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# PERSONNEL

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## **Administrator Growth and Development**

All Principals will create a PGP which will be reviewed annually with the superintendent. Assistant Principals PGPs will be reviewed annually by the principal in which the Assistant Principal is assigned. In an effort to support each administrator's personal growth plan, administrators will have access to centrally allocated funds for professional development. Administrators should not personally be accessing funds from their school based budget in a significant manner for professional development. Administrators will be allocated \$2000 per year or \$2800 per year if involved in a Master's Program. Dollars may only be carried over from year to year if approved by the Superintendent. The request must be submitted in writing to the Superintendent prior to April 30 to allow for financial planning for the upcoming year. The Executive Assistant for the Superintendent will provide each administrator a balance of their professional development funds by September 30 each year. It is expected that the professional development dollars be connected to the administrator's PGP in a meaningful way.

All administrative designations are term specific. Within that context, administrators need to understand that they are hired as "School Division" administrators (School Act Section 19). Each subsequent extension will be at the discretion of the Superintendent.

Principals will provide the Assistant Superintendent of Operations with a copy of the assistant principals' Leadership Growth document. The Superintendent will be responsible for the implementation of the Principal Leadership Growth and Development process.

The Principals Growth document process is as follows. Data will be collected from a variety of sources such as but not limited to the following:

1. School based reports
2. Financial reports
3. Feedback from FVSD executive
4. Parental and student data

The next step of the process is that the Principal will meet with the Superintendent with data sources to jointly discuss and complete the Leadership Growth & Development Rubric – FVSD Forms. This process will occur in the year following the completion of the administrators' contract. This document should influence the administrators PGP over the duration of the next contract.

Administrative designation contracts for the principal and assistant principal are the responsibility of the Superintendent of Schools.

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## **Banked Time**

FVSD does not subscribe to the practice of banked time with the exception of time earned by all staff for extra-curricular leave as per the Collective Agreement and Terms of Employment.

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## Assistant Principal Development

One of the leadership aims within the Fort Vermilion School Division is to develop leaders within the district. A method of achieving this aim is through the avenue of the assistant principal. Due to the changes in principalships in the FVSD it is important that assistant principals be prepared to step into the role of principal. As a result, there is a need for assistant principals to be exposed to as many facets of leadership as possible. Principals play a pivotal role in facilitating the development of assistant principals. The FVSD will endeavor where possible to place Assistant Principals into principalships within a commutable distance from their residing community.

By the end of September of each school year principals are required to:

- i. Meet with the assistant principal(s) to create an Assistant Principal Development Plan. For schools where the principal and assistant principal teams have been established for more than two years this plan would be a clarification of roles and a discussion of the assistant principal(s) personal growth plan.
- ii. The plan will be submitted to the Assistant Superintendent of Operations by October 30th of each school year.
- iii. The Assistant Superintendent of Operations will meet with the Assistant Principal and their supervising Principal to assess their growth and development prior to May 1<sup>st</sup>.

The Assistant Principal Development Plan should be a living document, in that it can be modified as the year unfolds to fit the needs and capabilities of the assistant principal. There is a need for the principal and assistant principal(s) to spend time developing; a mutual understanding of how each other operates, trust, vision, sense of team, support structures and in planning how the school will operate. By entering discussions of this nature the natural progression would be to evaluate how an assistant principal fits within a particular school environment. Each plan is school specific and person specific.

The following is a **SAMPLE** of a two-year Assistant Principal Development Plan:

### A. Year One

1. Student Discipline
2. Staff In-service
3. Staff Supervision: Evaluation of Support Staff and Teachers for certification purposes, Personal Growth Plans
4. Conducting Meetings: Staff, School Council, Committee
5. Inclusive Education
6. Scheduling: Exams, Supervision, Rooms, Equipment
7. Data Analysis: PAT, Diplomas, Accountability Pillar reports
8. Communications: Attending meetings/events and getting to know the community and staff.

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**B. Year Two**

1. Staffing and Resourcing
2. Scheduling: Student Timetabling
3. Budgeting and Tracking
4. Operation and Maintenance
5. School Three Year Education Plan
6. Communications: Formal
7. Curriculum Initiative
8. Teacher Evaluation for contract status

The Personal Growth Plan will reflect the intent of this plan.

***DETAILED EXPECTATIONS***

**A. Year One**

1. Student Discipline - Although a shared responsibility, there will be intensive exposure to this area. Responsibility will also include a personal assessment of the effectiveness of the school's discipline policy with consensus recommendations for consideration and implementation.
2. Staff In-service - Plan, implement, and conduct an in-service for staff whether professional or support. This can be done at the school or Division level. Depending on the individual the assistant principal could be part of a committee which plans and implements an in-service.
3. Staff Supervision: Evaluation, Personal Growth Plans - The assistant principal will have prime responsibility for the supervision and evaluation of professional staff members under an interim certificate. To facilitate growth in this area the assistant principal could be asked to evaluate a staff member who is known to be capable and willing to assist the assistant principal in developing skills with respect to evaluating. A suggestion would be for principals to be part of the post conference discussions for an assistant principal's first evaluation cycle.

The assistant principal should also participate in the Personal Growth Plan meetings the principal has with each teacher. A suggestion would be for the assistant principal to observe a number of discussions and then facilitate the process without the principal.

With respect to formal evaluations and PGP discussions a suggestion would be to not give the assistant principal more than two teacher evaluations to complete in their first year and no more than two support staff evaluations to complete in their first year.

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4. Conducting Meetings: Staff, School Council, Committee - It is expected that the assistant principal will be in attendance at all staff and School Council meetings. He will also prepare agendas and conduct at least 3 monthly staff meetings and 2 School Council meetings.
  5. Inclusive Education – In the first year involve the assistant principal in most aspects of the program primarily in an observational role. During the second year the principal's role will diminish to a more supervisory function.
  6. Scheduling: Exams, Supervision, Rooms, Equipment – Create schedules related to events and materials.
  7. Data Analysis: PAT, Diplomas, Accountability Pillar Reports – Evaluate data pertinent to the school so as to identify impact in planning with respect to programming and budgeting.
  8. Communications: The function of the assistant principal's first year is to learn about the school community so as to grasp how it operates.

#### **B. Year Two**

1. Staffing and Resourcing - The assistant principal will be involved in all staffing concerns including recruitment, selection and orientation. Although applicable throughout the year as the need arises, it will be more intensive in June as staffing preparations are made for the upcoming school year.
2. Scheduling: Student Timetabling - The assistant principal will be given substantial responsibility in the preparation of teacher timetables for the coming school year.
3. Budgeting and Tracking – Preparations of the school budget and the tracking of expenditures will be the focus. The intent is gain a grasp of budget accountability and assess methods of budgeting to bring about improved student achievement.
4. Operation and Maintenance - Substantial responsibility will be assigned to the assistant principal in the overseeing of all aspects of this area including maintenance requests, ordering, preparing related budget proposals and inventory.
5. School Three Year Education Plan – The assistant principal should play an integral role in the creation and monitoring of the school's education

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plan. Efforts should be focused on data collection/analysis, facilitating staff involvement, and monitoring implementation of the plan.

6. Communications: Formal – The role of communication can be expanded to creation of newsletter for parents, staff documentation and assessing all modalities of communication issued from the school. A focus should also be given to mechanisms the school employs to receive communication from stakeholders and how that communication is used to improve the educational environment.
7. Curriculum Initiative – The assistant principal will monitor / implement / assess the effectiveness of a curriculum area within the school. This process will expand the assistant principal's awareness of curriculum outcomes, assessment practices, delivery of instruction, teacher planning processes, and curriculum related materials.
8. Teacher Evaluation – the assistant principal will have primary responsibility for the evaluation of professional staff members under a probationary contract.

Exposure to all of the year-two expectations in year one will provide an adequate preparation for the more intense responsibilities in this second year.

### ***SUMMATIVE REPORTING***

In each year of the two-year plan, there will be a year-end (April 30<sup>th</sup>) summative report to be posted in the admin center. These reports will reflect the ongoing formative sessions held throughout the year and the assessment on the Assistant Principal Plan. The mid-term report will be in the form of a letter and the year-end according to format of the School Division's Leadership Assessment. The mid-term report shall be forwarded to the Assistant Superintendent of Operations by February 1<sup>st</sup>. When using the Leadership Assessment, the principal should omit any dimension that is not focused on in the role of the assistant principal. It is an expectation that an evaluation of the assistant principal's performance by principal, be done in both years.



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## Cooperating Teacher Guidelines

Cooperating teachers are the person with whom the practicum student will associate most closely during their practicum experience. It is important to establish and maintain a positive relationship with the practicum student, including a mutual exchange of information, ideas and concerns. Always feel free to call upon the university supervisor for consultation whenever any concern arises.

Cooperating teachers are selected jointly by the university, the hosting school and the Fort Vermilion School Division. The minimum qualifications for a cooperating teacher with the Fort Vermilion School Division include:

- B.A. (Ed) degree
- A valid Alberta teaching certificate with similar teachables as the incoming student
- Three full years of successful teaching experience
- A minimum of one-year experience in the present school

Additional FVSD skill set requirements:

- Experienced in the area of teaching required by the practicum student
- Models the philosophy of *“lifelong learning”*
- Uses proven *best practice* teaching strategies
- Commits to mentor practicum students
- Allows the practicum student to participate fully in the teaching process

### Selection and Participation of Cooperating Teachers

- Hosting schools agree to have only **one** practicum student assigned to a classroom.
- Hosting school agrees **not** to use practicum student as a substitute teacher.
- Placement of a practicum student with a particular cooperating teacher must be confirmed by the Superintendent of Schools or his/her designate.
- The practicum student will be placed under the supervision of an individual cooperating teacher. He/she may teach courses in multiple classrooms but will be assigned to one teacher for supervision and evaluation purposes.

### Preparing for the Teacher Candidate

Prior to beginning the practicum, cooperating teachers will receive the practicum student's resume. The practicum student should arrange, in person or through video conferencing/skype/Google hangout, to make a preliminary visit to the school to visit the classroom. At this time an opportunity exists to share standards, goals and objectives, curricular topics to be presented, and day-to-day procedures: arrival and dismissal times, weather delay or cancellation information, emergency guidelines and other procedures. Practicum students should also be given a copy of the school handbook and a tour of the school facilities. Should a preliminary visit not be possible, the student will receive this information on the first day of the practicum from the school administration.

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## **Maintaining the Relationship**

*Formal communication:* Cooperating teachers are expected to observe and evaluate lessons as per the specific university guidelines of the sponsored student.

*Informal communication:* Informal feedback should occur frequently. Both cooperating teacher and practicum student may choose a method of communication, i.e. journaling, in order to provide feedback about specific lessons and allowing candidates an opportunity to reflect on the day's activities. Practicum students are encouraged to initiate discussions whenever and wherever possible (i.e., prior to the beginning of the school day, during preparation periods and/or after school).

*Beginning the experience:* Most practicum students approach their internship experience assignments with a slight degree of trepidation. The first few days will be important in setting a positive tone for the experience. Minimum practice will have the practicum students eased into their internship in the following ways:

1. Find time for informal conversations.
2. Provide an overall picture of the school and classroom including: discipline policies—classroom rules and consequences, handling disruptions and violent behavior, and all emergency procedures including but not limited to fire drills, bomb threats, lock-downs, and universal precaution/first aid.
3. Discuss standards, curriculum objectives and topics for the practicum assignment.
4. Explain information pertinent to the teaching processes used in the various classes or subject areas noting where experimentation would be possible and/or appreciated.
5. Introduce the practicum student to colleagues and administrators.
6. Take time to acquaint the practicum student with all school facilities.

## **Participation Timetable**

Individual differences will determine the timeline in which the practicum student will assume responsibility for teaching lessons. Generally, the sooner the candidate begins teaching, the better the experience. Practicum students should take on teaching responsibilities as per the individual university's guidelines/regulations with the goal of providing the greatest amount of teaching experience possible.

The first week may be devoted to observing students and routines, assisting with administrative details and analyzing lessons. Most practicum students are ready to begin teaching by the second week. Initial teaching could involve team teaching, teaching a lesson later in the day after first observing the lesson or following the routine for a lesson previously observed. All lessons to be taught must be accompanied by a lesson plan.

During the second week, practicum students should assume responsibility for teaching a subject or class that was observed several times during the first week.

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Before the end of the first week, cooperating teachers should plan accordingly with the practicum student as to the subject or class in which the first lesson will be taught. Discussions about curricular topics, methods and materials used should occur prior to assigning the first lesson. The practicum student should continue with the teaching responsibility for this subject or class for the duration of the assignment. All practicum students should be supported on their way to becoming independent at some point within the practicum.

It is recommended that practicum student increase the teaching load each week by adding a subject or class until he/she is teaching full time. Full time teaching should occur as quickly as the practicum student is ready. Some extremely capable practicum students may be able to take full responsibilities earlier and for a longer period of time. However, practicum students should not be left on their own for extended periods of time without monitoring or supervision.

### **Evaluation**

Both cooperating teacher and the university supervisor will evaluate practicum students as per the university's guidelines/regulations. Copies of evaluations should be shared and discussed with the practicum student and university supervisor.

Most supervisors and cooperating teachers use a model quite similar to that being used by the FVSD in the evaluation of first and second year teachers. This involves a **pre-observation conference**: lesson goal and objectives are discussed; possible areas of concerns are noted targets or goals are reviewed. These targets could be skill-based (e.g., oral language, questioning, management) or content-based (e.g. depth of information, organization of concepts) and are a carryover from the previous lesson observation/evaluation. During the actual observation the practicum student's performance is carefully viewed and recorded in detail. Concerns are noted and movement toward the targets is assessed. The final step is the **post-observation conference**: cooperating teacher and the practicum student review the observation report. Cooperating teachers should encourage the practicum student to make inferences about his/her effectiveness. The post-observation conference becomes a planning conference. Focusing on a small number of targets after each observation is more effective in facilitating improvements than identifying many targets.

If the practicum student is not responding to suggestions the university supervisor should be apprised in a timely manner. The use of a "three-way conference" (practicum student, cooperating teacher and university supervisor) is often helpful in clarifying situations offering suggestions and establishing a timeline for change.

Based on these formative (lesson) evaluations, as well as other informational observations, the cooperating teacher will write a summative (formal) evaluation. Potential employers may read the summative evaluations as a part of the

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candidate screening process. The contents and appearance of the final evaluation are important.

### **FVSD Assistant Superintendent**

- Recommends teachers to the university, under their supervision, who are qualified, capable, and have a desire to work with practicum students.
- Advises the university officials concerning assignments of candidates and the approval of assignments.
- Insures the continuity of all education programs, including the student practicum experience, as it relates to the classroom.
- Advises the university and offers suggestions for improving the teacher preparation program effectiveness.

### **The Cooperating Teacher**

- Advises university officials of any issues that may affect the practicum student.
- Acts as an advisor to the practicum student.
- Evaluates the teaching skills of the practicum student.

### **Compensation for Cooperating Teachers**

- Stipend rates, if applicable, are set annually by the individual university involved in the practicum process.
- Stipends, if applicable, are paid for each assignment and are based on the rates of the individual university.
- Stipends, if applicable, become the property of the individuals/groups outlined in the individual university's policies and procedures.

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## Drug and Alcohol Administrative Procedure

*Implemented: March 1, 2018*

### Administrative Procedure Statement

The Fort Vermilion School Division No. 52 (the “Division”) is committed to ensuring the health and safety of its employees, students, and the public at large. The Division recognizes and accepts the responsibility to provide its employees with a safe, healthy, and productive work environment. Employees have the responsibility to report to work capable of performing their tasks productively and safely. The use of drugs, including illegal drugs, the improper use of prescription or non-prescription medication, and the use of alcohol, cannabis, or other intoxicants can have serious adverse effects on the safety of the workplace for employees, students, and the public.

### Purpose

The purpose of this Administrative Procedure is to establish the Division’s expectations for appropriate behaviour, the consequences for non-compliance, to provide consistent guidelines for all employees, and to clearly communicate to employees suffering from drug or alcohol dependency the accommodation and supports available.

### Definitions

- 1.1 “Drugs” means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this Administrative Procedure, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this Administrative Procedure, drugs of concern are those that inhibit a worker’s ability to perform his or her job safely and productively.
- (a) “Illicit Drug” means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).
  - (b) “Restricted Drug” means any drug or substance capable of causing intoxication or impairment which is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law (such as cannabis, if and when legalized).
  - (c) “Medication” refers to a drug obtained legally by an employee and used as indicated or directed, including but not limited to those obtained by the employee with a doctor’s prescription or medical document, as contemplated by the *Access to Cannabis for Medical Purposes Regulation* (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

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- 1.2 “Under the influence” of Drugs, alcohol, intoxicants or any controlled or uncontrolled substance for the purpose of this Administrative Procedure is defined as the use of one or more of these substances to an extent that an employee is:
- (a) Unable to perform in a productive manner;
  - (b) In a physical or mental condition that creates a risk to the safety and well-being of the individual, other employees, or the property of the Division or any member of the public; or
  - (c) Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.
- 1.3 “Drug or alcohol dependence”: A mental, physical, or psychological dependence on Drugs, alcohol, or other impairing substances which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law.
- 1.4 “Recreational Drug/alcohol or other substance use”: With recreational use of Drugs, alcohol, or other impairing substances, there is no mental, physical or psychological dependence; therefore, this is not considered a medical condition or mental, physical, or psychological disability as contemplated by Human Rights law.
- 1.5 “Safety-sensitive positions” shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those employees who are required or permitted to operate the Division’s vehicles or their own personal vehicles for employment-related purposes.

Safety-Sensitive positions:

- Bus Drivers
- Industrial Arts Teachers
- Food Studies Teachers
- Physical Education Teachers
- Managers
- Officers

**Treatment and Accommodation**

- 2.1 Any employee suffering from a Drug or alcohol dependence is **required** to disclose the dependence to the Assistant Superintendent of Operations. The Division recognizes its responsibility to assist and accommodate employees suffering from a Drug or alcohol dependence to the extent reasonably possible, including providing access to sick leave as with any

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other illness, without suffering undue hardship. The Division will take appropriate precautions to protect the employee's confidentiality given the sensitive nature of the issue.

- 2.2 Employees who are concerned that a fellow employee may be suffering from a Drug or alcohol dependence are strongly encouraged to report their concerns to the employee's immediate supervisor. While the Division will make its best efforts to protect employees' confidentiality when a concern is reported, it may be necessary for the Division to disclose certain information, including but not limited to the identity of the reporting employee, to the employee in question in order to properly investigate concerns.

### **Prohibitions**

- 3.1 During an employee's working hours, whether on the Division's premises or while conducting employment-related activities off the Division's premises, including during meal periods, scheduled breaks, on field trips, and on-call shifts, no employee shall:
- (a) use, consume, possess, distribute, sell or be under the influence of Illicit Drugs;
  - (b) use, consume, possess, distribute, sell or be under the influence of Restricted Drugs;
  - (c) use, consume, possess, distribute, sell or be under the influence of alcohol, unless authorized by the Division for a specific limited purpose; or
  - (d) use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.
- 3.2 An employee shall not, under any circumstances, consume alcohol or use, consume, ingest, or inhale Illicit Drugs, Restricted Drugs or other intoxicants while in care and control of or responsible for any Division vehicle or equipment, or while using the employee's personal vehicle for work-related purposes.
- 3.3 If an employee is called back after regular working hours to perform work-related duties and has been consuming alcohol or using Drugs or other intoxicants, it is the employee's responsibility to:
- (a) Ensure that he or she does not perform any employment duties, including operate a motor vehicle, while under the influence of alcohol, Illicit Drugs, Restricted Drugs, Medication or any other intoxicant or substance, if impairment has resulted;

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- (b) Notify the employee's supervisor of the circumstances immediately; and
  - (c) Confirm directly or through the employee's supervisor that a responsible employee who is not under the influence of alcohol, Drugs, or intoxicants will perform the required task.
- 3.4 The legal use of Medication in compliance with physician directions is permitted at work only if it does not impair the employee's ability to perform his or her work effectively and in a safe manner. Employees are required to disclose to the Assistant Superintendent of Operations the use of Medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The Division is committed to accommodating an employee's necessary use of Medication to the extent reasonably possible without suffering undue hardship.

## **Testing**

### *4.1 Reasonable Cause Testing*

- (a) The Division reserves the right to conduct testing for the presence of alcohol, or Drugs when it has reasonable cause to believe that the actions, appearance or conduct of an employee while on duty (including while on-call) is indicative of the potential for the employee to be under the influence of Restricted or Illicit Drugs or alcohol. While the Division reserves this right for all of its employees, employees should understand that the necessary threshold to establish reasonable cause in the eyes of the Division will be lower for employees in safety-sensitive positions given the potential consequences involved.
- (b) The basis for the decision to test will be documented as soon as possible after the action has taken place and identified to the employee prior to the test being conducted. For any employees represented by a Union, the employee shall be permitted the opportunity to contact and seek Union representation prior to the test so long as such contact, or representation does not unreasonably delay the testing process which is important to have performed in a timely fashion. The referral for the test will be based on specific, personal observations resulting from, but not limited to:
  - (i) Observed use or evidence of use of Restricted or Illicit Drugs or alcohol (e.g. smell of alcohol or cannabis);
  - (ii) Erratic or atypical behaviour of the employee;
  - (iii) Changes in physical appearance of the employee;



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- (iv) Changes in behaviour of the employee;
  - (v) Changes in speech patterns of the employee;
  - (vi) Discovery of Drugs, inclusive of Medication capable of causing impairment, alcohol, intoxicants or related paraphernalia found in locations to which an employee has sole or primary access, including employees' lockers or assigned vehicles; or
  - (vii) Following a serious incident or accident where the possibility of Drug or alcohol impairment cannot be easily ruled out from review of the circumstances, including a "significant incident" as defined by Occupational Health & Safety legislation, and a situation which created significant potential or risk for an incident or accident, even if an incident or accident did not ultimately result (a "near miss").
- (c) In addition, the Division may conduct reasonable cause testing upon receipt of a complaint or concern by a co-worker or third party that an employee may be using Drugs, alcohol or other substances contrary to this Administrative Procedure. In such circumstances, the Division shall record the name and contact information of the complainant as well as the details of the concern or complaint. The Division shall provide the details of the concern or complaint to the accused employee and, in appropriate circumstances, shall also provide the complainant's identity to the accused employee to allow him/her the opportunity to provide a full and complete response to the allegations.
- (d) In all situations where the Division believes an employee is unfit to be at the workplace, a responsible escort will be used to escort the employee home.

#### *4.2 Return to Work Testing*

- (a) When an employee returns to work following a disclosure that the employee suffers from a drug/alcohol dependency and subsequent treatment, the Division may require the employee to undergo a return to work test. Further random, unannounced testing may be required for up to one year after the employee returns to work.

#### *4.3 Testing Procedures*

- (a) Any testing undertaken pursuant to this Administrative Procedure, including analysis of results, shall be performed by a qualified professional. Where appropriate, results shall be confirmed by

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laboratory testing, which shall be performed at an accredited laboratory.

- (b) Where reasonably possible, all testing conducted pursuant to this Administrative Procedure shall be conducted respectfully and in a manner to minimize the intrusive nature of the tests. The Assistant Superintendent of Operations will contact the alcohol and drug testing provider to schedule a test. The process is to be completed as soon as possible after the incident or observation which is deemed within the guidelines of this Administrative Procedure. The drug testing will be performed in compliance with the testing procedures as defined by the drug and/or alcohol testing facility. Positive test results shall be reviewed and verified by a physician to confirm if a Drug or alcohol dependency exists.
- (c) The employee shall be notified of the result of the test, and given an opportunity to address those results, including by providing them to and discussing them with the employee's own physician.
- (d) The Division will store test results in a secure location with access restricted to the Division's employees upon approval of the Superintendent/Designate, with a demonstrable need for access to test results, in order to preserve employee privacy. Test results will not be disclosed to third parties without prior written consent of the employee, subject only to a legal requirement for the Division to produce employee test results.

## **Discipline**

- 5.1 The Division views the rules contained in this Administrative Procedure to be of the utmost importance. This is a zero-tolerance Administrative Procedure; any deviation from the above terms will result in disciplinary action that may include immediate termination. All employees will be provided with a copy of this Administrative Procedure as notification that any resulting dismissal will be considered as "dismissal for just cause" and not subject to notice or pay in lieu of notice.
- 5.2 As indicated above, any employee suffering from a Drug or alcohol dependence is required to disclose the addiction, and the Division recognizes its responsibility to assist and accommodate employees suffering from such a condition. However, if an employee neglects or refuses to disclose a Drug or alcohol dependence to the Division, in violation of this Administrative Procedure, the Division will be forced to deal with breaches of this Administrative Procedure based on the understanding that the employee is not suffering from a Drug or alcohol dependence, but has simply disregarded this Administrative Procedure, in which case immediate and strict disciplinary

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action will be taken. Further, failure to disclose a Drug or alcohol dependence is itself a violation of this Administrative Procedure.

- 5.3 Notwithstanding the foregoing, any and all disciplinary action under this Administrative Procedure that is taken by the Division against an employee will comply with the *School Act* and the terms of any applicable collective agreement then in place.

### **Post-Violation Return to Work**

- 6.1 Seeking voluntary assistance for Drug or alcohol dependence will not jeopardize an employee's employment with the Division, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.
- 6.2 Any employee violating this Administrative Procedure who is subsequently authorized and accepted by the Division to return to the workplace shall receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:
- (a) Requirement to continue treatment, counselling and assistance programs or procedures recommended by the employee's advising physician or addiction counsellor;
  - (b) Express obligation to immediately cease performance of duties and notify a supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;
  - (c) Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;
  - (d) Requirement to provide reasonably regular updates from the employee's physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and
  - (e) An express warning to the employee that future violations of the Administrative Procedure will lead to further discipline and serious consideration of immediate termination for just cause.
- 6.3 Employees suffering from Drug or alcohol dependence who fail to co-operate with assistance or treatment programs or engage in repeated infractions of this Administrative Procedure, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.

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## **Emergency Community Volunteer Services by Employees**

Absences due to employee participation in emergency volunteer services to the community must be covered by internal arrangements.

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## Leaves/Absences

The following is an attempt to provide an overview of staff entitlement/responsibility for time taken away from work. Both the “Collective Agreement” (professional staff – see FVSD Appendices) and “Terms of Employment” (support staff and bus drivers – FVSD Appendices) provide the basis for this summary. The relevant clause for each leave/absentee category is provided for ease of reference.

### Sick Leave

*Professional Staff* (Clause 10): medical/dental absences due to accident, sickness or disability.

#### Entitlement:

- ◆ During the first year of employment, the entitlement is 2 days sick leave per month to a total of 20 for the year. Any days taken beyond the entitlement will be considered leave without pay. It should be noted, for example, that if a teacher under contract gets sick in September, we would allow that individual to use up to 20 days sick leave. If, however, the individual resigned prior to June 30, we would adjust the final pay to recover payment made for each day beyond the 2 per month entitlement.
- ◆ Beginning with their second year of employment, sick leave entitlement increases to 90 calendar days for each “new” illness. For example, an employee who is absent with the flu for 30 days and returns to work. Several days or weeks later he/she is back out again with the flu for another 10 days. This is not considered a “new” illness, therefore, the sick leave is cumulative and the employee is considered to have used up 40 days of his/her entitlement.
- ◆ Once the entitlement is used up, whether it be the 2-20 days for first year staff or 90 for second year, the employee either goes on leave without pay or Extended Disability Benefits (EDB). Regardless of an employee’s entitlement, EDB does not begin until 90 calendar days have passed.
- ◆ Sick leave entitlements/benefits apply only to the employee and are not extended to members of his/her family.
- ◆ Under most circumstances, travel time is not an entitlement under sick leave.
- ◆ Staying home to take care of sick family members or accompanying them to a doctor/hospital is not considered leave with pay under sick leave.
- ◆ An employee injured in other remunerative employment other than Board employment shall not be entitled to benefit under this clause.

#### Responsibility:

- ◆ For absence up to 3 consecutive days, an employee may be requested to provide a medical certificate; however, the request must be made prior to the employee returning to work.
- ◆ For absence of 4 or more consecutive days, a medical certificate from a medical/dental practitioner or nurse is required. The Board may request

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an employee to submit to a medical examination by a Board designated doctor. The Board will pay the examination and reasonable expenses.

*Support Staff (Clause 7) Entitlements/Responsibilities:*

- ◆ Support staff have the same sick leave entitlements/responsibilities as professional staff with the only difference being that they are entitled to 1½ days per month accumulative sick leave during their first year of employment. This amounts to a maximum of 15 days for ten month employees and 18 for twelve month employees.

**Travel Time for Sick Leave**

The Collective Agreement and Terms of Employment state that: "Sick leave with pay will be granted to the employee for the purpose of obtaining necessary personal medical or dental treatment or on account of injury, illness or disability to the extent hereinafter provided." Approval for the day of any medical appointments or treatments will be approved by the employees' supervisor. Any time required for the employee to travel to access these treatments or appointments will be approved by the Superintendent or designate. Employees should make their requests to the Superintendent or designate via email in a timely fashion. Time approved will be determined on a request by request basis based on but not limited to the following factors: location and time of the appointment/treatment, time of year and road conditions.

**Compassionate Leave**

*Professional Staff (Clause 14.1):* Upon request and presentation of a medical certificate or other satisfactory evidence to the Superintendent or designate up to 4 days leave with pay and, if necessitated, an additional 2 days may be approved for travel when such absence is necessitated for reasons of critical illness and/or death of a member of the employee's family.

*Support Staff (Clause 10.1):* The current "Terms of Employment" provides the same benefit to support staff as professional staff.

**Personal Leave**

The intent of personal leave, as stated in the Collective Agreement is not to extend school breaks including summer, Spring and Christmas.

**Additional Leave**

*Professional Staff:* The Collective Agreement provides the following additional leave benefits/opportunities:

- ◆ Leave with pay for teachers serving on the Alberta Teacher's Association (ATA) that are requested by the Provincial or Local ATA. to attend meetings/functions. Costs for substitute teachers shall be borne by the ATA.
- ◆ Leave with/without pay may be granted by the Superintendent or designate for a period less than one school year.

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- ♦ Leave without pay may be granted by the Superintendent or designate for the next school year. Deadline for application is **March 31st** of the current school year.
  - ♦ Extra-curricular leave with pay shall be granted as additional personal leave. One additional personal leave day per academic year will be granted for each 150 hours of extra-curricular activities.
  - ♦ A “Deferred Salary Leave Plan” is available for interested staff. Interested applicants should contact the Assistant Superintendent of Operations for details.
  - ♦ Leave with pay for "Jury Duty" or court summons to appear as a “witness”, provided the employee remits to the Board any stipend (excluding expenses and/or allowances) he/she receives.
  - ♦ Leave with pay (Paternal Leave) shall be granted for a maximum of two days within two weeks of childbirth.

*Support Staff:* Clauses 10.4, 10.5 and 10.6 are limited to the following “additional leave” opportunities:

- ♦ Additional leave, with/without pay, may be granted by the Superintendent or designate. An employee granted leave (other than maternity leave) for a period of eight weeks or less retains the option of returning to his/her original position. Approved leave for a period greater than eight weeks may not be guaranteed a return to original position. The employee may have to remain off work until a suitable position opens.
- ♦ Following one year of service, employees are eligible to apply for “Upgrading Leave” retaining Board paid benefits but without pay. Requests must be presented to the Board no less than two months prior to commencement of the leave.

### **Superintendent Approved Leave**

Staff have a variety of leaves available to access through the Collective Agreement or Terms of Employment. Superintendent approved leave with or without pay is approved at the discretion of the Superintendent or designate. The Superintendent or designate will examine each case on an individual basis and will consider the employee’s length of service, conduct, attendance and past applications for leave. Superintendent approved leave requests will only be considered in the event of emergent situations or significant life events. Employees are expected to have used all personal leave or any other leaves provisions they can access prior to making the request or will be expected to use any remaining personal leave as part of any leave granted. Time away from work to attend events planned by family and friends do not qualify as an emergent situation or a significant life event.

### **Family Medical Leave**

All employees are entitled to 3 days each school year to attend to the medical needs of a family member. In the event an employee needs two or more consecutive days, they will need approval by the Superintendent or designate.

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## **Maternity/Parental/Adoption Leave**

Provincial legislation and our Board's "Supplemental Unemployment Benefits" (SUB) plan insure all employees' maternity/parental rights are protected. Due to the complexity of this leave, principals are asked to refer employees to Central Office. Please refer to the FVSD Appendices for the Alberta Employment Standards Maternity Leave and Parental Leave Information for some basic information. Listed below are some general guidelines (facts).

Employees may be entitled to up to 18 months of unpaid, job protected maternity/parental/adoption leave. FVSD, however, is flexible in approving additional time if it is felt the leave return date may be disruptive to student programs.

*Professional staff:* To be eligible for maternity/parental/adoption leave, employees must have been employed at least 90 days with FVSD. Those employees on a continuous contract are also eligible for the FVSD SUB plan.

*Support staff:* To be eligible for maternity/parental/adoption leave employees must have been employed at least 90 days with FVSD. Employees who have commenced their second year of continuous employment with FVSD are also eligible for the FVSD SUB plan.

Employees who are eligible for maternity/parental/adoption leave are guaranteed to return to the position held at commencement of leave, if the position still exists.

### *FVSD SUB plan:*

- The SUB plan provides up to 100% of an employee's salary for that portion of maternity leave the employee is deemed to be absent due to health related reasons.
- The total maximum entitlement an employee may access is 90 calendar days, which shall be determined to be either sick leave or maternity SUB plan leave, or a combination thereof.
- The maternity leave and SUB plan commence on the same day.
- When the SUB plan entitlement falls during the summer months for certificated staff, no SUB plan payments are made as the teacher already receives salary for these months.

### Benefits:

*Professional staff:* The Board will continue to pay the ASEBP benefits costs for the 15 weeks of the maternity leave portion. Employees eligible for the 62 weeks of parental/adoption leave may continue to participate in the ASEBP benefits at their cost. The Board will continue to pay the benefits costs for an employee on parental/adoption leave if the employee commits in writing to return to their equivalent teaching duties for the equivalent of one school year beyond the leave return date.



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*Support staff:* The Board will continue to pay the Manulife benefit costs for 26 weeks. Employees may continue to participate in the Manulife benefits at their cost after the 26 weeks.

### **Unpaid Leaves**

As per Employment Standards, employees are eligible for unpaid leave after at least 90 days of employment for the following:

#### *Unpaid Bereavement Leave*

This leave can be taken after the death of an immediate or extended family member. Maximum entitlement is 3 days for each calendar year (January to December), not per incident of bereavement.

#### *Unpaid Citizenship Ceremony*

This leave can be taken to attend their citizenship ceremony. Employees are eligible for a half-day only once upon acquiring Canadian citizenship.

#### *Unpaid Domestic Violence Leave*

This leave is provided for those dealing with the effects of violence in the home. Maximum entitlement is 10 days for each calendar year (January to December). Due to the sensitive nature of this leave, you will be prompted to provide a contact phone number for the Superintendent to contact you for details.

#### *Unpaid Personal and Family*

This leave is for the health of the employee or for the employee to meet his/her family responsibilities in relation to a family member. Maximum entitlement is 5 days for each calendar year (January to December).

### **Excessive Absenteeism**

Principals are expected to monitor staff absences minimally on a monthly basis. Please note that absenteeism should include all types of leave categories. According to legal opinion, there is no clear definition of “excessive” when dealing with employee absenteeism. The recommended approach in dealing with what appears to be excessive absenteeism is to compare the employee’s absenteeism with the average for his/her “group”. In other words, compare teachers with teachers, custodians with custodians, etc. In cases where there appear to be significant higher rates of absenteeism for an employee from the average for his/her group, management must be pro-active in dealing with the individual(s). Although the primary goal and focus for management when dealing with these individuals is to reduce the level of absenteeism in a positive and constructive manner, the bottom line is—excessive absenteeism can be cause for job loss. The key in arriving at this decision, however, is directly related to the impact the absenteeism is having on the individual’s performance and the work place.

In the absence of policy, the following progressive steps are to be used when dealing with employees that are deemed to be absent excessively:

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- Step 1. At the very first sign of excessive absenteeism, call the individual into your office and explore, the reasons for the absenteeism. Even though concern is expressed over the level of absenteeism, management needs to explore with the employee, how “we” can assist the employee in reducing the level of absenteeism. Put a “positive” letter in place that identifies your concern; however, the focus should be positive and constructive. If after a reasonable period of time there is little or no improvement, go to step 2.
  - Step 2. Gather “hard” data comparing the employee’s absenteeism with the average for his/her employee group. Meet with the employee, reiterate your concern by sharing the data gathered. Explore solutions and discuss, if any, the impact the employee’s absenteeism is having on his/her work, the work place, students, etc. A stronger letter is called for at this point. The letter should be very specific as to comparative data, impact of absenteeism, recommendations and timelines. At this point, it may be reasonable to recommend a medical examination by a doctor of the Board’s choosing and expense. If little or no improvement occurs (again, within a reasonable time period), go to step 3.
  - Step 3. At this point, the focus of the meeting and follow-up letter may have to be on establishing a “bottom line” in that, unless significant improvement is made within a specific time frame, a recommendation may be made for the Board to terminate the employee’s contract of employment. If there is no improvement, go to step 4.
  - Step 4. If a recommendation is to be made to terminate, the employee is to be informed verbally and in writing—clearly reviewing the reasons, absentee data, attempts to rectify the situation and impact on the job/work place.

Principals are advised to remain in regular communication with the Assistant Superintendent of Operations involving cases of excessive absenteeism. Finally, a “reasonable” time period will vary depending on factors such as length of service and proposed solutions.

All absences must be entered in the Staff Attendance module of the division software.

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## Performance Reviews

Other than the Superintendent or designate only the immediate supervisor has the authority to evaluate an employee. With respect to school employees, if the principal is not the immediate supervisor, consultation with the principal is required.

### ***Professional Staff (Reference Ministerial Order #016/97)***

Summative reports must be written on all probationary staff and those requiring permanent certification. All other professional staff are to be evaluated on an as needed basis. The reports will reflect a minimum of four classroom observations.

The cycle for summative reports will be:

- ♦ probationary staff - during the first year;
- ♦ permanent certification - after 400 teaching days while certified;
- ♦ tenured staff - on an as needed basis as per the Quality Teaching Document.

Each of the minimum four formal classroom observations will include:

- A pre-conference discussion that will focus on the teacher's objectives and the evaluators objectives for the lesson.
- The observation of the lesson.
- Post conference discussion that will take place in a timely manner following the observation, (within 1-2 days).
- Follow up documentation provided to the teacher. This should be in letter format and should summarize the discussion in the post conference. The write up should mention the strengths and areas for growth in the lesson and any other areas outside of the classroom the evaluator needs to comment on. This letter should be completed using the approved template (Follow-Up Observation Letter in FVSD Forms). Once completed the letter should be posted in the FVSD Admin Centre in the appropriate section along with the Supervision/Evaluation Form (found in FVSD Forms).

All teachers employed by a school authority, that are under a probationary contract or continuing contract are responsible for completing a teacher personal growth plan each year. Unless the teacher agrees, the personal growth plan must not be a part of the evaluation process.

Assistant Principals will be involved in the supervision and evaluation of teachers. In the event an Assistant Principal is evaluating a teacher for contract status or permanent certification, and that teacher is experiencing difficulty after the second observation, the principal will become involved in the evaluation. The Principal and Assistant Principal will conduct the remaining observations together and write the final evaluation together.

Completed evaluations, for satisfactory reports, are to be submitted to the Assistant Superintendent of Operations by April 15<sup>th</sup> for review. Upon approval the Principal will have the teacher sign off on the evaluation and return it to the Human Resources Department by April 30<sup>th</sup>. In situations where there are concerns, this

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may be extended to May 31st. See FVSD Appendices for Ministerial Order #016/97 Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta for focus of the evaluation and FVSD Appendices Teacher Supervision/Evaluation Rubric for a Summative Teacher Evaluation report format to be used.

In the case of term Teachers, administrators are to contact the Assistant Superintendent of Operations to determine the necessity of completing an evaluation. Depending on the length and term of the contract, the deadline for completion of an evaluation may be modified.

### ***Support Staff***

Performance reviews are to be completed on the form provided (see Non-Instructional Employee Performance Review Form in FVSD Forms). The immediate supervisor is responsible for the performance review. In a school, the immediate supervisor would need to consult with the Principal. A written performance review must be completed during an employee's probationary period. The probationary period for all support staff is ninety days.

If performance is unsatisfactory during the probationary period, the options are:

- 1) terminate employee;
- 2) extend probationary period prior to end of probationary period (up to a maximum of three months); or
- 3) allow probationary contract to expire.

Employees, who are working at least 20 hours per week, are eligible for benefits after successful completion of their three-month probationary period, unless the probationary period is extended for an additional three months.

After a successful performance review during the probationary period, future reviews should be completed on a needs basis. Copies of the written review along with a Status Notice are to be submitted as follows:

- ♦ probationary staff - at the end of the probationary period;
- ♦ tenured staff - April 30th if the report is expected to be satisfactory and May 31st for unsatisfactory reports.

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## **Personnel Files**

Fort Vermilion School Division shall maintain a Personnel File for all employees of the division. This file is the property of the school division and will be stored in Central Office. Duplicate files will not be kept at the employee's worksite.

The employee's personnel file will contain: pre-employment materials, criminal record/vulnerable sector check, salary placement documents, copies of certificates, other staffing related correspondence, payroll and benefit information, employee performance documents and employee conduct documents. The employee's personnel file may contain: correspondence between employee and administrative officers and/or supervisors and information respecting professional learning and achievement. A personnel file shall not contain anonymous items or correspondence.

If an employee wishes to view the contents of their Personnel File, they shall make written request to the Assistant Superintendent of Operations. This viewing may be in the presence of the Assistant Superintendent of Operations or a designate. The employee shall not be allowed to remove their personnel file, or any part, from Central Office. A copy of file contents may be provided upon written request of the employee.

Access to personnel files is restricted to: The Superintendent or designate, Assistant Superintendents, Secretary-Treasurer, Assistant Secretary-Treasurer or other designated Human Resources personnel as approved by one of the above.

Information contained in a personnel file shall not be made available to parties external to the division, except as authorized in writing by the employee or by law.

Personnel information required to conduct administrative operations may be held outside of the Personnel Files.

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## **Pregnant Staff Members Working in a Location that may be Harmful to the Unborn Child**

Division employees are in constant contact with stakeholders which may be sick. It is not the intent of the Division to place our employees or their unborn children in harm's way. In the event it is determined that a pregnant staff member is working in an environment where there is a disease present that may harm the unborn child, the employee and supervisor of the employee should contact the Assistant Superintendent of Operations. It will be up to the Assistant Superintendent of Operations to determine the severity of the situation and any possible accommodations the division will put in place. Accommodations may include but not be limited to: reassignment of the employee to another work environment or completion of other duties that maybe completed at home.

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## **Personal Growth Plans**

Personal growth plans (PGPs) are to be completed by all professional staff in the jurisdiction. These plans are submitted to the Principal for approval and reviewed together by the end of October. The principal should meet to discuss the progress of the PGP a minimum of three times a year. These meetings should occur initially, mid-year to track progress, and prior to the end of May to discuss completion and possibilities for next year. PGPs will be posted in the admin center by October 31<sup>st</sup>.

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## **Professional Staff Allocation to Schools**

Professional staffing allocations are based on a number of factors. These factors include class sizes, inclusive education allocations, prep time for classroom teachers and administration time. Staffing allocations for professional staff are based on the Alberta Commission on Learning (ACOL) recommended class sizes. The recommended class sizes are:

ECS to Grade 3 – 17 students to 1 teacher

Grades 4-6 – 23 students to 1 teacher

Grades 7-9 – 25 students to 1 teacher

Grades 10-12 – 27 students to 1 teacher (with the exception of small high schools that will receive a minimum of 3.0 FTE's in order to offer some breadth of programming)

Please note these are recommended class sizes not hard and fast limits. The Divisions goal is to meet the recommended class size on an average of all classes from across the Division.

With the introduction of instructional hours maximums in the Collective Agreement, board approved calendars are created taking allocated prep time into consideration. Staffing allocations in the Fort Vermilion School Division include a 7.5 percent allocation of prep time for each full time equivalent (FTE) teacher based in the classroom. No teacher shall receive less than 7.5 percent as it will have an impact on the division's ability to ensure compliance with the Collective Agreement. Conversely no teacher shall receive more than 10.0 percent prep time.

Administration time is allocated at a level of 0.8 FTE for a principal and 0.5 FTE for each assistant principal unless the principal is the lone administrator of the school; in that case the allocation is 1.0 FTE.

Special Education Allocation is based on the Special Education needs of each school. Special Allocations is used for a variety of purposes including division based initiatives and supporting small high schools.

Staffing is allocated to the schools on a per unit basis. The total of the areas above is then either rounded up or down to the nearest 0.5 FTE of teaching time. The cost of a teacher / administration is based on the Divisional average of salary and benefits.



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## Protection of Staff

Employees, students, volunteers, parents and all others, who interact with Fort Vermilion School Division personnel, are required to conduct themselves in a manner which promotes and protects the best interests of students, staff and colleagues.

On occasion, members of staff and volunteers will have to deal with parents, members of the public, or colleagues who exhibit anger, express their frustrations or demands in a manner which is demeaning to the well-being of a staff member(s). Fort Vermilion School Division staff are expected to respond to such challenges with a professionalism that may address the causes of such behaviour and could allow problems or concerns to be resolved.

On rare occasions the professional behaviour of Fort Vermilion School Division staff may be unsuccessful in defusing offensive behaviour by others. The Fort Vermilion School Division has an obligation to support, assist and educate its staff and volunteers in the schools with respect to issues surrounding abuse, harassment or defamation associated with the carrying out of their duties. Such situations are to be addressed, where possible, through informal resolution processes. These processes could include mediation. Where such processes are fruitless or if the severity of the situation warrants, the Superintendent/designate is authorized to use legal remedies through the Fort Vermilion School Division's legal counsel.

### Definitions

Abuse is a violation of the rights, dignity, and worth of other individuals. This includes any act of physical assault and/or verbal expression that humiliates, degrades, elicits fear or takes unfair advantage of a staff member, whether directly or indirectly.

- Verbal Abuse may take the form of threats, name calling, gestures or swearing.
- Physical Abuse may include striking out, grabbing, pulling or kicking an individual or other such similar activity which may result in injury.

Defamation is any expression that attacks or injures the reputation or honour of an individual or recognized group by, amongst other things, false and malicious statements. Defamatory expressions malign, slander or libel an individual or recognized group.

Harassment means any comment, conduct or gesture or contact of a discriminatory nature that is likely to cause offence or humiliation to an employee. The Alberta Human Rights Commission states: harassment occurs when one person subjects another to unwelcome verbal or physical conduct because of:

- Race, religious beliefs, colour, gender, physical or mental disability, age, ancestry, or place of origin.

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- Unwanted physical contact, tension, demands, jokes or insults are harassment when they negatively affect the working environment (and/or) the ability to obtain services.
  - Targeted Vandalism - an act of intentional, willful and malicious behaviour which damages the property of an employee, staff member or volunteer.

Harassing behaviour may be either criminal, civil or sexual in nature.

Criminal harassment may include:

- Oral – threats that give rise to a genuine concern for personal safety.
- Physical – abuse as described above or watching or besetting (stalking).
- Telephone – conveying threats by telephone that give rise to a genuine concern for safety.
- Written – threats conveyed in writing, on paper or electronic mail, which give rise to a genuine concern for safety.
- Online - threats conveyed through digital means which give rise to a genuine concern for safety.

Civil harassment may include:

- Oral – shouting, swearing or the use of personally demeaning, sarcastic expressions.
- Physical – intentionally using an intimidating presence or entering Fort Vermilion School Division property without permission.
- Telephone – numerous and lengthy calls that disrupt an employee's ability to attend to duties.
- Written – frequent detailed frivolous or vexatious written complaints that require an employee to spend inordinate time investigating thus detracting the employee from attending to duties.
- Online - frequent detailed frivolous or vexatious digital complaints that require an employee to spend inordinate time investigating thus detracting the employee from attending to duties.

Sexual Harassment may include unwanted sexual advances, unwanted requests for sexual favours, and other unwanted verbal or physical contact of a sexual nature constitute sexual harassment when:

- submission to such conduct is made explicitly or implicitly a term of, or condition of, an individual's employment; or
- submission to, or rejection of, such conduct by an individual affects that individual's employment.

Safety means freedom from physical harm, mental, emotional or psychological trauma.

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## **Communicating with Angry Persons**

### Staff Responsibilities

Division staff may, at times be faced with individuals experiencing serious levels of frustration, concern or anger. Such individuals may initially conduct themselves in an uncivil and rude manner. Wherever possible, staff members are to use communication techniques that defuse frustration or anger and allow problem resolution to occur. In working with angry, concerned persons, staff members are expected to:

- a) Conduct themselves in a civil and cordial manner.
- b) Anticipate, where possible, personal sensitivities (e.g. parental feelings of “guilt” associated with students with diverse learning needs or other family circumstances) and avoid comments or behaviours that arouse those sensitivities.
- c) Use professional judgement and call for support from a colleague or administrator, when necessary.
- d) Assert their legal rights while meeting their responsibilities.
- e) Adjourn meetings with angry persons if, in their judgment, there is no possibility, at the time, for civil discourse.
- f) Respect the requirements of the Freedom of Information and Protection of Privacy Act in discussing unsuccessful meetings except with their immediate supervisor(s) or, if necessary, the Superintendent/designate.

### Fort Vermilion School Division Responsibilities

- a) The Fort Vermilion School Division, where necessary, will provide:
- b) Staff learning opportunities in personal communication, conflict resolution and human problem solving; and
- c) Staff learning opportunities to assist staff in dealing with the personal and emotional consequences of dealing with angry persons.
- d) Share the contents of this guideline with all Division staff at the beginning of each school year.

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## **Reporting Physical Abuse and Sexual or Criminal Harassment**

When a staff member believes that he/she has been subjected to physical abuse, sexual or criminal harassment connected to their duties as a Fort Vermilion School Division employee, the individual is to immediately inform the supervisor and then provide a written statement. If necessary, the police may be informed. The statement should include: the persons involved, the time and location of the incident, names of any witness present, and a description of the incident. *The foregoing does not prohibit the staff member from informing the police if they believe there is a genuine concern for their safety.*

When an individual believes that he/she has been subjected to criminal or civil abuse, harassment or defamation, he/she is to keep records, where possible, of the experience(s).

From the perspective of the employee, if the matter brought to the attention of a supervisor is not resolved through the intervention of the supervisor, the supervisor or employee may report the matter to the Superintendent/designate. The Superintendent/designate will attempt to resolve the conflict.

If the individual affected is a member of the Alberta Teachers' Association, the individual is also able to contact the Association.

## **Dealing with Civil Harassment**

It is the responsibility of a principal, manager, or any person within this school division supervising one or more employees to take timely and appropriate action to report or deal with incidents of harassment of any type whether brought to their attention or personally observed. Under no circumstances should a legitimate complaint be dismissed or downplayed nor should the complainant be told to deal with it personally.

### Employee Harassment by another Employee

When an employee believes that another employee of the Fort Vermilion School Division has harassed him/her, the affected individual will follow procedures outlined below:

1. Once a complaint is received, it will be kept strictly confidential. An investigation will be undertaken immediately and all necessary steps taken to resolve the problem. If appropriate, action taken may include conciliation.
2. Both the complainant and the alleged harasser will be interviewed, as will any individuals who may be able to provide relevant information. All information will be kept in confidence.
3. Should the complainant so request, the investigation will be stopped at any point except where the respondent requests that the investigation continue.

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4. The foregoing does not prohibit a person being harassed from making a complaint directly to the:

Alberta Human Rights Commission  
780-427-7661 (Edmonton)  
Toll Free Within Alberta 310-0000

**Please note: A complaint must be made to the Alberta Human Rights Commission within one year after the alleged incident.**

5. Either party has the right to seek redress through the Civil or Criminal Courts or to file a complaint with their Union.
6. If these procedures are insufficient to correct the offensive behaviour, then procedures outlined in Reporting Physical Abuse and Harassment may be taken.

#### Employee Harassment by a Non-Employee

When an employee believes that a parent, volunteer or visitor to a school has harassed him/her, the employee shall seek the assistance of an immediate supervisor in drafting a plan to address the issue.

The supervisor will:

- a) Make a reasonable effort to meet with the parent or volunteer. The immediate supervisor is to be present.
- b) Require that the allegations associated with the harassment be detailed and specific.
- c) Listen and try to understand the other person's perspective. Try to ascertain truth in the concern being expressed.
- d) Try to resolve the problem to the mutual satisfaction of both parties. Elicit the complainant's help to reach a satisfactory resolution.
- e) Keep an accurate record of the meeting and the resulting plan of action.
- f) If the meeting is unsuccessful in resolving the issue, follow the procedure outlined in Reporting Physical Abuse and Harassment above both orally and in writing.

#### **Systemic Investigations**

When the Superintendent has reason to believe that harassment or abuse of an employee(s) has occurred but a complaint has not been registered, the Superintendent shall investigate the matter under the following conditions:

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- a) There is a focused pattern of inquiries, complaints or behaviour over time that suggest the existence of a specific problem; or
  - b) There is reason to believe a broader or systemic problem exists in the learning or work environment that causes, contributes to or encourages harassment; or
  - c) As a result of an investigation, a complaint is not supported but there is reasonable evidence that a broader systemic problem exists.

Prior to investigating, the Superintendent/designate shall describe in writing the conditions providing reasonable grounds for an investigation.

Where the Superintendent/designate authorizes an investigation, the appropriate parties will be advised of:

- a) The intent to conduct a systemic investigation,
- b) The reasons for initiating the investigation, and
- c) The process or procedures to be implemented for the investigation.

The results of any systemic investigation undertaken by the Superintendent shall be reported to the Board.

### **Consequences**

If the investigation reveals evidence to support the complaint of harassment, the harasser will be disciplined appropriately. Discipline may include suspension or dismissal, and the incident will be documented in the harasser's file. No documentation will be placed on the complainant's file where the complaint is filed in good faith, whether the complaint is upheld or not.

Where the investigation fails to find evidence to support the complaint, there will be no documentation concerning the complaint placed in the file of the alleged harasser.

Regardless of the outcome of a harassment complaint made in good faith, the employee lodging the complaint, as well as anyone providing information, will be protected from any form of retaliation by either co-workers or superiors. This includes dismissal, demotion, unwanted transfer, denial of opportunities within the organization or harassment of an individual as a result of her/his having made a complaint or having provided evidence regarding the complaint.

If an investigation determines that complaint(s) made by an employee was intentionally false, malicious, or vindictive, the employee shall be subject to

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disciplinary action which may include dismissal or legal action as the circumstances warrant. If the employee is a teacher, a claim of unprofessional conduct may be filed with the Alberta Teacher's Association. This claim could result in discipline by the Alberta Teacher's Association.

Where a Principal, supervisor, or the Superintendent/designate believes that harassment of an employee disturbs or interrupts the proceedings of a school the conduct of the perpetrator can be controlled through the application of Section 27 of the School Act. If harassment occurs through loitering or trespassing on Fort Vermilion School Division property, Section 27 of the School Act may, likewise, be invoked. In the event of such an incident, the principal, supervisor, or Superintendent/designate will record the incident in detail.

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## Recognition of Schools, Staff and Trustees

The Board of Trustees recognizes the value and contribution made by all staff, including trustees of the jurisdiction. The Board appreciates the stability and continuity that long service provides. The Board will host a social evening each year in a suitable location to honour staff with long service.

### FVSD Merit Awards

Merit awards will recognize leadership, dedication, creativity, ingenuity and risk taking; all potential components of strategies which are having a positive impact on the educational experience of students.

#### *Merit Award Categories*

- i. **Culture and Climate** – The educational experience is critically important to the success of each student. This Merit award will recognize efforts to create a school environment in which students have a sense of belonging, are encouraged to contribute as an educational citizen, and feel that adults in their lives are invested into all students being successful.

EXAMPLES of school strategies befitting of a Culture and Climate Merit Award may be:

- ❖ Student Leadership & Voice
- ❖ Engagement in Education – Students, Staff, Parents and Community
- ❖ Positive School Community
- ❖ Building Educational Partnerships
- ❖ Citizenship Initiatives

- ii. **Student Supports for Success** – Every student in our school system has unique educational needs. Some students face more learning challenges than others. This Merit award will recognize supports systems that are impacting the student's success.

EXAMPLES of school strategies befitting a Student Supports for Success Merit Award are:

- ❖ Success Teams
- ❖ Effective Behavioral Supports
- ❖ Extra-curricular
- ❖ Inclusive Strategies
- ❖ Go Girls
- ❖ Volcano Club
- ❖ School / Grade / Community Transition Programs
- ❖ Student Recognition Model

- iii. **Divisional Priorities** – The Fort Vermilion School Division is a highly focused educational organization. The Board of Trustees establishes priority areas for staff to focus their efforts. The goal of these focus areas



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is to make an instrumental difference in the lives of students by providing every opportunity for success.

Currently the FVSD Board of Trustees has established three priorities:

- a. FVSD will foster connectivity and well-being amongst community, students, parents and staff
- b. All students will improve literacy skills across the content areas
- c. All students will improve numeracy skills

The Divisional Priority Merit award will recognize school efforts in these three priority areas.

- iv. **Programming / Instruction** – The educational program of a student consists of a broad range of experiences which occur both within the classroom and outside of the classroom. This Merit award will recognize the breadth of quality programming and instruction for students.

EXAMPLES of school strategies befitting a Programming / Instruction Merit Award are:

- ❖ Fine Arts – Music, Drama, Art, Dance
- ❖ Extra-curricular Activities – Clubs, Student Council, Physical Activity, Sports, Chess, Technology, etc.
- ❖ Healthy Schools
- ❖ Career Awareness
- ❖ Service Learning
- ❖ Humanitarian Contributions

### ***Merit Award Advertisement***

The Superintendent of Schools will communicate information about the awards nomination and selection process to FVSD educational stakeholders. Communications will be completed in numerous formats, such as FVSD website, email to FVSD staff, local newspapers, and other internal FVSD electronic publications.

### ***Merit Award Nomination***

Any person and any organization can nominate a school for a Merit award, including staff from the school itself. The nominator would complete the FVSD Merit Awards Nomination Form, found in FVSD Forms, and submit the nomination to the Executive Assistant to the Superintendent.

The intent to the FVSD Merit Award Nomination Form is for the nominator to provide a brief description as to why the school is being nominated for a Merit award. Through this, general information including a description of the activities / program of the school would be provided. The nomination can be no more than one page in length and cannot contain pictures or videos.

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The FVSD Merit Award Nomination Form provides information about each Merit award and the categories trustees would use to make a selection on which school receives the award. The categories are:

- i. Level of Impact on Students
- ii. Creativity / Ingenuity / Innovation
- iii. Stakeholder Involvement (Student / Staff / Parents / Community)
- iv. Partnerships
- v. Sustainability over Time
- vi. Curriculum Connections
- vii. Impact beyond the Classroom

The principal will follow up the nomination by completing the principal selection of the Merit Award Rubric Form. Dates for submission will be specified each year but will typically be in the first or second week of May.

### ***Merit Award Selection Process***

All nominated schools will be congratulated on their nomination prior to the FVSD Awards Ceremony and the selected schools will be announced to all FVSD staff at the ceremony in May.

The trustees will meet in May and utilize the Merit Award Rubric Form to select the recipient school for each award. Central office executive staff will provide support information for the trustees when in discussion about each nominated school.

### **Exceptional Awards**

This section of the FVSD Awards Program may recognize staff who have been nominated and / or received other awards from FVSD or external agencies.

Examples of these awards would be:

- ❖ Excellence in Teaching
- ❖ Edwin Parr
- ❖ Friends of Education
- ❖ Community / Provincial / National Awards

These awards will change from year to year and staff will be recognized each year as knowledge of staff achievements become known.

### **Long Service Awards**

- 1) Long service awards will be awarded to employees at the completion of each 5-year phase of employment up to 40 years (i.e. awards will be given for 5, 10, 15, 20, 25, 30,35 and 40 years of service with the Division).
- 2) Long service awards will be awarded to trustees who have served terms with the Board.

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- 3) In addition to a Divisional long service lapel pin, gift cards (not cash) will be purchased by Central Office and presented:
    - a) FIVE years of service ..... \$ 50.00
    - b) TEN years of service ..... \$ 100.00
    - c) FIFTEEN years of service ..... \$ 150.00
    - d) TWENTY years of service ..... \$ 200.00
    - e) TWENTY-FIVE years of service ..... \$ 250.00
    - f) THIRTY years of service ..... \$ 300.00
    - g) THIRTY-FIVE years of service ..... \$ 350.00
    - h) FORTY years of service ..... \$ 400.00
    - The presentation of additional gifts from the school staff will remain at the school level so as to maintain fairness in recognition at the FVSD Awards Ceremony.
    - FVSD resources are employed to provide for staff recognition and as such schools are not permitted to utilize school finances to purchase additional gifts for the purpose of long service recognition.
  - 4) The Superintendent or his/her delegate shall be responsible for a presentation of a divisional term lapel pin and token gift to all Trustees at the completion of each term. If a Trustee leaves office completing only a partial term, the Superintendent or his/her delegate will select a suitable gift to be presented to that Trustee.
  - 5) The Board of Trustees may, at its discretion, make special awards.

***Procedures***

- 1) The annual awards night will be held in the spring and shall include all eligible personnel of that year. All invited staff shall be guests of the Board.
- 2) Long service recognition shall apply regardless of whether there has been an interruption of service for any reason.
- 3) Awards shall be presented by the employees Trustee and Supervisor or in accordance with the Board's wishes.
- 4) The Superintendent shall be responsible for the evening arrangements.

***Criteria***

- 1) All staff regardless of whether on a part-time or full-time contract will be recognized for a full year of service.
- 2) All extended leaves without pay will be counted towards service up to a combined maximum of 24 months for 12 month employees and 20 months for 10 month employees. (2013)
- 3) Extended leaves without pay will not be counted towards service if the employee resigns following this leave. (2013)
- 4) Employees on Long Term Disability and other Leaves of Absences without pay who are on leave during the year they are eligible to receive an award will be presented their award upon their return to employment at the next award ceremony. (2013)

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- 5) When less than 12 months is served, calculations for eligibility will be made as such: for 3-6 months of service, recognition is given for half a year; for 7-12 months of service, recognition is given for one full year.
  - 6) Beginning in 2013 short term (temporary) contracts will be included in calculations for eligibility as such: for 3-6 months of service, recognition is given for half a year; for 7-12 months of service, recognition is given for one full year. (2013)
  - 7) Where broken service periods are involved, each partial month of employment will be taken as a full month for the purposes of calculating the total service period.
  - 8) Service awards eligibility (i.e. years of service) is determined by this policy only, not by any contracts. The intent of this policy is to provide guidelines to determine when gifts can be given to employees from the Board in appreciation for employee service.
  - 9) Casual or substitute staff do not receive awards.
  - 10) For the purpose of service awards, any service provided under Government subsidized programs, i.e. STEP, RAP or internship, will not be considered as accumulated service.
  - 11) Employees who resign in good standing or have been laid off after completing their 5<sup>th</sup> (or 10<sup>th</sup>, 15<sup>th</sup> or 20<sup>th</sup>) year of employment will be eligible to receive a service award for those years.
  - 12) No changes shall be made to service calculations that have been made prior to these revised guidelines as of 2003.
  - 13) Award criteria will be applied to service accumulated since the last award. (2013)
  - 14) Notwithstanding the above guidelines, the Superintendent will deal with all exceptional situations.

**Retirement**

Retirement for the purposes of the recognition banquet means the employee must be at least 50 years of age and will be recognized according to the following schedule:

- a) 15 years of service ..... 25% of \$1,000.00
- b) 16-20 years of service ..... 50% of \$1,000.00
- c) 21-24 years of service ..... 75% of \$1,000.00
- d) 25 or more years of service ..... 100% of \$1,000.00

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## **Relocation Assistance Grant**

For new teachers to Fort Vermilion School Division who need to relocate, there is a Relocation Assistance Grant. Please contact Central Office for more details.

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## **Staff Attendance and Monitoring**

All staff absences shall be entered into the attendance software provided by the division and authorized by the administration of the school weekly. Sites will not keep alternate tracking forms and perform mass entries.

Supervisors will track staff attendance for excessive absenteeism and communicate with the Assistant Superintendent of Operations.

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## **Staff Changes**

### **Resignations**

All school based support staff are to direct their resignations to the principal who in turn will write the letters of acceptance. Copies of the resignation, acceptance letter and status notice must be submitted to the Human Resources Department. Professional staff will submit their resignations to the Superintendent or Assistant Superintendent of Operations. Acceptance letters for teacher resignations will be issued from the Assistant Superintendent of Operations.

### **Transfers (Requested)**

The only types of transfer within the Division are Administrative Transfers (see next section). Teachers wishing to move from one school to another will need to apply on vacant positions as per the Collective Agreement.

### **Administrative Transfer of Teachers**

In the event that a transfer is needed to best meet the needs of a School and/or Teacher, the following process will occur:

- In order to allow sufficient time to facilitate an administrative transfer, a written recommendation for the transfer should be forwarded by the principal to the Assistant Superintendent of Operations no later than April 15. A copy of the recommendation must be provided to the teacher. Notwithstanding the preceding, an administrative transfer can be recommended to the Assistant Superintendent of Operations at any time.
- When a teacher is given a notice of transfer from the Superintendent, the teacher may, within seven days from the day on which he/she receives the notice of transfer, make a written request to the board to have a hearing before the board for the purpose of appealing the transfer. (School Act 104(3))
- All teachers transferred will be protected from further transfer for two years (the year the teacher is transferred and the subsequent year).

### **Principal Roles and Responsibilities**

- Provide the teacher with a copy of the recommendation for administrative transfer with the supporting rationale. The rationale should outline why it is necessary to recommend the transfer. It is important that principals realize that the first obligation is to work with the teacher to address issues.
- Forward the recommendation and supporting documentation to the Assistant Superintendent of Operations.
- Inform the Human Resources Department of any resulting vacant position.

### **Superintendent Roles and Responsibilities**

- Review the recommendation and supporting documentation provided by the principal.

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- Provide a letter to the teacher stating the disposition of the recommendation. (see Sample Notice of Transfer Letter in FVSD Forms)

The resulting vacancy created by an Administrative Transfer will be filled by the Human Resources Department. The principal would be expected to define the role for replacement, but may be directed by the Human Resources Department to modify the teaching duties to fit the qualities and skills of the teacher placed in the vacant role.

### **Reduction**

**Professional Staff:** There are a number of situations in which reductions in staff may be necessary. It is important to remember that seniority is not the determining consideration and will only be considered when program needs, qualifications and competence are deemed equal. Where staff reduction is required, principals should first endeavor to obtain the reduction voluntarily. Based on these criteria, when staff reduction is required the principal shall identify, in writing, the staff member(s) for reduction. The principal will use the Individual School Reduction Rationale Form in FVSD Forms to identify a teacher for reduction. The form will be submitted to the Assistant Superintendent of Operations for approval. This process will be completed in a timely fashion that will allow identified staff to apply on vacant positions.

**Support Staff:** There is no specific policy in place with respect to reduction in support staff; therefore, until such policy is in place, principals will use the same criteria as used for professional staff.

### **Identifying Needs**

a. **Professional Staff:**

The process of hiring teachers for the next school year begins in January. Principals will be consulted as to the teachers who have given indication that they will be leaving FVSD at the end of the school year. Although the process is early and it is difficult to be conclusive, the intent is to get a picture of the number and qualifications of pre-hires that may be necessary, before the actual divisional/school needs are known. Recruitment teams will be created to attend job fairs in various locations. The teams will be relying on information gathered in January and February. A CANDIDATE POOL will be created and consist of teachers not pre-hired. All candidates will be rated by the recruitment teams.

The second aspect of identifying professional staff needs will be completed through the following process:

- i. **Student Enrolment Projections** – Principals will meet with the Assistant Superintendent of Operations to verify enrolment for the following year. The projections will be used to assign the number of teachers for each school. This process is completed in March/April.



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- ii. Teacher resignations and or adjustments in staffing levels will provide a picture of the teachers needed for each school.
  - b. Support Staff:  
Support staff needs for the following school year will be determined in May and June if possible.

Student Support Personnel are often based upon students attending school and therefore there may be a need to wait until the student begins attending school in the new school year before hiring occurs. The allocation of the Student Support Personnel is approved by the Assistant Superintendent of Learning other than those personnel purchased from school based budgets.

Adjustments will be made based upon the September 30 enrolment to the Special Allocation line of school based budgets for support staff hours for secretaries and librarians. The enrolment is applied to the appropriate formula and the hours are adjusted up or down accordingly. Each school has different needs and therefore the principal has the discretion to increase or decrease secretary, librarian and custodial hours. This should be done in consultation with the Assistant Superintendent of Operations as it may impact the employee's benefits coverage.

### **Designation of Teaching Assignment**

The principal is responsible for the assignment of specific teaching duties as per the School Act Section 18(g).

**18** A Teacher while providing instruction or supervision must,  
(g) *subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.*

### **Posting Vacancies for Positions Beginning in September**

*a. Professional Staff:* After in-school reassignments and adjustments have occurred, notification of any vacancy will be circulated to all schools from the Human Resources Department via email. Once it is deemed positions will not be filled internally by current staff, the position(s) may be advertised for external applicants. External advertisements will be made by the Human Resources Department. Information in the ad will be gathered from the Teacher Needs Report (Recruitment Manual) which is completed by the principal. The website [educationcanada.com](http://educationcanada.com) and the FVSD website will be used as primary resources for advertisements.

*b. Support Staff:* After principals inform the Human Resources Department of their staffing need, an ad will be created and sent to the local newspapers by the Human Resources Department. The ad will also be posted to the FVSD website and circulated to all secretaries to post in schools and departments.

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## Hiring Procedures

*a. Teachers:*

### **Hiring Procedure for External Candidates:**

A search of the CANDIDATE POOL will occur for teachers who are qualified to meet the needs of the position once no suitable internal candidates are identified.

The following steps will be used if there **ARE** appropriate candidates in the POOL:

1. Principals will receive candidate information, which includes resumes, reference checks, and an Interview document (sample found in Recruitment Manual).
2. Principals will make contact with applicants who are rated highly.
3. After principals select a candidate, the Assistant Superintendent of Operations will offer the position.
4. The Human Resources Department will follow up with the written contract and other necessary paperwork.

The following steps will be used if there are **NO** appropriate candidates in the CANDIDATE POOL:

1. The Human Resources Department will advertise externally.
2. Resumes will be compiled and forwarded to principals.
3. Principals will check references (minimum of 2)
4. Principals will interview, select and consult with Assistant Superintendent of Operations. Contract offers will be made by the Assistant Superintendent of Operations.
5. Principals will forward completed reference check forms (Recruitment Manual) to the Human Resources Department.
6. The Human Resources Department will follow up with a written contract and other necessary paperwork.
7. The principal will notify all unsuccessful interviewed candidates.
8. The principal will notify all candidates who applied and were not interviewed by a Position Filled letter (found in FVSD Forms. This form can also be sent via e-mail).

Refer to the Recruitment Manual in FVSD Appendices. The manual topics are:

- Application/Resume Checklist
- Guide to Effective Reference Checking (Mandatory)
- Reference Check Form
- Sample Interview Questions
- Hiring Procedures (Making a Selection / Unsuccessful Candidate Notification)
- FVSD Cheat Sheet for Recruitment

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*b. Support Staff:*

After needs are identified the following steps will be used to hire support staff (secretaries, custodians, student support personnel):

1. Principals will notify the Human Resources department of the position needing to be filled.
2. An advertisement will be placed on the FVSD website, emailed to secretaries of schools and departments, and placed in the local newspapers.
3. All resumes/applications will be submitted to the Human Resources Department.
4. All resumes/applications will be screened for requirements such as education level and past experience with FVSD.
5. All resumes will then be forwarded to the principal.
6. The principal will proceed to create a hiring committee, interview and offer the position to a candidate. If the candidate accepts then the principal will complete the contract.
7. The principal will notify all unsuccessful candidates who were interviewed.
8. All unsuccessful candidates who did not receive an interview will be sent a Position Filled Letter by the principal. The Position Filled Sample Letter can be found in FVSD Forms.
9. The principal will then send the required documentation to the Human Resources Department.
10. The Human Resources Department will place the support staff employee at the appropriate salary, based upon training and experience as outlined in the Terms of Employment (FVSD Appendices).
11. Staff members interested in changing designation must apply for the position when it is advertised.

### **Leadership Designation**

*i. Administration Designation*

Teachers and present administrators can apply on any principal or assistant principal position that becomes available within FVSD. The Superintendent may create a hiring team, interview candidates and hire for the position.

The principal or assistant principal designation is separate from the designation as a teacher. In the event that the Superintendent deems that the principal or assistant principal is no longer appropriate for their present role, the Superintendent can remove the principal or assistant principal designation. At this point the person is given teaching duties within the Fort Vermilion School Division.

*ii. Administration Re-Assignments*

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The Superintendent reserves the right to re-assign a principal or assistant principal to a new school. Consideration will be given to a reasonable driving distance. The principal or assistant principal can refuse the re-assignment but by doing so the principal or assistant principal may be removed from their present designation and provided teaching duties within FVSD. A principal or assistant principal would not request a re-assignment into another administrative designation, but would apply upon a different administrative position when it becomes available.

Re-Assignment Criteria:

- i. suitability to the school's community
- ii. performance in administrative duties
- iii. suitability to the age level of students
- iv. level of impact in meeting school goals
- v. suitability in working with the existing staff

*iii. Administration Contracts*

Teachers who are new to administration or administrators new to the Fort Vermilion School Division will be signed to a 1 year designation. At the conclusion of the 1 year designation the administrator may be offered up to a 3 year administration designation.

The Superintendent reserves the right to offer administrative contracts outside the 1 and 3 year guideline.

*iv. Administrative Allowances*

- a) Should the Superintendent transfer an administrator to another administrative designation in which there is a lower administration allowance, the present administrative allowance may be "Red-circled" for the remainder of the contract.
- b) Should an administrative designation be removed without cause from a teacher, the teacher will continue to receive the administrative allowance for the duration of their administrative contract.

**Supervision of Custodial Staff**

The supervision of custodial staff will be the responsibility of the school administration. In the cases where a custodian works in multiple buildings, their supervisor will be the administration of the school where they are scheduled for the majority of their time. The school administration will be responsible for the supervision, evaluation and budgeting for supplies and equipment for the custodial needs of their school. The maintenance supervisor/foreman can be consulted with regards to standards of cleanliness. The maintenance supervisor/foreman will be responsible for the training of custodians as well as the scheduling and implementation of professional development for all custodians.

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## **Staff Conduct**

Fort Vermilion School Division employees shall conduct themselves in an honest and diligent manner. Employees should not engage in any activity of any nature which would conflict with their duty to the division or which could reasonably be expected to be detrimental to the interest or reputation of the division. Employees shall maintain strictest confidence of information gained through their position.

An employee who breaches the staff conduct guideline may receive disciplinary action up to and including dismissal.

Other than the Superintendent or designate, only the immediate supervisor has the authority to formally reprimand an employee. With respect to employees in the school, if the principal is not the immediate supervisor, the immediate supervisor will consult with the principal.

Employees are also expected to adhere to the codes of conduct as established by their respective professional associations.

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## **Staff Responsibilities during Inclement Weather**

During the course of the school year, it is recognized that from time-to-time, schools may need to respond to inclement weather emergencies. The safety of students and employees during periods of inclement weather is a primary concern of FVSD. It is the policy of the Division that schools/work sites shall be open and operational to accommodate students on all instructional days regardless of weather conditions, unless otherwise approved by the Superintendent or designate.

While the decision as to whether or not to travel to work is a personal decision to be made by the employee, it is the expectation of the Board that employees will make a reasonable effort to report to work at their regular work location. If, due to inclement weather, an employee is unable to report to their regular work location, the employee is expected to:

1. Report to their principal/supervisor that there were conditions that made their arrival at their regular work location unsafe and that they will be reporting to an alternate work location.
2. Report to the closest alternate work location that contains a grade structure similar to their regular work environment, unless otherwise directed by their immediate supervisor to report elsewhere. An example would be a grade one teacher will report to the nearest school that contains grade one classes.

In addition, the following procedures will be in place:

3. The school principal of the receiving school will be advised by the principal of the staff's regular workplace of any employees who will be arriving at the alternate school for that day.
4. The receiving work location becomes the employee's work location for that day.
5. Receiving principals may use these employee's as substitutes should any of their regular teachers not be in attendance that day.
6. Principals will not use these employees to free regular teachers from their normal day-to-day duties.
7. The receiving principal will designate a suitable workplace for any FVSD employees, not being utilized as substitutes, so that they are able to plan, mark student work, update student grades, etc.
8. Should road and/or weather conditions improve during the day, employees are expected to report to their regular work location later in the day unless directed otherwise by their immediate supervisor.
9. Any staff member who feels they are unable to report to any division work location, and plan to stay at home, must receive the approval of the Superintendent or designate.

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## Support Staffing Allocation to Schools

### Custodial

A review was completed by the Maintenance Department at each school calculating the total square meters of the building not including the mechanical rooms and dead space. An assessment was completed to determine the number of square meters a custodian could complete per hour which will vary depending on the type of grade configuration. The result of this is as follows:

ECS to Grade 6 School = 243 sq meters per hour per custodian  
ECS to Grade 9 School = 238 sq meters per hour per custodian  
ECS to Grade 12 School = 233 sq meters per hour per custodian

### Librarian

Librarian hours are allocated to each school based on enrolment (FTE) as follows:

<u>Enrolment</u>	<u>Hours Allocated</u>
Less than 20	0
21 to 49	1
50 to 99	2
100 to 149	3
150 to 199	4
200 to 275	5
276 to 349	6
350 plus	7

### Secretary

Secretary hours are allocated to each school based on enrolment (FTE) using the following formula:

ECS to Grade 3	$\text{Enrolment} / 35 = \text{Hours Allocated to School}$
Grade 4 to 6	$\text{Enrolment} / 35 \times 1.1 = \text{Hours Allocated to School}$
Grade 7 to 9	$\text{Enrolment} / 35 \times 1.2 = \text{Hours Allocated to School}$
Grade 10 to 12	$\text{Enrolment} / 35 \times 1.3 = \text{Hours Allocated to School}$

### Educational Assistants

Educational Assistants are allocated to schools based on the needs of the students. These allocations are reviewed and adjusted regularly throughout the school year to ensure that the student needs are met as the level of need can change from year to year.

The costs of custodial, librarian, secretary and educational assistants are based on the Divisional average of salary and benefits for each staffing position. School Administration has the ability to increase or decrease the hours for the custodial, librarian, educational assistant and secretary from the outlined formula based on the needs of the school using the funds allocated to their site.

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## Teacher Certification

The following are the current forms of certification available to teachers in Alberta.

### Letter of Authority

Upon the recommendation of the Superintendent of Schools or Assistant Superintendent of Operations, Teacher Certification may issue a temporary teaching license for a specified period of time (30-90 days). This "Letter" is intended for those individuals that are in the process of having their documents evaluated for an Interim Professional Teaching Certificate. However, to be considered for a Letter of Authority, the individual must have an active file with Teacher Certification.

### Interim Professional Teaching Certificate

This certificate is normally issued for a three year period to individuals having a minimum equivalent of four years university. Upon the recommendation of the Superintendent or designate, extensions may be granted beyond the three years. It is the responsibility of the teacher to request an extension through the Superintendent or designate.

### Permanent Professional Teaching Certificate

This certificate is normally granted after completion of two years (approximately 400 days) of successful teaching and a recommendation from the Superintendent. It is important for teachers to understand that, in most cases, the Superintendent's recommendation will only be made after receiving a satisfactory teaching report and recommendation from the principal. Furthermore, it needs to be understood that "teaching" experience without holding appropriate authority will not be included when calculating this two year period.

For more information on Teacher Certification and Teacher Qualification Services, visit:

Alberta Education's Teacher Certification internet site at:

<https://www.alberta.ca/teacher-certification.aspx>

ATA Teacher Salary Qualifications at:

<https://www.teachers.ab.ca/TheTeachingProfession/TeacherQualifications/Service/Pages/index.aspx>

- \* When requesting an extension to an Interim Professional Certificate or a recommendation for a Permanent Professional Certificate are made through the Superintendent's office, the teacher will be notified by the Human Resources department when the request has been submitted to Alberta Education. Prior to either certificate being issued by Alberta Education, the teacher is required to pay the applicable fee to Alberta Education in a payment method of their choice.



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## **Vulnerable Sector Checks and Intervention Record Checks**

A condition of employment with the Board is that vulnerable sector checks and intervention record checks must be undertaken before a contract is binding. The potential employee must provide satisfactory proof of a "clean" vulnerable sector check and intervention record check.

Professional and support staff will be asked to provide a new vulnerable sector check and intervention record check when there is a disruption in employment of 6 months or greater.

From time to time you may be required to obtain a new vulnerable sector check and intervention record check. Positions funded by outside agencies will also need to comply with the specific agencies guidelines for Intervention Record Checks.

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## Whistleblower Protection

### Background

The Board and staff are committed to promoting ethical and accountable conduct, and recognize the importance of working to deter and detect wrongdoing within the operations of the school division, and advancing public confidence in the administration. As such, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without fear of reprisal.

Employees have a duty to report wrongdoings or suspected wrongdoings to the Superintendent of Schools (Chief Executive Officer).

On June 1, 2013, the Public Interest Disclosure (Whistleblower Protection) Act (“PIDA”) came into force in Alberta. The purpose of PIDA is to:

- facilitate the disclosure and investigation of significant and serious matters in public entities, including school boards, that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest;
- protect employees who make those disclosures;
- manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals, and
- promote public confidence in the administration of public entities. In accordance with Section 5(1) of PIDA the Board is required to establish and maintain written procedures for managing and investigating disclosures by employees. Those written procedures are set out herein.

### Definitions

**Chief Officer** - The Superintendent of Schools is designated as the “Chief Officer” for the purpose of the overall administration and reporting required under PIDA.

**Designated Officer** - The Assistant Superintendent of Operations is designated as the “Designated Officer” to manage and investigate disclosures under PIDA.

**Wrongdoing** - A wrongdoing is defined as one of the following, within or relating to the Board or its employees:

- a contravention of an Act of Alberta or Canada or the regulations made pursuant to those Acts;
- an act or omission that creates 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 a substantial and specific danger to the environment;
- gross mismanagement of public funds or a public asset;
- the delivery of a public service, including the management or performance of

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- 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,
  - 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,
  - employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation.
  - knowingly directing or counseling an individual to commit a wrongdoing mentioned above

**Reprisals** - A reprisal is any adverse employment action including:

- dismissal, layoff, suspension, demotion, transfer, discontinuation or elimination of a job:
- change of job location, reduction in wages, changes in hours of work, reprimand:
- or any other measure that adversely affects the employee's employment or working conditions, including threats to do any of the above.

No person shall take or direct, or counsel or direct a person to take or direct, any of the following measures against an employee because the employee has, in good faith, sought advice about making a disclosure, made a disclosure, co-operated in an investigation under PIDA, declined to participate in a wrongdoing or done anything in accordance with PIDA.

An employee may make a written complaint to the Public Interest Commissioner ("Commissioner") if the employee alleges that a reprisal has been taken or directed against the employee. The written complaint must, be made on the prescribed PIDA Complaint or Reprisal Form.

No action lies against the Board or an employee of the Board for making a reasonable human resource management decision in good faith.

## **Procedures**

### ***Disclosures of Wrongdoing***

1. Employees seeking advice on potential disclosure under PIDA and this Policy shall be referred to the Designated Officer, who shall provide the employee with information on PIDA, this Policy, the requirements of PIDA and this Policy, and other alternative processes for resolution of the employee's concern.

Or

Disclosure to be made directly to the Public Interest Commissioner in the

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- first instance.
2. An employee who reasonably believes that he or she has information that could show that a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, may make a disclosure to the Designated Officer.
  3. At the time an employee makes a disclosure to the Designated Officer, the Employee may also make the disclosure to the Commissioner and advise the Commissioner that the disclosure has been made to the employee's Designated Officer. Further information can be obtained by visiting the Commissioners website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).
  4. An employee may only disclose directly to the Commissioner and circumvent their chief officer and designated officer if:
    - 4.1 The employee has made a disclosure in accordance with the expectations of this policy and an investigation has not been completed in accordance with these procedures;
    - 4.2 The employee has made a disclosure in accordance with the expectations of the disclosure requirements of this policy and the matter has not been resolved within the timelines established within these procedures;
    - 4.3 The employee has made a disclosure to the designated officer, but is unable to complete the disclosure requirements because of a reprisal directed towards the employee, or reasonably believes a reprisal is likely to be taken or directed towards them should the disclosure be made in accordance with these requirements;
    - 4.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer, the Employee may make a complaint directly to the Commissioner. The employee must also disclose the wrongdoing to the Designated Officer as soon as practicable thereafter.
    - 4.5 The employee has made a disclosure in accordance with this Policy, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision;
    - 4.6 The subject matter of the disclosure involves the employee's chief officer or designated officer.
  5. In the event that disclosure to the Designated Officer is not appropriate due to a conflict of interest with respect to the nature of the disclosure or the person involved, the Designated Officer shall refer the matter to the Chief Officer.
  6. In the event of a disclosure to the Designated Officer concerning the conduct of the Chief Officer, or concerning which the Chief Officer has a conflict of interest, the Designated Officer shall:
    - 6.1 advise the Board Chair of the nature of the disclosure, whereupon the Board may authorize an investigation into the disclosure;

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- 6.2 advise the Commissioner of the disclosure and its referral to the Board and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.
  7. If the Designated Officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the Designated Officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.
  8. Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware of:
    - 8.1 a disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, or
    - 8.2 that the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school, the Designated Officer shall also ensure that appropriate persons within the Board have sufficient information to abate that risk.
  9. Where at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the Superintendent being of the opinion that the welfare of students is threatened by the presence of the teacher, the Designated Officer shall advise the Superintendent of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(2) of the School Act.
  10. Where in the course of an investigation, the Designated Officer has reason to believe that an offense has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offense to the appropriate law enforcement authorities.
  11. If more than one disclosure of wrongdoing is received by the Designated Officer in respect to the same matter, a single investigation may be conducted into the wrongdoing.
  12. Where, in the course of an investigation, the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed; the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.
  13. Anonymous disclosures will be dealt with in accordance with the provisions of this procedure.

### ***Investigations***

1. The designated officer may request advice from the Commissioner with respect to the management and investigation of a disclosure.
2. Upon receiving a disclosure, the Designated Officer shall make a decision whether to investigate.
3. Where the designated officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity,

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- the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.
4. Should the subject matter of the disclosure be more appropriately dealt with according to another policy or procedure of the Board, another Act, or regulation, or procedures under a collective agreement or employment contract, the Designated Officer may decline to investigate under the parameters of this policy.
  5. The Designated Officer may utilize both internal personnel and external resources, for the purpose of conducting the investigation.
  6. The Designated officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any document of the Board necessary for the investigation.
  7. The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:
    - 7.1 as necessary for this policy and to conduct the investigation in accordance with the principles of procedural fairness and natural justice;
    - 7.2 in accordance with PIDA or any other statute;
    - 7.3 if the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
  8. Investigations shall be conducted in accordance with the principles of procedural fairness and natural justice
  9. The Designated Officer may decline to investigate where the disclosure:
    - 9.1 is clearly frivolous or vexatious, not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;
    - 9.2 relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or
    - 9.3 does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.
  10. The Designated Officer is not required to investigate a disclosure or, if an investigation has been initiated, may discontinue the investigation if more than 2 years has passed since the date that the wrongdoing was discovered.

### ***Timelines***

1. The Designated Officer shall acknowledge receipt of the disclosure or complaint of reprisal to the employee making the disclosure or complaint within five (5) business days from receipt of the disclosure or complaint. An employee who submitted a disclosure of wrongdoing or complaint of reprisal shall be advised, no more than 10 business days from the date on which the disclosure of wrongdoing or complaint of reprisal is received, whether an

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- investigation will be undertaken.
  2. The investigation must be concluded and the investigation report provided to the Chief Officer not more than 110 business days from the date on which the disclosure of wrongdoing or complaint of reprisal was received.
  3. These timelines may be extended by the Chief Officer provided that the total extensions granted do not exceed the overall time period for investigation and provision of the investigation report by more than 30 business days, or for a longer period of time if permitted by the Commissioner.

### ***Report***

1. The Designated Officer shall provide a written investigation report to the Chief Officer detailing whether the disclosure was substantiated, and provide recommendations on corrective action.
2. Designated Officers report matters of imminent risk to the life, health or safety of individuals or the environment, to:
  - an appropriate law enforcement agency;
  - in the case of a health-related matter, to the Chief Medical Officer of Health;
  - to the department, public entity or office responsible for managing, controlling or containing the risk, if any; and
  - to a person identified in the procedures created by the Chief Officer.All investigations into the matter be suspended until it has been finally disposed of by a law enforcement agency or the Minister of Justice and Solicitor General.
3. Where the Designated Officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to him or her by the Board to suspend or terminate a teacher or administrative designation under the School Act, the Designated Officer shall consult with other board staff typically responsible for such recommendations concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the School Act for the Superintendent to consider that recommendation.
4. The Chief Officer shall consider the recommendations in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action, shall be taken. The Chief Officer shall follow up with the employees responsible to ensure those actions are taken.
5. The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the Chief Officer's actions resulting from the written investigation report.

### ***Good Faith***

1. An employee who submits a disclosure of wrongdoing or complaint of reprisal must act in good faith. Good faith describes that state of mind denoting honesty of purpose, being faithful to one's duty or obligation, or an honest intention to abstain from taking any advantage of another.
2. An employee who knowingly makes deliberately false and/or malicious

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allegations of wrongdoing may be subject to disciplinary action up to and including termination of employment.

***Annual Reporting***

1. The Chief Officer will prepare an annual report on all disclosures that have been made to the designated officer. This report will be posted annually on the Division web site by January 30th of each year. The annual report will include the following information:
  - 1.1 the number of disclosures received by the designated officer;
  - 1.2 the number of disclosures acted on; and
  - 1.3 the number of disclosures not acted on by the designated officer;
  - 1.4 the number of disclosures commenced by the designated officer as a result of disclosures;
  - 1.5 in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

***Policy Communication***

1. The Chief Officer will ensure that this policy is reviewed with all employees and made accessible to them prior to the start of each school year.