



Staff Involvement in School Decisions Framework

The Calgary Board of Education and the Alberta Teachers' Association have agreed on the following practices to be used in those situations where staff involvement in decision making is desired or required by the terms of the collective agreement. Though this framework is expected to be employed for the processes outlined below, they are recommended for use in any situation where staff input into decisions is contemplated.

Framework Principles

- Decisions requiring staff involvement occur throughout the year and not solely at one point in time.
- The application of due process in decision-making is the priority rather than the actual decision itself.
- It is expected that every effort will be made to build consensus for all these decisions.
- "Consensus" is defined as a condition of no active opposition to the decision.

School Organization & Staff Deployment

Definition

School Organization:

how schools arrange the resources of time, space, and personnel to maximize student learning.

Staff Deployment:

the assignment of staff to specific duties and/or programs.

Framework

- In making the decision as to how the staff will be deployed, other documents, such as the Education Act, the CBE Resource Allocation Method, the assignable time clause of the Collective Agreement, and CBE policies, must be taken into consideration.
- If uncertain of the impact of these documents on the deployment decisions to be made at the school level, the principal and staff should consult their HR Advisor and/or the ATA.
- Factors that must be included in these decisions are workload of the certificated staff on site, timetable, amount of non-instructional time, supervision of students, and other professional duties.
- Deployment decisions should be ongoing throughout the year. They occur in response to changing resources and student needs, and the necessary balance between the two.

Best Practices

Decisions about school organization should be made prior to any deployment decisions. It is appropriate for the entire staff to be involved in school organization decisions.

- The principal and teachers shall attempt to build consensus for the decision based on available data and using a process that makes the most sense for that site.

There should be ongoing conversations and clear communication regarding staff deployment decisions throughout the school year. This is a process of engagement where administration and teaching staff have ongoing interaction.

- A complete and full sharing of deployment information is key to developing sound decisions that are understood and supported by all.

The principal and staff should use a variety of strategies to collect and share information.

- Effective communication is characterized by a variety of ongoing strategies: staff meetings, department or grade level conversations, surveys, “fireside chats,” etc.
- The broader the strategy to gather and share information the more likely the decision will be data-driven and therefore understood and supported.
- The principal shall, upon a staff member’s request, provide to staff all data used to create a deployment plan/proposal, unless there is a legal inability to do so (e.g., information on an employee’s medical accommodations).

Once all the pertinent information has been collected and shared there are also a variety of ways a decision can be made. It is expected that the principal and their staff will seek to find consensus on these decisions employing whatever method is appropriate to their site.

- Individual assignment discussions will usually involve a discussion between one teacher and the principal, though if the teaching assignment of one teacher impacts others at the school it may be appropriate to involve all concerned.

The only time the principal shall take the position of authority and make the decision for either school organization or staff deployment matters is when all attempts to reach an agreed-upon decision fail. The principal’s decision making is always guided by what is in the best interest of student success.

Professional Development and Organizational Days

Definitions

Professional Development Day:

“Professional Development Days are devoted to professional learning. Professional staff are engaged in furthering their understanding of current research and thinking regarding teaching and learning. Activities must be connected to best practices for student success, and will consider the CBE three-year plan, the school development plan and teachers’ professional needs.” (Clause 8.5.2.2)

Organizational Day:

“Organizational days are devoted to activities designed to address system, school, department/grade level or individual organizational needs.” (Clause 8.5.2.1)

Framework

- There are typically ten (10) system non-instructional days during each school year, plus three (3) additional non-instructional days at the start of each school year (these three days are reserved for school organization).
- In each year, a minimum of two (2) non-instructional days shall be designated as organizational days and a minimum of three (3) non-instructional days shall be designated as Professional Development days, the activities of which shall be determined by the staff of each school.
- The staff may be requested to submit a report as to the fulfilment of the plan of activities to the Education Director within a reasonable time after each of the five (5) days.

Best Practices

The staff of each school will examine the school calendar and draft a recommendation on which system non-instructional days will be PD days and which will be Organizational days for the following school year. Further, the staff will recommend which dates will be planned by teachers (5 minimum) and which will be planned by school leadership.

- Staff should work towards reaching a consensus, meaning there is no active opposition.



The staff of each school will decide upon the specific activities that will take place during the minimum two (2) non-instructional organizational days and three (3) non-instructional Professional Development days ascribed to them.

- The individual or committee will provide the suggested activities/objectives to staff for consensus, meaning there is no active opposition. It is to be stressed that all staff have a responsibility to be actively engaged in planning these days.
- The staff may choose, by consensus, to delegate the decisions regarding date and/or activity selection to an individual or committee.
- Emergent circumstances may persuade a staff to change this plan. Therefore, the year plan for professional development and organizational days should be viewed as being flexible to accommodate the changing needs of the staff at each school as the year unfolds.
- This process can begin to take place at any point during the spring, but by the end of June, there should be consensus on preliminary decisions for next year's PD and Organizational days.

The principal is responsible to ensure that activities fit the definition of Professional Development Day or Organization Day activities as described above.

Extra-curricular Program

Definition

Extracurricular program:

This refers to those student activities that necessarily occur outside of classroom/instructional hours. These activities are generally open to all students at the school and may involve a selection process.

Framework

- This process is to be employed in determining the *extent* of the school's involvement in an extra-curricular program.

Best Practices

The staff should come to a consensus regarding the extent of the extra-curricular program at their school for the school year.

- This decision may be made in the spring or fall.
- Principal and staff should consider a continuity of extra-curricular activities and programming when determining what activities to provide. This will meet the expectations of families who are selecting a school because of certain offerings that take place outside of the regular classroom instruction.

Individual commitments may be volunteered for or assigned within the context of assignable hours provisions of the collective agreement.

- The distribution of extra-curricular assignments must ensure a fair, equitable, and agreeable balance of assignable time amongst all teaching staff in the school.
- Teachers who have chosen to undertake a specific extracurricular activity shall be committed to that activity for its duration in that school year, unless an emergent situation prohibits continuance. (Clause 8.4.1)

Resolution Process

In the event that a consensus amongst all staff cannot be reached on any of the three topics above, the following resolution process must be enacted:

Resolution Process		
Extra-Curricular Program	PD/Organizational Days	School Organization & Staff Deployment
Those who are not in agreement with the proposed plan are to provide alternative solutions to be discussed and the principal and teacher(s) shall meet and attempt to find a resolution.		
When attempts to find consensus fail, the principal and staff may choose to invite an ATA representative and HR Advisor to be involved in or facilitate the conversation.		
<p>If a consensus is still not attained, the decisions shall be made by a majority of staff as determined by the staff.</p> <ul style="list-style-type: none"> It may be advisable to establish what is considered a majority for such positions at the beginning of each school year. A majority vote should only be taken after several attempts at consensus have failed. 		When all attempts are unsuccessful, the principal shall take the position of authority and make the decision.

- Resolution processes should focus on due process and best practice.
- The resolution process is not intended to change the outcome of a decision based solely on personal preference or desire.
- If any person believes that due process was not followed, then there is the option to file a grievance.
- Call ATA Local 38 Executive Staff at 403-262-6616 to discuss the option of a grievance.

Staff Involvement in School Decisions

Staff Involvement in School Decisions			
Month	System Activities and Processes	School Activities and Processes	Staff Activities and Processes
August	<ul style="list-style-type: none"> Hiring for open positions remaining after Spring Staff and late resignations RAM opens for changes 	<ul style="list-style-type: none"> Principal's interview and recommend candidates Principals' welcome teachers new to the school New students registered Adjustments to teaching assignments are made Staff return to school 	<ul style="list-style-type: none"> Conversations held regarding necessary changes to teaching assignments Staff discussions regarding school organization or timetable changes Principal and staff engage in decision-making processes regarding extent of extra-curricular program
September	<ul style="list-style-type: none"> Final count of students Hiring continues Last day to declare teacher's surplus to need RAM change request close 	<ul style="list-style-type: none"> Possible new hires or surplussing of staff In extreme situations a full reorganization of the school is required School begins 	<ul style="list-style-type: none"> Where surplussing is necessary, conversations with staff take place. Where a full reorganization is required conversations with staff as a whole are also required
October	<ul style="list-style-type: none"> RAM opens for final adjustments for approximately one week 	<ul style="list-style-type: none"> Bus eligible student submission deadline 	
November			

Staff Involvement in School Decisions			
Month	System Activities and Processes	School Activities and Processes	Staff Activities and Processes
December	<ul style="list-style-type: none"> System calendar for next year finalized 		
January	<ul style="list-style-type: none"> Senior High RAM reopens for second semester adjustments 	<ul style="list-style-type: none"> Senior High reorganizations with respect to student demographic changes and/or funding adjustments 	
February	<ul style="list-style-type: none"> Senior High RAM closes Student projections for the next year Budget building for the next school year Part 1 evaluations are due General Leave extension requests are due 	<ul style="list-style-type: none"> School administration begins prelim plans for next year 	<ul style="list-style-type: none"> Deployment discussions for next school year begin Staff requested to indicate plans for the following year
March	<ul style="list-style-type: none"> Budget preparation continues PIF applications and approvals Teachers declare return to work from leave Teachers apply for General Leave for upcoming year 	<ul style="list-style-type: none"> School calendar for the upcoming year Ongoing decisions regarding the extent of the extra-curricular program for next year 	<ul style="list-style-type: none"> Principal and staff involvement in the decision as to allocation of the three professional activity days and two organizational days flowing from the collective agreement Principal and staff initiate plans for these five days by the end of June
April	<ul style="list-style-type: none"> RAM allocations for the upcoming year Teacher Staffing focuses on balancing system projection Part 2 evaluations are due to Teacher Staffing Support staff job share deadline 	<ul style="list-style-type: none"> School administration make allocation decisions according to RAM Declarations of staff surplus to need 	<ul style="list-style-type: none"> Staff apprised of RAM allocations and decisions Where RAM decisions impact school organization (e.g., teacher librarian or no) staff involved in the decision Where appropriate, staff are provided opportunities to volunteer to be declared surplus
May	<ul style="list-style-type: none"> Teachers returning from leave, declared surplus or otherwise requiring placement are placed at school locations Open round of postings begins Deadline for resignation RAM reconciliation workshops 	<ul style="list-style-type: none"> Prelim timetable creation Principal welcomes teachers placed at their school Principal interviews and selects candidates for open postings 	<ul style="list-style-type: none"> Teachers on continuous contracts at their school for at least two years can participate in open round of postings Major changes to school organization and timetable are approved through staff deployment decision-making processes.

Staff Involvement in School Decisions

Month	System Activities and Processes	School Activities and Processes	Staff Activities and Processes
			<ul style="list-style-type: none"> Once RAM decisions are finalized, teacher assignment conversations take place
June	<ul style="list-style-type: none"> Deadline for arranging job shares Open round of postings ends Remaining open positions filled from unassigned teachers and next year's probationary teachers Submission of remaining teacher evaluations and review letters to Teacher Staffing RAM closes until August 	<ul style="list-style-type: none"> Finalize timetable Principal interviews and selection of candidates continues 	<ul style="list-style-type: none"> Teacher assignments finalized using staff deployment decision-making processes Plans for the following year for PD and ORG days completed
July	<ul style="list-style-type: none"> System staffing continues 	<ul style="list-style-type: none"> Hiring continues 	

- Ongoing processes:
Leaves, retirements, resignations continue throughout the year and may impact deployment decisions



April 18, 2022

Rob Armstrong, Superintendent, Human Resources

Date