

New Teacher Infopack

A guide to supports,
services, leaves, and the
Collective Agreement.

2023
2024



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INTRODUCTION

WELCOME to the Calgary Board of Education and congratulations on your new teaching position!

As a member of the teaching profession in a public school in Alberta, you are also now a full member of the Alberta Teachers' Association (ATA), a professional organization of teachers that promotes and advances public education, as well as safeguards the interests of teachers in the province.

The organization of education in Alberta recognizes the unique setting of each school board across the province. As such, the ATA is also organized into subgroups that generally coincide with each school district. As a teacher in the Calgary Board of

Education, you are a member of Calgary Public Teachers, Alberta Teachers' Association Local 38. Our Local is very active in its advocacy activities for Calgary teachers. Our office offers specialized supports and services that are geared specifically towards teachers in the CBE – we can help you navigate the sometimes-complex processes that are unique to this district.

Developed by Calgary Public Teachers, this package is intended to help provide you with knowledge of the supports available to you.

Local 38 Key Contacts

- Stephani Clements** President
- Kent Kinsman** Executive Staff
- Dan Nelles** Executive Staff
- Suzette LaSalle** Business Manager
 SDF Administrator

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LOCAL 38 SUPPORTS AND SERVICES

Member Support & Response

Your Local 38 office provides you with access to two Executive Staff members. Their primary roles are to assist you in addressing concerns you have with the collective agreement and helping you to understand issues related to benefits and other aspects of your employment. They are a resource for members to access when they need support in resolving these and other employment-related issues. They also provide support for various Local committees and advise the President and other members of the Local Executive Committee.

Members seeking advice on the grievance procedures to be followed in the case of an alleged violation of the collective agreement, or on any other matter arising from the collective agreement, the Labour Relations Code, or the Employment Standards Code, including salary and sick leave provisions, should consult Local 38's Executive staff. To contact us, call 403.262.6616.

Teachers also have access to provincial Teacher Employment Services staff who can offer advice and support relating to evaluations, legal issues or employer action, or matters of professional conduct or staff relations. Teacher Employment Services can be reached by phoning 403.265.2672 or 1.800.232.7208.

ATA Online Services & Specialist Councils

As a member of The Alberta Teachers' Association, you are eligible for a free online account that will provide access to member-only sites and web-based services. Votes for Provincial Executive Council elections, and votes related to central table bargaining, are conducted online via this account. Sign up to ensure you are not disenfranchised!

To sign up for an account, first ensure you have your teaching certificate number. If you do not have your teaching certificate number available, you can call Alberta Education toll-free at 403.310.0000. Ask to speak with Alberta Education's Professional

Standards Branch, and they will be able to provide your certificate number over the phone. Then go to www.teachers.ab.ca and click the "log-in" button. You will be able to create a new account from there. Signing up also gives you access to important Local 38 documents available exclusively in the "members only" section of our website. Visit local38.teachers.ab.ca to access these files.

Members have the ability to sign up for one free ATA Specialist's Council each year via online services. The Association's 21 specialist councils were created to foster the professional development of teachers interested in common curriculum or specialty areas. By organizing annual conferences, producing publications, maintaining websites and offering regional workshops and seminars, councils provide members with opportunities to share ideas and gather new information. Enrolling in a specialist council can be done via the online services portal. Once you sign up for your free specialist council membership, you can purchase memberships in additional councils if you wish. In addition, your free membership will be automatically renewed at the start of each school year, unless you decide to change your council affiliation.

Member Emergency Assistance Fund

The purpose of this fund is to provide financial support-of-last-resort in emergency situations to members of Local 38. This support is available for active members of the Local under contract to the Calgary Board of Education, and teachers appearing on the Calgary Board of Education substitute teacher roster who have taught at least one day in the current school year. Application forms and Fund information are available on the Local's "members only" website. Alternately, a paper copy of the application can be requested through the Local Office.



Local 38 Committees

Our Local committees serve many functions and provide a number of services to the membership. Our committees are 100% volunteer-driven with lots of opportunity for members to get involved at any point in their career.

Executive Committee:

Provides leadership in the affairs of the Local.

Annual Representative Assembly (ARA) Committee:

Considers Local resolutions, delegate lists, and Local responses to the budget and resolutions proposed by the provincial Association during ARA, the legislative body of the ATA that reviews and determines the policy of the Association and approves the operating budget. It is held annually on the Victoria Day weekend in May, alternating between Edmonton and Calgary.

Communications Committee:

Develops member communiqués and public relations programs, and manages Local 38 social media.

Constitutional Interpretation Committee:

Responsible for dealing with questions related to Local 38's constitution and/or bylaws of the Association.

Council of School Representatives (CSR):

The legislative body for the Local Association with representation from each school in the CBE. All members of Local 38 are welcome to attend any CSR meeting, but only elected school representatives may vote.

Diversity, Equity and Human Rights Committee:

Responsible for the study and advocacy of diversity and equity issues within Local 38 with an emphasis on enhancing teacher awareness, capacity and practice.

Election and Resource Committee:

Responsible for overseeing elections for Local 38.

Finance Committee:

Oversees the spending and budgeting ventures of Local 38.

Hospitality Committee:

Responsible for planning and overseeing locally-sponsored social events throughout the year.

Liaison Committee:

A joint committee with the CBE mandated by the collective agreement and responsible for discussing matters relating to teaching and learning conditions in Calgary Board of Education schools. Other matters of interest or concern to either party are also potential topics of conversation.

Political Action Committee:

Promotes the engagement and involvement of teachers in activities related to provincial and municipal politics, including school board trustees, and education issues.

Professional Development Committee:

Responsible for creating and sponsoring a professional development program with emphasis on enhancing teacher practice to improve student learning, and which encourages members to become involved in Local professional development activities and initiatives.

Resolutions Committee:

Provides an advisory role to the Local, supporting our members in policy management, serving as the authority on Local policy, and creating an awareness of our policies' relevance and importance.

Scholarship Committee:

Charged with administering the Local 38 Scholarship Fund in accordance with Local policy and approved guidelines.

Strategic Planning and Research Committee:

Responsible for enhancing the strategic planning capacity for Local 38 by identifying and studying potential emerging issues and suggesting long-term directions for action.

Substitute Teachers' Group:

Supports substitute teachers (and contract teachers doing substitute teaching on the side) working in the Calgary Board of Education and are a venue through which substitutes can raise and address issues specific to their employment group.

Teacher Welfare Committee:

Charged with formulating an initial negotiating proposal, monitoring the collective agreement, and collecting data that will help to deal with issues that arise from the agreement.

Women in Leadership Committee:

Works to promote and enhance gender equality and advance the interests of women in leadership.

How You Can Get Involved

There are opportunities for involvement for all members of the Local at all stages of their career. These opportunities involve varying levels of commitment as well, so even if you have just a little time to give, there's something for you!

1. **School Representative.** Each school elects at least one school representative each year. The larger the school's teaching staff, the more school representative positions there are available. School representatives attend one meeting each month of the Council of School Representatives (CSR), the legislative body of Local 38. It is the task of the school representative to relay information back to school staff and act as a conduit between teachers, the school, and the Local. If being the primary representative might be too much of a time commitment, members can also choose to be an "alternate", attending CSR meetings when the regular school representative is unable to do so.
2. **Annual Representative Assembly delegate.** ARA delegates represent their locals and collectively represent all public and separate teachers of Alberta. They provide leadership to the teaching profession by examining the ATA's annual budget and all proposed policy resolutions at delegate meetings held prior to the ARA. Teachers interested in being delegates can apply to the Local. The application form, available from your school representative or on the Local 38 website, must be filled out and sent in by mid-December. Criteria based in local policy govern who will be chosen. Those selected attend the meetings and Assembly to speak on behalf of the membership. All delegates receive a per diem for the pre-ARA meetings, and additional money to cover their expenses when they attend the ARA.
3. **Committee Membership.** Becoming a member on one of our Local committees is easy! Watch the bulletin from your school representative regularly; available committee positions for the upcoming year typically get posted in May, but some spots become available throughout the year as well. Contact the Local or the committee chair for more information on getting involved in a specific committee or watch your CBE email for opportunity advertised in our newsletter, *Local Lines!*
4. **Provincial Committee Involvement.** Your provincial ATA also has committees you can participate in! Contact the provincial Association by phoning 1.800.232.7208, to see what opportunities await, or visit the Association online at www.teachers.ab.ca.
5. **Attend a General Meeting.** This level of involvement is for everyone. Members need to vote during these meetings on initial bargaining positions, constitutional changes, and any potential bargaining settlements. Talk to your school representative, call the Local office, or watch your email for more information on these vitally important meetings!



YOUR COLLECTIVE BARGAINING AGREEMENT

“What is the collective bargaining agreement and where can I find it?”

The terms and conditions of employment and the salaries of teachers are established in the collective agreement negotiated between the Alberta Teachers' Association and the Board of Trustees of the Calgary Board of Education (CBE).

The full text of the agreement can be found on:

- the Local 38 website (local38.teachers.ab.ca),
- CBE insite (insite.cbe.ab.ca), or,
- the website of the Provincial Association (www.teachers.ab.ca).

The collective agreement contains provisions governing salary, leaves of absence, benefits, working conditions, and other matters affecting a teacher's employment in the CBE.

Vitaly important is the fact that no teacher may agree to anything that contradicts the collective agreement. This document outlines the contractual obligations as employees of the Board and may not be transgressed in any way.

Process of Arriving at a Collective Agreement

The process of arriving at a collective agreement is described via the *Public Education Collective Bargaining Act (2015)*.

Stage 1: Bargaining begins with a) determining what topics will be raised during bargaining, and b) deciding whether each topic will be bargained locally or provincially.

Stage 2: All topics agreed to be bargained centrally will be negotiated first. The provisions bargained here will be applied to every teacher collective agreement in the province. When a proposal is ready to be voted upon, all teachers in the province will get an opportunity to vote on the proposal. If 50% + 1 of those who vote are in favour of a proposal, it is adopted.

Stage 3: All topics agreed to be bargained locally will then be negotiated. The provisions bargained here

will only be applied to teachers working in the Calgary Board of Education. When a proposal is ready to be voted upon, all teachers in the system will get an opportunity to vote on the proposal. If 50% + 1 of those who vote are in favour of a proposal, it is adopted and that round of collective bargaining will be at a conclusion.

Before stage 1 begins, the Local will conduct a survey of the membership and identify areas for change in the current agreement. This information is shared with provincial ATA to help develop a position for the central matters, and is also used in developing a position for local matters later on in the process.

Two initial negotiating proposals, describing the changes the Association will attempt to negotiate to collective agreements, are drafted by two authorities:

- Central table matters – Provincial Executive Council (PEC). Members seeking input into this initial position should contact their District Representative directly.
- Local table matters – Negotiating Subcommittee (NSC). Members will be able to debate, amend, and vote on this initial position during a Bargaining Unit General Meeting prior to the start of Local table negotiations.

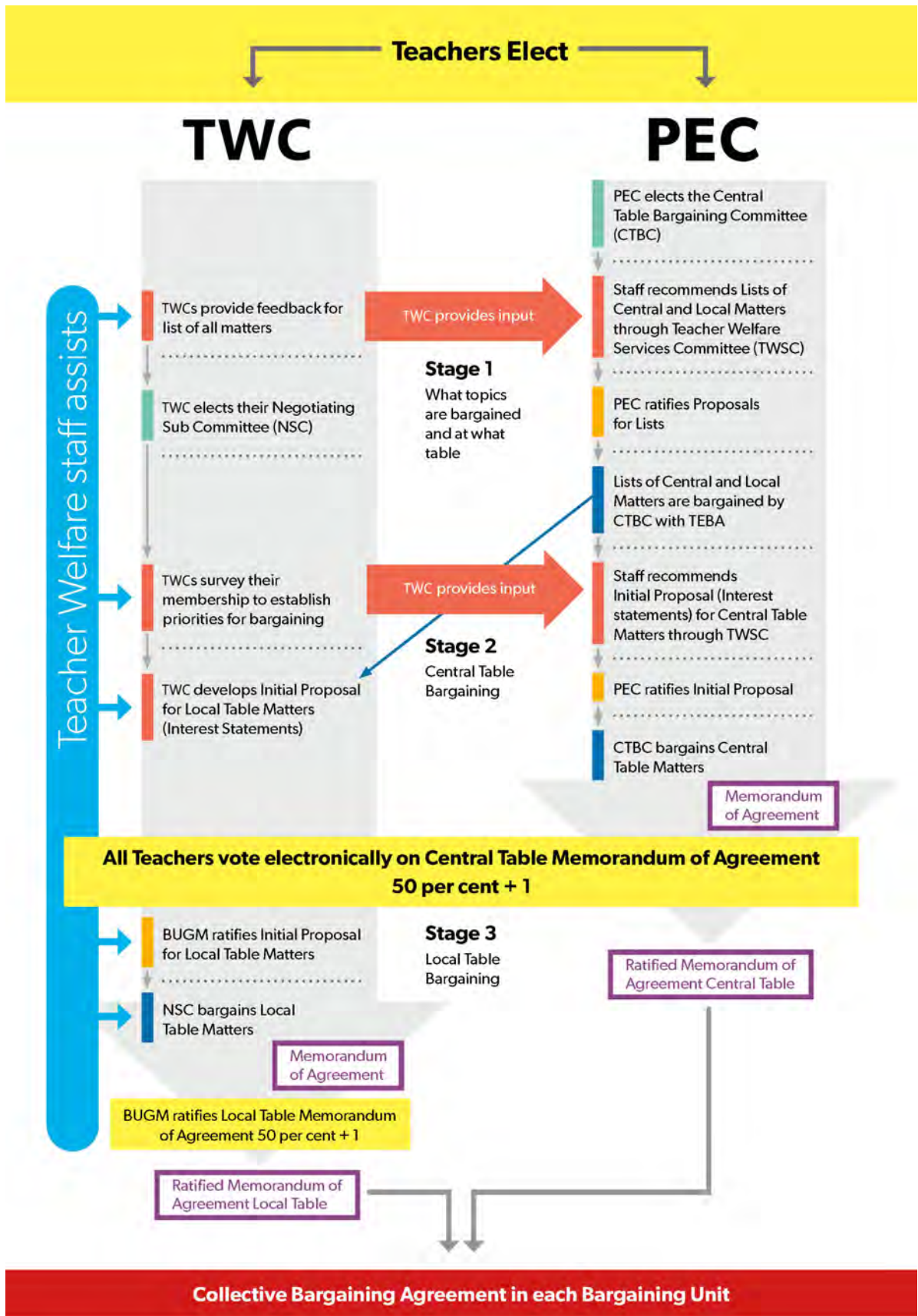
A bargaining unit general meeting is comprised of all CBE employees who require a teaching certificate as a condition of their employment, but not including superintendents, directors and certain coordinators in central administration. This meeting is referred to as a “BUGM”.

Members have an opportunity to propose amendments, additions, and deletions to the initial proposal during this meeting. Changes to the initial negotiating proposal are subject to a vote during the BUGM, and the initial proposal must be voted on before the NSC may begin negotiations on behalf of teachers. After this time, the initial proposal may not be modified.

Negotiations can extend for a protracted period of time. If negotiations stall, a process is in place to attempt to help the NSC and the Board's bargaining team come to an agreement. Any proposed agreement, whether a memorandum of agreement, board proposal, or mediator's recommendation,

must be presented to the membership at a bargaining unit meeting. At this meeting, the membership will have an opportunity to vote on whether to accept or reject the proposal. If the membership wishes to reject the proposal, they may

provide the NSC with feedback as to why the proposal was rejected as the team returns to bargaining. Any final proposal must be ratified at a BUGM by the membership before it can take effect.



How to Propose Changes

The 2018-2020 collective agreement expired on 2020 August 31, however most of its provisions continue to be in effect until such time as a new Local agreement is reached. A Central Table agreement for 2020-2024 was ratified on 2022 June 10th, and some of those provisions have already been implemented.

While it can be very difficult to create change during the term of a collective agreement, a lot can happen during bargaining! Make sure you participate to get your ideas included. While estimated timelines are included below, things can change along the way, so watch your email for up-to-date information about participating!

1. Complete the member needs survey. When it's time to negotiate a new agreement, your Teacher Welfare Committee (TWC) administers a member needs survey with all members of the Local. Participating in that survey and writing in with your ideas helps to ensure your input makes it into the initial bargaining position.
2. Vote on the Initial Bargaining Proposal. Missed filling out the survey? You can still get your voice heard during the Local Matters Initial Proposal meeting! The membership must approve an initial position before your Negotiating Subcommittee (NSC) can start bargaining. If your suggestions in the member needs survey didn't make it into the initial proposal, attending the BUGM gives you an opportunity to propose an amendment – you can make your case to the membership and they'll vote on it.
3. Contact the TWC Chair. You can always speak with the TWC Chair to present your comments by calling the Local or emailing chairtwc@ata38.ab.ca – as chair of TWC and NSC, they will have an opportunity to forward your thoughts to those committees.
4. Vote on a Proposed Agreement. Once bargaining has taken place, the membership will eventually be approached on at least two separate occasions to vote on a proposed agreement (once for the central table, and once for the local table). While nothing new can be introduced and nothing can be changed, you can always provide feedback to the NSC if you vote against the proposal – that will help guide additional bargaining if a majority of members turn a proposal down. Remember, you need an ATA Online account to vote on central matters proposals. **Proposed agreements can come at any time. Watch for news about member information meetings in the event of a central table memorandum of agreement.**
5. Get involved. Talk to the TWC Chair about how you can get involved with the TWC and/or NSC as a committee member!

WHEN YOU GET HIRED

Teacher Qualifications Service

Many will have already gone through the process of applying to the Teacher Qualifications Service (TQS) before getting hired. If you haven't, though, it's a vitally important step to ensure you are receiving pay in recognition for the amount of education you have undertaken.

The TQS is the agency in Alberta responsible for evaluating a teacher's years of education for salary purposes. All public, separate, and francophone school boards in the province, as well as some private boards, accept evaluations issued by the TQS for the purpose of determining a teacher's placement on the salary grid. School boards use the TQS evaluation (which is based on years of acceptable education), along with an assessment of the teacher's years of teaching experience, to ascertain a teacher's ultimate placement on the salary grid.

Delays in application for TQS may result in a loss of pay. The CBE is required to correct your pay retroactively, provided that you submit proof of education (or evidence of application for such proof) within sixty (60) operational days after your first date of employment and proof of past teaching experience (or evidence of application for such proof) within forty (40) operational days after your first date of employment. Failure to do so will result in adjustments being made on the first of the month following submission of proof. There are no exceptions to this timeframe.

If you participate in further post-secondary education in the future and require a change in salary grid placement, you will need to apply to TQS for a reevaluation. Visit the provincial ATA website at www.teachers.ab.ca, or call 1.800.232.7208 for information about a TQS application.

Reporting Prior Teaching Experience

To report your prior teaching experience which required a teaching certificate with other school authorities:

1. Obtain the Prior Teaching Experience form from CBE and ask your previous employers to complete the form and detail the amount of experience (in years and/or days) you accrued with them. Your CBE hiring package should contain this. If you need a form, call 403.817.7333.
2. Provide these letters and forms to CBE Human Resources.
3. Call CBE Human Resources a few days after you send the documentation to confirm it has been received.

If your teaching experience includes partial years of service or periods of part-time service, full years of service are granted with every multiple of 140 full days of teaching experience. Note that only one experience increment can be granted for each school year. Remember that reporting prior teaching experience is a different process than getting a TQS evaluation.

In any scenario, call the Local for assistance in calculating where you should be on the salary grid if you are unsure.



How to Read Your Pay Advice

As a CBE employee, you will receive a pay advice via PeopleSoft. You can log in to PeopleSoft using the same CBE credentials you use to log in to the CBE network. Remember that teacher pay is available by direct deposit only. The graphic below also illustrates a typical pay advice's sections.



Calgary Board of Education 1221 8 Street S.W. Calgary, AB T2R 0L4			Pay Begin Date: 2012/05/01 Pay End Date: 2012/05/31	Advice #: [REDACTED] Advice Date: 2012/05/31		
Employee ID: [REDACTED] Department: [REDACTED] Grade / Step : D Step 5 Job Title: Teacher Pay Rate: \$74,557.00 Annual		TAX DATA: Federal Quebec AB Net Claim Amt.: 10,822.00 17,282.00 Spl. Letters: Addl. Pct.: Addl. Amt.:				
Earnings				Taxes		
Description	Hours Rate	Amount	YTD Amount	Description	Amount	YTD Amount
Regular		6,213.08	30,135.20	CIT	1,147.24	5,657.44
SIK			648.72	CPP	294.14	1,456.74
				EI	113.70	563.35
Total:	132.00	6,213.08	30,783.92	Total:	1,555.08	7,677.53
Before-Tax Deductions				Employer Paid Benefits		
Description	Amount	YTD Amount		Description	Amount	YTD Amount
Dues FT	109.50	547.50		DENT SL	142.95	714.75
ATRF	640.54	3,166.35		Med	126.01	630.05
				Life ASEBP*	20.88	103.45
				ADD ASEBP	2.24	11.10
				LTD ASEBP	133.58	661.85
				HSA		750.00
Total:	750.04	3,713.85		* Taxable		
				Total:	425.66	2,871.20
Pay Summary						
	Gross Earnings	CIT Taxable Gross	Total Taxes	Total Deductions	Net Pay	
Current	6,213.08	5,483.92	1,555.08	750.04	3,907.96	
YTD	30,783.92	27,173.52	7,677.53	3,713.85	19,392.54	

Regular pay, sick pay, and personal day deductions are shown

ATA Dues and Pension Deductions

Employer pays benefits

Net Pay this month

***Note that the numeric values on your pay stub will differ from this example.

Calculating Your Pay

(Please note that all calculations are in gross dollar amounts, not net pay.)

To verify the accuracy of your pay cheque, locate your current annual salary using the salary and allowance rates for the current school year posted on our website at local38.teachers.ab.ca. Add to that any allowance you are earning, then divide by 12. If you are on a part-time contract, pro-rate this pay accordingly.

Teachers under contract with the board are paid one twelfth (1/12) of their annual salary on a monthly schedule. Teachers receive a cheque each month until June. Teachers on a continuous contract receive two cheques at the end of June and one at the end of July. All cheques should be one twelfth (1/12) of a teacher's annual salary unless the teacher did not work all the days of the school year, in which case the last two paycheques will be a different amount.

The last two pay cheques are titled "Teacher Payout" or "TPO" by payroll because if you worked only a partial year, or were on a probationary or temporary contract, the CBE pays out the money still owing to you on these cheques. Remember, no teacher "earns" any money over the summer break.

If you are hired or go on leave mid-month, the payroll department should prorate your pay based on the number of days worked that month, depending on start or end date.

If you work only part of the school year while on a contract of employment you are paid a daily rate according to a formula found in the School Act.

Teachers whose contracts of employment terminate during the school year (usually temporary or probationary) must be paid out by the employer within seven (7) days of contract termination.

The following should assist you in calculating the amount of "Teacher Pay Out" owing to you at the end of the year or your contract.

Teachers on a Contract Not Covering All the Teaching Days of the School Year

All contracts should be paid out within seven (7) days of their termination. A teacher will be paid 1/200th of annual salary for each day worked. The formula is:

$$\begin{array}{r} \text{(Annual Salary x .005)} \\ \times \text{ Number of Days Worked} \\ \hline = \text{Total Gross Salary Earned} \end{array}$$

This is the total gross pay earned for a contract. However, while on contract you are paid 1/12th of your annual salary each month, not the total earned each day. To determine how much TPO, or, Teacher Payout, you should receive at the termination of your contract, subtract your gross pay for each month already paid to you from the total amount earned on contract.

$$\begin{array}{r} \text{Total Gross Salary Earned} \\ - \text{Total Gross Salary Paid} \\ \hline = \text{Teacher Pay-Out Due} \end{array}$$

A day worked includes all instructional days, "teacher-in days" in August, professional development days, organizational days, professional learning days, Teachers' Convention, and any paid sick leave days. Holidays are **NOT** counted.

Teachers on a Contract Covering All the Teaching Days of the School Year but Who Do Not Teach on All the Days of the School Year

This applies most frequently to teachers accessing unpaid leave for any reason (such as maternity or parental leave) or who resign before the end of the school year. There are two methods used to calculate pay depending on the number of days you worked in the school year.

- a. If the teacher teaches on fewer than 100 days, the teacher is "paid" .005 of that teacher's annual salary for each day on which the teacher teaches, identical to how teachers are paid in the section above. The formula is:

$$\begin{array}{r} \text{(Annual Salary x .005)} \\ \times \text{ number of days worked} \end{array}$$

- b. If the teacher teaches 100 or more days, the teacher is "paid" the teacher's full annual salary less .005 of the annual salary for each teaching day on which the teacher does not teach. The formula is:

Annual Salary

- (Annual Salary x .005 x number of days not worked)

This is the total amount of gross pay earned for your work.

However, while on contract you are paid 1/12th of your annual salary each month, not the total earned each day. To determine how much payout you should receive at the termination of your contract, subtract your gross pay for each month already paid to you from the total amount earned on contract. Unless the teacher is terminating employment with the CBE, this amount will be paid out on the "July" and "August" pay cheques. If the teacher is terminating employment with the Board, the payout is owed within seven days of the last day worked.

When do I get paid?

Pay for CBE contract teachers is deposited directly into your bank account on the third-last business day of each month starting in September. Substitutes are paid every two weeks.

Teachers' summer payout is issued in two equal portions: one alongside the June monthly pay (third-last business day of June) and the other either during the first week of July (temporary/probationary teachers) or the third-last business day of July (continuous teachers). No pay is issued in August, except for substitutes providing August service.

Types of Contracts and Contract Terms

The Education Act governs the types of employment contracts available to teachers in Alberta. In the Calgary Board of Education, beginning teachers are typically offered a temporary or probationary contract, depending on the nature of the opening. Recent years have also seen some very limited use of "Full Year Temporary Term" contracts (FYTT), which is considered a temporary contract but sometimes without a designated school.

Teachers hired as substitute teachers are considered to be casual employees and not on contract.

The chart on the opposite page describes the types of contracts available, who is eligible, and their terms of duration and tenure, with references to the applicable sections of the School Act.



TEACHERS' EMPLOYMENT ARRANGEMENTS IN ALBERTA
 [The Education Act, 2012 with Amendments in Force as of June 2022]

TYPE OF CONTRACT	MAY BE OFFERED TO	DURATION	EXTENDABLE	TENURE PROVISIONS
PROBATIONARY section 206	a) teacher not on staff in prior year or b) substitute or on temporary contract in prior year	complete school year (or full-time equivalent); terminates June 30, begins prior to September 30	once, if evaluation indicates a need and if teacher agrees	premature termination may be appealed to Board of Reference; on prescribed termination date, no obligation on board to provide reasons for non-reemployment
INTERIM section 210	same as above	up to 360 consecutive teaching days; terminates next June 30 or as specified	not applicable	as above
TEMPORARY section 209	any teacher	replacement for minimum of 20 consecutive teaching days; terminates June 30 or as specified	further temporary contracts permitted	termination on 30 days' notice; no appeal
CONTINUING section 207	any teacher (although current practice in the CBE is to require a successful probationary year prior to offering a continuous contract)	indefinite	not applicable	any termination may be appealed to Board of Reference; notice must be minimum of 30 days by either party and may not be served during, or less than 30 days prior to, a vacation of 14 or more days
PART-TIME section 211	Position may be probationary, interim, temporary or continuing and above rules apply, except that school board may vary fraction of time for next semester or school year and if teacher does not accept, board may terminate, in which case there is generally no appeal.			
CASUAL EMPLOYMENT AS SUBSTITUTE section 208	any teacher	day-to-day	unlimited, unless absent teacher to be gone for 20 or more consecutive teaching days	termination without notice; generally no appeal
Note: This is general advice only; contact the Southern Alberta Regional Office with questions about your specific situation.				

Staff Involvement in School Decisions

The Calgary Board of Education and the Alberta Teachers' Association have agreed on specific practices to be used in situations where staff involvement in decision making is desired or required by the terms of the collective agreement. At a minimum, these practices should be employed in: staff deployment decisions at the school level, decisions impacting the activities of the three professional activity days and two organizational days provided in the collective agreement, and the extent of a school's involvement in extra-curricular activities. Though these principles and processes are expected to be employed in the preceding situations, they are recommended for use in any situation where staff input into decisions is contemplated.

Staff Deployment

For new employees, perhaps the most important element of staff involvement in school decisions is that of staff deployment. **Once hired to a specific school site, you should be involved in a discussion about staff deployment.** Staff deployment is the organizational method by which a school delivers its educational program based on student need. Factors that must be included in staff deployment decisions are: workload of the certificated staff on site, timetable, amount of preparation time, supervision of students, and other professional duties.

In making the decision as to how the staff will be deployed, other documents must be taken into consideration, such as the Education Act, the CBE Resource Allocation Method, the assignable time clause of the Collective Agreement, and CBE policies. 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.

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. 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, which may include any or all of the following: staff meetings, department or grade level conversations, surveys, "fireside chats," and more. The broader the strategy to gather and share information, the more likely the decision will be evidence-informed and therefore understood and supported.

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 principals and staffs will seek to find **consensus** (i.e.: there is no active opposition) on these decisions, employing whatever methods are appropriate to their site. **The only time the principal shall take the position of authority and make the decision is where other attempts to reach an agreed upon decision fail.**

Professional Development and Organizational Days

A **Professional Development Day** is 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. An **Organizational Day** is devoted to activities designed to address system, school, department/grade level or individual organizational needs.

The collective agreement provides for staff involvement in determining the activities on three professional days and two organizational days in each school year. The school calendar for the upcoming year should identify which dates the school staff will be setting the activities and which dates the system or school administration will set the activities.

It is preferable that a general plan for the upcoming year be agreed to prior to the end of the current school year. Then, prior to the first of the scheduled professional development and organizational days in any school year, a plan for each of the three professional development days and the two organizational days must be completed following appropriate discussion. **All staff have a responsibility to be actively engaged in planning these five days.**

In regards to Professional Development Days, the school staff may identify an individual or a Professional Development Committee to oversee the planning process, employing whatever method is appropriate to their site prior to present a proposed plan to the staff for consensus.

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.

It is expected that plans be determined by consensus among staff members, meaning there is no active opposition. The Principal is responsible to ensure that activities fit the definition of Professional Development Day or Organization Day activities as described above.

Staff Involvement in Decision Making: PD/Organizational Days

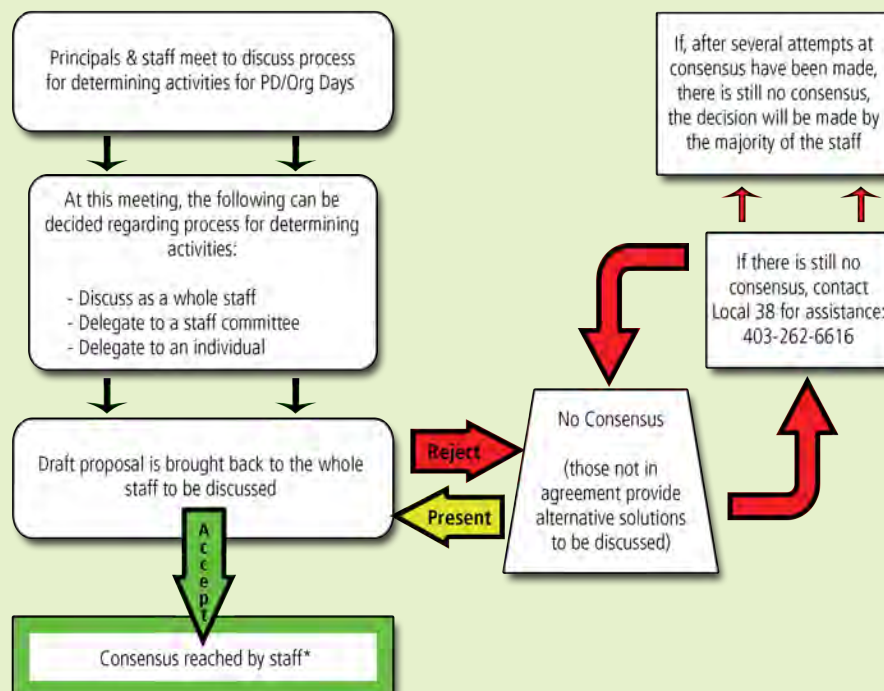
The CBE typically has 10 system non-instructional days in each school year, plus three non-instructional "teacher-in" days at the start of the school year.

- A minimum of 3 days must be used for Professional Development, with all staff involved in the decision making – dates and draft/proposed activities identified no later than June in the previous school year.
- A minimum of 2 days must be used as organizational days, with all staff involved in the decision making – dates and draft/proposed activities identified no later than June in the previous school year.
- On the remaining 5 days, the Principal decides what occurs on those days.

Activities during non-instructional days must fit the definitions as identified in the collective agreement:

PD Day – is devoted to professional 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.

Organizational Day – devoted to activities designed to address system, school, department/grade level or individual organizational needs.



Extracurricular Involvement

Teacher involvement is also expected in discussions around the school’s 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. 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.

Assignable Hours and Instructional Hours

Definition of Assigned Time

Assigned time is defined as the amount of time that school jurisdictions assign teachers and within which they require teachers to fulfill various professional duties and responsibilities including (but not limited to): instruction, operational days (including teachers’ convention), supervision (including before and after classes, transition time between classes, recesses and lunch breaks), parent teacher interviews and meetings, jurisdiction and school directed inservicing/PD, staff meetings, time assigned before and at the end of the school day, and any other activities that are specified by the school jurisdiction to occur at a particular time and place within a reasonable work day.

Full-Time Teachers

Teachers on a contract of employment weighted at 1.0FTE are not to be assigned duties in excess of 1200 hours per school year. Of this, a **maximum** of 916 hours per year shall be devoted to the instruction of students.

Part-Time Teachers

Teachers on a contract of employment weighted other than 1.0FTE have prorated assigned time limits. Assignable time limits are dependent on the average deployment of a 1.0FTE teacher at that part-time teacher’s school site. If the average deployment at the part-time teacher’s school is 1135 assignable hours per year (for a 1.0FTE teacher), this amount is prorated to determine the part-time teacher’s assignable limit (e.g.: 1135 hours X 0.5 = 567.5 hours per year).

The instructional time limit for a full-time teacher (916 hours per year) is prorated by the part-time teacher’s FTE. A 0.5FTE teacher, for example, would be limited to performing up to 458 hours of instruction per year (916 hours X 0.5). The process of proration is illustrated in the table below.

Part-time teachers and principals should meet at the beginning of the year to set out the teacher’s regular days of work, and to discuss what events the part time teacher will attend. Note that work outside of regular work days for part-time teachers cannot be mandated even if there is time available to be assigned. If the teacher is requested to attend outside their regular work day, and agrees, the assigned duties count in the teacher’s assigned time

School A				
(Maximum Assignable Hours Per School Year @ 1.0FTE = 1200 hours)				
(Maximum Instructional Hours Per School Year @ 1.0FTE = 916 hours)				
FTE	Typical Assigned Hours Per School Year	Maximum Assigned Hours Per School Year (Part-Time Teachers)	Maximum Assigned Hours of Instruction for a Full-time Teacher	Maximum Instructional Hours Per School Year (Part-Time Teachers)
1.00	1135		916	
0.50	Prorate	567.5	Prorate	458
0.30		340.5		274.8

School B				
1.00	1070		916	
0.50	Prorate	535	Prorate	458
0.30		321		274.8

LEAVES AND BENEFITS

Sick Leave and Extended Disability

The legal basis for sick leave in the CBE is the Collective Bargaining Agreement negotiated between the Alberta Teachers' Association and the Board of Trustees of the Calgary Board of Education. Article 10 provides the guidelines and rules that govern how sick leave operates in the CBE.

Privacy Rights

Members have a right to privacy concerning their information. Under the current collective agreement, the Board has a right to know as much information as is necessary for employment purposes. This does **not** include your medical diagnosis. At certain stages throughout the process, you may need to divulge more information about your condition in order for the Board to provide you with medical accommodations – for example, during your return to work after absence.

Two Different Systems of Sick Leave

The amount of sick leave available to you depends on the length of time you have been with the CBE. If you have had a previous contract with the CBE extending for more than four (4) consecutive months, and have worked for the CBE for more than eight (8) cumulative months, then you will access the "evergreen" system. If not, you will access the "sick bank" system.

"Evergreen" System

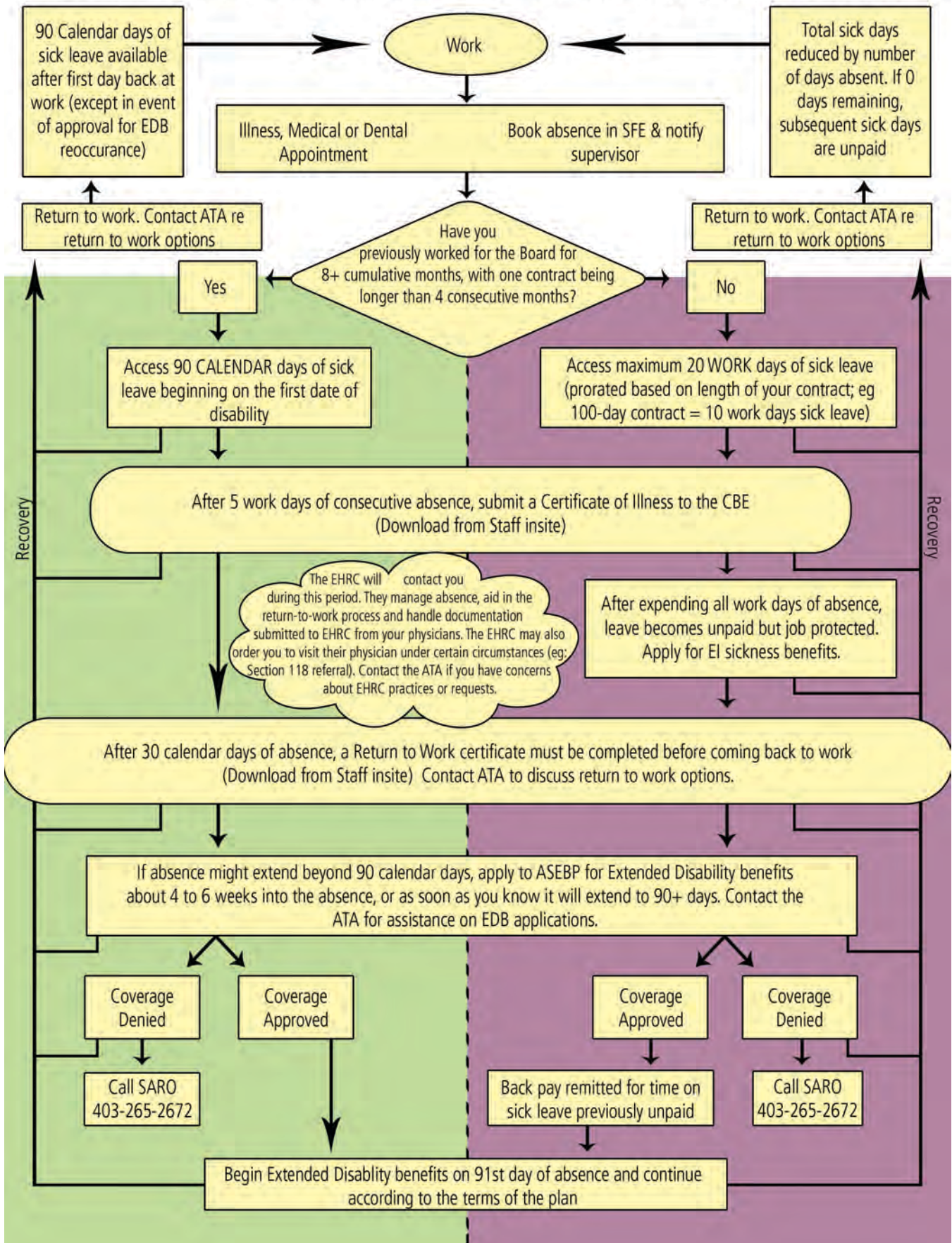
Under this system, you have access to ninety (90) **calendar** days of paid sick leave. Upon your return to work, your time is renewed and you have access to 90 calendar days of sick leave once again. The exceptions to this are in cases where you have been accepted to extended disability for your condition, and return to work only to discover that you are falling ill again for any reason within the first 30 days after returning to work, or experience a reoccurrence of the same illness or related causes within six months of returning to work – in these cases, you would return immediately to extended disability, not sick leave.

Sick Bank System

In the event that you have not accumulated sufficient experience in the CBE to meet the definition of being in one's second year with the CBE as per 19.3 of the collective agreement, you will have access to twenty (20) **work** days of paid sick leave during the year. **This amount is prorated based on the length of your current contract.** For example, a contract of five (5) months would see this amount prorated to ten (10) work days of sick leave; a two (2) month contract would result in four (4) sick days. This amount is not affected by your position's FTE status. Once used, a day is gone. Unlike the "Evergreen" system, sick leave is not renewed on the sick bank system. If, however, your absence reaches 90 calendar days, you may apply for extended disability benefits. If accepted, you will be paid retroactively for the full 90-day period leading up to your extended disability leave.



Sick Leave Process Overview for Contract Teachers in the Calgary Board of Education



Sick Leave Process Details

Procedures for All Absences

1. Start any absence by immediately booking your illness into SmartFindExpress (calgaryboe.eschoolsolutions.com) Book the minimum amount of time you know you'll be away. If you need assistance with SmartFindExpress, tutorials and user guides are available on CBE insite.
2. Notify your supervisor of your absence.
3. If your illness may extend beyond five (5) working days, book an appointment with your medical practitioner.
4. Download and print a Certificate of Illness from the CBE insite.
5. Bring the Certificate of Illness with you to your medical appointment – your physician will need to fill in some information if your absence will last longer than five (5) consecutive work days. If you are charged a fee for your doctor to complete this form, pay it and obtain the receipt.
6. Send the completed Certificate of Illness (and payment receipt, if applicable) to the fax number indicated on the form. The CBE will reimburse your payment up to \$25.

If you're on the sick bank system...

Once you exhaust the allotment of work days you are eligible to be paid for while sick, you may remain on job-protected sick leave but future sick days are unpaid. If you are approved for extended disability benefits, you will be retroactively compensated for sick days that were previously unpaid. You are eligible to apply for Employment Insurance sickness benefits while on unpaid sick leave.

If your absence ends within 30 calendar days...

An absence that ends within thirty (30) calendar days allows you to return to work without further paperwork. Indicate your return date in SmartFindExpress, inform your supervisor of your return, and go back to school. If you are on the sick bank system, your total sick days will be reduced by the number of work days you were absent. If you

have no days remaining, subsequent sick days will be unpaid. If you are on the evergreen system, you will have access to an additional 90 days of sick leave after resuming your regular duties.

If your absence extends beyond 30 calendar days...

In order to ensure you experience no interruption in salary, you should submit an application for extended disability benefits after your absence reaches 30 calendar days. This is in preparation for the event that your illness extends past 90 calendar days.

The Employee Health Resource Centre (EHRC) [403.777.7788]

This branch of the CBE is designed to provide support and management for your health-related absence from the onset of illness. You should expect the EHRC to be in touch with you regularly throughout your illness, particularly if your absence will extend beyond 30 calendar days.

The EHRC will assist you in:

- Returning to work
- Filing an application for extended disability
- Matters relating to the management of your absence

Information submitted to the EHRC is not intended to be accessible by other system personnel and is held confidentially. It is also within the EHRC's purview to manage health referrals. If you have any questions regarding EHRC involvement with your absence, please contact the Southern Alberta Regional Office or the Local 38 office.

Types of Board-directed Health Referrals

1. Suggested and/or Voluntary Referral

A Suggested Referral is the least intrusive assessment measure. A Supervisor/Principal may inform his/her employee(s) about the EHRC medical evaluations when there is a concern about the employee's well-being which may or may not be impacting their performance. The employee's attendance and participation is confidential. The supervisor/principal will only be notified if it is

determined that the employee is not medically fit to work. Teachers are urged to contact the ATA prior to voluntarily submitting themselves for medical evaluations by the employer.

2. Directed Referral

A Directed Referral can be made by a Supervisor/Principal if an employee exhibits performance issues where the underlying cause is suspected (by either party) to be health related. The Supervisor/Principal may have previously suggested that the employee contact the EHRC, however the situation has either escalated or there has been no visible performance improvement. The Directed Referral process requests that the employee contact the EHRC within one week of referral to determine medical fitness to work. Furthermore, a Directed Referral may be sought as an initial intervention (without a previous Suggested Referral) if a critical incident occurs involving risk of harm to self or others. Refusal to participate in the Directed Referral process may result in a Section 118 Referral or employment consequences, including the inability to attribute performance issues to a health concern. Call the ATA immediately if you are being submitted to a Directed Referral.

3. Employee Health Assessment under Section 226 of the Education Act

If a risk to self or others is suspected during the course of the health assessment by the EHRC or the employee is not complying with a Directed Referral, a Section 226 Referral can be made by the EHRC Manager. Under Section 226 of the School Act: A board may require any person employed by it to undergo a medical examination by a physician named or approved by the board. A Section 226 Referral is used as a last resort measure. Noncompliance with a Section 226 Referral may result in employment consequences. Call the ATA immediately if you are being submitted to a Section 226 Referral.

Returning to Work After 30+ Days of Absences

After 30 calendar days, medical documentation is required in order to return to work. Download the Return to Work certificate from CBE insite and fill this in with your medical practitioner. The CBE will also reimburse receipted expenses up to \$25 for the completion of this form. It is appropriate during a visit to your physician to discuss any medical restrictions that may be necessary for you to return to your work duties.

Modified Return to Work

If you are aware that you will need modified work upon return from a sick leave, or if you have medical reasons for requiring modified work but have not yet been on sick leave, contact the ATA to review your options. Depending on your choices, the CBE may be able to recommend appropriate documentation requirements and start the process for you.

In a modified return to work situation, you will be dealing frequently with an EHRC health advisor. The EHRC health advisor often acts as an intermediary, discussing arrangements with your supervisor and facilitating a modified return to work.

Gradual Return to Work

A gradual return to work (sometimes referred to as "work hardening" by the CBE) occurs when the employee is on medical leave but performs some work duties, or modified work duties, to develop stamina in order to facilitate a full return to work. In this scenario, you are not the teacher of record, and are not directly responsible for student learning and assessment. Sick pay or extended disability pay remains the same while the employee participates in the workplace. You should be aware, however, that engaging in a gradual return to work while on sick leave could jeopardize your acceptance onto extended disability benefits. As a result, most of these situations in CBE occur only after the employee has been on extended disability benefits for a period of time, and has been approved by the insurer to participate in the Early Intervention Program. If you are interested in discussing the possibility of this scenario in your workplace, please contact the ATA to review your return to work options.

Accommodations

"Accommodations" can be any changes in the workplace made by the employer to enable the employee to succeed within the employee's medical limitations. The health advisors at the EHRC play a role in facilitating medical accommodations. Examples of medical accommodations might be the provision of specialized equipment (e.g.: a sit/stand workstation), returning from sick leave to part-time employment, or ensuring the teacher works on the ground floor only. Accommodations are tailored to an employee's specific medical restrictions. If you require a medical accommodation, contact the ATA to review your return to work options.

Medical ergonomic accommodations

Work stations and functions can often be improved by behaviour change and equipment modification to achieve optimal performance with the least amount of discomfort. If you have a medical condition and are interested in assistance with your work environment, contact your EHRC health advisor.

When is communication with my school appropriate while on sick leave?

It is appropriate for you to have communications with your school for purposes such as:

- Resolving problems with pay
- Matters pertaining to CBE property (eg: school laptop, keys) or personal property
- To make arrangements for substitute/replacement coverage for your teaching assignment.
- Discussing staff deployment, if you feel up to it and your doctor approves.

Other Common Leaves of Absence

The collective agreement provides for several other leaves of absence, both paid and unpaid, that teachers are able to access throughout the school year. It is the teacher's responsibility to be aware of these leaves and use the proper process for either applying for them, or for notifying the Board that they will be accessing them.

Most of the leaves discussed in this section are available to be booked by the teacher in SmartFindExpress <https://calgaryboe.eschoolsolutions.com>. A guide to SFE is available via the CBE insite.

Compassionate Leave

A number of leave options are granted on compassionate grounds. Many are based on the condition of a "Near Relative".

Teachers on contract are granted a maximum of five (5) days leave due to a near relative's major surgery (a surgery where general anesthesia is required) or critical illness. Should a near relative pass away, leave is granted for up to four (4) days to attend the funeral.

These leaves are able to be accessed on a "per-event" basis, not "per year". This means that you

may access four days of funeral leave for each funeral of a near relative that you must attend.

A "NEAR RELATIVE" shall be defined as the spouse of the teacher (including common-law spouse as documented in the employee's personnel record), and the grandparents, parents, brothers, sisters, children, and grandchildren, step children, step parents and step grandparents (and their respective spouses) of the teacher and the teacher's spouse (including common-law spouse as documented in the employee's personnel record with the Board), members of the teacher's household, and other persons as specified by the Board.

Family Emergency Leave

This leave is available for teachers to utilize in cases of "an urgent and unforeseen requirement to attend to the health or care of a near relative." This leave has specific guidelines surrounding its use.

When a teacher has a child, or any other near relative, who becomes ill, it is an expectation that the teacher will endeavour to make arrangements for alternate care. In the event that alternate arrangements cannot be made, the teacher will be able to access a leave with pay for one day under clause 14.6.1.1. In the event that alternate arrangements cannot be made after one day, the teacher may access up to four more days of leave with pay. In such circumstances, the teacher shall inform the Employee Health Resource Centre via email at ehrc@cbe.ab.ca. The CBE may request reasonable evidence that the teacher is entitled to the leave.

The CBE acknowledges that there may be rare circumstances that warrant a leave with pay beyond five days. In those circumstances teachers will be asked to provide further information to indicate why the situation is still urgent or unforeseen. These circumstances will be reviewed on a case-by-case basis by the Total Rewards department, who has authority to determine whether further leave will be granted.

When using SFE, teachers are asked to use code thirteen (13) to report an absence for the reasons described above.

Maternity Leave, Parental Leave, and Leave for Arrival of a Child

Teachers have access to maternity and parental leaves. Local 38 holds a monthly workshop on these types of leaves. To register, call 403.262.6616 or visit <https://matleave23-24.eventbrite.ca/>

In addition, teachers are eligible for up to three (3) days of leave with pay at the time of the birth or adoption of the teacher's child. Teachers who access this type of leave are still eligible to access parental leave. Both types of leaves are topics that are covered during the maternity leave workshop.

Personal Days & General Leaves

All teachers on contracts of any type (or length) are granted unspecified personal leave for five (5) days per school year.

One day is at full salary (code 30 in SFE), while the remaining four carry a partial salary deduction for their use (code 34 in SFE; deductions of \$230.42 for each full day, \$115.21 for each half day).

Staff may access these five days at any point throughout the school year, except in circumstances where the leave would serve to extend a holiday period of four or more non-operational days. Personal leave may not be taken during the two days of Teachers' Convention. Personal days may be divided into half days at the teacher's discretion.

To access this leave, notify your school administrator of your intention to take the leave as far as possible in advance and make arrangements to ensure that the operational needs of the school are met in your absence. Teachers shall endeavor to provide a minimum of two (2) days' notice before taking personal leave.

Where a teacher has personal days left over at the end of the school year, up to two (2) personal leave days may be carried over for use in the next school year. For example, if a teacher has not used their paid personal day in the current school year, it would be carried over into the next school year (along with one of the unused personal leave days at salary deduction, if available). This means that, in the next school year, the teacher might have at their disposal two paid personal days and five personal days at salary deduction.

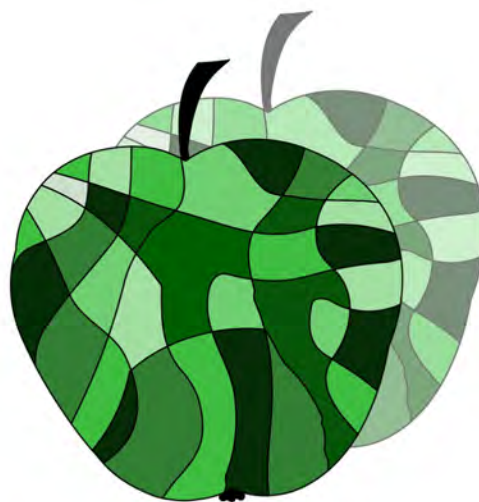
Teachers also have the option of applying for leave without pay in addition to the five personal days; leaves of this nature result in a full salary deduction for each day absent. The Board is not obligated to grant leaves of this nature. If you are considering this option, please contact the Local 38 office at 403.262.6616 to discuss the process and impact of this decision.

Graduation/Convocation Leave, University Exams

Leave for members is granted in order to attend the teacher's spouse's or teachers' child's senior high school graduation, and for attendance at the teacher's, teacher's spouse's, or teacher's child's post-secondary convocation ceremonies (one full day with pay). Teachers are also eligible for paid leave in order to write a university exam for courses in which they are enrolled. This leave is granted on a per-event basis.

Leave for Observance of Religious Holy Days

A teacher may be granted leave for religious holy days, the observance of which is a reasonable expectation of the religious faith and precludes the teacher from working. This leave is provided at full pay. **Speak with your school's administrator at the start of the school year to outline your needs for holy days.**



Health and Dental Benefits

Two health and dental benefit plans exist for teachers in the CBE. Participation in a benefit plan is required during your employment with the Board.

Alberta Blue Cross Benefits

This benefit plan is applicable to:

- All substitute teachers, and
- All teachers on a contract of employment (or series of contracts) that amount to less than 90 consecutive calendar days.

The benefit premiums for this plan are 100% employee-paid. The plan consists of life insurance and accidental death and dismemberment coverage (for the employee only), along with supplementary health care, and dental care for basic services only. Health and dental coverage are available either as an individual plan, or the employee can elect to undertake family coverage for the employee, their spouse, and their dependents.

For a complete, up-to-date description of benefit coverage amounts and eligible services, review the Blue Cross Benefits Handbook on CBE insite.

Sun Life Benefits

This benefits plan is applicable to:

- All teachers on continuous contracts, and
- All teachers on a contract of employment (or series of contracts) that amount to equal to, or greater than, 90 consecutive calendar days.

All premiums for this plan are 100% paid by the CBE. The plan consists of comprehensive health, dental and vision coverage (either as single-coverage or family-coverage), plus life insurance, accidental death and dismemberment insurance, and extended disability benefits (available for the employee only).

For a complete, up-to-date description of benefit coverage amounts and eligible services, review the Sun Life Benefits Handbook on CBE insite.

Combined Spending Accounts

The collective agreement provides a Combined Spending Account to any teacher who engages in a contract of employment that covers all the days of the school year, regardless of the type of contract.

Continuing contract teachers shall have \$750 in spending account credits made available effective January 1 of each year. Credits may be allocated between your Health Spending Account or Personal Spending (Wellness) Account. You must, however, decide how to allocate these credits by the deadline advertised by CBE each fall.

For temporary and probationary contract teachers eligible for a Spending Account (i.e.: start a full year contract of employment prior to September 30), \$250 will be available to allocate effective September 1, with an additional \$500 made available on January 1. If the teacher starts the school year on a partial-year contract, but (during the year, but prior to December 31) has that contract extended to include all of the remaining school days of the year, the teacher will only be eligible for \$500 in credits.

All Spending Accounts are prorated based on FTE.

Substitute teachers, teachers who are not on full year contracts of employment, and teachers whose contracts only become full-year contracts of employment after January 2, are not entitled to a Spending Account.

Employee and Family Assistance Program

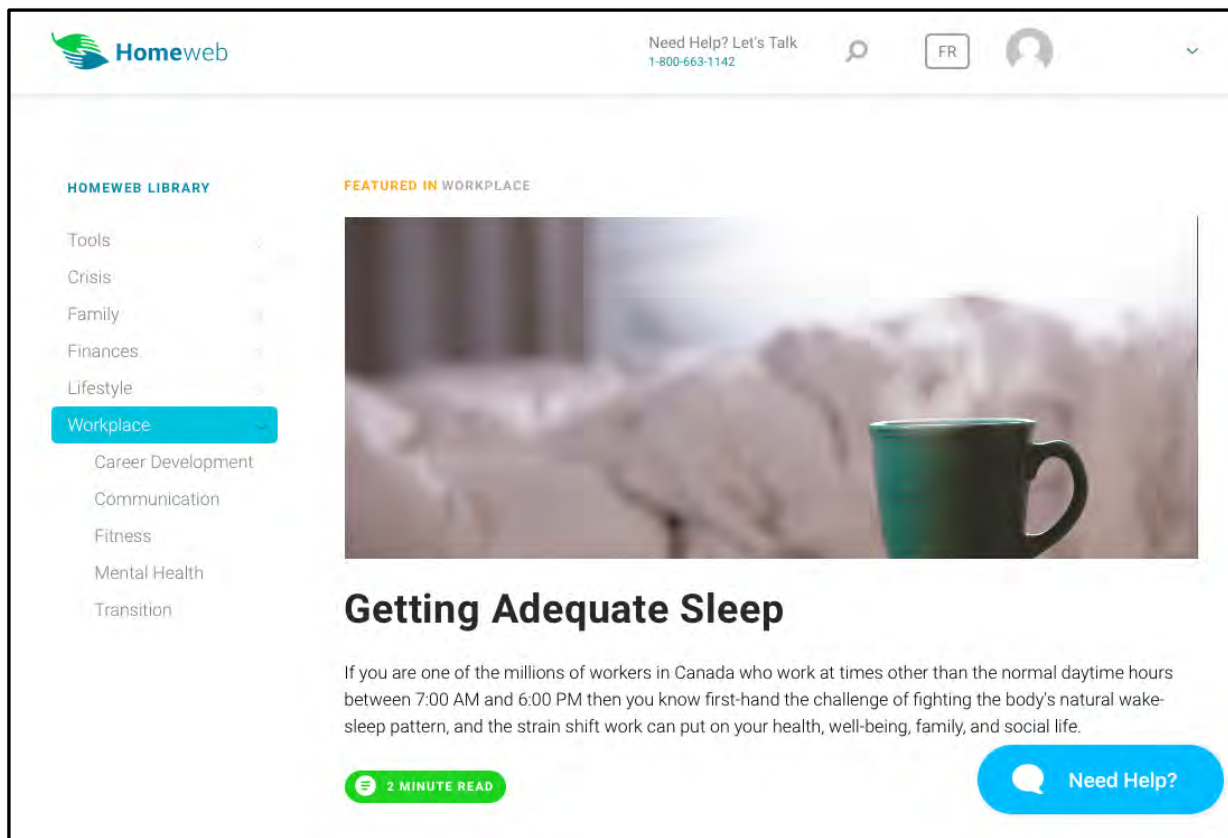
Teachers and their dependent family members have access to a full range of health and wellness services provided through the Employee and Family Assistance Program. The program is privately operated through Homewood Health and is independent from the Calgary Board of Education. Services may be accessed anytime day or night, 365 days of the year with increased accessibility to services throughout the city and surrounding area. If you are in crisis, immediate support is available.

Counselling services are available face to face, by telephone, or can be accessed online. Counselling is short-term and works toward defined goals and outcomes. It is meant to help you understand your

concerns and develop a plan of action to address them.

In addition to providing counselling services, the program offers Plan Smart Lifestyle and Specialty Counselling by telephone, which is a series of work life services offering expert support relating to health, life balance and career. These services are designed to be proactive in nature and enable you to take charge of your health and well-being.

Call 1.800.663.1142 or visit Homewood Health's website at www.homeweb.ca. There is no charge for Homewood Health's services.



Screenshot from www.homeweb.ca

GUIDING DOCUMENTS

Legislation Governing Teaching and Learning in Alberta

There are a number of pieces of provincial legislation that guide the teaching and learning process in Alberta. First among these is the Education Act (2012); the Teaching Profession Act (2000) also has significant import to public education in the province. The full text of these pieces of legislation can be found online at www.qp.alberta.ca.

Code of Professional Conduct

The new Code of Professional Conduct for teachers took effect on 2023 January 1 and stipulates minimum standards of professional conduct of teachers. Any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of

unprofessional conduct and investigation by the Alberta Teaching Profession Commission. For more information about the Code, the Commission, or the complaint process, visit www.alberta.ca/code-of-professional-conduct.

Teaching Quality Standard

The Teaching Quality Standard Ministerial Order (TQS) is the primary basis under which teaching quality is evaluated in Alberta. All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. This document provides the groundwork for the provision of high-quality public education in the province. It is also the basis on which teacher evaluation is conducted in your first years as a temporary or probationary teacher, as well as in assessing you for permanent certification.

SMART ADVICE

IN SCHOOL



- Keep your password secure. Never allow access to anyone—colleagues, students, family members.
- Be aware of district policy and follow it.
- Arrange your computer room so that you can easily supervise all students and see their screens.
- Conduct personal business on your home computer on your own time.
- Use district Web space to create class pages, not Facebook pages.
- Before using social media in your class, you must get informed consent from parents. They may not want their child using Facebook or Twitter.

WITH PARENTS

Teachers have a unique relationship with the parents of students they teach. This is a professional relationship. Do not blur the lines!

Teachers can exert control over their workday by not responding to parent e-mails outside accepted business hours.

Remember that you are a professional. Using slang in professional communications reflects poorly on you.

E-mail is not the only or the best way to respond to parent e-mails. Telephone calls and in-person meetings are often better vehicles to resolve issues.

Keep copies of any harassing communications from parents. Do not respond in kind and do not delete anything.



SOCIAL MEDIA



Facebook and Twitter are great resources. The ATA does not tell teachers to shun social media; however, teachers should be aware of the following points:

NEVER friend students or their parents on Facebook or follow them on Twitter. Keep the relationship professional and outside your social media world.

Post only images on social media, blogs and websites that you would be comfortable displaying in your class.

Ensure that your social media privacy settings are always set to the highest level.

Pseudonyms do not work. They do not protect your identity or privacy.

Do an online search of your own name from time to time. You do not know what may be out there with your name on it.

You may have a right to free speech, but you also have an obligation to be loyal to your employer and to adhere to the Code of Professional Conduct. Be careful of the positions you espouse online.

There is also a Leadership Quality Standard and Superintendent Leadership Quality Standard which must be adhered to for those individuals whose positions entail leadership responsibilities.

Programs of Study

Alberta’s Early Childhood Services (ECS) to Grade 12 curriculum is outlined in provincial programs of study, which identify what students are expected to learn and do in all subjects and grades. The curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities. Teachers are bound to follow the program of studies for each course in Alberta. Programs of study can be downloaded from Alberta Education at education.alberta.ca.

Appropriate Use of Social Media

Teachers sometimes forget that social networking online is not private. Online mistakes by teachers have damaged their employment, their careers, their livelihood and their personal reputation. Don’t take the risk – keep your job and your reputation intact!

Working Relationship Commitment

The Calgary Board of Education and its respective labour organizations agreed to and ratified the Working Relationship Commitment in 2010. This document is a statement of the values at the core of the organization.



**working
relationship
commitment**

As proud employees of the Calgary Board of Education we commit to a culture of respect, trust and participation in support of student learning.

This culture is characterized by:

- acknowledgment and recognition of roles, responsibilities and contributions;
- open and transparent communication;
- clear and understood decision-making processes where voice is valued;
- ownership of the collective successes or failures of the organization; and
- personalized, lifelong learning.



Bob Anderson
President, Local 85
The Canadian Union of Public Employees



Jean Minifie
Chairperson
Calgary Board of Education Staff Association



Jenny Regal
President, Local 70
The Alberta Teachers' Association



Bruce Payne
The Calgary Local 3000 Calgary Board of Education
Construction and Maintenance Staff Association



Naomi Johnson
Unit Representative of Schools
Local 3000 (part of 3000s)



Calgary Board of Education

PROFESSIONAL DEVELOPMENT AND INVOLVEMENT

Teacher Professional Growth Plans

A Professional Growth Plan is a plan, developed by a teacher, which outlines the teacher's proposed professional development activities to enhance their teaching practice. Each teacher employed under a probationary or continuing contract is responsible for completing an annual professional growth plan. The plan is submitted for review or approval to the principal or group of teachers delegated by the principal.

The plan may be a component of a long-term, multi-year plan or may be fulfilled by mentoring a teacher or supervising a student teacher. Each teacher will meet annually with the principal or delegated group of teachers to review the plan and in consultation decide whether the teacher has completed an annual growth plan that reflects the following requirements:

- the teacher's self-assessment of learning needs
- the Teaching Quality Standard (TQS)
- consideration of the educational plans of the school, system and government.

Professional growth plans can take many forms. They can be textual or graphical, and can include mind maps or web formats. Whatever the format, the plan must demonstrate a relationship to the TQS and include the following essential information:

- Name
- Dates
- Goal(s)
- Strategies
- Timeline
- Indicators or measures of success
- Teaching Quality Standard reference
- Reflections and implications

For a tutorial on how to build a TPGP, including illustrative examples, visit www.teachers.ab.ca.

Beginning Teachers' Conference

The Alberta Teachers' Association holds an annual conference for teachers who are in their first two years of classroom teaching and those teachers

who are new to teaching in the province of Alberta.

This conference is typically held within the first few weeks of the start of the school year. Visit www.teachers.ab.ca for more information about the Beginning Teachers' Conference.

Staff Professional Development Fund

This fund, valued at \$1.15 million annually, is available exclusively for the professional development of teachers or groups of teachers in the CBE. The function of the fund is to assist individuals or groups of teachers in pursuing professional development activities linked to professional practice. Funding may include registration fees, individual expenses and the cost of substitute teachers. It is not intended that the Staff Development Fund be used for payment of fees for courses or activities whose primary focus is personal development, nor for exchanges with other school jurisdictions or for extra-curricular activities. Fund guidelines and application forms can be found on the Local 38 website – local38.teachers.ab.ca.

Professional Improvement Fellowships

Professional Improvement Fellowships (PIFs) provide teachers with an opportunity to pursue professional learning activities that stimulate professional, personal and intellectual growth. PIFs provide an opportunity to engage in professional learning activities that support certificated staff in their ability to respond to the changing needs of their profession while building their capacity to advance their career goals. Applicants may request either paid leave or reimbursement for development expenses such as tuition, books, travel, etc.

A full year PIF application will be considered if the applicant has worked for 7 years on a continuous contract at the time of the application. A one-half year PIF application will be considered if the applicant has worked for 5 years on a continuous contract at the time of the application. (Temporary and probationary contracts do not count for this

calculation because they occur prior to a teacher being on a continuous contract.)

Applications for fellowships are to be submitted in the school year prior to the date the activity requiring a Fellowship is to commence. Requests for Professional Improvement Fellowships must be submitted by the following dates:

- December 1 for activities of one-half (½) year's duration or more (beginning the following September)
- March 1 for activities of less than one-half (½) year's duration (beginning the following September)

Further information and application forms can be found on the CBE insite.

ATA Educational Trust

This professional development grant fund is administered by the provincial Association. There are three levels of grants available to teachers:

- ATA Specialist Council Conference Grants (\$500.00) – to facilitate attendance at a Specialist Council conference (September 30 deadline)
- Continuing Education Bursaries (\$700.00) – to help pay for course work (May 1 deadline)
- Morgex/Johnson Insurance Centennial Fund for Teacher Development (\$600.00) – to help with a conference, workshop, seminar, institute or symposium attendance (September 30 deadline)

Graduate Study Leave

Teachers may be granted temporary leave of absence with pay for graduate study when they are required to leave before the end of June due to enrolment at educational institutions for a program of summer study. For leaves of this nature, the teacher agrees to reimburse the Board for the cost of the substitute teacher(s) employed due to the absence. The cost of substitutes is shared by all teachers who take graduate study leave each year. A teacher's share of these costs is determined by the number of study leave days taken divided by the number of study leaves taken by all teachers times the total actual cost of substitute teachers employed in these situations.

Teachers' Convention

Teachers' Convention for CBE teachers takes place on the weekend prior to the Family Day holiday in February. All teachers employed by public school boards have a legal and professional obligation to attend their designated teachers' convention each year. These two convention days are paid days of work. Substitute teachers are not required to attend convention, but may do so at their discretion (if a substitute has provided at least 18 days of substitute service by December 31, they are eligible to be paid for convention attendance).

Being absent from convention can result in unprofessional conduct consequences including lost wages, fines, termination, and removal of certification. To be absent from convention to attend a unique professional development opportunity that occurs at the same time, a teacher must be granted permission to participate in Alternate PD by the Association. For more information, check under the Alternate PD menu at www.cctca.com.

If you are ill during Teachers' Convention, you must report it in the same manner you would report illness at any other time of the year – make a booking through SmartFindExpress and notify your supervisor. You are also eligible to access other leaves granted by the collective agreement, such as funeral and compassionate leave, during convention without penalty. Personal days, however, may not be used during convention days.

The Calgary City Teachers' Convention is organized by the Calgary City Teachers' Convention Association, an independent subgroup of the ATA, much like Local 38 is also an ATA subgroup. This committee develops annual programs of general interest to teachers at all levels and in a variety of curriculum areas using funds obtained through ATA member fees – teachers' conventions are fully funded by teachers for teachers. To get involved, visit www.cctca.com.

ATA Library

The ATA Library is a resource available to all members of the ATA. Its online searchable database (library.teachers.ab.ca) lists hundreds of professional titles related to pedagogy and issues impacting the teaching profession. If you have created your online account with the provincial

ATA, you are able to order resources from the library. There is no annual fee and the library pays for all the shipping costs of the materials.

In addition, you are able to access free full-text online indexes for professional journals and magazines.

Local 38 Professional Development

Local 38 provides teachers with additional professional development opportunities in a number of areas. Each year, the Professional Development Committee administers a member survey to determine the greatest system PD needs and plans opportunities for teachers to participate in.

Your PD Committee seeks to provide authentic and sustainable professional development. Their goal is to support and enhance teacher practice and to maintain a high standard within the profession. Visit the Local 38 website regularly and watch your

email for opportunities brought forward by this committee.

Local 38 New Teacher Orientation

Planned this year for 2023 November 7, this event helps new teachers become better familiar with the Collective Agreement, the Education Act, teacher evaluation practices, and other practical matters relevant to those just starting out as teachers in Alberta.

Local 38 New Teacher Induction

Being formally welcomed as a new member of the Association is an important first step in the professional life of Alberta teachers. Planned this year for 2024 April 25, all teachers who are new to the profession, or new to teaching in Alberta, are invited to attend a dinner and ceremony where they will officially be sworn into the profession and discuss the ethical responsibilities of teachers.



A Message from the President of Calgary Public Teachers

Welcome to the teaching profession. As a teacher with the Calgary Board of Education, you are also a member of Calgary Public Teachers, ATA Local 38, which has approximately 10,000 members.

You have personally worked very hard to get to this point in your life and it is likely your passion for learning and teaching others that has sustained you thus far. So: congratulations!

Teaching is hard work, but at the same time extremely rewarding because of the relationships you will develop with your students. You will be learning on the job and making adjustments daily, maybe even hourly. Therefore, it will be most valuable for you to find a mentor teacher/colleague to connect with: someone that you can rely on, reach out to, and who can share with you how they organize their class, providing you with some classroom management strategies, and some of the resources that they use.

As a professional association, we are also here to support you. Professional Development is our largest budget item and we offer many workshop sessions for all our teachers.

We would love to see you get involved in our association by joining one of our committees, attending a workshop, giving us a call, and/or attending our monthly Council of School Representatives (CSR) meetings.

You are one of the most important people and influences in your students' lives. We are so pleased that you have chosen this most noble profession.

Stephani Clements
President



WHAT TO DO IF THERE ARE PROBLEMS...

Employee Contact Centre

(T) 403.817.7333
(e) ecc@cbe.ab.ca

Call first when you have:

- problems with your pay/salary
- questions relating to benefits coverage
- questions regarding salary verification letters, records of employment, or T4's
- any other general inquiry including self-service in PeopleSoft

... call Local 38 if you feel that your issue has not been dealt with appropriately.

Calgary Public Teachers, ATA Local 38

(T) 403.262.6616
(F) 403.234.9596
(e) info@ata38.ab.ca

Call when you:

- are following up with concerns expressed to the Employee Contact Centre
- have questions or concerns about the collective agreement
- want to register for a maternity/parental leave workshop
- have issues you wish to speak to the President about
- have questions about anything in this publication
- need to file a grievance

Alberta Teachers' Association

Southern Alberta Regional Office
(Calgary)
(T) 403.265.2672 // 1.800.332.1280
(e) TESSARO@ata.ab.ca

Barnett House (Edmonton)
(T) 1.800.232.7208
(e) postmaster@ata.ab.ca

Call when you have questions:

- relating to teacher evaluations
- about legal issues or employer action
- about an accommodated return to work
- relating to matters of professional conduct or staff relations
- relating to contracts, teacher transfers, extended disability appeals, or surplussing appeals

CALGARY
Public Teachers
ALBERTA TEACHERS' ASSOCIATION LOCAL 38



**The Alberta
Teachers' Association**