

Educational Leaves of One Year

Purpose

- To allow a teacher to pursue a full year professional development opportunity.

Eligibility

- Any teacher with a permanent contract and a minimum of three (3) years teaching experience (at the end of the school year in which the application is made) with the South Shore Regional School Board.
- The leave shall be related to the work for which the teacher is responsible or may reasonably be expected to be responsible for in the future. Educational leaves shall not be granted for in-school organizational and housekeeping purposes.
- Applications will only be considered if they meet one or more of the program priorities established by the South Shore Regional School Board and any additional criteria established by the Committee.
- It is expected that applications for study will include the applicant's registration in a full university course load. Applicants are required to provide an unofficial transcript of course work completed during the leave.

Application Procedure

- **Teachers must complete the Educational Leave of One Year Application Form, with designated signatures, available on the Board Website on or before the second Friday in February of the year prior to the leave.**
- Teachers must include the following with the application form a clear and detailed outline of the proposal and a clear and detailed explanation of how the proposal meets one or more of the program priorities established by the School Board and any additional criteria established by the Committee with the application form.
- The Director of Human Resources may deny an application for reasons related to personnel or operational matters. If the Director of Human Resources declines to forward an application to the Committee for consideration, the applicant will be given the reasons in writing by March 13th.

Review Process

- Preference will be given to those candidates who have not previously received an Educational Leave of One Year.
- The Committee will conduct personal interviews with shortlisted applicants and will assess the applications using the Educational Leave Scoring Rubric.
- All applicants will be informed of the Committee's decision by e-mail by March 31st of the calendar year during which the Educational Leave is granted.

Conditions of Leave

- A teacher granted an Educational Leave of One Year shall provide a confirmation of registration and successful completion of the courses taken during the Leave by September 30th of the year following the Leave, with an interim written report submitted to the Committee by February 1. This would indicate courses completed to date, as well as an outline of courses to be completed.
- A teacher granted an Educational Leave of One Year shall return to the School Board in the school year immediately following the Leave and shall remain in the employ of the School Board for at least two school years.
- Prior to the commencement of an Educational Leave of One Year, the successful applicant will be required to enter into a contract with the School Board which will allow the School Board to recover the salary, benefits, and other costs of the Educational Leave if the applicant does not return as stipulated in the Teachers' Provincial Agreement.

- When a teacher returns to work but does not fulfill the requirements as stipulated in the Teachers' Provincial Agreement, the teacher shall be required to reimburse the School Board for the applicant's salary, benefits, and other costs of the Educational Leave on a pro-rated basis.

Expenses

- The Fund will pay for the cost of the replacement teacher.
- Please note that the Professional Development Fund does not cover any other costs, including tuition for courses taken, in whole or in part, while the teacher is on Educational Leave.

Educational Leave Scoring Rubric

	Exemplary 3	Good 2	Adequate 1	Unsatisfactory 0
Goal or Purpose	The goal(s) statement is clear.	The goal(s) statement is somewhat confusing.	The goal(s) statement is not clear	The goal(s) statement is not specified or is very poorly described.
Description of Program	The description of the program of study, research, or professional development is clearly outlined and defined and is related to the goal(s) statement.	The description of the program of study, research, or professional development is somewhat clear and/or the relationship to the goal(s) statement is not clearly evident.	The description of the program of study, research, or professional development is provided but is not clearly defined and/or the relationship to the goal(s) statement is not clear..	The description of the program of study, research, or professional development is not provided and does not relate to the goal(s) statement.
Relationship to Teaching Assignment	The relationship between the leave and the present or anticipated teaching assignment is well articulated.	The relationship between the leave and the present or anticipated teaching assignment is somewhat articulated.	The relationship between the leave and the present or anticipated teaching assignment is confusing.	The relationship between the leave and the present or anticipated teaching assignment is not articulated.
Impact on the Learning Community	Direct evidence is shown to indicate how the leave will impact the learning community.	Some evidence is shown to indicate how the leave will impact the learning community.	Little evidence is shown to indicate how the leave will impact the learning community.	No evidence is shown to indicate how the leave will impact the learning community.
Board Priorities	More than one of the Board's professional development priorities are clearly identified and the goal(s) of the leave match the priority.	At least one of the Board's professional development priorities is identified but the relationship between the goal(s) of the leave and the priority is not clear.	At least one of the Board's professional development priorities is poorly identified and the relationship between the goal(s) of the leave and the priority is not clear.	A Board professional development priority is not identified.
Relevant Professional Contributions and Experience.	Extensive evidence of leadership and participation in professional organizations.	Some evidence of participation in professional organizations.	Limited evidence of participation in professional organizations.	No evidence of participation in professional organizations.