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## **D Employee Relations**

### **D1 Teacher Policies and Procedures**

While there is provincial legislation, a new *Code of Professional Conduct for Teachers and Teacher Leaders* (December, 2022), Alberta Teacher Quality Standard (TQS) and other expectations outside the classroom but still within the professional purlieu of Alberta Advance Academy, there are also additional policies and procedures pertaining to academics that should be followed by staff members. Questions and concerns about these should be directed to the Principal and/or appropriate members of the Administrative Team. Teachers at Alberta Advance Academy are expected to adhere to the policies, procedures and guidelines contained in the Alberta Advance Academy Policy Collection. If at any time a staff member is unclear or uncertain about a specific policy or procedure, he/she should see:

- an administrator for clarification, Or refer to:
- **Alberta Advance Academy Board Policies,**
- **Alberta Advance Academy Teacher Handbook,**
- The Terms stipulated in their **Contract of Employment,** and
- Their own collection of **Team** and/or **General Staff Meeting Minutes.**

A brief outline of Professional Expectations is included in this document, but for more detailed information, staff should refer to the relevant policy, procedure or guideline.

### **Professional Expectations**

#### **ATTENDANCE**

-Alberta Advance Academy Staff are expected to report to work no later than 8:15 AM. They must record the time they arrived on the Staff Daily Sign-In/Out sheet.

-Staff may leave the campus at 4:15PM, once instructional and professional duties are completed for the day. Sign out on the same Daily Sing-In-Out Sheet.

-Staff will attend all General, Team, Department, Committee, and other meetings as assigned by the school Administration. Prior approval from the Principal, or appropriate VP, is needed when a conflict arises.

-Staff must turn in Leave Forms, the day of return from the leave date. Staff will make every effort to inform the office of an emergency absence, at least 24 hours in advance.

- If you must briefly leave campus, inform administration or front office, and sign out. Sign back in when you return.

#### **COMMUNICATION**

- Check your email and WhatsApp messages regularly for daily updates (2 – 3 times a day, minimum).
- Respond to all email and communication within 24 hours.
- Keep parents/guardians informed of students’ performance (Using Student Agendas, Class Dojo, Google Classroom, and/or the parent’s personal email.).
- Contact parents with discipline concerns and issues – After consulting with the Office first.
- Update grades to Google Classroom as you mark assignments, tests, etc..
- Complete Student Attendance daily by 9:00AM. Keep written attendance records for all classes.

### **SUPERVISION**

- Teachers are expected to be outside of their classrooms greeting students as they enter.
- Supervise your hallway/building
- Report to your scheduled duty station on time.
- Never leave students unattended.
- Monitor your students at all times.

### **MONEY COLLECTION**

- Turn in funds the same day as you receive them. Follow protocol.
- Fundraising activities must be approved by the appropriate staff and the Principal
- Approval is needed before spending money, writing a PO, or requesting funds.

## **Instructional Expectations**

### **INSTRUCTIONAL TIME**

- Be prepared – All teachers must have 5 days worth of plans (in paper format) on their desks every Monday morning.
- Every moment of instructional time should be used to engage students with content standards. (minute-to-minute teaching; no “free time”).
- Maximize instructional time to the benefit of all students.

### **INSTRUCTION**

**ALL** instructional programs should include, but not limited to the following:

- Warm Up
- Higher Order Thinking Skills (Bloom's Taxonomy)
- Focus on Academic Vocabulary
- Engaging Learners
- High Quality Teaching
- Learning Objectives articulated to students – posted in Daily Plan
- Include Accommodations or Modifications (Reinforcement/Intervention) for individual students
- Literacy Strands/Digital Literacy
- Technology Usage
- -Assessment (Formative and Summative – Informal and Formal)

#### **LIMIT OUT-OF-CLASS TIME**

- Only send students to the main office for emergencies.
- Students should have a pass/signed log-out/-in sheet when leaving outside of normal transitions.
- Consider whether a minor infraction of student behavior impedes the learning of others.

#### **PRIOR APPROVAL**

#### **FILMS AND RECORDING**

- Must be provided to the principal at least a week in advance for viewing.
- Filming or taping students must be approved by Administration and a release form may be required.

#### **Ethical Expectations**

- Compliance with all IPPs.
- Follow the plan as is; no interpretation or modifications applied to the plan
- Attendance at the IPP drafting meetings is required and mandatory.

## **EQUITY AND FAIRNESS**

- Ensure that all of your students have a basic, sound and appropriate education.
- Clearly and consistently communicate your expectations to students and what is required of them as well as consequences of not meeting expectations. Junior and Senior High School Teachers must provide students with a Course Outline on the first day of classes.
- Ensure that the grading criteria and policies are consistent.

## **INTEGRITY**

- Uphold integrity inside and outside of the confines of the school.
- Be honest, open and transparent in your interactions with administration, faculty, parents and students.
- Continue to promote Alberta Advance Academy as a premier learning institution.
- Negativity will not be tolerated.

## **CODE OF ETHICS**

- Follow and govern yourselves by the policies set by the Alberta Advance Academy Board.
- Understand and apply the tenets of the Code of Professional Conduct for Teachers and Alberta's Teacher Quality Standards (TQS).
- Remember that our "core business" is to educate students; that should be the basis of all our decisions, practices and interactions.

Adopted: August, 2025

To be reviewed annually

## **D2 Teacher Growth, Supervision and Evaluation**

### **BACKGROUND:**

The Education Act outlines legislated guidelines regarding the hiring of teaching and non-teaching staff.

Alberta Education requires schools to put in place procedures supporting teachers to ensure their actions, judgments, and decisions are in the best educational interests of students and support optimum learning.

The Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. Alberta Advance Academy is responsible for facilitating quality improvement through each teacher's career-long professional growth and development.

### **POLICY**

The superintendent, principal and teachers must work together to help develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

### **REGULATIONS**

The Certification of Teachers Regulation, the Practice Review of Teachers Regulation, and the Teaching Quality Standard (Ministerial Order 016/97) must be referred to in conjunction with this Policy.

### **Desired Outcome/s:**

The desired outcomes of this regulation are:

- 1) teachers provide consistently high-quality teaching to our students;
- 2) teachers are satisfied with the support ALBERTA ADVANCE ACADEMY offers them as they grow and develop as teaching professionals;
- 3) teachers clearly understand and are supportive of the processes and procedures in place to comply with Alberta Education's Teacher Growth, Supervision, and Evaluation Policy; and,
- 4) all new teachers to ALBERTA ADVANCE ACADEMY are provided with clear and regular communication regarding their contract status.

## DEFINITIONS

In this Policy,

- a) "ECS operator" means a board or person approved under the Education Act to provide an early childhood services program;
- b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:
  - i. the behaviours or practices that do not meet the teaching quality standard and the changes required,
  - ii. the remediation strategies the teacher is advised to pursue, and
  - iii. how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- d) "Policy" means this Teacher Growth, Supervision and Evaluation Policy approved by the Minister;
- e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.
- f) "principal" means
  - i. a principal as defined in Section 1(1)(s) of the Education Act,
  - ii. the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.
- g) "A school authority" means a school board, a person or society that operates a charter school or an accredited private school;
- h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under sections 196(1) and 196(2) of the School Act and exercises educational leadership;

- i) "teacher" means
  - i. an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or
  - ii. an individual whose qualifications are approved by the Minister and is employed to teach under section 196(1) of the Education Act.
- j) "teacher professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;
- k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

## **PROCEDURES**

### **General**

#### **1. This policy:**

- a) applies to all teachers unless otherwise stipulated in this Policy,
- b) provides a review mechanism,
- c) is consistent with the teaching quality standard,
- d) is readily available to the public, and
- e) details when and how often information summarizing implementation of the policy will be reported to the public.

- 2. The policy was developed and implemented in consultation with the teachers of ALBERTA ADVANCE ACADEMY.

### **Teacher Growth**

- 3. A teacher employed by ALBERTA ADVANCE ACADEMY under a probationary contract or continuing contract, or
  - (b) under other provisions of the School Act if required by the policy of the school authority or ECS operator,

(c) is responsible for completing during each school year an annual teacher professional growth plan that:

- i. reflects goals and objectives based on an assessment of learning needs by the individual teacher,
- ii. shows a demonstrable relationship to the teaching quality standard (TQS), and
- iii. takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(d) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to the principal.

4. An annual teacher professional growth plan:

- (a) may be a component of a long-term, multi-year plan; and
- (b) may consist of a planned program of supervising a student teacher or mentoring a certificated teacher.

5. A teacher with a Permanent Professional Certificate must provide a completed annual teacher professional growth plan by October 15th to the principal or to the persons referred to in Procedure 3(c) for review. Probationary teachers will submit their annual professional growth plan by December 15th. All teachers will submit a summary report reflecting on the reasons for the success or failure of their annual PD & Growth Plan, by the end of the school year. The person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6. If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8. Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

## **Supervision**

9. Ongoing supervision of teachers by the principal and the teacher's immediate supervisors includes:

- (a) providing support and guidance to teachers;

- (b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and
- (c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

## **Evaluation**

10(1). The evaluation of a teacher by a principal may be conducted:

- (a) upon the written request of the teacher;
- (b) for purposes of gathering information related to a specific employment decision;
- (c) for purposes of assessing the growth of the teacher in specific areas of practice,
- (d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

(2). A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher and at least one of the evaluations must be conducted by the Superintendent and a Designated Signing Authority from Alberta Independent Schools and Colleges of Alberta (AISCA).

11. On initiating an evaluation, the principal must communicate explicitly to the teacher:

- (a) the reasons for and purposes of the evaluation (e.g. employment and/or certification);
- (b) the process, criteria and standards to be used;
- (c) the timelines to be applied; and
- (d) the possible outcomes of the evaluation.

12. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

13. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

## **Other**

14. This policy does not restrict:

- (a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or
  
- (b) the Superintendent, acting on behalf of the Board, from taking any action or exercising any right or power under the Education Act.

### **Clarification of Terms**

The teacher must be advised of the purpose of the evaluation – is it for employment and/or certification.

- (a) Employment Contract Terms – Probationary, Continuing, Interim and Temporary Contracts
  
- (b) Certification Terms – Letter of Authority, Interim, and Permanent (400 hour and two successful evaluations by a Designated Signing Authority).

### **Clarification of Steps for Formal Evaluation Request and Approval Process**

In addition to the requirements outlined below, the following internal process shall be followed for all formal evaluations related to permanent certification or growth-based requests:

#### Step 1: Teacher Request

- The teacher submits a formal written request for evaluation to the Vice Principal using the approved Teacher Evaluation Request Form.

#### Step 2: Vice Principal Review and Recommendation

- The Vice Principal reviews the request and supporting evidence in alignment with the Teaching Quality Standard (TQS).
- The Vice Principal may:
  - Recommend proceeding with evaluation;
  - Request additional evidence; or
  - Recommend deferral in accordance with policy.

#### Step 3: Vice Principal Submission to Administration

- Where the teacher is deemed ready, the Vice Principal submits a formal Administrative Evaluation Request to the Associate Principal or Principal.

#### Step 4: Administrative Evaluation

- The Associate Principal or Principal conducts the formal evaluation in accordance with TQS and Alberta Education requirements.

#### Step 5: Superintendent / Designated Signing Authority Approval

- For permanent certification recommendations, the completed evaluation and supporting documentation shall be forwarded to the Superintendent and, where required, a Designated Signing Authority (e.g., AISCA) for final approval.

### **References**

Alberta Education's Teacher Growth, Supervision and Evaluation Policy, which should be read carefully in its entirety and can be accessed at <http://education.alberta.ca/department/policy/otherpolicy/teacher/> .

Teaching Quality Standard Ministerial Order #016/97

Education Act

AISCA Resources

AISCA's Teacher Certification Handbook, which can be accessed [http://www.aisca.ab.ca/docs/certification\\_handbook\\_2014\\_15.pdf](http://www.aisca.ab.ca/docs/certification_handbook_2014_15.pdf) .

AISCA Teacher Certification, which can be accessed on its website at <http://www.aisca.ab.ca/dsa.html>.

Adopted: August, 2025

Review date: Annually

## D3 Code of Conduct and Dispute Resolution

### Code of Conduct

All members of Alberta Advance Academy uphold the fundamental rights of fellow employees, students, parents and visitors, treating others with understanding, fairness and respect.

In addition, the students of Alberta Advance Academy must adhere to Section 31 of the Education Act (2019). The act stipulates that students are to be attentive to, and respectful of, the rights of others at all times.

They are to conduct themselves in compliance with the following:

- Diligence in pursuit of their studies.
- Regular and punctual school attendance.
- Full cooperation with authorities of the school as mandated by the Board in the provision of educational programs and other services made available to the students.
- Compliance with the rules of the school.

All teachers and Administrative Staff must adhere to the rules and regulations set out in the ***Code of Professional Conduct for Teachers and Teacher Leaders*** that came into force in December of 2022. This is a set of expectations that certificated teachers and teacher leaders, like principals and superintendents, must follow. It outlines the overarching ethical principles that guide everyone in the profession.

### Conflict Resolution Guidelines

At Alberta Advance Academy the resolution of all conflicts is of utmost importance and treated as a priority by the Board. Resolution of conflicts is guided by mutual respect and effective communication.

The students, teachers, and parents are to adhere to following guidelines:

- Concerns or complaints in relation to the performance of staff members, the behaviour of parents, or the treatment of students must be addressed both verbally and in writing to the Superintendent, the School Board or the principal. A copy of the written complaint will be provided to the parties in question.
- The Board, Superintendent and Principal will make themselves available for confidential meetings with parents and/or staff to assist in resolving the issues at hand.
- Board involvement will not occur unless a resolution to the complaint cannot be achieved. Ordinarily, the Board as a whole does not address such issues. This would be a last resort.

## **PROCEDURES**

- The individual making the complaint should initially request a meeting with the Principal. If the results are not deemed to be satisfactory, the complainant should address his/her complaint to the Superintendent. If the complaint is deemed to be meritorious then a meeting for those concerned shall be arranged with the Board – with the Superintendent in attendance. If the parties can agree on a satisfactory outcome, then the issue is resolved, and further action is unnecessary.
- If a solution is not forthcoming then the Board shall arrange a meeting with the parents of the children involved. If the dispute involves a student and a teacher the parent of the student and the teacher along with his or her representative will be present. In the case of a dispute between members of staff then all parties with their representatives will attend the meeting. The Board and/or its appointee shall at all times be present at such conflict resolution meetings.
- All principal / staff disputes shall be dealt with by the Superintendent on behalf of the School Board with the parties involved.
- If the case is of irreconcilable differences, the Board shall decide all matters pertaining to the issue. The Chair casts the deciding vote.

Adopted: August, 2025

Review date: Annually

## **D4 Whistleblowing Policy and Procedure**

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### WHISTLEBLOWER PROTECTION POLICY

#### Policy Statement

A just workplace culture is fundamental to the success of schools in Alberta. To ensure that Alberta Advance Academy of Alberta (also known as Alberta Advance Academy) maintains high standards of legal, ethical and fiscal behavior, Alberta Advance Academy endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing, and employees who come forward to report wrongdoing are protected and appreciated.

#### Application

- 0.1** The *Public Interest Disclosure (Whistleblower Protection) Act* facilitates the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous or injurious to the public interest. The Act applies to employees of independent schools in Alberta, defined specifically in the Act as:

“a private school registered and accredited under the *School Act* that receives a grant under the *Education Grants Regulation*”

- 0.2** The Act and this procedure only apply with respect to wrongdoings committed after the Act came into force on June 1, 2013, and to wrongdoings added to the amended Act which came into force on March 1, 2018.
- 0.3** Matters that do not relate to wrongdoings defined under the Act will continue to be managed in accordance with other internal operational policies & procedures.

#### Purpose

- 0.4** The purpose of this policy and its subsidiary procedures is to:
- a. Provide guidance to employees on how to report wrongdoing within Alberta Advance Academy;

- b. Describe the roles and responsibilities of management and employees as they relate to the Act;
- c. Provide guidance on the management and investigation of disclosures by employees, as required by the Act.
- d. Support employees who come forward to report wrongdoing, and make them aware of the protection provisions afforded to them under the Act.
- e. Detect and remedy wrongdoing within Alberta Advance Academy and in doing so, instill public confidence in the administration of Alberta Advance Academy;

- PART 2 -

## ROLES & RESPONSIBILITIES

### **The Public Interest Commissioner**

- 1.1 The Public Interest Commissioner is responsible for carrying out the purpose of the Act. The Public Interest Commissioner reviews and investigates disclosures of wrongdoing and complaints of reprisal made under the Act by employees of independent schools, and reports the outcome of any investigation, along with recommendations for corrective measures, to the operator of the independent school, and to the Minister of Education where required. The Public Interest Commissioner also provides advice to employees, and provides advice and support to the Designated Officer.

### **The Chief Officer**

- 1.2 The Chief Officer is responsible for the overall administration and reporting requirements of the Act within independent schools. This includes the establishment and maintenance of this procedure, and ensuring information about the Act and the procedures are widely communicated to employees. The Chief Officer of an independent school is the **operator of the independent school**, and where the operator is incorporated or registered as a society under the *Societies Act*, then the **chair of the board of directors** of the corporation or society.<sup>1</sup>

### **The Designated Officer**

1.3 The Designated Officer is the individual appointed by the Chief Officer made responsible for receiving and investigating disclosures of wrongdoing by employees within the independent school. The designated officer also has a responsibility to provide information and advice to employees who are considering making a disclosure. Where a Designated Officer is not appointed, then the Chief Officer fills this role. The designated officer for Alberta Advance Academy is Mr. Jagwinder Singh Sidhu and may be contacted at [jss@shaw.ca](mailto:jss@shaw.ca) or (780) 951-6677.

## **Supervisors**

1.4 Supervisors are responsible for giving information and advice to employees who are considering making a disclosure of wrongdoing. Employees are protected for seeking advice from their supervisor, to the extent of the information requested and advice provided. Supervisors are anyone who has a reporting relationship with employees, and includes school principals.

<sup>1</sup> Schedule 2, Section 1(c), *Public Interest Disclosure (Whistleblower Protection) Regulation*

## **Employees**

1.5 Employees who believe wrongdoing is occurring within Alberta Advance Academy are protected from any type of adverse employment action when they report the wrongdoing to either their Designated Officer, or to the Public Interest Commissioner. Employees have a responsibility to report wrongdoing in good faith, to cooperate during an investigation, and to provide any information the Designated Officer or Public Interest Commissioner may require.

### **- PART 3 -**

## **PROCEDURES FOR EMPLOYEES TO REPORT WRONG DOING**

### **Reportable types of wrongdoing**

1.1 The Act facilitates the disclosure and investigation of “wrongdoing”. The Act specifically defines the types of wrongdoing that may be reported and investigated:

- a. A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to

an Act of the Parliament of Canada;

- b. An act or omission that creates:
  - i. A substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee, or
  - ii. A substantial and specific danger to the environment;
- c. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or willful disregard for the proper management of:
  - iii. Public funds or a public asset,
  - iv. The delivery of a public service, including the management or performance of
    - (A) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement<sup>2</sup>, and
    - (B) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment,
  - v. employees, by a pattern of behavior or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation;
- d. Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

2 No contracts or arrangements have been identified or described in the regulations as of the date of this policy

2.2 This procedure **does not** apply to alleged contraventions of internal policies or directives, code of conduct matters, violations of collective agreements, or individual disputes between management and an employee relating to bullying, harassment or intimidation.

## Seeking advice

- 2.3 Employees considering making a disclosure may seek advice from their supervisor, their Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- 2.4 In circumstances where the matter relates to the Designated Officer or Chief Officer, employees are encouraged to seek advice from the Public Interest Commissioner.
- 2.5 The office of the Public Interest Commissioner may be contacted at:

**Email:** [info@pic.alberta.ca](mailto:info@pic.alberta.ca)

**Phone:** 1-855-641-8659

[www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca)

## **Reporting wrongdoing**

- 2.6 Employees who want to report wrongdoing may do so by contacting the Designated Officer. Employees should clearly indicate they are making a disclosure under the *Public Interest Disclosure (Whistleblower Protection) Act*. The designated officer for **Alberta Advance Academy** is Mr. Jagwinder Singh Sidhu and may be contacted at: