

ADMINISTRATIVE PROCEDURE

PERSONNEL AND EMPLOYEE RELATIONS Staff Conduct and Performance PER #40 Improvement

Revised: September 2024

Background

The Board's [Expectations of Teachers Policy](#) directs the Superintendent to ensure Christ The Redeemer (CTR) Catholic School Division has high quality teacher and support staff, who find CTR Catholic to be a caring and supportive place to work. CTR Catholic considers the supervision and evaluation process to be a mark of excellence, and this is why senior administrators, principals, and vice-principals are actively involved in the process.

It is the responsibility of each principal and supervisor to closely monitor both teachers and support staff to ensure that their performance aligns with relevant requirements, such as an employee's job description, the Teaching Quality Standard, the Leadership Quality Standard, the [Code of Professional Conduct for Teachers and Teacher Leaders](#), and all [CTR Catholic Administrative Procedures](#). When implementing and supervising a program to address performance issues, the principal's or supervisor's primary focus is to establish and uphold clear requirements and expectations. If, after a reasonable timeframe, unacceptable performance persists among teachers or support staff, the principal or supervisor will then follow a structured procedure to address the issue, which may encompass interventions, up to and including termination.

This administrative procedure shall guide matters related to conduct. For matters related to competency see Administrative Procedure PER #16, Teacher Supervision, Growth and Evaluation, or the position profiles for support staff members.

Procedures

1. Ongoing Supervision
 - 1.1. The Teacher Growth, Supervision, and Evaluation Administrative Procedure indicates supervision is the ongoing process by which a principal carries out duties and exercises educational leadership regarding teachers and teaching required under Section 197 of the Education Act. Ongoing supervision also includes the supervision and feedback provided to all support staff.
 - 1.2. The ultimate purpose of supervision is to improve the performance of all staff members. As part of the ongoing supervision, for both teachers and support staff, supervisors may formalize non disciplinary feedback through a Letter of Counsel. A Letter of Counsel is non disciplinary, provides support and guidance and formalizes feedback. These letters are provided to the teacher and a copy is maintained by the principal.
 - 1.3. If throughout the ongoing supervision process it becomes evident that an issue will be moving to the disciplinary process, an administrator shall advise teachers that they are entitled to support from the Alberta Teachers' Association. This should be done before further action occurs. Supervisors shall

contact the Superintendent responsible for Human Resources and refer to Section 2.0 of this Administrative Procedure.

2. Improving Performance Through Administrative Intervention

2.1. The following questions are suggested for consideration by the principal or supervisor to ensure fairness, objectivity and consistency in setting acceptable standards and assessing individual cases:

- 2.1.1. Is the standard, procedure or directive known to the staff member in question?
- 2.1.2. Has the staff member been notified of the standard, procedure or directive deemed unacceptable?
- 2.1.3. Is the standard, procedure or directive one that would be considered reasonable by an impartial referee?
- 2.1.4. Is the standard, procedure or directive related to the efficient and orderly operation of the school and / or related to the professional duties of the employee?
- 2.1.5. Was there a fair and objective investigation of the circumstances and the facts prior to notifying the teacher of probable consequences?
- 2.1.6. Was there a clear violation of the standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the care and custody of students?
- 2.1.7. Is there specific data, documentation or other information to substantiate and verify the situation?

2.2. Administrative Intervention Process

Depending on the circumstances, a principal or supervisor may choose to meet formally or informally with a staff member, provide a written warning or move to progressive discipline in any order.

2.2.1. Formal and Informal Meetings

A principal or supervisor who has identified a staff member whose performance requires improvement that may lead to progressive discipline will meet with a staff member to:

- 2.2.1.1. Advise, if the staff member is a teacher, that they are entitled to support from the Alberta Teachers' Association and determine if the meeting should be delayed until a representative is available. The principal shall contact the Superintendent in charge of Human Resources.
- 2.2.1.2. Review the standard, procedure, directive, or behavior which is the basis for intervention.
- 2.2.1.3. State specifically how the staff member failed to comply with the expected level of performance or conduct.
- 2.2.1.4. Review the expectations of the staff member.
- 2.2.1.5. Inquire if the staff member requires assistance.
- 2.2.1.6. Advise the staff member that failure to comply will warrant further administrative intervention of a corrective nature.
- 2.2.1.7. Advise the staff member that subsequent failure to meet the standard will take the current incident into consideration.

2.2.2. Written Feedback

A principal or supervisor who has identified a staff member whose performance to be unacceptable will provide a written warning following the steps identified in Section 2.2.3 Progressive Discipline. Following the written notice, the principal or supervisor will arrange a conference with the staff member to document the following:

- 2.2.2.1. Review the standard, procedure, directive, or behavior which is the basis for intervention.

- 2.2.2.2. State specifically how the staff member failed to comply with the expected level of performance or conduct.
- 2.2.2.3. The activities the staff member will undertake to remediate the unacceptable behaviour or practice including any support that will be provided to the teacher.
- 2.2.2.4. The evidence and criteria that will be used to determine that the unacceptable behaviour or practice has been remediated.
- 2.2.2.5. Relevant timelines.
- 2.2.2.6. Expectation to maintain the outcome(s) of the remedial action.
- 2.2.2.7. The consequences to the staff member for not remediating the behaviour or practice within the timeline.

2.2.3. Progressive Discipline

Progressive Discipline is a series of steps that gradually increase in severity as employees progress through the steps. The number of steps may vary. Each step may be repeated or skipped, or combined, depending on the situation. Steps include:

- 2.2.3.1. Letter of Censure.
- 2.2.3.2. Letter of Reprimand.
- 2.2.3.3. Referral To the Alberta Teaching Commission.
- 2.2.3.4. Suspension (brief / long).
- 2.2.3.5. Dismissal.

Progressive Discipline is corrective rather than punitive and ensures employees are dealt with in a firm, fair and consistent manner to:

- Ensure established standards are achieved;
- Identify expected behaviour;
- Correct improper behaviour;
- Deter any future behaviour of a same or similar nature;
- Enforce (control, monitor) division procedures and rules; and
- Protect division property, employees and students.

2.2.4. Matters warranting discipline include, but are not limited to:

- 2.2.4.1. Violations of division administrative procedures and rules, legislation, ministerial orders, etc.;
- 2.2.4.2. Inappropriate behaviour;
- 2.2.4.3. Unprofessional conduct;
- 2.2.4.4. Unsatisfactory work performance;
- 2.2.4.5. Insubordination;
- 2.2.4.6. Dishonesty; and
- 2.2.4.7. Possession of alcohol or substances or their use in the workplace.

2.2.5. Supervisory Accountability:

Supervisors are accountable for:

- 2.2.5.1. Supervising and disciplining employees for whom they are accountable ;
- 2.2.5.2. Following the required procedures as determined by legislation and the division;
- 2.2.5.3. Consulting with the Superintendent responsible for Human Resources as necessary when discipline is warranted;
- 2.2.5.4. Ensuring employees are aware of how, when, and why they are being disciplined; and
- 2.2.5.5. Supporting employees to respond appropriately to disciplinary action.

2.2.6. Supervisory Roles and Responsibilities:

Supervisor's roles and responsibilities related to discipline include:

- 2.2.6.1. Establishing on-going communication regarding performance;
- 2.2.6.2. Applying discipline firmly, fairly, and quickly when required;
- 2.2.6.3. Ensuring effective and efficient work performance of all employees who work under their supervision;
- 2.2.6.4. Accountability for the performance of their employees, and
- 2.2.6.5. Initiating the following steps once disciplinary action is being considered:
 - 2.2.6.5.1. Contact and consult the Superintendent or designate;
 - 2.2.6.5.2. Document employee explanation;
 - 2.2.6.5.3. Determine action to be taken;
 - 2.2.6.5.4. Communicate decision and draft discipline letter in consultation with the Superintendent or designate;
 - 2.2.6.5.5. Disciplinary letters must be cc'd and sent to the Superintendent or designate;
 - 2.2.6.5.6. Determine training and professional development;
 - 2.2.6.5.7. At the discretion of the Superintendent or designate, where appropriate, a disciplinary letter may be removed after one year.

2.3. Unassigned Duties

In certain cases, staff members may temporarily be placed on unassigned duties while pending investigation or resolution of specific matters.