

PROGRESSIVE DISCIPLINE

Background

The Division is committed to maintaining a safe, respectful, and professional workplace. Progressive discipline is intended to address concerns about employee conduct in a fair, consistent, and corrective manner while respecting legislative and collective agreement requirements.

Procedures

1. Purpose
 - 1.1. Provide a consistent approach to addressing employee conduct concerns.
 - 1.2. Support corrective and rehabilitative measures where appropriate.
 - 1.3. Ensure disciplinary responses are proportionate and procedurally fair.
 - 1.4. Distinguish clearly between progressive discipline and performance evaluation processes.
2. Scope
 - 2.1. This Administrative Procedure applies to all Division employees, including teachers, support staff, exempt staff, and administrators, unless otherwise specified in legislation or an applicable collective agreement.
 - 2.2. Nothing in this Administrative Procedure is intended to replace or override rights or obligations set out in legislation, regulation, or an applicable collective agreement.
3. General Approach
 - 3.1. Nothing in this Administrative Procedure is intended to replace or override rights or obligations set out in legislation, regulation, or an applicable collective agreement.
 - 3.2. The appropriate response will consider the nature and severity of the conduct, prior history, and any mitigating circumstances.
 - 3.3. Collective Agreement and Employment Rights
Nothing in this Administrative Procedure limits an employee's rights under any applicable collective agreement, individual contract, or Board policy, including the right to representation at any disciplinary meeting and the right to pursue any formal review or dispute-resolution process available to them.
4. What Progressive Discipline is Not
 - 4.1. Progressive discipline is not used for matters that are primarily related to:
 - 4.1.1. Professional growth, coaching, supervision, or evaluation under the Teacher Quality Standard (for teachers); or
 - 4.1.2. performance development processes for other staff.
 - 4.2. Such matters are addressed through the Division's established supervision and evaluation procedures.
 - 4.3. Conduct matters may still engage other statutory or regulatory processes where applicable.
5. Grounds for Discipline
 - 5.1. Discipline may be applied where an employee's conduct, behaviour, or actions are inconsistent with:
 - 5.1.1. the Education Act and related regulations;
 - 5.1.2. Division policies and administrative procedures;
 - 5.1.3. applicable professional codes of conduct;
 - 5.1.4. workplace health and safety requirements;
 - 5.1.5. terms of employment or collective agreements; or
 - 5.1.6. reasonable expectations of professional conduct within a school division.

6. Progressive Discipline Framework

6.1. Progressive discipline may include, but is not limited to, the following steps (not necessarily in order):

6.1.1. *Informal Correction (Non-disciplinary)*

May include verbal discussion, clarification of expectations, coaching, and notes kept in an administrator's working file.

6.1.2. *Letter of Concern or Expectation (Non-disciplinary)*

May include:

6.1.2.1. a clear description of the concern;

6.1.2.2. expected standards of conduct;

6.1.2.3. timelines for improvement; and

6.1.2.4. supports or resources where appropriate.

This letter is non-disciplinary but may inform future decisions if concerns persist.

6.1.3. *Letter of Reprimand (Disciplinary)*

A letter of reprimand may be issued when concerns have continued despite earlier interventions or where conduct warrants a formal response. It will be placed in the employee's personnel file.

6.1.4. *Suspension (as permitted by law and collective agreements)*

Suspension may be imposed where appropriate, only to the extent permitted by applicable legislation and the relevant collective agreement or terms of employment. Terms and duration must be clearly documented.

6.1.5. *Termination for Cause*

Termination may occur when misconduct is severe or when progressive discipline has not resulted in improvement. All terminations must comply with applicable legislation and collective agreements.

7. Due Process

7.1. Before imposing formal discipline, the Division will, where practicable:

7.1.1. inform the employee of the concern in writing;

7.1.2. provide the employee an opportunity to respond;

7.1.3. consider mitigating factors; and

7.1.4. comply with applicable collective agreement requirements.

7.2. Employees have the right to representation at any disciplinary meeting.

8. Records and Documentation

8.1. Records and Privacy

8.1.1. All documentation related to progressive discipline shall be factual, objective, and securely maintained

8.1.2. Records must be managed in accordance with:

8.1.2.1. the Protection of Privacy Act (POPA);

8.1.2.2. the Access to Information Act (ATIA); and

8.1.2.3. any other applicable legislation governing the collection, use, disclosure, and retention of personal information

8.1.3. Access to disciplinary records shall be limited to those with a legitimate administrative or legal purpose related to the employee's employment.

9. Relationship to Other Processes

9.1. Nothing in this Administrative Procedure prevents the Division from:

9.1.1. initiating an investigation under other policies or legislation;

9.1.2. referring matters to professional regulatory bodies where required; or

9.1.3. taking immediate action in situations involving safety, harm, or serious misconduct.

10. Review

10.1. This Administrative Procedure shall be reviewed periodically to ensure alignment with legislation, collective agreements, and current practice.

References

Education Act, RSA 2000, c E-0.3

Protection of Privacy Act (POPA), SA 2024, c P-21.8

Access to Information Act (ATIA), SA 2024, c A-0.5

Code of Professional Conduct for Teachers and Teacher Leaders (Alberta, 2023)

Professional Conduct and Competency for Teachers and Teacher Leaders Regulation, Alta Reg 124/2022

Applicable collective agreements and Division policies