



Policy 6.01

Category: Personnel and Employee Relations

Recruitment and Selection of Personnel

BACKGROUND

“3.1 Our Vision

To promote the development of knowledge, skills, attitudes, and values that support 21st century citizenry and life-long learning within a holistic, personalized, integrated, flexible learning environment.

3.2 Our Mission

To foster the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens.”

CAPE charter

The CAPE Charter Board believes that the students’ pursuit of personal and academic excellence is fostered, supported, and encouraged by quality education through high-quality instructional programs. Furthermore, the CAPE Charter Board believes that quality education is directly related to the quality of the administrative staff appointed, and of the certificated and non-certificated staff recruited and retained.

The CAPE Charter Board believes that the employment of staff must serve the mutual interests of:

- *the CAPE students and their parents/guardians,
- *the CAPE staff,
- *the individual staff member,
- *the CAPE Charter Board,
- *the community, and
- *the legislative requirements.

POLICY STATEMENT

1. The CAPE Charter Board is committed to the employment of staff members who are the best qualified and most knowledgeable to meet the requirements of the position through a fair and equitable recruitment process. CAPE’s charter guides all policies, administrative procedures, and practices at CAPE. Staff members are expected to be knowledgeable and fluent in integration and personalization educational pedagogy. Because of the unique nature of the CAPE program and student body, staff members must demonstrate such traits as flexibility and

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divergent thinking, creativity and ingenuity, intuitiveness, empathy and fairness. It is imperative that staff members work as a team to support the students and each other in the pursuit of academic and personal excellence. Therefore, collaborative and cooperative teaching and learning must be integral to the work of all staff members.

DEFINITIONS

2. **Knowledge** - the fact or condition of knowing something with familiarity gained through experience or association.
3. **Skill** - an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).
4. **Attitude** - a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behaviour.
5. **Values** - a person's principles or standards of behaviour; one's judgment of what is important in life.
6. **Citizenry** - all people living at a particular time and their obligations and responsibilities.
7. **Life-long learning** - ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons.
8. **Holistic** - characterized by comprehension of the parts of something as intimately interconnected and explicable only by reference to the whole.
9. **Personalized learning** - instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner.
10. **Integrated learning** - a learning theory describing a movement toward integrated lessons helping students make connections across curricula.
11. **Flexible learning - learning within an environment that is** easily modified to respond to altered circumstances or conditions.
12. **Excellence** - the quality of excelling, of being truly the best at something.
13. **Engaged thinker** - one who knows how to think critically and creatively, employs literacy and numeracy to construct and communicate meaning; and discover, develop and apply competencies across subject and discipline areas for learning.

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14. **Ethical citizen** - one who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.
15. **Entrepreneurial spirit** - a mindset. It's an attitude and approach to thinking that actively seeks out change, rather than waiting to adapt to change. It's a mindset that embraces critical questioning, innovation, service and continuous improvement.
16. **Independent learner** - an individual is able to think, act and pursue their own studies autonomously, without the same levels of support you receive from a teacher at school.
17. **World citizen** - someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices.
18. **Police Information Check Certificate with Vulnerable Sector Check** - a check of local police records to determine the existence of a pattern of behaviour that may result in harm to vulnerable persons.
19. **Alberta Children Services' Intervention Record Check** - a check of the records for determining if a person has caused a child, of whom they are the guardian, to be in need of intervention.

GUIDELINES

20. Employment of all staff shall be subject to obtaining and maintaining a satisfactory Police Information Check Certificate, including the Vulnerable Sector Check, and an Alberta Children Services' Intervention Record Check within two (2) months of the start of the first year of employment. Clear reports are a condition of employment and must be updated every three years.
21. The employee has the responsibility of informing the administration of convictions and/or pending charges not shown on these documents.
22. Certificated staff shall comply with all requirements defined in *Section 196* of the *Education Act*.
23. Non-Certificated staff shall comply with all requirements defined in the CAPE Charter Board policies and procedures.
24. All documents are to be submitted to the Superintendent or its designate, the Executive Director, by stated deadlines.

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25. The CAPE Charter Board delegates the responsibility for initiating internal and external recruitment procedures as required, completing reference checks and short-listing candidates to be interviewed for all administrative positions to the Superintendent and retains the responsibility of appointing a Superintendent, and the Secretary-Treasurer.
26. The CAPE Charter Board delegates the responsibility for initiating internal and external recruitment procedures as required, completing reference checks and short-listing candidates to be interviewed for all non-administrative certificated and non-certificated positions to the Principal.
27. The administrator may structure a selection committee consisting of one or more of the following, but not limited to:
 - (a) the Principal,
 - (b) a Board Member,
 - (c) a School Council member,
 - (d) a certificated staff member, and
 - (e) a non-certificated staff member.The composition of the selection committee will be dependant on the vacant position.
28. The Superintendent is to develop basic minimum criteria for each position. These criteria form the basis for the selection process.
29. New contractual agreements shall be either a Term Contract or a one (1) year Probationary Contract. Upon a successful one year employment period and two (2) successful evaluations (formative and summative), the contract becomes Continuous.
30. If the one year employment period or the two (2) evaluations are not successful, a new one (1) year probationary contract may be issued or the contract will not be renewed.
31. While employed at CAPE, all staff members must hold a valid First Aid/CPR certificate and WHMIS certificate. These certificates must be renewed every 3 years.
32. The Principal is responsible for ensuring that all employees hold or are provided with access to training to attain a valid First Aid/CPR certificate and a valid WHMIS certificate.
33. The CAPE Charter Board will financially support the requirements stated in 20 and 32.

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34. Personnel records, factual and comprehensive information related to employment, are maintained primarily to provide individual records of service and include the following but are not limited to:
- 34.1 Curriculum vitae;
 - 34.2 Teacher Qualification Service statements;
 - 34.3 Verification of Teacher Experience statements;
 - 34.4 First Aid Certificates;
 - 34.5 Police Information Check Certificate, including the Vulnerable Sector Check;
 - 34.6 Alberta Children Services' Intervention Record Check;
 - 34.7 Contracts & Schedule As; and
 - 34.8 Evaluations.
35. Personnel records shall be treated as confidential at all times and shall be securely maintained at all times.

References:

Education Act

CAPE charter

Alberta Human Resources and Employment-Employment Standards

CAPE STAFF HANDBOOK

Charter Schools Teachers Code of Professional Conduct

ATA Teachers Code of Conduct

CAPE Code of Professional Conduct for Non-Certificated Staff

CAPE Code of Professional Conduct for Certificated Staff

Adopted: December 13, 1999

Motion: #

Revised: April 28, 2003

Motion: #

Revised: October 22, 2007

Motion: #2007-10-22-16

Revised: September 30, 2008

Motion: #2008-09-30-23

Reviewed: June 2011

Revised: August 27, 2013

Motion: #2013-8-27-18

Revised: August 27, 2014

Motion: #2014-8-27-7

Reviewed: September 2018

Revised: March 30, 2022

Motion: #2022-03-30-10

Reviewed: July 2024