



## AP 401 – STAFFING GUIDELINES

### BACKGROUND

---

Saskatoon Public Schools believes that every person has the right of equality of opportunity based upon bona fide qualifications, in respect of employment, employment advancement, or promotion. We aim to achieve a Representative and Culturally Competent Workforce that is reflective of our school communities.

### PROCEDURES

---

#### 1. Employment Practices

1.1. There will be no discrimination with respect to the screening, recruitment, hiring, or promotion of employees regardless of religion; creed; marital status; family status; sex; sexual orientation; disability; age; colour; ancestry; nationality; place of origin; race or perceived race; receipt of public assistance or gender identity (as defined by the Saskatchewan Human Rights Code).

#### 1.2. Exclusions include:

##### 1.2.1.

The division works towards not having two members of the same family employed in the same section, location or in situations where one exercises a supervisory relationship over the other. Family refers to spouse, parent, sister, brother, children, or a cohabitation relationship.

1.2.2. No person shall be permitted to hire or be responsible for hiring a member of his or her own family, a relative or a person about to become a relative.

#### 2. General Selection Procedures

The following general selection procedures shall apply in the selection of personnel.

2.1. The Board selects the director of education.

2.2. The director selects deputy director and superintendents.

2.3. The director and deputy director or superintendent select principals, vice-principals, coordinators, consultants, and mid-management staff.

2.4. The deputy director and/or superintendents select other staff and may delegate these responsibilities to mid-managers and principals.

#### 3. Requisition for Staff

3.1. Requisitions for new positions or staff replacements for positions not covered by a quota shall be submitted to the human resources department on the Staff Requisition form .

3.2. All requisitions for staff must be authorized by a superintendent or member of administrative council, but may be initiated by a principal, coordinator, or manager.

3.3. The initiating official shall complete section A and forward the requisition to the appropriate superintendent.



- 3.4. The respective superintendent shall complete section B and forward the requisition to the superintendent of human resources.
- 3.5. The superintendent of human resources shall complete section C. The superintendent of human resources shall implement and co-ordinate the hiring procedures outlined in section 5.
- 3.6. Authorization must be obtained through the superintendent of human resources for any contractual positions that are entered into with outside agencies that involve Saskatoon Public Schools as the employer.
- 3.7. Authority for hiring must be based upon prescribed staffing ratios as defined in these procedures.
4. Posting and Advertising
  - 4.1. Wherever possible, all permanent positions will be publicized within the division and, when required, through outside sources such as professional associations, newspaper, and Internet advertising. Authorization for the expenditure of monies for advertising must be obtained through the office of the superintendent of human resources. It is understood that not all individual teaching or educational assistant positions will be advertised.
  - 4.2. All postings will be coordinated by the human resources department and, where required, will follow any guidelines found in the prevailing collective agreement.
5. Selection Process
  - 5.1. Staffing Panels
    - 5.1.1. Wherever possible, interview processes will use a staffing panel to make a hiring recommendation.
    - 5.1.2. The determination of the composition of the staffing panel will be made by the deputy director or superintendent responsible for the hiring decision. In the case of the hiring of school-based administrators and members of administrative council, the director will determine the composition of the staffing panel.
    - 5.1.3. The human resources department will be responsible for providing the staffing panels with file information on all applicants.
  - 5.2. Interviews
    - 5.2.1. All candidates short-listed for the position will be interviewed by the staffing panel or by human resources personnel.
    - 5.2.2. A standard interview format will be used for all candidates in the same position and will be based upon recognized behavioral descriptive interviewing techniques.
    - 5.2.3. Candidate assessment forms will be created for each posted position based on the position's job description and desired competencies for the position. The human resources department may assist in the development of the candidate assessment form.
    - 5.2.4. Members of the staffing panel will be responsible for arranging interview times and locations.



- 5.2.5. All costs incurred by persons relative to their attendance at interviews shall be at the expense of the applicants unless prior authorization has been obtained from the superintendent of human resources.
6. Offers of Employment
    - 6.1. The superintendent of human resources or designate, based on the authorization of the appropriate superintendent, shall be responsible for approving all offers of employment made to selected applicants.
    - 6.2. References on candidates being offered positions shall be checked with a minimum of two (2) previous supervisors prior to any offers of employment being made. Discussions with previous supervisors and a review of the personnel file will occur for internal candidates.
    - 6.3. Letters of offer shall be prepared by the human resources department. All offers are subject to the receipt of a satisfactory security check from the local police service and required educational documents including a teaching certificate.
    - 6.4. Starting salaries for new employees or for those selected for promotion must be approved by the superintendent of human resources. Salary placement shall be in accordance with Board policy and/or the requirements of the respective collective agreements.
    - 6.5. All files for new employees must contain a completed Board application form, a résumé, a minimum of two (2) completed reference checks, a police security check, social insurance number, birth certificate, supporting educational documents, and a signed letter of acceptance of the job offer.
  7. Staff Allotment and Allocation
    - 7.1. The director of education has responsibility for the determination of the structure of administrative council and for the allocation of staff in the director's office.
    - 7.2. The superintendents of education have responsibility for the allocation of professional staff to schools and for the allocation of coordinators and consultants in central office. The superintendent of human resources has responsibility for the allocation of all other support staff in the division.
    - 7.3. Staff allocations to schools will be based annually on up-to-date enrolment data provided by the coordinator (manager) of student information systems and staffing formulas found elsewhere in these guidelines.
    - 7.4. Principals will survey their staff regarding teacher intent for the following year (superannuation, resignation, leave, transfer, reassignment) and shall communicate this information to the superintendents of education with responsibility for staffing in their area. They will also make recommendations regarding special qualifications and competencies of staff required to fill vacancies in the school.



## 8. Staffing Definitions

### 8.1. Staff Allotment

- 8.1.1. Professional staff approved for purposes of staffing the schools and includes all staff for basic program.
- 8.1.2. special education programs; and
- 8.1.3. other approved programs not included in the above

### 8.2. Staff Allocation

Professional staff assigned to a school after considering the program needs of the school and implications for the division.

### 8.3. Professional Staff (Administration)

The professional staff that has leadership responsibility for the organization and management of the school, the supervision of the instructional staff, and the supervision and evaluation of the instructional program.

### 8.4. Professional Staff (Supportive)

The professional staff that generally do not have classroom teaching assignments.

### 8.5. Professional Staff (Instructional)

The professional staff assigned primarily to classroom duties for the purpose of teaching approved program offerings.

### 8.6. Special Education Staff

The professional staff assigned primarily to classroom duties for the purpose of teaching approved special education programs and are provided for in addition to the basic staff.

### 8.7. Other Staff

The professional staff provided for in addition to the basic staff and the special education staff. From time to time, other staff are required for assignment to unique, locally initiated programs that have been approved by the division.

### 8.8. Support Staff

The support staff assigned to central office and the schools, and includes members of CUPE Local 8443, community school coordinators and out of scope secretaries.

### 8.9. Mid-management Staff

Mid-management shall include personnel in administrative or supervisory positions who are not members of administrative council and are not identified under other provisions of the administrative procedure.

### 8.10. Discretionary

Provides for flexibility in staff allocation to a school as required by needs and circumstances of the individual schools and the division as a whole.



9. Professional Staff Allotment – Secondary Schools

9.1. Administrative and Supportive Professional Staff

The quota will be the number determined through application of the following grid:

Enrolment	Principal	VP/AP	Teacher Librarian	Counsellor
Under 450	1.00	1.00	0.25	1.00
451 – 650	1.00	1.00	0.25	1.50
651 – 850	1.00	1.00	0.25	2.00
851 – 1050	1.00	1.00	0.25	2.50
1051 – 1250	1.00	2.00	0.25	2.50
Over 1250	1.00	2.00	0.25	3.00
Mount Royal	1.00	2.00	0.25	2.00

**Note:** The staffing superintendents will have discretionary staff which may be used to address the complex and diverse needs of collegiates by adjusting the administrative and support staff on an individual basis.

9.2. Instructional Professional Staff

9.2.1. The quota of teachers will be the number determined by the following formula:

Academic Collegiate - Enrolment divided by 24.24

Comprehensive Collegiate – Enrolment divided by 23.14

9.2.2. Discretionary

The superintendents of education with responsibility for secondary professional staffing may exceed the foregoing quota by 1 percent to allow for developing program and enrolment contingencies.

9.2.3. Diversity

One and one-half (1.5) teachers shall be deployed to meet the diversity needs in our schools.

9.3. Division Programs Professional Staff



The professional staff component for approved division programs will be determined as follows on an annual basis in accordance with program requirements and budget allotments.

10. Support Staff Allotment – Secondary Schools

Support staff in secondary schools may include the following classifications:

- Secretary I, II or administrative assistant and student services secretary
- Educational Assistant II or III
- Library Technician

10.1. Regular Collegiate Program

For the regular collegiate program, the allotment approved by the Board will be the number determined through application of the following grid:

	<b>Collegiate Enrolment</b>	<b>Administrative Assistant</b>	<b>Sec. 1/ Student Services Secretary</b>	<b>Library Technician</b>	<b>Dis.</b>
Regular	450 – 839	1.00	2.00	1.00	
	840 – 1079	1.00	3.00	1.00	
	1080 - 1440	1.00	3.50	1.00	

10.2. Approved Division Programs

The support component for approved system programs will be determined on an annual basis in accordance with program requirements and budget allotments.

10.3. Discretionary

The superintendent of human resources may exceed the foregoing quota of support staff by 1 per cent division-wide to allow for innovative programs and workload contingencies.



11. Professional Staff Allotment - Elementary Schools

11.1. Administrative and Supportive Professional Staff

The quota will be the number determined through application of the following grid:

School Enrolment	ADMINISTRATIVE		SUPPORTIVE
	Principal	Vice Principal	Library
100 - 399	1.00	0.10	0.10
400 – 499	1.00	0.30	0.10
500 – 599	1.00	0.40	0.10
600 +	1.00	0.50	0.10
700 +	1.00	0.80	0.10
John Dolan	1.00	0.10	

11.2. Instructional Professional Staff

11.2.1. The quota of teachers for grades 1-8 will be the number arrived at by the following formula:

Instructional staff (Grades 1-8) = (Grades 1-8 enrolment – Special education enrolment – Home Based enrolment

25.9 + # of staff required to provide preparation time as per the LINC agreement

11.2.2. The quota of teachers for Kindergarten will be the number arrived at by the following formula

Instructional staff (Kindergarten) = (Kindergarten enrolment/2)

17.42 + # of staff required to provide preparation time as per the LINC agreement

11.2.3. Four (4) teachers shall be deployed to meet the needs of inner-city schools.

11.2.4. Discretionary

The superintendents of education with responsibility for elementary professional staffing may exceed the quota for professional staff plus the four teachers for inner



city schools by 1 percent to allow for developing program and enrolment contingencies.

11.2.5. Diversity

11.3. Division Programs Professional Staff

The professional staff component for approved division programs will be determined on an annual basis in accordance with program requirements and budget allotments.

12. Support Staff - Elementary Schools

12.1. Regular Elementary School Programs

For the regular elementary school program, the allotment will be the number determined through application of the following grid:

Enrolment	Administrative Assistant	Secretary 1	Library Technician
100 – 249	1.00	0.00	0.35
250 – 400	1.00	0.00	0.45
400 +	1.00	0.00	0.50

12.2. Division Programs

Provision for support staff for division programs will be determined as required by the appropriate superintendent in consultation with the superintendent of human resources.

12.3. Rotational Positions

The division will employ rotational secretaries and library technicians as required to meet the needs of elementary schools. The number of rotational secretaries will be approved by the superintendent of human resources on an annual basis.

12.4. Discretionary

The superintendent of human resources may exceed the foregoing quota of support staff by 1 percent division-wide to allow for experimental programs and workload contingencies.

13. Selection, Placement and Transfer of Professional and Support Staff

13.1. Appointments

Appointments of principals, assistant/vice principals, teachers and support staff are deemed to be made to the division. Appointments are not specifically to a given school except in the case of temporary personnel who may be assigned to fill a vacancy for one year or less.

13.2. Placement and Transfer of Teachers

In Saskatoon Public Schools, teachers are encouraged to seek professional changes over the course of their careers. We believe that a transfer serves to enhance professional growth and helps to develop a broader understanding of the Saskatoon community. In keeping with





this belief, we are supportive of transfers and encourage teachers periodically to initiate a move to another school or program. Teacher transfers are governed by fair practice and this administrative procedure. Procedures for placement and transfer of school staff are intended to satisfy the following criteria:

- ❑ Meeting the goals of the division (i.e.: second language programs, fine arts programs, technical-vocational programs, extra-curricular activities).
- ❑ Meeting the needs of a particular school (i.e.: program, special projects, instructional focus, support services, staff balance).
- ❑ Utilizing the individual's special competencies.
- ❑ Meeting the individual's need for professional growth.

In addition, there are other factors that should be considered in concert with one another when initiating and managing transfer requests.

These include:

- 13.2.1. Tenure in the present school and assignment. We believe that 3 to 8 years (with exceptions) is a reasonable tenure in a regular school assignment. The timelines suggested above are to serve as a guide only. There is substantial consideration and judgment required on the part of the teacher, principal and superintendent in determining the optimum time for a transfer. Staff in specialized program areas may require more flexibility in the duration of their assignments.
- 13.2.2. Career stage of the staff member. The timing of the transfer might be influenced by the career stage of the staff member.
- 13.2.3. Personal circumstances and needs of the staff member.
- 13.2.4. Staffing beyond enrolment and /or projection.
- 13.2.5. Availability of openings and practicality of the transfer.
- 13.2.6. Preparation for an administrative assignment.
- 13.2.7. Marketing schools with students, parents and the community.
- 13.2.8. Diversity and size of school, to provide a range of experiences throughout a career.
- 13.2.9. Accreditation needs.
- 13.2.10. Placement of teachers returning from leaves.
- 13.2.11. Balance and diversity of the school staff.
- 13.2.12. Redundancy (reference Administrative Procedure 410)

### 13.3. Transfer Expectations

- 13.3.1. Teachers in Saskatoon Public Schools are hired to the division not to a particular school or grade level or subject area.



- 13.3.2. Teachers can expect they will serve students in a variety of school communities throughout their careers (core community, community, suburban).
  - 13.3.3. The transfer process is a consultative process. While a great deal of discussion takes place between the teacher and principal, the final authority for placement lies with the superintendents responsible for staffing.
  - 13.3.4. The transfer process is to be carried out keeping the best interests of students and staff in mind.
  - 13.3.5. The principal knows the needs of the school, staff and the community. As a result, principals play a significant role in communicating, clarifying and facilitating the transfer process with staff. Discussions about a transfer should begin early in the school year.
  - 13.3.6. Clear communication of intentions is important in the transfer process. Forms for the purpose of transfer require the signatures of both the teacher and the principal before submission to the superintendent.
  - 13.3.7. Teachers should become aware of the transfer policy, procedures and expectations. Teachers are expected to be proactive in initiating transfer requests.
  - 13.3.8. As a rule, resolution of supervision difficulties should be complete prior to any transfer. That said, there might be instances in a supervisory process where a transfer is in keeping with fair practice and teacher growth.
  - 13.3.9. Any medical restrictions related to a transfer request need to be supported by current medical documentation.
  - 13.3.10. For teachers returning from a leave, there is no guarantee that they will return to the same school or grade level.
  - 13.3.11. The present principal of the school in which the teacher is working (in the case of teachers on leave the principal of the last school in which the teacher worked) will be the primary reference for the teacher. However, if a teacher feels they desire a second principal reference, who has been a recent supervisor, they may indicate this by checking the box on the transfer form and writing in the principal's name. It will be the responsibility of the teacher to make this contact.
  - 13.3.12. It may be necessary for teachers to teach outside their present grade level and/or subject area. We are requesting teachers indicate a range of grade levels and subjects they would be willing to teach (i.e. Pre-K/ K, 1-5, 6-8, 9-12).
- 13.4. Types of transfers
- 13.4.1. Teacher-requested transfer

The greatest percentage of transfers falls into the teacher-requested category. These requests are considered thoroughly and in consultation with staff. Primary in this process is the need to maintain a division-wide balance of staff talents and skills in schools.

A request for transfer is not a guarantee of a transfer. The more flexibility indicated



in a request, the greater the chance a suitable placement will be found. Therefore, since it is believed that transfer requests are made in good faith, it is also anticipated that the staff member, will receive positively the resulting assignment. In some instances, there may be exceptional circumstances that might prevent a particular move. If such a situation did occur, then further discussion would take place to seek a suitable solution.

Substantial discussion takes place during the staffing process to attempt to meet division, school and teacher needs. (e.g. transfer form, teacher discussion with the principal, principal discussion with superintendent)

The teacher transfer form is used for teacher-initiated transfers. It is meant to be a communication instrument; it is not a binding document. The teacher transfer form provides us with a profile of staff. Staff are encouraged to be as detailed as they wish on the “Reason for Transfer” section.

#### 13.4.2. Administrative-initiated transfer;

When an administrative-initiated transfer occurs, it must be understood that many variables have come into play. The situation has been carefully studied, consultation has taken place, and the need for change is seen as assisting in the balancing of our division needs and has considered the best interest of the teacher and the school.

On rare occasions a transfer may need to occur due to unavoidable circumstances that may be difficult for a teacher to accept. It is important that all involved in the process understand the sensitivity of the situation. The teacher transfer form is also used for administrative-initiated transfers. Teachers are encouraged to be as detailed as they wish in completing this form.

#### 13.4.3. Transfers that result from staffing beyond enrolment or projection;

A surplus of staff can occur in the spring when the initial enrolment projection is adjusted downward or in the fall when a school enrolment falls short of projection. Typically, this type of transfer is difficult as it displaces a teacher who has prepared for a particular school assignment. In some instances, the principal may need to select the teacher to be relocated. When such a move is required every effort is made to provide a similar type of placement. Unfortunately, a similar placement is not always possible given the limited available openings. Considerable empathy is required by school-based and division administrators to minimize disappointment. Without question, considerable understanding is required by the displaced staff member.

Staff members who desire clarification on the transfer/placement process should talk first with their principal. If there are unresolved issues, teachers may wish to contact one of the appropriate staffing superintendents.

### 13.5. Transfer of Support Staff

13.5.1. Transfer of support staff will follow any guidelines in applicable collective agreements.

13.5.2. Transfer of Educational Assistants II (EA 2's)



EA 2's are hired to the division and are deployed according to the needs of students and schools by the human resources department. Transfers may be initiated by the division or by the employee. Reasons for transfer from one location to another may include:

- Utilizing the individual's competencies and abilities
- Meeting the individual's needs for professional growth
- Meeting the goals of the division
- Meeting the needs of the school
- Meeting the needs of the students

Other factors to be considered when initiating and managing transfer requests include:

- Career stage of the staff member. The timing of the transfer might be influenced by the career stage of the staff member.
- Opportunity for growth for the employee
- Personal circumstances and needs of the staff member
- Availability of openings and practicality of the transfer
- Changing needs of the school and/or division

### 13.5.3. Transfer of Support Staff

#### 13.5.3.1. Transfer of administrative assistants, library technicians, EA3's and community school coordinators

There are two types of transfers:

##### 13.5.3.1.1. Employee requested transfer

This is a situation where the employee is interested in pursuing a transfer to a different location.

The greatest percentage of transfers will fall into this category. A request for transfer is not a guarantee of a transfer. Completion of the transfer form will need to be submitted to human resources.

##### 13.5.3.1.2. Administrative-initiated transfer

In exceptional circumstances, should it become apparent that a new assignment is in the best interests of the students, the Board and the employee, an administrative initiated transfer can occur.

Prior to initiating the transfer, the Board would engage in consultation and dialogue with the employee and the union outlining the rationale for the move and the benefits of a new placement for all affected by such a move.

##### 13.5.3.1.3. Reasons for transfer for these positions would be similar to those cited in section 13.5.2.



#### 14. Administrative Vacancies

Administrative vacancies in the schools shall be announced to all teachers and central office staff employed by Saskatoon Public Schools and may be advertised elsewhere. Administrative vacancies in schools shall be open to application from any person qualified to teach in Saskatchewan.

##### 14.1. Selection Committee

When administrative vacancies occur in the schools, the director of education shall establish a selection committee as per section 5.1 (2) of these guidelines.

##### 14.2. Selection of School Administrative Staff

The following criteria are not ranked in any preferential order. Each criterion is significant in its own way but does not necessarily carry more weight than any other criterion.

- 14.2.1. Graduate work in educational administration, supervision or curriculum is highly desirable. It follows, therefore, that preference will be given to candidates who hold such graduate degrees or show promise of completing such degrees shortly. Academic and professional scholarship is a factor which is considered.
- 14.2.2. Quality of teaching service and record of professional leadership.
- 14.2.3. Administrative and interpersonal skills exhibited.
- 14.2.4. A broad understanding of the needs and desires of the citizens of the community, together with the ability and willingness to translate these needs into sound educational programs.
- 14.2.5. A philosophy of education which is generally compatible with the philosophy and goals of Saskatoon Public Schools.
- 14.2.6. Personal qualities: aptitudes, attitudes, cultural responsiveness, reliability, responsibility, enthusiasm, initiative, and decisiveness.

##### 14.3. Terms of Appointment

Principals and assistant/vice principals are appointed to serve in their administrative positions at the discretion of the division. Placements and acting appointments are reviewed on an annual basis.

#### 15. Driver Education Personnel

##### 15.1. Staff Allotment

The staff of the driver education services branch shall consist of a manager of driver education services and a number of instructors sufficient to train and instruct the anticipated enrolment of eligible students each year.

Allocation of driver training Instructors: The ratio of instructors to students eligible for driver training will be approximately 1:200.



### 15.2. Staff Selection

The selection of driver education instructors shall be made by the manager of driver education services in consultation with the appropriate superintendent of education. In the selection of the manager driver education services branch, prior approval of the selection procedures by the superintendent of human resources shall be obtained.

## 16. Caretaking Personnel

### 16.1. Criteria for Assignment:

Caretaking staff in the division shall be assigned on the basis of the following criteria:

- 16.1.1. Appointment of a building operator to each school.
- 16.1.2. Requirements of the Boiler and Pressure Vessel Act.
- 16.1.3. Supervisory requirements of the division.
- 16.1.4. General cleanliness and safety standards of the division.
- 16.1.5. Budgetary and staffing formula considerations.

### 16.2. Caretakers' Workload Formula

In determining the number of caretakers to be assigned to each school or building, the following shall be considered:

- 16.2.1. Size of building and nature of construction
- 16.2.2. Rental of the building to outside organizations
- 16.2.3. Single storey vs. multiple storey structure
- 16.2.4. Type of heating system in the building
- 16.2.5. Portable classrooms
- 16.2.6. Carpeting
- 16.2.7. Size of school grounds

### 16.3. The number of caretakers to be assigned in a building shall be:

$$\mathbf{C + O + S + G + H + P + V + R}$$

Explanation of Formula:

16.3.1. **C** - the number of hours required to clean 4 classrooms in the building, assuming one classroom requires 15 minutes to clean.

16.3.2. **O** –  $\frac{SF-800}{5000}$  - the number of hours required to sweep the floor area of the school, not including classrooms, assuming an average classroom is 800 square feet and a caretaker can sweep 5000 square feet per hour.



- 16.3.3. **S** - the number of stories in the building (eg. in a four-storied building, S=4).
- 16.3.4. **G** - the square footage of the school grounds – 1 hour per day for sites up to 5,000 square meters and 2 hours per day for sites that are larger. Up to 1 hour per day may also be added for geographical location and/or those sites with large irrigation systems.
- 16.3.5. **H** - the type of heating system, allowing 2 hours per day for a steam system and 1 hour per day for a hot air system. Up to one additional hour per day will be allowed for mutable boiler rooms, portables and/or related equipment.
- 16.3.6. **R** - additional work associated with rentals up to 2 hours per day based on after school use. Additional 3 hours per day for buildings requiring regular staff 7 days a week.
- 16.3.7. **V** – Sq/ft carpet / 2000 sq/ft hour. The number of hours to vacuum carpeted floor, including classrooms, but not portables or related halls, assuming that a caretaker can vacuum 2000 square feet per hour.

#### 16.4. Discretionary

Where deemed advisable, the superintendent of facilities may authorize an assignment of caretakers to a building different from that obtained by applying the formula, provided that the total caretaking staff in the school division does not exceed the formula allocation.

##### 16.4.1. Caretaker Floaters and/or Carpet Cleaners

The caretaking staff has an allotment of up to 11 positions to serve as floaters and/or carpet cleaners.

#### 17. Mid-management Personnel

The number of mid-management positions within the school division will be determined by administrative council on an annual basis. Any proposed additions to this complement must follow the process outlined in section 3 of these guidelines.

#### 18. Coordinators and Consultants

The deputy directors of education shall be responsible for recommending to the director the allocation of coordinator and consultant positions. superintendents of education shall be responsible for coordinating the selection process and making recommendations for hire.

##### Terms of Appointment

- 18.1. Coordinators and consultants are appointed to serve in their administrative position at the discretion of the Board.
- 18.2. Student services personnel who are not governed by the teachers' collective agreement shall be subject to the terms of the contract signed with the Board of Education.



19. Allotment Central Office

19.1. Selection, Placement and Transfer of Support Staff and Clerical Personnel

The selection, placement and transfer of support and clerical personnel within central office shall be the responsibility of the superintendent of human resources and shall be made in accordance with the provisions of the current working agreement between such employees and the Board.

Date Last Revised: January 2022