



**MEDICINE HAT SCHOOL DISTRICT NO. 76
COORDINATING COMMITTEE MEETING**

Date and Time: Monday, February 6, 2017

Location: Grant Henderson Learning Centre – Central Office

1. POLICY REVIEW AND UPDATES

M. Davidson and C. Sadlemyer reviewed the following Policies and Procedures that have been revised and are recommended to be approved by the Committee:

Policy 545 - Hearings on Teacher Transfers (Revised and renamed)

M. Davidson reviewed this indicating that the policy was simplified and changes were made to reflect information in the School Act.

Procedure 510 P 002 - Substitute Teachers (Revised)

L. Cunningham reviewed changes indicating the information removed from this procedure is to be part of a school specific handbook for Substitutes.

Procedure 510 P 003 - Reduction in Professional Staff (Revised)

L. Cunningham reviewed this procedure; most changes are due to the updates in the Staffing Process.

Procedure 510 P 006 – Staffing Process Draft (New)

C. Sadlemyer went over the process this Superintendent Working Committee went through in the development of this Policy. The committee compiled information from 10 other districts. Several revisions have been made to this draft after feedback from Executive and then from Administrators at the January 2017 meeting.

Transfer and hiring processes have been combined into single this 'staffing process'.

The working committee gathered feedback from Coordinating before submitting a final proposed Procedure for the Board.

Procedure 516 P 002 – Selection and Appointment of Administrative Personnel (Revised)
Revisions to this procedure were reviewed.

Procedure 535 P 001 – Recognition for Major Secondary Extra-Curricular Activities (Revised)
This procedure has previously been discussed. The only revisions that have been made are as a result of grade 9 students moving from Medicine Hat High to Alexandra Middle School.

Procedure 545 P 001 – Transfer of Professional Staff (Rescind)
The committee agreed to rescind this procedure.

Procedure 650 E 001 – Elementary School Fee Schedule

T. Hensel discussed the updates to this procedure; The changes to ELP fees increased from \$150 to \$200. The language was updated; after age 5 children are referred to as students.

Procedure 621 P 002 – Supporting Children with Social-Emotional Needs.

The draft was reviewed at the Board Meeting on January 24, 2017. The “Background Section” was simplified. Following review by the Coordinating Committee a PowerPoint presentation will be communicated to Administrators to share with their staff.

2. FUTURE MEETINGS

March	No Meeting
April 3, 2017	1:30 to 4:00 Coordinating Committee

3. ADJOURNMENT

SECTION 500

POLICY 545

MEDICINE HAT SCHOOL DISTRICT NO. 76

HEARINGS ON TEACHER TRANSFERS

BACKGROUND

~~From time to time, in the best interest of the students, the school and the individual, professional staff may wish to change venues of work. The renewed interest and vigour which usually accompanies a change of environment can be advantageous. In addition, expanding the individual's contacts and exposure to varying methodologies serves to benefit all parties. The Board of Trustees recognizes that there may be specific situations where in the best interests of the District, the Superintendent, or designate may need to transfer a teacher.~~

POLICY

~~The Board encourages the transfer of professional staff within the district at the teacher's request. The Board also recognizes there may be situations when transfers serve the needs of the District.~~

~~The Superintendent may transfer a teacher in accordance with section 104 of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.~~

GUIDELINES:

1. District administration has the authority and responsibility to finalize staff assignment in the best interests of the district, following consultation with the affected parties.
2. A transfer is an opportunity for growth and will not be a substitute for disciplinary action.
3. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
4. The request for a hearing before the Board shall be submitted by the teacher to the Secretary Treasurer with a copy being provided to the Superintendent.
5. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
6. The Secretary Treasurer shall advise the teacher in writing of the date, time and location of the hearing.

7. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Secretary Treasurer not less than four (4) days prior to the scheduled date of the meeting. The Secretary Treasurer will provide copies of all such documentation to the Trustees and the parties prior to the hearing, where possible, or during the hearing.
8. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing: the names of counsel, other representatives, and any witnesses.
9. Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
10. Procedure at Hearings
 - 10.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.
 - 10.2 The Board Chair will introduce all parties, and the parties or their representatives shall introduce all witnesses at the hearing.
 - 10.3 The sequence of the hearing shall be as follows:
 - 10.3.1 An opening statement to be made by each of the parties;
 - 10.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 10.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 10.3.4 Superintendent's or designates opportunity for a response to the teacher's presentation;
 - 10.3.5 Teacher's opportunity for a response to the administration's presentation;
 - 10.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 10.3.7 An opportunity for the Superintendent or designate to make final comments;
 - 10.3.8 An opportunity for the teacher to make final comments; and
 - 10.3.9 No cross-examination of witnesses shall be allowed unless the Board Chair deems it advisable.
 - 10.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Secretary Treasurer or legal counsel in attendance.
 - 10.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the

hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.

- 10.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 10.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Approved & Adopted:
September 7, 2004

Revised:
~~October 2, 2007~~ January 9, 2017
~~June 19, 2012~~

REFERENCES

School Act: Sections 19, 60, 61, 95, 96, 98, 101, 102, 104, 105, 107, 109, 109.1, 110, and 113

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MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Substitute Teachers	POLICY REFERENCE: 510 Staff Selection, Assignment, Evaluation and Termination
PROCEDURE CODE: 510 P 002	

PROCEDURES

1. The District is responsible for organizing and assigning substitute teachers.
2. Substitute teachers are contracted by the District on a day-to-day basis.
3. The standard pay for substitute teachers is covered under the Collective Salary Agreement between Medicine Hat School District No. 76 and The Alberta Teachers' Association.
4. The District will maintain a list of substitute teachers who are available to be called. The list of available substitute teachers will identify each substitute by grade level and subject specialization. Other categories may be requested depending on the needs of the District.
5. Professional development for substitute teachers is at the initiation and expense of the substitute teachers, except that the District may provide substitute teacher orientation sessions as deemed appropriate by the District.
6. Communication between the classroom Teacher and the Substitute Teacher should adhere to the Code of Professional Conduct of the Alberta Teachers' Association. (Clause 13: The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism.)
7. The teacher is responsible for arranging for a substitute teacher when the regular teacher is (will be) absent.
8. It is recommended that each school provide a Substitute Teacher Handbook or folder to provide orientation for substitute teachers. This handbook should include necessary information regarding school process and procedures as well as specific instructions regarding classroom plans, process and procedures.
9. Consideration for a substitute teachers inclusion in the general student supervision should be given, so that the substitute teacher can properly prepare for the classes they have to teach.
10. Except for special circumstances, the substitute teacher should arrive at the school thirty (30) minutes prior to the commencement of classes.
11. The substitute teacher should report directly to the school's office in order to register with the school's secretary and to receive their handbook/folder.

12. Teachers are responsible for preparing adequate contingency and instructional plans so that, in the event of their absence from the classroom, a substitute teacher will be able to provide a level of instruction which will allow for continuity of learning for the students.

GUIDELINES FOR SUBSTITUTE TEACHER FOLDERS/HANDBOOK

The information, provided for substitute teachers in a folder or handbook, should include:

1. General School Information
 - 1.2 Parking information
 - 1.3 Staff phone directory: specifically, administration or support numbers
 - 1.4 Bell schedule
 - 1.5 School map
 - 1.6 School procedures:
 - 1.6.1 Emergency routines:
 - 1.6.1.1 Emergency evacuation
 - 1.6.1.2 Student illness or injury
 - 1.6.1.3 Severe student behavior guidelines
 - 1.6.1.4 Facility emergencies
 - 1.6.2 School supervision
 - 1.6.3 Student supervision
 - 1.6.4 Truancy
 - 1.6.5 Sign-out
2. Teacher specific information
 - 2.2 Classroom rules and expectations
 - 2.3 Classroom routines
 - 2.4 Attendance taking and reporting
 - 2.5 Seating plan
 - 2.6 Lesson plans
 - 2.7 Name, phone number and room number of a support colleague
 - 2.8 Instructional resources and technical assistance information
 - 2.9 Information regarding specific needs of students in the classroom
 - 2.10 Student helpers

Approved:
May 17, 2005

Revised:
February 6, 2017

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Reduction in Professional Staff	POLICY REFERENCE: 510 Staff Selection, Assignment, Evaluation and Termination
PROCEDURE CODE: 510 P 003	

PROCEDURES

1. Throughout the staff reduction process, the primary consideration for the central office administration shall be the quality of school programs and the services provided to students.
2. At all times the central office administration will make a concerted effort to retain teaching staff. However, severe budget constraints, declining enrollments, or changes in program priorities may dictate reductions in staff.
3. The central office administration will make reasonable efforts to accommodate affected staff within the District and all decisions relating to staff reduction will be made at the earliest possible date and prior to the first round of open postings for positions.
4. Central administration has the authority and responsibility to make staff assignments in the best interests of the District, following consultation with the affected parties.
5. To achieve necessary reductions in staff, central office administration will consider attrition as the first course of action, application for internal positions as the second method and transfer of staff as a third strategy, as follows:
 - 5.1 **Attrition**, which includes:
 - 5.1.1 Resignations
 - 5.1.2 Retirements
 - 5.1.3 Leaves of absence
 - 5.1.4 Job sharing and other part time arrangements
 - 5.1.5 Reduction of part time assignments
 - 5.2 **Application for open positions within the district.** Human Resources will advocate with Principals on behalf of staff from schools with a surplus. In schools that are overstaffed, the following process will occur:
 - 5.2.1 Human Resources will meet with Principal to confirm registrations numbers.

- 5.2.2 Certificated staff will be notified, prior to any staffing rounds, of the staffing reduction concern and encouraged to communicate with Human Resources and to pursue any open, internal positions.
- 5.3 After the interview process, if there are still remaining surplus staff, Human Resources reserves the right to **transfer staff** according to the best interests of the District, as per Section 104 of the School Act. To determine what staff may be surplus, the following process may be followed:
 - 5.3.1 Human Resources and Principal will meet with certificated staff, communicate the situation and ask for anyone willing to volunteer to move.
 - 5.3.2 If there are not any volunteers, the Principal of the affected school will determine areas of need.
 - 5.3.3 Human Resources, along with Principal, will review staffing list and make determinations in the best interest of the District.
- 6. In the event that the central office administration has not achieved the necessary reductions in staff through attrition, application for internal positions and transfer of staff, central office administration may find it necessary to terminate staff ***on continuous contracts***, giving consideration to procedure item #1 and also to the following:
 - 6.1 Qualifications of the individual
 - 6.2 Seniority of the individual
- 7. Staff whose contracts have been terminated will get first consideration for the District Substitute List.

Approved:
December 19, 2006

Revised:
February 6, 2017

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Staffing Process	POLICY REFERENCE: 510 Staff Selection, Assignment and Evaluation
PROCEDURE CODE: 510 P 006	

PROCEDURES

1. Principals identify staffing needs based on enrolment & staffing changes (retirements, leaves, movement within the school, etc.)
2. Principals along with Human Resources (HR) determine the number of “free and clear” positions. At the same time, Principals along with HR determine any surplus or teachers returning from leave as per Procedure 510 P 003.
3. Principals create postings for these positions, including positions held by probationary contract teachers.
4. Positions are posted internally to any surplus teachers to apply to, prior to next staffing round.
5. The Superintendent or designate reserves the right to transfer a teacher given special circumstances as per Section 104 of the *School Act*.

Surplus Staffing: Round 1

1. Surplus teachers apply directly to principals with vacancies via email.
2. Applicants will be shortlisted and interviews carried out.
3. All surplus continuous contract teachers will be placed in this staffing round.

Probationary to Continuous

1. Where supported by an appropriate Principal evaluation and where approved by the Superintendent or designate, probationary contracts can be moved to continuous.
2. Probationary Teachers that accept these continuous contracts for the next school year, are not eligible to apply in the current year’s staffing rounds.

Staffing: Round 2

1. Remaining positions are posted internally to all School District staff and externally to prospective teachers on the SD76 website. Staff that successfully moved in previous rounds are not eligible to apply for these positions.
2. Any teacher, including any eligible (as per policy 520, item 5.8) MHSD #76 teacher on continuous contract in the current year can apply to any of the jobs posted in this round.
 - 2.1 Teachers “applying out” are asked to notify their current Principal.

- 2.2 Defined dates will be set each year for when jobs are posted, closed, and the window for interviews.
3. Applicants apply via email to Principals, quoting the job posting description or job posting number in the subject line.
4. Applicants will be shortlisted and interviews carried out.
5. Principals communicate the offer to the successful candidate. Principals also communicate feedback to unsuccessful interviewees.
6. Positions may be reposted at the discretion of the Principal in consultation with the Deputy Superintendent.

Staffing: Round 3

1. Remaining and new positions are posted internally to all school district staff and externally to prospective teachers on the SD76 website. Staff that successfully moved in previous rounds are not eligible to apply for these positions
2. Staffing round follows the same process outlined in Round 2: Items 1 – 6.

Staffing: Round 4

1. Any positions not filled in the previous staffing rounds are posted.
2. This round is only open to external candidates, teachers on temporary contract or teachers that have not accepted an assignment for the next school year.
3. Positions in this round are posted as schools become aware of the need.
4. Staffing round follows the same process outlined in Round 2: Items 3 – 6.
5. Human Resources will continue to post for as long as the Deputy Superintendent determines that the process is feasible.

**Approved:
February 6, 2017**

REFERENCES

School Act: Section 104
Policy 411: Site-Based Instructional Budgets
Policy 520: Teacher Growth, Supervision and Evaluation
Policy 545: Hearing on Teacher Transfers
Procedure 510 P 003: Reduction in Professional Staff

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: School-based Administrative Positions	POLICY REFERENCE: 516 Administrative Appointments
PROCEDURE CODE: 516 P 002	

PROCEDURES

1. A school may qualify for Vice-Principals or additional teaching F.T.E. after a conversation between the School Principal and the Superintendent or designate. The Superintendent or designate, in consultation with the School Principal will consider, but will not limit the decision, to the following factors:
 - 1.1 the school's socio-economic level;
 - 1.2 if it is/is not dual track (English and French) school;
 - 1.3 the level of student needs in the building (level and number of student needs, students who are coded, etc);
 - 1.4 past, present, and projected enrolment;
 - 1.5 other relevant needs in the school.
2. The following guidelines will be used to start the conversation about additional Vice-Principal (or additional teacher F.T.E.):
 - 2.1 First Vice-Principal at 150 students
 - 2.2 Second Vice-Principal at 400 students
 - 2.3 Third Vice-Principal at 900 students
 - 2.4 If student enrolment exceeds 1000 students, the Superintendent or designate may choose to put in place additional supports for the school community such as a Classroom Support Teacher, additional Counselor, etc.
3. Secondary schools qualify for Department Heads on the following basis.

Medicine Hat High School	- 7
Crescent Heights High School	- 7
Alexandra Middle School	- 2
Dr. Roy Wilson Learning Centre:	- 1.5
4. The Superintendent of Schools may choose to appoint alternative administrative positions such as Project Leaders, Team Leaders, or Curriculum Leaders in lieu of Vice-Principals or Department Heads. The Superintendent of Schools may also choose to make no appointments. These choices will be for a specified period, provided that the following conditions are met:
 - 4.1 the administration allowance entitlement of a school is not diminished as a result of appointing alternative positions

- 4.2 if no administrative appointments are made, the allowances associated thereto are paid into the school Professional Development Fund
 - 4.3 if the allowances paid to alternative administrative personnel are not equal to the allowance which would have been made had the regular appointment proceeded, the difference shall be paid into the school Professional Development Fund
 - 4.4 the decision to alter the administrative structure of the school is recommended by the Principal; in consultation with the staff affected by the change and by the School Council of the school.
5. Determining the positions within a school:
- 5.1 Where a vacancy occurs and the Principal decides to retain the designated administrative position(s) for the school, the selection process as outlined in section 5.2.2 and 5.2.3 below shall be implemented.
 - 5.2 Where there is a vacancy and the Principal wishes to recommend the appointment of alternative administrative positions, the following steps must be taken:
 - 5.2.1 the Principal will develop an alternative administrative structure stating the positions to be named, and the duties of each position.
 - 5.2.2 where the position being replaced is a Vice-Principal, all the certificated staff in the school will be consulted.
 - 5.2.3 where the position being replaced is a Department Head, the certificated staff in the department will be consulted.
 - 5.2.4 either plan as provided for in 5.2.2 and 5.2.3 must be submitted to the School Council for consultation.
 - c. The Principal will decide on the recommendation to go to the Superintendent or designate.
 - d. The Superintendent or designate will decide to accept the alternative administrative structure, or to retain the designated positions.

Approved:
February 22, 2005

Revised:
February 6, 2017

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Elementary Schools' Fee Schedule	POLICY REFERENCE: 650 Student Fees
EXHIBIT CODE: 650 E 001	PROCEDURE CODE: 650 P 001: Student Fees, Fines, Charges

EXHIBIT

1. Grades 1 to 6:

Basic Fees -Instructional Resources	\$ <u>100.00</u>	
Total	\$ <u>100.00</u>	per school year

2. Kindergarten:

Basic Fees - Instructional Resources	\$ 50.00	
Activity	\$ <u>60.00</u>	
Total	\$ <u>110.00</u>	per school year (½ time program)

3. Early Learning Programs:

a. Children that qualify for PUF / Mild / Moderate Supports:

i) Basic Fees Instructional Resources	\$ 50.00	
ii) Nutrition Fee (snacks...)	\$ <u>60.00</u>	
Total	\$ <u>110.00</u>	per school year (½ time program)

b. Educational Services for typically developing children	\$ <u>200.00</u>	per month (½ time program)
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Approved:
June 19, 2012

Revised:
February 6, 2017

MEDICINE HAT SCHOOL DISTRICT NO. 76

ADMINISTRATIVE PROCEDURES

TITLE: Supporting Children with Social-Emotional Needs	POLICY REFERENCE: 621 Welcoming, Caring, Respectful, and Safe Schools
PROCEDURE CODE: 621 P 002	EXHIBIT: 621 E 001

BACKGROUND

To ensure safe and caring communities, Medicine Hat School District is committed to responding to children and students who have social/emotional/behavioural needs in a manner that demonstrates fairness, respect and integrity. Teachers do not work in isolation and therefore the response will be approached collaboratively, working to support all members of the school community with genuine empathy and care. It is through the establishment of positive and productive relationships that we will support student learning and success through a strength based approach.

When considering the procedures that are in place, after addressing the safety of all stakeholders, the goal of Medicine Hat School District staff is to improve student self-regulation.

PROCEDURES:

1. Principals will ensure that staff are knowledgeable about the District's School Emergency Program.
2. Each teacher shall develop a Classroom Management Plan that describes the:
 - 2.1. philosophical belief about classroom management;
 - 2.2. process in setting classroom expectations;
 - 2.3. listing of what the expectations are;
 - 2.4. positive behaviour supports used as a response to unmet expectations. These supports must:
 - 2.4.1. align with the Teaching Quality Standard; and
 - 2.4.2. reflect the pyramid of intervention – having universal, targeted and specialized strategies; and
 - 2.4.3. adhere to the school's values and beliefs.
3. Each teacher shall develop a Safety Plan for both staff and students, to address imminent and urgent safety situations. The physical safety of all students and staff must be the first priority. Safety Plans must include:
 - 3.1. identified staff members with current certification for emergency restraints;
 - 3.2. evacuation plan
 - 3.3. safety location

- 3.4. colleagues that can act as first responders
 - 3.5. signal that alerts students to evacuate
 - 3.6. plan for rehearsal
4. Teachers will ensure that Classroom Management Plans and Safety Plans are shared with substitute teachers.
5. Teachers will develop Behaviour Support Plans for individual students who demonstrate aggressive and/or explosive behaviours.
6. When an imminent and urgent safety situation occurs the following steps may occur:
 - 6.1. Enact the school and/or classroom Safety Plan.
 - 6.2. The teacher will dialogue with the children impacted by the incident to reassure the children that they are safe and that the person(s) directly involved in the safety situation are being supported.
 - 6.3. The school administrator will arrange a debriefing session that may include the teacher(s), administrator and any other staff that were involved. Consideration should also be given to include other staff and community partners such as mental health consultants and police officers.
 - 6.4. Consideration, by school administrator and District office, will be given to communicate with all parents/guardians of the children impacted by the incident.
 - 6.5. All aggressive and/or explosive behaviour situations will be documented electronically in PowerSchool – Log Entry.
 - 6.6. If someone, either staff or student, has been injured, the appropriate incident report form must be completed.

Approved:
February 6, 2017

REFERENCES

School Act: Section 45.1(1)

Draft New Teacher Quality Standard: Sections 1: a, b; 2: a, b, c, d; 3: a; 4: a, b, d, e, and f.

Supporting Positive Behaviour in Alberta Schools. Alberta Education. 2008. A School Wide Approach, A Classroom Approach, and An Intensive Individualized Approach.

School Emergency Preparedness, Hour Zero School Emergency Program, June 14, 2016.

Southeast Alberta Regional Violence Threat Risk Assessment (VTRA) and Intervention Protocol, 2016.

School Emergency Crisis Plans.

Alberta Education – Inclusive Education Library.