, there is an expectation under Board Policy AA.BP – Stakeholder Relations that stakeholders be appropriately engaged and informed of changes that directly affect them.

With respect to the delegation of authority to the Superintendent of Schools, the draft policy recognizes that “in addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices.” The draft policy provides a clear delegation of authority and responsibility to the Superintendent of Schools, or designates, for all human resource management decisions subject to specific limitations outlined in the policy, e.g., those matters which cannot by legislation be delegated. The Board retains authority to approve all collective agreements and conditions of employment for staff not covered by a collective agreement. As well the Board retains authority for approval of the designation or appointment of Superintendent of Schools and General Counsel.

It should be noted that the Committee is recommending that the Superintendent of Schools be responsible for the approval of the designation or appointment of assistant superintendents and executive directors. The Superintendent of Schools is expected to inform the Board of all designations and appointments to senior leadership positions of principal/director and up. In addition, an expectation has been added to the draft policy that the Board be provided the opportunity to identify desired competencies for positions that work directly with the Board on a regular basis. This will ensure that the needs of the Board are met and avoid potential conflicts of interest or a perception of political interference in staff assignments.

The intent of the draft policy is to create a framework, which provides sufficient guidance as well as flexibility to address diverse situations while ensuring consistency across the system, within which the Superintendent of Schools and designates can exercise professional judgment in discharging responsibility for district human resource management and administration.

Key principles, values and expectations from 17 existing policies directly related to human resources were incorporated into the draft policy and will be recommended for rescission should the draft policy be given final approval. Relevant concepts from another eight policies were also identified, and have either been reflected in the draft policy or added as references. Appendix II is a copy of the draft policy referencing where policies have been consolidated or reflected within the policy. Appendix IV is a listing of the 17 policies that will be recommended for rescission subject to approval of draft Board Policy FA.BP – Human Resources Framework.

Appendix III, Summary of Human Resource Management Policy Concepts Derived from Existing Policy, provides further details on the relevant values and concepts that have informed the development of the new policy as well as the considerations and rationale for policy consolidation.

The Policy Review Committee believes that the draft policy provides a solid framework of principles and parameters to guide the development of a district strategy and consistent approach to human resource management practices that will assist District leaders and staff in

creating the desired workplace conditions and culture to support the District Vision, Mission, Values, and Priorities.

NEXT STEPS

1. Should the Board approve first consideration of draft Board Policy FA.BP – Human Resources Framework, the draft policy along with this board report, as a backgrounder, will be posted on the District website for stakeholder feedback for four weeks.
2. Following stakeholder feedback, the Policy Review Committee will review input received for any further development of the policy and bring recommendation to the Board for second and third consideration for approval of the policy in December.
3. Should the Board approve Board Policy FA.BP – Human Resources Framework, the board policies listed in Appendix IV will be rescinded
4. Implementation of the new policy will require review, revision and or development and communication of administrative regulations, processes and tools to support district leaders and staff in their relationships and respective roles.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft Board Policy FA.BP – Human Resources Framework
APPENDIX I	Diagram of Content for a Human Resources Framework Policy
APPENDIX II	Marked Copy Draft Board Policy FA.BP- Human Resources Framework (noting consolidation of existing policy concepts)
APPENDIX III	Summary of Human Resource Management Policy Concepts Derived from Existing Board Policy
APPENDIX IV	Policies to be Rescinded Subject to Approval of Draft Policy FA.BP – Human Resources Framework

AS: lb

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide a human resources framework that guides a comprehensive strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

A human resources framework policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential risk.

DEFINITIONS

Conflict of Interest refers to a situation in which private interests or personal considerations can or may appear to affect a staff member's judgment in acting in the best interest of the District. It includes using a staff member's position, confidential information or corporate time, material or facilities for private gain or advancement. A conflict may occur when an interest benefits any staff member or their family, friends or business associates.

Human Resource Strategy is designed to build and develop the skills, attitudes, and behaviours among staff that will help the District meet its goals in a manner aligned with its values. It covers the various areas of human resource functions such as recruitment, compensation, performance management, reward and recognition, employee relations, training, and information management.

Internal Controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of human resource reporting, effectiveness and efficiency of operations, safeguarding of information, and compliance with applicable laws and regulations.

Organizational Capability is the ability and capacity of the District expressed in terms of culture, system, processes, and resources that support our collective efforts to improve student achievement.

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables individuals to reach their full potential. (as defined in Board Policy AEBC.BP – Wellness of Students and Staff)

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of district staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District;
- ensure continuity of instruction and district services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that district management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a district culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both district and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of district resources; and

- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Administration shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations

AD.BP - District Vision, Mission, Values and Priorities

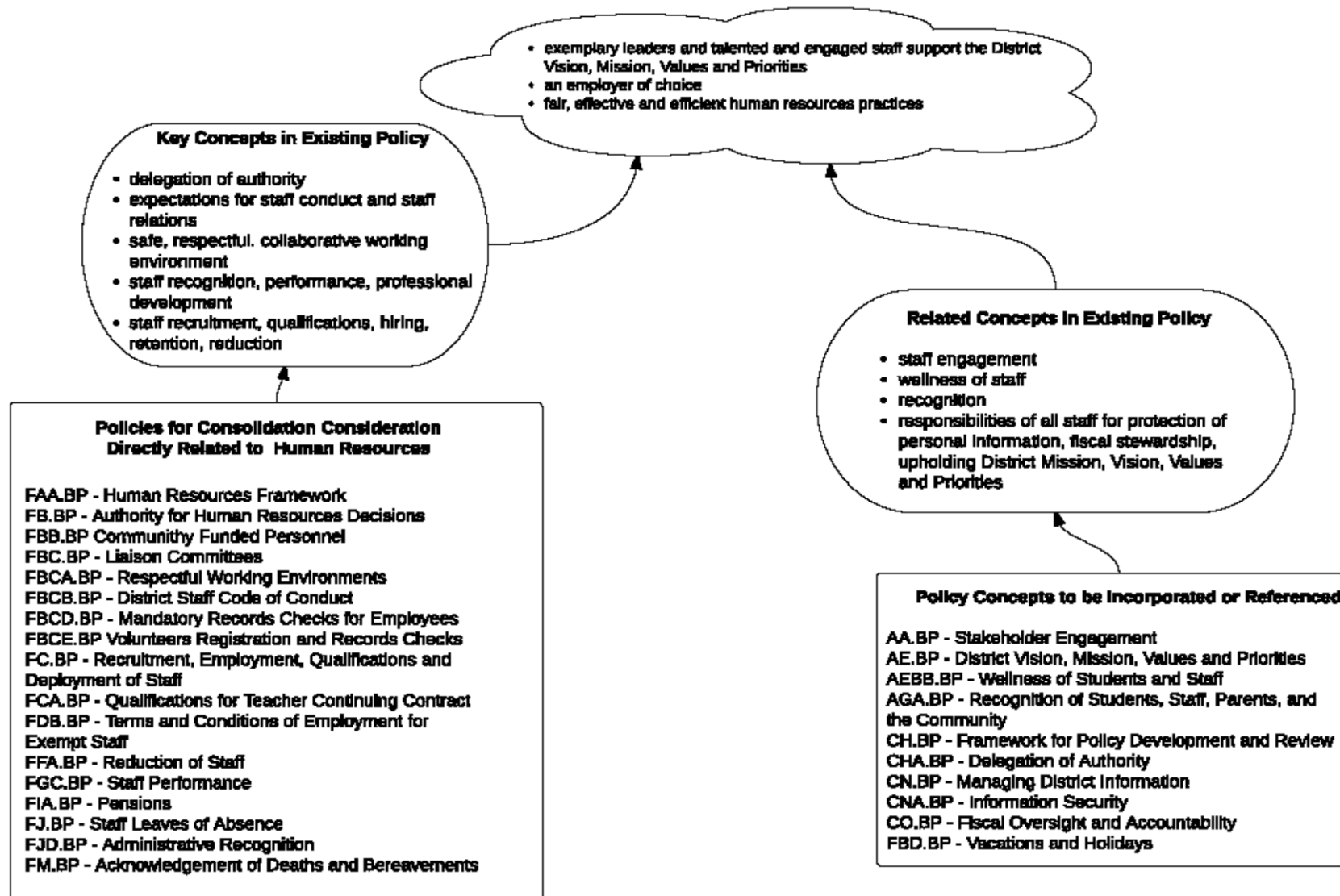
AEBB.BP - Wellness of Students and Staff

AGA.BP - Recognition of Students, Staff, Parents, and the Community

CH.BP - Framework for Policy Development and Review

CHA.BP – Board Delegation of Authority
CN.BP - Managing District Information
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
FBA.AR - Designation, Appointment and Assignment to Leadership Positions
FBCA.AR - Respectful Working Environments
FBCB.AR - District Staff Code of Conduct
FBCD.AR - Mandatory Records Checks for Employees
FBCE.AR - Volunteers - Registration and Records Checks
FBE.AR - Health and Wellness of Staff and Students
FBEA.AR - Health and Safety Roles and Responsibilities
FBEB.AR - Workplace Violence
FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
FBM.AR - Grievance Process
FCA.AR - Staff Qualifications Targets
FCAA.AR - Teacher Contracts
FCAB.AR - Intern Teachers
FCAC.AR - Substitute Teachers Affiliation with Schools
FCB.AR - Staffing Procedures Document
FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP - Evaluation of Superintendent of Schools
FGCA.AR - Supervision and Evaluation of Teachers
FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR - Pensions
FJA.AR - Staff Participation in Alberta Education Activities
FJB.AR - Staff Out-of-District Exchanges
FJC.AR - Staff Secondment to External Agencies
FJD.AR - Leaves of Absence - Community Service
FJE.AR - Leaves of Absence - Military Service
FJF.AR - Leaves of Absence - Personal
FLC.AR - School Professional Development Days
FM.AR - Deaths and Bereavements
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
[Alberta Employment Standards Code and Regulations](#)
[Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#)
[Canadian Charter of Rights and Freedoms](#)
[Freedom of Information and Protection of Privacy Act](#)
[School Act](#)

Content for Human Resources Framework Policy



CODE: FA.BP

EFFECTIVE DATE: (dd-mm-yyyy)

TOPIC: Human Resources Framework

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide a human resources framework that guides a comprehensive strategy to attract, develop, engage, and retain qualified staff to support the District Vision, Mission, Values, and Priorities.

A human resources framework policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential risk.

DEFINITIONS

Conflict of Interest refers to a situation in which private interests or personal considerations can or may appear to affect a staff member's judgment in acting in the best interest of the District. It includes using a staff member's position, confidential information or corporate time, material or facilities for private gain or advancement. A conflict may occur when an interest benefits any staff member or their family, friends or business associates.

Human Resource Strategy is designed to build and develop the skills, attitudes, and behaviours among staff that will help the District meet its goals in a manner aligned with its values. It covers the various areas of human resource functions such as recruitment, compensation, performance management, reward and recognition, employee relations, training, and information management.

Internal Controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of human resource reporting, effectiveness and efficiency of operations, safeguarding of information, and compliance with applicable laws and regulations.

Organizational Capability is the ability and capacity of the District expressed in terms of culture, system, processes, and resources that support our collective efforts to improve student achievement.

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables individuals to reach their full potential. (as defined in Board Policy AE.BB.BP – Wellness of Students and Staff)

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the District Vision, Mission, Values, and Priorities. (**Reference: AA.BP, AE.BP**) The Board values the dedication, professional contributions,

achievements, and performance of district staff that are committed and engaged in supporting and advancing student learning and achievement, the District's reputation, and public support for education.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions, and organizational health; (**Consolidate: FBB.BP – Community Funded Personnel, FC.BP –Recruitment, Employment, Qualifications, and Deployment of Staff)**
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District; (**Consolidate: FBB.BP – Community Funded Personnel, FC.BP –Recruitment, Employment, Qualifications, and Deployment of Staff)**
- ensure continuity of instruction and district services are maintained while supporting staff in balancing work and personal needs; (**Consolidate: FJ.BP – Staff Leaves of Absence, FJD.BP – Administrative Recognition**)
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement; (**Consolidate: current FAA.BP – Human Resources Framework, FBB.BP – Community Funded Personnel**)
- promote positive, safe, and respectful working environments that foster collaborative and responsible behavior and reflects the diversity of our community; (**Consolidate: FBCA.BP – Respectful Working Environments, FM.BP – Acknowledgement of Deaths and Bereavements**)
- consider the impact on student and staff wellness and safety when making and implementing decisions; and (**Reference: AE.BB.BP**) (**Consolidate: FBCD.BP – Mandatory Records Checks for Employees, FBCE.BP – Volunteers - Registration and Records Checks, FFA.BP – Reduction of Staff, FM.BP Acknowledgement of Deaths and Bereavements**)
- achieve desired outcomes in an ethical, efficient and effective manner. (**Reference AE.BP**)

The Board believes that district management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging; (**Consolidate: FBCA.BP – Respectful Working Environments**)
- a district culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking; (**Consolidate: FAA.BP – Human Resources Framework**)
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity; (**Reference: AA.BP, CH.BP, CO.BP**) (**Consolidate: FAA.BP – Human Resources Framework**)
- staff who are valued, supported, and trusted by the District behave accordingly in interactions with students, colleagues, and other education stakeholders; (**Consolidate: FAA.BP – Human Resources Framework**)
- positive working relationships between the District and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best

address both district and staff needs; and (**Consolidate: FBC.BP – Liaison Committees, FAA.BP – Human Resource Framework**)

- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning. (**Consolidate: FGC.BP – Staff Performance, AGA.BP – Recognition of Students, Staff, Parents, and the Community**)

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to: (**Consolidate:**

FBCB.BP – District Staff Code of Conduct)

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of district resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools. (**Reference: CO.BP, CN.BP, CNA.BP**)

In addition to the *School Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with: (**Reference: CHA.BP**)

- federal and provincial legislation; (**Consolidate: FIA.BP – Pensions**)
- Section 61 of the *School Act* except those matters which the Board cannot delegate; and (**Consolidate: FCA.BP – Qualifications for Teacher Continuing Contracts**)
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the *School Act* section 105(1) and 105(2); and
- terminate the services of a teacher pursuant to section 107 of the *School Act*.

(**Consolidate: FB.BP - Authority for Human Resource Decisions**)

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and (**Consolidate: FB.BP Authority for Human Resource Decisions**)
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement. (**Consolidate: FDB.BP – Terms and Conditions of Employment for Exempt Staff, FB.BP Authority for Human Resource Decisions**)

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with

provincially and federally legislated requirements and recognized standards of practice for public bodies.

2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the District, and confirmation of new principal designations. (**Consolidate: FB.BP – Authority for Human Resources Decisions**)
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Administration shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
AD.BP - District Vision, Mission, Values and Priorities
AEBB.BP - Wellness of Students and Staff
AGA.BP - Recognition of Students, Staff, Parents, and the Community
CH.BP - Framework for Policy Development and Review
CHA.BP – Board Delegation of Authority
CN.BP – Managing District Information
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
FBA.AR - Designation, Appointment and Assignment to Leadership Positions
FBCA.AR - Respectful Working Environments
FBCB.AR - District Staff Code of Conduct
FBCD.AR - Mandatory Records Checks for Employees
FBCE.AR - Volunteers - Registration and Records Checks
FBE.AR - Health and Wellness of Staff and Students
FBEA.AR - Health and Safety Roles and Responsibilities
FBEB.AR - Workplace Violence
FBEC.AR - Public Interest Disclosure (Whistleblower Protection)
FBM.AR - Grievance Process
FCA.AR - Staff Qualifications Targets
FCAA.AR - Teacher Contracts
FCAB.AR - Intern Teachers
FCAC.AR - Substitute Teachers Affiliation with Schools
FCB.AR - Staffing Procedures Document
FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP - Evaluation of Superintendent of Schools
FGCA.AR - Supervision and Evaluation of Teachers
FGCB.AR - Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR - Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR - Pensions

***Bold** text policy references imbedded in the document indicate where a concept from that policy has been addressed, i.e. referenced or consolidated for rescission.*

FJA.AR - Staff Participation in Alberta Education Activities
FJB.AR - Staff Out-of-District Exchanges
FJC.AR - Staff Secondment to External Agencies
FJD.AR - Leaves of Absence - Community Service
FJE.AR - Leaves of Absence - Military Service
FJF.AR - Leaves of Absence - Personal
FLC.AR - School Professional Development Days
FM.AR - Deaths and Bereavements
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
[Alberta Employment Standards Code and Regulations](#)
[Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#)
[Canadian Charter of Rights and Freedoms](#)
[Freedom of Information and Protection of Privacy Act](#)
[School Act](#)

Summary of Human Resources Concepts Derived from Existing Board Policy

Responsive to Board Responsibilities Under the Education Act s. 33. 1

“A board, as a partner in education, has the responsibility to:

- (b) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (e) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (i) establish and maintain governance and organizational structures that promote student [and staff] well-being and success, and monitor and evaluate their effectiveness,
- (j) ensure effective stewardship of the board’s resources, [and]
- (m) comply with all applicable Acts and regulations”

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
<p>AA.BP – Stakeholder Relations approved June 23, 2015)</p>	<p>POLICY...</p> <p>In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in ... supporting the District Vision, Mission, Values and Priorities;</p> <p>...</p> <p>Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust.</p> <p>C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.</p> <p>D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:</p> <p>Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.</p> <p>Appreciative: Acknowledge stakeholder contributions and collaboration.</p> <p>Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.</p> <p>Inclusive: Respect the diversity within school communities.</p> <p>Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.</p> <p>Relevant: The level and extent of stakeholder engagement should be aligned with: the scope and complexity of the issue or decisions being made; how the issue or decision may affect stakeholders; and</p>	<p>Policy: Human resources are critical in meeting the diverse needs of students...</p> <p>Staffing is the major portion of operating budget. Staff talent combined with engagement gives maximum return on human resource investment for education.</p> <p>Policy: management practices and the development of leadership competencies that encourage and support staff involvement are critical to building respectful, productive and trusting relationships with staff and high levels of staff engagement.</p> <p>Processes and practice for engagement and communication with staff should align to the principles outlined in Board Policy AA.BP – Stakeholder Relations section D.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>available District resources (time, funding, people).</p> <p>Respectful: Honour stakeholders’ experience, skills, talents, knowledge, expertise and authority.</p> <p>Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.</p>	
<p>AE.BP – District Vision and Mission</p>	<p>POLICY</p> <p>Our Vision - Transforming the learners of today into the leaders of tomorrow.</p> <p>Our Mission - We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.</p> <p>Our Values - Supporting the Vision, Mission and Priorities are the District’s core values of accountability, collaboration, equity and integrity.</p> <p>District Priorities 2014-2018</p> <ol style="list-style-type: none"> 1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. 2. Provide welcoming, high quality learning and working environments. 3. Enhance public education through communication, engagement and partnerships. 	<p>Why do we need an HR Framework? Through staff we deliver appropriate programming, enable students success and</p> <p>“ inspire students through high quality learning opportunities”.</p> <p>We operate in accordance with our values of Accountability, Collaboration, Equity and Integrity</p> <p>Policy: The Board values the contributions of staff that are committed and engaged in supporting and advancing student achievement.</p> <p>Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
<p>AEBB.BP – Wellness of Students and Staff</p>	<p>PURPOSE</p> <p>... Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals.</p> <p>DEFINITIONS</p> <p>Comprehensive School Health (CSH) .. four pillars of CSH as defined by the Joint Consortium for School Health:</p> <ul style="list-style-type: none"> • Social and Physical Environments includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school. • Healthy School Policy includes management practices, decision-making processes, policies and procedures that promote and support health and wellness. <p>Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. ...</p> <p>POLICY</p> <p>The Board recognizes that wellness is both an individual and collective responsibility. ...</p> <p>..... The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating</p>	<p>Positive and supportive social and physical working environments are an important part of respecting the diversity within our staff population.</p> <p>...Quality of relationships has a significant impact on the emotional well-being of everyone.</p> <p>Proactive and purposeful management practices, and decision making processes, can help promote and support wellness and a welcoming, safe and inclusive working environment.</p> <p>Wellness enables individuals to reach their full potential.</p> <p>Staff wellness enables the organization to reach its full potential. (Organizational Health)</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>positive and supportive environments that contribute to the well-being of self and others.</p> <p>EXPECTATIONS</p> <ol style="list-style-type: none"> 1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach. 2. The District shall: <ol style="list-style-type: none"> a. consider student and staff health and safety in the planning, implementation and evaluation of district services; b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program. <p>...</p>	<p>Policy: Consider the impact on student and staff health and safety when making and implementing decisions Base processes and supports for staff wellness on research and standards of HR practice for public bodies.</p> <p>Content and Reference</p>
<p>AGA.BP Recognition of Students, Staff, Parents, and the Community</p>	<p>POLICY</p> <p>The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staffit is also important to acknowledge the outstanding contributions, achievements and performance of district students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the District's reputation and strengthening support for public education.</p>	<p>Policy: Recognize staff for their contributions and performance.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
CH.BP – Framework for Policy Development and Review	<p>PURPOSE</p> <p>... Policies provide parameters on and guidance for the action of the Board, Trustees, the Superintendent of Schools, staff, students, electors and others with respect to Edmonton Public Schools.</p> <p>...</p> <p>POLICY</p> <p>... The Board believes that the development and review of policy is enhanced when the process allows for the meaningful involvement of staff, parents, students and other interested groups and persons.</p> <p>...</p> <p>EXPECTATIONS</p> <p>...The Superintendent of Schools shall ensure that approved board policies and administrative regulations are available and accessible to staff, students, parents and the public on the District's website.</p>	<p>Policy: Staff actions are governed by board policy and administrative regulations.</p> <p>Staff should be provided opportunity to have meaningful involvement/input to policy and be informed of board policy and administrative regulations.</p> <p>Content and Reference</p>
CHA.BP – Board Delegation of Authority	<p>POLICY</p> <p>The Board authorizes the Administration, under the direction of the Superintendent of Schools, to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters which, in accordance with Section 61(1) of the School Act, cannot be delegated.</p> <p>In accordance with Section 105(2) of the School Act, the Board authorizes the Superintendent of Schools to suspend the services of a teacher when the Superintendent of Schools is of the opinion that the welfare of students is threatened by the presence of the teacher.</p> <p>In accordance with Section 61(1) of the School Act, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Section 105(1) of the School Act.</p>	<p>Policy: clarify the Superintendent's authority for all matters related to human resources management -- extends to powers that the Board may or is required to do or exercise under other legislation such as employment standards, occupational health and safety etc.</p> <p>Policy: incorporate specific Superintendents authorization for those matters that the Board may only delegate to the Superintendent of Schools under 61(1) and 105.1 and 105.2 of the <i>School Act</i>.</p> <p>CHA.BP – Delegation of Authority will</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>In accordance with Section 61(1) of the School Act, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.</p> <p>A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.</p> <p>Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with board policies and practices</p>	<p>be reviewed and revised on completion of the comprehensive policy review to clearly identify in which policies the board has reserved authority to itself.</p> <p>Content and Reference</p>
CN.BP – Managing District Information	<p>POLICY</p> <p>The Board believes that:</p> <ul style="list-style-type: none"> • District records are a vital district resource that must be managed effectively and efficiently; • staff should have access to the information necessary for them to carry out their work; • the District is responsible for documenting the activities and results for which the District is accountable; • parents, staff, students and the public have the right of access to records held by the District except where district or legislated requirements prevent. <p>The Board expects that district records management practices and processes shall ensure:</p> <ul style="list-style-type: none"> • ... • accountability for managing and maintaining information is clear and well-defined; • 	<p>Policy: information is a vital district resource and staff must be accountable for stewardship of those resources.</p> <p>Content and Reference</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
CNA.BP – Information Security	<p>POLICY</p> <p>...</p> <p>Accountability - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.</p> <p>Awareness - The District, its staff and all users of district information should be aware of the need for the security of information systems and what they can do to enhance security.</p> <p>Ethics - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.</p> <p>...</p>	<p>Policy: responsibilities and accountability of staff should be explicit.</p> <p>Content and Reference</p>
CO.BP – Fiscal Oversight and Accountability	<p>Site-Based Decision Making, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District’s Vision, Mission, Priorities, board policies, administrative regulations and procedures establish the parameters within which all decisions must be made.</p> <p>...</p> <p>POLICY</p> <p>...The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.</p> <p>The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all</p>	<ul style="list-style-type: none"> • security of assets and resources through oversight/supervision • staff comply with internal controls • staff participate in site based decision making • staff should know the parameters under which they operate <p>Staff onboarding and professional development.</p> <p>Integrity : All staff share responsibility for modelling (stewardship)</p> <p>All staff should know and understand their authority, responsibility and accountability.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.</p> <p>...</p>	<p>Content and Reference</p>
<p>FAA.BP – Human Resources Framework</p>	<p>POLICY</p> <p>The Board of Trustees believes that:</p> <ul style="list-style-type: none"> • its most important resources are its people; • our values of respect, integrity, transparency, excellence, and resilience form the foundation of our organizational capability; • each staff member's performance contributes to the improvement of student learning. <p>The Board of Trustees is committed to:</p> <p>a. being a learning organization in which:</p> <ul style="list-style-type: none"> • people are treated with respect and supported; • diversity is valued, embraced and promoted; • workplaces are safe, functional and well-kept; • staff are recognized for their contributions; • innovation and collaboration are encouraged; • opportunities for growth and professional development are provided; • resources are treated with care; <p>b. having staff who:</p> <ul style="list-style-type: none"> • are engaged in their work and committed to excellence; • provide exemplary service and leadership; • are respectful, satisfied, healthy and trustworthy; • are innovative, effective and committed to professional growth; • feel they are valued, respected, supported and trusted by the District and who will communicate this feeling to 	<p>Current Human Resources Framework Policy.</p> <p>Consolidate Content, Replace under new code</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>students, colleagues and the community;</p> <p>c. engaging in employment practices which:</p> <ul style="list-style-type: none"> • are free of bias resulting from any prejudice, particularly prejudice related to race, colour, religious beliefs, gender, physical or mental disability, sexual orientation, marital status, family status, age, ancestry, place of origin or source of income; • promote the attraction, development, engagement and retention of qualified, high-performing staff to support the District's Mission, achieve the District Priorities, and meet the diverse needs of our students; • build organizational and employee capacity; • provide positive growth in organizational health; • foster involvement of staff in decision making which affects their work; • ensure equal opportunity for employment and advancement; • ensure due process and fairness. 	
<p>FB.BP – Authority for Human Resources Decisions</p>	<p>POLICY</p> <p>A. Under the Board of Trustees’ general delegation of authority to the Superintendent of Schools, which includes the power to sub-delegate to members of the Administration, and subject to section B of the policy, the Superintendent of Schools will establish, approve and review annually, a document which outlines the authority to employ, appoint, determine grid placement, suspend, demote, terminate employment, terminate designation, accept resignations and retirements and approve leaves of absences for all district staff.</p> <p>B. The Board of Trustees retains the authority for the designation or appointment of Assistant Superintendents, Executive Directors and</p>	<p>Expectation – Superintendent of Schools responsibility to establish the organizational structure for administration of the District, assign roles, responsibilities and delegation of authority for all functions including human resource functions.</p> <p>Policy – Only the Board of Trustees has authority to designate Superintendent of Schools. The Board should retain authority for appointment of General</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>General Counsel. The Superintendent of Schools will inform the Board of Trustees annually of all designations of Director and Managing Director.</p> <p>C. The Board of Trustees recognizes and values the important role that principals have in achieving the Vision, Mission and Priorities of the District. The Superintendent of Schools will ensure the attraction, designation, assignment, ongoing development, and retention of principals who demonstrate the professional practice competencies of an effective principal.</p> <p>D. The Superintendent of Schools will inform the Board of Trustees annually of all designations of principals to the District and the confirmation of principals in their designation.</p>	<p>Counsel because the position may act directly on behalf of the Board.</p> <p>Policy – All positions should be filled by the most qualified staff based on requirements of each position and the needs of the District.</p> <p>Expectation: The Board has expressed interest in having involvement with identifying the desired competencies for positions that work directly with the Board on a regular basis.</p> <p>Expectation –Trustees should know when there is a change of assignment to school principal and senior staff positions as it can impact the community and have political implications.</p> <p>Consolidate and add reference to administrative regulation FBA.AR – Designation, Appointment and Assignment to Leadership Positions</p>
FBB.BP – Community Funded Personnel	<p>POLICY</p> <p>Community organizations are allowed to supplement personnel assigned to schools through direct financial contributions to the Board of Trustees, provided that:</p> <ol style="list-style-type: none"> all costs including fringe benefits are borne by the sponsoring organization. the terms of employment are according to the appropriate 	<ul style="list-style-type: none"> Should be addressed in administrative regulations for community contributions of time, funds and resources to support student success (can be volunteers, financial support, or physical or human resources).

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>salary agreement.</p> <ul style="list-style-type: none"> c. the identification and selection of candidates is carried out by the School Board Administration. d. any personnel so funded are placed in a school, subject to the approval, direction and authority of the Principal. e. no student is denied entry into a program because parents do not contribute funds. <p>Community organizations wishing to supplement personnel allocated to schools, but do not provide direct financial contributions to the Board of Trustees, will be allowed to do so provided that:</p> <ul style="list-style-type: none"> a. all costs including fringe benefits are borne by the sponsoring organization. b. any personnel so funded are placed in a school subject to the approval, direction and authority of the Principal. c. the sponsoring organization assumes full responsibility for administrative details concerning the payment of salary and fringe benefits. d. no student is denied entry into a program because parents do not contribute funds. 	<ul style="list-style-type: none"> • Conditions under which contribution of human resources by the Community can be accepted determined by Superintendent of School in alignment with Human Resources Framework policy (i.e. meet all legislated requirements, not contravene collective agreements, , CRA, requirements for safety etc.). <p>Principals have the authority and responsibility to oversee all activities in a school for the safety of the occupants and the security of district assets, e.g. volunteers, visitors.</p> <p>Rescind as policy and address in administrative regulations and procedures for stakeholder relations.</p>
FBC.BP Liaison Committees	<p>POLICY</p> <p>The Board of Trustees supports the establishment and maintenance of committees to facilitate liaison between the Administration and each staff group for the discussion of issues that are separate from contract negotiations or that are unrelated to collective agreements.</p>	<p>Staff liaison committees are a means of collaboration and engagement. Means are not policy objectives.</p> <p>Policy: value positive working relationships between the District and staff group representatives. Believe in regular communication and consultation using a collaborative, interest-based approach to meet everyone's needs.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
		Consolidate
FBCA.BP – Respectful Working Environments	<p>POLICY</p> <p>Edmonton Public Schools is committed to providing and promoting working environments that foster respectful and responsible behavior. It is the responsibility of Board of Trustees, staff members, parents, volunteers and contract workers to contribute to creating a positive work environment.</p> <p>The Board is obligated to protect all employees of Edmonton Public Schools from harassment, discrimination, and personal harassment during EPS work and school-related activities. The Board prohibits harassment, personal harassment, and discrimination and expects the reporting of allegations of harassment or discrimination to be investigated in a timely and respectful manner. Appropriate action will be taken against those whose behavior contravenes this policy.</p> <p>The Board of Trustees expects the Superintendent of Schools, principals and district administrators to:</p> <ul style="list-style-type: none"> • inform and educate all parties about the Respectful Working Environments Policy and associated policies and regulations; • be proactive in preventing harassment, personal harassment, or discrimination; • to assist parties in resolving issues in the early stages, and • to advise parties of the process regarding complaints under this policy. <p>In the case of alleged harassment of an employee by a parent or other community member, the parties are to attempt to reach resolution through the usual channels of discussion, clarification and negotiation.</p>	<p>Policy: all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging. <i>Education Act</i> S33(1)(d))</p> <p>Management practices that promote and support staff wellness</p> <p>Consolidate and add reference to FBCA.AR – Respectful Working Environments</p> <p>Address complaint resolution process in stakeholder and partner related administrative regulations aligned with appeal processes.</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>If this is not successful, a variety of options may be considered by the principal, decision unit supervisor, leadership services or other member of the administration, including but not limited to:</p> <ul style="list-style-type: none"> • communicating in person, in writing or other to further investigate and attempt to reach resolution; • restricting access to district property and/or advising the individual to cease and desist certain actions; • taking legal action including a report to the police. 	
FBCB.BP – District Staff Code of Conduct	<p>POLICY</p> <p>Edmonton Public Schools maintains high standards for the ethical conduct of its staff members. Such standards contribute to making our organization healthy, respectful and effective. The manner in which staff members carry out their work reflects on the District as a whole. The District Staff Code of Conduct is intended to provide staff members with clarity in these matters, and to be a guide for conduct in specified areas. It is not intended to be exhaustive, or to provide specific guidance in every circumstance. Common sense, good judgment and discretion shall prevail in application of this policy; if staff are in doubt about a situation, they should seek clarification from their supervisor or the Director Staff Relations.</p> <ol style="list-style-type: none"> 1. Staff members shall: <ol style="list-style-type: none"> a. adhere to the policies, regulations and guidelines of the board and the administration b. fulfill their responsibilities within Edmonton Public Schools in an honest, diligent and lawful manner c. treat all people with dignity, respect and consideration in carrying out their duties. 2. Staff members shall adhere to the legal agreements between the District and other organizations e.g., CUPE Locals 3550, 474, 784, 	<p>Policy: create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership (modelling).</p> <p>Policy: 1 -4 expectation for all staff</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	<p>Alberta Teachers' Association, City of Edmonton, Provincial Government, etc.</p> <p>3. Staff members shall not engage in any activity which they know or ought to know undermines the good faith that must exist between the staff member and the District, or which is dishonest, abusive or detrimental to the interests or reputation of the District.</p> <p>4. Staff members who engage in activities or employment external to the District shall not knowingly conduct themselves in a manner which would result in ethical, legal or financial conflict of interest.</p> <p>5. Breach of the policy or administrative regulation relating to the District Staff Code of Conduct may result in a range of sanctions being imposed on the staff member, up to and including termination of employment.</p> <p>6. The Superintendent of Schools' decision in the matter shall be final.</p>	<p>Administrative regulations and staff communication vehicles (brochures, website, contracts of employment).</p> <p>Policy: delegation of authority for all human resource management decisions under the <i>School/Education Acts</i> and other federal and provincial legislation.</p> <p>Consolidate and add reference to administrative regulation FBCB.AR District Staff Code of Conduct</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FBCD.BP – Mandatory Records Checks for Employees	<p>POLICY</p> <p>The Board of Trustees recognizes that the safety of the District's students and staff is paramount.</p> <p>Under the Board of Trustees' general delegation of authority to the Superintendent of Schools, the Superintendent of Schools will establish procedures for securing a criminal records check for every person offered employment with the District.</p>	<p>Policy: promote positive, safe and respectful working environments</p> <p>Rescind: responsibility of Superintendent of Schools to establish procedures in response to changes to labour legislation and practices for the public sector (working with vulnerable populations).</p> <p>Add Reference: administrative regulation FBCD.AR</p> <p>Link to Safety and Security Theme</p>
FBCE.BP Volunteers - Registration and Records Checks	<p>POLICY</p> <p>The Board of Trustees recognizes that the safety of the District's students and staff is paramount.</p> <p>The Superintendent of Schools will establish procedures, to be effective September 1, 2007, for registering all volunteers in district schools and for securing police records checks from all volunteer coaches, volunteer chaperones of overnight field trips, and volunteer drivers who transport students.</p> <p>The Superintendent of Schools shall have the authority to request a police records check of any volunteer where the Superintendent of Schools is of the opinion that to do so would be in the best interest of students and staff.</p> <p>At the discretion of the Superintendent of Schools, or designate, where information contained in a police certificate suggests conduct that brings</p>	<p>Policy: promote positive, safe and respectful working environments</p> <p>Rescind: responsibility of Superintendent of Schools to establish procedures in response to changes to labour legislation and practices for the public sector (working with vulnerable populations).</p> <p>Add Reference: administrative regulation FBCE.AR</p> <p>Link to Safety and Security Theme</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	into question the suitability of the individual to volunteer in a school, the individual may not be allowed to volunteer.	
FBD.BP – Vacations and Holidays	<p>1. <u>Christmas and New Year's</u> When any of the holidays occur at the point in the week where there is only one working day between the holiday and the weekend, this working day will be declared as an additional holiday.</p> <p>The afternoons of December 24th and December 31st will be declared as holidays for the staff scheduled to work those days.</p> <p>2. <u>Canada Day</u> In years when Canada Day occurs on a weekend, the Monday immediately following that weekend will be declared as a holiday for staff normally scheduled to work on that day.</p> <p>In years when Canada Day occurs at a point in the week where there is only one working day between the holiday and the weekend, this working day will be declared as a holiday for those employees normally scheduled to work on that day.</p>	Retain and move to GCA.BP – Approval of the School Year Calendar when it is reviewed/revised
FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff	<p>POLICY</p> <p>The Board of Trustees recognizes the need to recruit and hire the very best individuals available for positions, based on their qualifications, and to effect this while maintaining a focus on student achievement and success. Recruitment and hiring practices shall consider legal requirements including collective agreements, district needs, fiscal responsibility, and market conditions.</p> <p>While maintaining a focus on student achievement and success and</p>	<p>Policy: all human resource management practices shall meet legislated requirements..... ..attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the District.</p> <p>Consolidate and add references to</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
	adhering to collective agreement requirements, the deployment of district staff shall recognize the need to select the very best candidates for positions by giving preference to those candidates that best meet district qualifications targets.	administrative regulation FCA.AR – Staff Qualifications Targets; FCAA.AR – Teacher Contracts; FCAB.AR – Intern Teachers; FCAC.AR – Substitute Teachers Affiliation with Schools; FCB.AR – Staff Procedures Document
FCA.BP – Qualifications for Teacher Continuing Contracts	<p>POLICY</p> <p>A teacher must hold an Alberta professional teaching certificate to be eligible for a continuing contract.</p> <p>Notwithstanding the above, and in exceptional circumstances, where a teacher holds valid Alberta teaching authority but does not meet the requirements for either an Interim Professional Certificate or a Permanent Professional Certificate, the Superintendent of Schools may issue a continuing contract limited to a specific assignment.</p>	<p>Both current <i>School Act</i> and <i>Education Act</i> state requirements to be offered teaching employment. Superintendent is responsible for ensuring District is operating within the confines of legislation.</p> <p><i>S 92, 106 School Act</i> <i>S 198, 201, 214 Education Act</i></p> <p>Redundant, rescind and add references to Act</p>
FDB.BP – Terms and Conditions of Employment for Exempt Staff	<p>POLICY</p> <p>The Board will establish, for each school year, remuneration and terms and conditions of employment for staff not covered by collective agreement.</p>	<p>Policy: Board retains authority for approval of all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.</p> <p>Consolidate</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FFA.BP – Reduction of Staff	<p>POLICY</p> <p>The Board of Trustees recognizes that a reduction in staff may be necessary in certain circumstances and favours the principle of natural attrition, where practical, to effect this reduction. If the Superintendent of Schools determines that natural attrition is insufficient to meet the need for staff reduction, the Superintendent of Schools or designate shall identify staff to be laid off in accordance with the applicable collective agreement. With respect to teachers and exempt staff, the Superintendent of Schools shall make all reasonable attempts to retain an overall staff complement that best meets program and district needs.</p>	<p>Policy: meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future district needs, fiscal responsibility, market conditions and organizational health.</p> <p>Policy: consider the impact on staff wellness and safety making and implementing decisions.</p> <p>Consolidate</p>
FGC.BP – Staff Performance	<p>POLICY</p> <p>The Board of Trustees believes that an ongoing process of continuous growth, supervision and evaluation for improved staff performance is essential in achieving the mission of the District.</p> <p>The Board of Trustees believes that all staff are responsible and accountable for meeting the performance standards of their positions.</p> <p>The Superintendent of Schools shall be responsible for providing information, which summarizes the application of this policy to the public through the District's annual review of its results.</p>	<p>Policy: ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth and improved staff performance.</p> <p>Accountability</p> <p>Consolidate and reference administrative regulations: FGCA.AR – Supervision and Evaluation of Teachers; FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff FGCC.AR – Supervision an Evaluation of Custodial, Maintenance and Support Staff</p>

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
FIA.BP - Pensions	<p>POLICY</p> <p>As per the Local Authorities Pension Plan (LAPP) regulations all eligible staff of the Board will be enrolled in the Local Authorities Pension Plan unless they are contributing members of another pension plan with the Board.</p>	<p>A legal requirement</p> <p>Rescind and reference administrative regulation FIA.AR - Pensions</p>
FJ.BP: Staff Leaves of Absence	<p>POLICY</p> <p>The Board of Trustees supports the granting of exchanges, secondments, and leave to staff for professional improvement, community services, and personal reasons provided that continuity of instruction and district services are maintained.</p> <p>The Board of Trustees shall approve the criteria for the granting of professional improvement leaves.</p> <p>The Board of Trustees delegates authority to the Superintendent of Schools to approve leaves for staff members in accordance with the policies, regulations, and practices of the Board, and staff collective agreements.</p>	<p>Policy: support staff in balancing work and personal needs while ensuring continuity of instruction and district services are maintained.</p> <p>Delegation of all human resource management decisions to the Superintendent of Schools in accordance with direction in the Human Resources Framework policy</p> <p>Consolidate and add references to FJA.AR – FLC.AR</p>
FJD.BP – Administrative Recognition	<p>POLICY</p> <p><u>Absences of Personnel</u></p> <p>The Board of Trustees authorizes the Superintendent of Schools to free a senior administrator from duties for a reasonable time if that official has carried an undue load over a considerable period, and if in the opinion of the Superintendent of Schools, the efficient operation of that person's office warrants such consideration.</p>	<p>Policy: value statement that speaks to working conditions that attract and retain staff, and supports wellness and balance</p> <p>Consolidate</p>

Summary of Human Resource Management Policy Concepts Derived from Existing Board Policy

POLICIES	EXCERPTS	CONCEPTS & CONSIDERATIONS
<p>FM.BP – Acknowledgement of Deaths and Bereavements</p>	<p>POLICY</p> <p>The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death or bereavement of a current staff member or Trustee.</p> <p>The Superintendent of Schools, on behalf of the Board of Trustees, shall acknowledge the death of a former staff member or Trustee.</p>	<p>Policy: value statement that speaks to a working environment that fosters a sense of belonging...</p> <p>Demonstrate respect for staff</p> <p>Consolidate and reference Administrative Regulation FM.AR – Deaths and Bereavements</p>

POLICIES RECOMMENDED FOR RESCISSION

Subject to approval of draft Board Policy FA.BP – Human Resources Framework

1. FAA.BP – (current) Human Resources Framework
2. FB.BP – Authority for Human Resources Decisions
3. FBB.BP – Community Funded Personnel
4. FBC. BP – Liaison Committees
5. FBCA.BP – Respectful Working Environments
6. FBCB.BP – District Staff Code of Conduct
7. FBCE.BP – Mandatory Records Checks for Employees
8. FBCE.BP – Volunteers – Registration and Records Checks
9. FC.BP – Recruitment, Employment, Qualifications and Deployment of Staff
10. FCA.BP – Qualifications for Teacher Continuing Contracts
11. FBD.BP – Terms and Conditions of Employment for Exempt Staff
12. FFA.BP – Reduction of Staff
13. FGC.BP – Staff Performance
14. FIA.BP – Pensions
15. FJ.BP – Staff Leaves of Absence
16. FJD.BP – Administrative Recognition
17. FM.BP – Acknowledgment of Deaths and Bereavements

DATE: October 20, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Funds for 2016-2017 Clause 23 Professional Improvement Program

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE

STAFF: Renée Thomson, Bonnie Zack

REFERENCE: *Teachers' Collective Agreement – September 1, 2012 – August 31, 2016,*
Clause 23

ISSUE

It has been a long-standing practice in the District to bring to the Board of Trustees at a public board meeting in the fall, a request for an allocation of funds from the subsequent year's budget for the purpose of granting Professional Improvement Program leaves and/or tuition support to teachers as per Clause 23 of the *Teachers' Collective Agreement – September 1, 2012 to August 31, 2016*.

BACKGROUND

For many years, Edmonton Public Schools has recognized the importance of supporting teachers in accessing professional development opportunities. As early as 1946, the District granted leaves with pay to teachers participating in a limited number of professional learning activities. In 1952, access to professional development was expanded and a fixed allowance in lieu of salary was introduced for teachers on a leave for study purposes. In 1971, the fixed annual allowance was replaced with one based upon years of experience. The current practice of providing tuition support, in addition to paid professional improvement leaves, for teachers undertaking professional development through the Clause 23 Professional Improvement Program was introduced in 2003.

The District recognizes that professional development for staff is a critical aspect in supporting successful outcomes for students, as well as for succession planning. The Clause 23 Professional Improvement Program is in direct support of Board Policy [GE.BP - Organization for Instruction](#), which states that “effective teachers who have strong knowledge of pedagogy and subject content knowledge, make a significant difference to student learning and achievement. The program is also in direct support of [District Priority 2, Goal Three](#), which states that throughout their careers, all staff members are to be “provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.”

RELATED FACTS

- The Professional Improvement Program is guided by Clause 23 of the Teachers' Collective Agreement.

- Clause 23.2 outlines the conditions under which leave for professional improvement may be granted for a school year or portion thereof, upon application, to a teacher.
- Clause 23.6 specifies that tuition support for professional improvement may be granted, upon application, to a teacher on continuing contract and with two or more years of service with Edmonton Public Schools.
- Clause 23.7 states the maximum amount the District may allocate for the Professional Improvement Program as “3/4 of 1% of the annual grid costs, calculated as of the preceding November 30”. From 2003 to 2012, the maximum allocation amount exceeded two million dollars; it has exceeded three million dollars since 2012-2013 (Attachment I).
- The approved allocation was \$1,200,000 from 2003 through 2008 and from 2010 through 2013. In the 2008-2009 and 2009-2010 school years, the allocation was increased to \$1,300,000 (Attachment I). For the 2013-2014 school year, the allocation was reduced to \$1,000,000 and has remained at that amount for the 2014-2015 and 2015-2016 school years.
- To address potential increases to leave allowance costs, anticipated increases in tuition fees in the next academic year, as well as fluctuations to the exchange rate which would impact tuition fees paid to international post-secondary institutions, it has been an administrative practice to maintain a holdback of a percentage of the allocation. The holdback for the Clause 23 Professional Improvement Program was 3.78% in 2015-2016.
- In order to operationally facilitate the Clause 23 Professional Improvement Program, it is necessary to begin the application, review and approval processes as outlined in Attachment II almost a year in advance of the period of support. The program relative to support available during the 2016-2017 school year is scheduled for announcement to district teachers at the end of October 2015. Applications will be accepted until January 8, 2016. Background information related to each applicant's eligibility for tuition and/or leave support will be compiled from January 11 – 29. Applications will be reviewed and assessed by a panel of district leadership staff from February 1 – 8, and the recommendations from the assessors will be compiled and forwarded to the Superintendent of Schools for consideration before February 19. By February 26, 2016 the completion of these processes will be signaled by the Superintendent's approval of the tuition and/or leave support for successful applicants, including details related to the distribution of the allocated funds.
- Access to and support for professional development has been a significant bargaining issue in negotiations with the Alberta Teachers' Association.

RECOMMENDATION

That an allocation of \$1,000,000 from the 2016-2017 operating budget for the purpose of granting professional improvement leaves and/or tuition support for the 2016-2017 school year be approved.

OPTIONS

Based on the information provided in this report, the following options are considered as the most admissible:

1. The allocation of funds for 2016-2017 remains at \$1,000,000.
2. The allocation of funds for 2016-2017 is increased.
3. The allocation of funds for 2016-2017 is decreased.

CONSIDERATIONS & ANALYSIS

The number of teacher requests for tuition and leave support through this program has remained relatively consistent over the past several years, while tuition and leave allowance costs continue to increase. With a reduced allocation of funds, the number of staff who could be supported through this program would potentially decrease (Attachment II).

Of the 71 requests for support through the Clause 23 Professional Improvement Program for the 2015-2016 school year, 38 teachers were granted what they requested and were eligible to receive, 33 were granted partial support and one was not granted support.

In addition to the support available through the Clause 23 Professional Improvement Program, tuition support for coursework related to core subject areas, second languages and selected priorities established by the District will continue to be available to district teachers through the Teacher Development Program.

The Teachers' Collective Agreement (September 1, 2012 – August 31, 2016) includes a Letter of Understanding entitled *Pilot Project on Staff Development Fund*. Through this pilot, the District has committed to providing \$500,000 annually in 2014-2015, 2015-2016 and 2016-2017 to Edmonton Public Teachers Local 37 of the Alberta Teachers' Association to administer and distribute funds in support of professional development activities or resources related to teachers' individual professional growth plans.

NEXT STEPS

Upon approval of this recommendation, the attached timeline related to communication and processing of applications will be followed (Attachment III).

ATTACHMENTS & APPENDICES

- ATTACHMENT I Professional Improvement Program History
- ATTACHMENT II Comparison by Year of Successful Teacher Certificated Applicants
- ATTACHMENT III 2016-2017 Professional Improvement Program Timeline

DR:rt

ATTACHMENT I**PROFESSIONAL IMPROVEMENT PROGRAM HISTORY**

YEAR	FUND MAXIMUM AS PER CLAUSE 23.7	APPROVED BUDGET	% OF MAXIMUM	APPROVED TOTAL LEAVE FTE	ACTUAL \$ GRANTED FOR LEAVES	ACTUAL \$ GRANTED FOR TUITION	TOTAL ACTUAL \$ GRANTED FOR LEAVES & TUITION
2006-2007	2,307,846	1,200,000	52%	15.76	934,471	169,269	1,103,740
2007-2008	2,342,776	1,200,000	51%	15.46	938,042	150,920	1,088,962
2008-2009	2,392,026	1,300,000	54%	11.67	763,271	274,958	1,038,229
2009-2010	2,504,746	1,300,000	52%	6.54	382,159	349,969	732,128
2010-2011	2,774,936	1,200,000	43%	12.19	756,640	306,366	1,063,006
2011-2012	2,899,830	1,200,000	41%	15.65	768,459	316,283	1,084,742
2012-2013	3,005,090	1,200,000	40%	12.48	785,786	296,530	1,082,316
2013-2014	3,062,822	1,200,000	39%	11.56	706,110	354,758	1,060,868
2014-2015	3,019,266	1,000,000	33%	7.20	517,762	367,680	885,442
2015-2016	3,111,487	1,000,000	32%	8.03	561,457	400,757	962,214

ATTACHMENT II

PROFESSIONAL IMPROVEMENT PROGRAM SUCCESSFUL APPLICANTS BY YEAR		
YEAR	TOTAL NUMBER OF APPLICANTS	NUMBER SUCCESSFUL
2006-07	67	51
2007-08	68	45
2008-09	53	50
2009-10	64	64
2010-11	60	58
2011-12	87	84
2012-13	71	70
2013-14	87 ¹	76 ²
2014-15	75 ³	73 ⁴
2015-16	78 ⁵	77 ⁶

¹82 through the Clause 23 Professional Improvement Program and 5 Exempt staff

²73 through the Clause 23 Professional Improvement Program and 3 Exempt staff

³70 through the Clause 23 Professional Improvement Program and 5 Exempt staff

⁴68 through the Clause 23 Professional Improvement Program and 5 Exempt staff

⁵72 through the Clause 23 Professional Improvement Program and 6 Exempt staff

⁶71 through the Clause 23 Professional Improvement Program and 6 Exempt staff

ATTACHMENT III**2016-2017 PROFESSIONAL IMPROVEMENT PROGRAM TIMELINE**

Activity	Date
2015-2016 Professional Improvement Program information and application package are communicated to district teachers and made available online	October 30
Information meetings for interested staff (4:15 - 6:00 p.m. Conference Centre, Centre for Education)	November 24, 30
Obtain data to calculate maximums as per Clause 23.5 of Teachers' contract	November 30
Due date for applications	January 8
Processing of applications <ul style="list-style-type: none">• Check for completeness• Acknowledgement letter• Compile background – previous paid leaves, degrees, grid placement, years of service, summary of request, projected costs• Applications prepared for review by committee of leadership staff	January 11 - 29
Facilitate review by assessment committee of leadership staff <ul style="list-style-type: none">• Prepare packages for review• Conduct assessment workshop	January 11 - 29 Week of February 1 (due back February 8)
Compile background information with input from assessments	February 8 - 12
Prepare recommendation to the Superintendent	February 19
Approval of Leaves and tuition support by the Superintendent	February 26
Communication of approvals <ul style="list-style-type: none">• Phone calls from Staff Development to principals or supervisors of teachers• Phone calls by assistant superintendents to principal applicants• TM to Board• Staff Update communicated on Staff Room• Letters and agreements sent to all successful applicants	February 29 – March 4 February 29 – March 4 March 9 March 11 March 11

DATE: October 20, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Notice of Correction to New School Name

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Josephine Duquette, Jenifer Elliott, Jane Sterling, Chris Wright

REFERENCE: [Board Report dated June 23, 2015 - Report #14 of the Caucus Committee \(From the Meetings Held June 9 and 16, 2015\)](#)

ISSUE

The school name, Margaret Ann Armour School, is proposed to be amended.

BACKGROUND

The school's name was approved by the Board of Trustees on June 23, 2015. The changes recommended reflect the correct and legal use of Dr. Armour's name.

RELATED FACTS

In following up with Dr. Armour, she confirms there should be a hyphen between her two legal names and to include her designation of Dr.

RECOMMENDATION

That the new school name, Margaret Ann Armour School is amended to Dr. Margaret-Ann Armour School, be approved.

CONSIDERATIONS & ANALYSIS

The addition of Dr. to the school's name enhances Dr. Armour's academic accomplishments. She is a distinguished scientist who has devoted her career to encouraging girls and young women to consider careers in the sciences and engineering. As a result, it is important to include her credentials in the school's approved name.

The amendment to the school name is timely, to ensure that all information being shared by the District reflects the correct name of the school before the current name is imbedded into the community.

This recommendation is being submitted to ensure that the official board meeting minutes are accurate.

NEXT STEPS

The school name will be updated on all district sites where it is mentioned and Alberta Education and Alberta Infrastructure will be notified.

ATTACHMENTS & APPENDICES

N/A

JS:em

DATE: October 20, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Sandy Boyce

REFERENCE: [FM.BP Acknowledgement of Deaths and Bereavements](#)
[FM.AR Deaths and Bereavements](#)

Mr. Svend Hansen, at the age of 83 years, passed away on October 6, 2015. His career with the District spanned over 40 years and began as a teacher in a temporary assignment at Fulton Place School. He obtained permanent status in 1958 and taught respectively at Hardisty, Parkdale, and Garneau schools before returning in 1966, to Fulton Place School as the Assistant Principal. In 1968, Mr. Hansen's role changed when he became the Principal at Queen Mary Park School and subsequently at Capilano and Kenilworth schools. In 1976, Mr. Hansen moved to Central as a supervisor of Program Supervision and later became the Director of that unit in 1978. He transferred as Director in 1979, to Professional Development Curriculum. In 1980, he returned to the role of principal at Dan Knott School. On January 31, 1991, Mr. Hansen retired.

Mr. Hansen returned to the District to serve as a member of the Board Administration from October 1998 to October 2007, first as a Trustee. In 2001, he became the Vice Chair and in 2003, the Board Chair.

Mr. Hansen is survived by his wife Clarice and four children, Sherri, Brenda, Marsha and Ken. A celebration of his life was held on October 10, 2015.

Mrs. Susan Kohler passed away on October 9, 2015, at the age of 53 years. Mrs. Kohler began her teaching career with the District on December 2, 1985. She held positions at Grace Martin, Hillview, Hazeldean, Winterburn, Aldergrove, Westminster, Michael A. Kostek, and Oliver schools. Mrs. Kohler took a leave of absence in April 2009, and was on leave at the time of her passing.

She is survived by her husband Rick, and children, Christine, Monica, Kurt and Lukas. A small, private family ceremony will be held, as per Mrs. Kohler's wishes.

AA:sb