
SCHOOL OPERATIONS

Acronyms

Alcoholic Beverages

Board and Provincial Requirements

Board Appeal Process

Canada Anti-Spam Legislation (CASL)

- Purpose

- Scope

- Definitions

- Policy Guidelines

- CEM Recipients

- CEM Components and Guidelines

- Unsubscribe Requests

- CASL – CEM Compliance Guideline

Career Counselor Protocol

Copyright Materials

Corporal Punishment

Dispute Resolution Process for Parents

Dispute Resolution Process for Staff

Extra-curricular Sports: Provincial Competition

Field and Sports Trips

- Definitions

- Categories and Approval Requirements

- Supervision

- Parental Consent

- School Absences

- Safety

- Communication

- Medical Coverage

- Emergency Planning / Response

- Bus Booking Procedures

- Internal/External Busing

Firearms and Schools

- Firearms Instruction

- Firearms Projects

Flag Lowering Protocol

Foreign Non-Exchange Students and Exchange Visiting Students

Freedom of Information and Protection of Privacy (FOIP)

Excerpts from the FOIP Act and Regulation

Fund Raising by School Affiliated Organizations

High School Athletics Participation by Learning Store Students

Hosting Divisional Events

Intern Teachers

Housing

Vehicle

Compensation

Professional Development

Technology

Investigations and Searches

Storage and Disposal of Items Confiscated During a Search

Junior High Sports Philosophy within the Fort Vermilion School Division

Medical Conditions

Education for the School Community

Use of the Medical Conditions Template for Display

Memorials Guidelines

Memorials on Grounds

Memorials in or on FVSD Buildings

Memorial/Funeral Services

Requests for Maintenance (Work Orders)

General Service Request Procedures

Required Documentation

Safeguarding Money and Valuables

Scheduling of In-Division Extra-Curricular Activities

School Calendar

School Facilities Use by the Community

School Trustee Communication Protocol

Smoking in Division Owned Public Buildings and Property

Sponsor Advertising Guidelines

Student Health Procedures

Student Accidents and First Aid

Administration of Prescription Medications to Students

Emergency Procedures

Emergency Evacuation

Substitute Teachers

Temporary School Closure Procedures

Volunteers in Schools
Year End Activities

Copyright Materials

The responsibility for explaining the Board's position on copyright to school based employees rests with the principal and department managers. In the event of litigation resulting from copyright violation, the Board of Trustees will not assume any responsibility for the actions of an employee who has contravened the following tariff.

To help staff determine whether they can use print materials, artistic works or audiovisual materials in their lessons without getting copyright permission, the Copyright Consortium of the [Council of Ministers of Education, Canada \(CMEC\)](#) has developed an online Copyright Decision Tool. This tool can be accessed on the Teachers and Copyright website at www.copyrightdecisiontool.ca.

The website also provides an overview of the [Fair Dealing Guidelines](#) as well as [Copyright Matters!](#) – a booklet about copyright-permission process.

For details on allowable copying refer to Fair Dealing Guidelines and Copyright Matters! in FVSD Appendices.

In addition, employees need to clearly understand that:

- ♦ Illegal copies of copyrighted computer programs may not be made or used on school equipment;
- ♦ When software is used on a network system, efforts will be made to secure this software from copying. Notwithstanding this, an employee of the Board may make an archival copy of the copyrighted software if such a copy is not provided at the time of purchase;
- ♦ Board employees and its agents are authorized to make a copy or adaptation of a computer program provided that such a copy or adaptation is a necessary step in the utilization of the computer program with a machine and, that it is used in no other manner;
- ♦ The Secretary-Treasurer of the Fort Vermilion School Division is designated to sign **all** license arrangements for schools throughout the jurisdiction.

Field and Sports Trips

Participation by students in special events such as field trips, athletic competitions, music and drama festivals, and student exchanges can significantly complement the educational program. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students (refer to Checklist for Staff Planning School Field Trips in FVSD Forms).

Definitions

- a. A “Field Trip” is defined as a learning experience sponsored by the school or the School District that takes place away from school premises. The Board supports the following types of field trips as being of educational value to students:
 - i. “Curricular Field Trips” are defined as a desirable extension of classroom learning, experience taking place outside the classroom. Examples include visits to industrial plants, libraries, museums and government buildings.
 - ii. “Extra-Curricular Field Trips” are defined as field trips and are a part of the extra-curricular program offered by the school. Examples include both competitive events such as team and individual sports and music competitions, and non-competitive activities such as drama productions, school yearbook productions, science clubs, etc.
 - iii. “Out-of-Province Field Trip” is any trip of any kind for any purpose that is sponsored by the school or the School District that leaves the province of Alberta.
 - iv. “International Travel” is any trip of any kind for any purpose that is sponsored by the School, authorized by the Superintendent and that leaves the country of Canada. The Superintendent must inform the Board of Trustees of the trip.
 - v. “Developing Country Trip”: “Developing Country” for this guideline’s purpose would include all countries in Central America, South America, Africa, and Asia. The Superintendent will have final authority in indicating whether a country is a “Developing Country” or not. This is a trip of any kind that is sponsored by the School, authorized by the Superintendent and that leaves Canada to a location in a “Developing Country”. In all cases the Superintendent must inform the Board of Trustees of the trip. Trips to “Developing Countries” will only be approved to one of our three pre-determined locations. The pre-approval process of a “Developing Country” includes:
 - Trips must be planned through an accredited organization deemed acceptable by Superintendent.
 - A team from a school conducting a site visit.

Firearms and Schools

Within the very limited access provisions outlined, schools may organize to provide training under the Canadian Firearms Safety Course (Non-restricted or Restricted). Upon completion of the course and obtaining a passing grade of 80% on both the written and practical test and pending the qualifications of the instructor, students will obtain one of the following licenses.

- Ages 12-17 (Non-restricted) Minor's Possession and Acquisition License or

or

- Age 18+ (Non-restricted or Restricted) Possession and Acquisition License

The jurisdiction does recognize the value of safety training and the importance, for some students, of working on firearm related projects in their shop classes. With the knowledge of school councils and proper communication with the school community, the following provisions may be followed.

Firearms Instruction

1. Within a school's instructional strands there may be scope provided for the offering of the Canadian Firearms Safety Program, conditional on:
 - Properly trained personnel offering the course;
 - Any firearms or ammunition brought to the program by the instructor be deactivated by the instructor pursuant to the deactivation rules set by the RCMP. In compliance with the Canadian Firearms Safety Program, students are able to handle firearms for the purpose of course study and practice under the direct supervision of a qualified instructor;
 - Parent consent for the program being in place.
2. School programs and activities will not include any range activities or any live shooting of any kind.

Firearms Projects

There should be some consideration for students doing CTS/shop work on gun stocks or barrels. In situations where the following conditions are met, it may be appropriate to allow students to work on components of firearms:

- Only with the prior permission of the principal;
- Any gun parts brought to the school must be transported to and from school by a parent whom has a valid PAL or POL;
- Operational firearms and/or receivers/frames will not be allowed on the premises for any reason;
- Student should be in possession of a valid PAL or Minor's PAL;
- Schools will be required to keep components in secure storage and develop procedures that will ensure there is no possibility of a gun being assembled at school.

Intern Teachers

At times, FVSD will host intern teachers as part of their training. The following are items provided by the FVSD during their time with us.

Housing

Housing will be provided at no charge to the intern, if space is available.

- Housing is not guaranteed to be provided in the location where the intern is assigned.
- The intern bringing a spouse, children or pets may affect the availability of housing or the ability of FVSD to accept the student intern.
- FVSD will keep two furnished housing units, one in High Level, and one in Fort Vermilion. If the intern chooses to live elsewhere in the division, it will be at their own expense. These properties will be smoke and pet free at all times.
- FVSD provided housing will include basic household furniture including a washer/dryer. Interns will be notified what furnishings exist in the residence and there will be no special accommodations made by FVSD regarding additions or changes to the furniture.
- Internet, telephone and TV service connections will not be provided by FVSD. Internet is available at each school for all staff use. Interns wishing to have access to these services at their place of residence can work with the Housing Coordinator to set up their own service at their cost.

Vehicle

A vehicle may be provided, if available and deemed necessary. The Assistant Superintendent of Operations will determine the need, availability, and who would have access to a vehicle.

- Fuel for the vehicle will be the responsibility of the intern.
- It is the intention of the division that the vehicle not leave the FVSD region unless specific permission is granted by the Assistant Superintendent of Operations.
- A current Driver's Abstract must be provided by the intern demonstrating an acceptable driving record. Excessive convictions/demerits or the presence of serious/criminal convictions may disqualify an intern from being provided access to a vehicle.
- Only the intern is permitted to drive the vehicle - not spouses/family/friends.
- The vehicle will be signed in/out with the Transportation Manager.
- The supervising Principal will coordinate providing/returning the vehicle with the intern, ensuring it is cleaned/maintained, and returned to the Transportation Office in La Crete. In the event there are deficiencies, the cost will be billed to the school.

Compensation

All interns will be assisted with their costs to travel to the FVSD. Flights will be provided **or** mileage paid at the FVSD rate. Maximum mileage expensed will be \$1,000.

All interns will be paid \$100 per week for the duration of their specific internship.

Professional Development

Any professional development inside FVSD will be at the cost and discretion of the supervising Principal. Any professional development outside of FVSD will be entirely at the expense of the intern.

Technology

A functional laptop/Chromebook will be provided to each intern for the duration of their work in FVSD. Coordinating receiving/returning this unit will be the responsibility of the supervising Principal. In the event it is not returned, the cost of the unit will be invoiced to the school.

Year End Activities

To ensure that instructional time is protected for FVSD students, all year-end activities, such as year-end picnics, class parties or school-wide events must be held on the final two days of school unless affected by Aboriginal Day. Any adjustments would require approval by the Superintendent or designate.

Field trips will be limited during the last ten instructional days of school. Should field trips be organized for instructional purposes or to accommodate provincial exams concluding prior to the final two days of school, a maximum of one field trip may be organized for any one student. Exceptions will be considered for approval by the Superintendent or designate when necessitated for programming reasons.

During the Junior High exam schedule it is expected that students will be provided with programming to ensure meaningful learning activities (which might include study sessions).

Schools will accommodate students who are attending Aboriginal Day activities.

Criminal Record/Vulnerable Sector Checks

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

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

Positions funded by outside agencies will also need to comply with the specific agencies guidelines for criminal record and vulnerable record checks.

Performance Reviews

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 professional growth plan each year. Unless the teacher agrees, the professional growth plan must not be a part of the evaluation process.

Vice Principals will be involved in the supervision and evaluation of teachers. In the event a Vice 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 Vice 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 15th 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 30th. In situations where there are concerns, this 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, in consultation with the principal, is responsible for the performance review. 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.

Professional Growth Plans

Professional 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 31st.

STUDENTS

Accident Insurance

Achievement Tests / Diploma Exams

Provincial Achievement Tests (PATs)/Student Learning Assessments (SLAs)

Security

Accommodations

Diploma Exams

Security

Accommodations

Writing PAT and Diploma Exams Using Computers

PAT and Diploma Exam Results

Canadian Achievement Test

FVSD Student Code of Conduct

Purpose

Statement Regarding the Alberta Human Rights Act

Examples of Acceptable Behaviour

Examples of Unacceptable Behaviour

Location and time of unacceptable behavior includes:

Consequences of Unacceptable Behaviour

School-Based Student Conduct Expectations

Procedures of Communication

Graduation Ceremonies

Graduation Parties

Grants/Bursaries/Scholarships

High School Scheduling

Religious and Human Sexuality Instruction

Participation on the Grade 11 Campus Tours

Preparation for Graduation

Guidelines for Graduation Ceremonies

Right of Access to an Education

Student Evaluation Requirements

Preamble

Regulations

Reporting Procedures

Alternatives to Zero

Student Appeals

Student Fee Structure

Fee Schedule

Student Fee Waiver Process

Student Records

Student Registration

Suspension/Expulsion

Valedictorian Criteria

Grants/Bursaries/Scholarships

Fort Vermilion School Division Teacher Training Grant

In an attempt to encourage high school graduates of the Fort Vermilion School Division No. 52 to pursue teacher training and consider applying for positions that may occur from time to time, the Board of Trustees shall offer financial incentives, subject to the following guidelines:

Guidelines:

1. Candidates for grants must have completed their high school education under the supervision of Fort Vermilion School Division No. 52.
2. Candidates become eligible for grants only when hired in their first year of teaching by Fort Vermilion School Division No. 52.
3. For eligible candidates, grants shall be paid as follows:
 - (a) half of the grant after successful completion of the probationary year (s); and
 - (b) final half upon recommendation for permanent certification.
4. Grants shall not be paid out if the candidate resigns his/her contract and/or is terminated prior to the end of the first and/or second years of the contract.
5. The maximum candidates to be approved annually will not normally exceed five (5).
6. The total amount of the grant per candidate will not exceed THREE THOUSAND DOLLARS (\$3,000.00) per year.

Students need to apply for participation in this program in the spring prior to the year in which they will be available to teach. Interested students are to contact the Executive Assistant to the Assistant Superintendent of Operations for application details.

NADC Partnership Bursary

Amount: \$2,000.00

Fifteen bursaries are available to encourage local students who have graduated from FVSD schools to return to the region upon post-secondary graduation. Students may receive a bursary each year to a maximum of four years, but must apply each year.

For additional information contact the Executive Assistant to the Superintendent of Schools.

Suspension/Expulsion

Excerpts from the School Act:

Section 24

- (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
 - (a) the student has failed to comply with section 12, or
 - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
- (2) A teacher may suspend a student from one class period.
- (3) A principal may suspend a student
 - (a) from school,
 - (b) from one or more class periods, courses or education programs, or
 - (c) from riding in a school bus.
- (4) A principal may reinstate a student suspended under subsection (2) or (3).
- (5) When a student is suspended under subsection (3), the principal shall
 - (a) forthwith inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.

There are three types of possible suspensions. See the FVSD Forms for copies of letters for each of these suspensions.

1. Suspension from School - 5 days or less
Please note: Consultation with the Assistant Superintendent of Operations is required prior to the following two options.
2. Suspension (with Investigation) – 5 day suspension with investigation to follow, leading to a possible expulsion
3. Suspension (recommendation to Board Discipline Committee) – either 10 days (if this is the first letter) or another 5 days if this is the second letter following an investigation.

All suspension letters must contain

1. First and Last name of suspended individual
2. Grade level
3. Alberta ID# or Birthdate
4. Excerpts from the School Act – Section 24(1) and Section 12
5. The circumstances respecting the suspension
6. Carbon Copied to Assistant Superintendent of Operations

The principal **cannot** expel students.

When a principal suspends a student, he/she must phone the student's parents and report, in writing, to the parents the reason(s) for the suspension. If the student is not to

be reinstated within five school days from the date of suspension, the principal shall inform the Board Student Discipline Committee of the suspension and report in writing all the circumstances of the suspension together with the principal's recommendation(s).

It is extremely important that recommendations for expulsion adhere to Section 25 of the School Act and be supported by the following documentation:

- ◆ reason(s) for the expulsion (case history),
- ◆ copies of correspondence related to reason(s) for expulsion,
- ◆ the student's academic record,
- ◆ the student's record of attendance,
- ◆ copies of correspondence sent to parents/guardians/student,
- ◆ summary of attempted positive intervention techniques.

Expulsion cases shall be dealt with by the Student Discipline Committee. The committee will be comprised of a quorum of three committee members, which may include:

1. The Board Chairman or Vice Chairman or Trustee designate.
2. One (1) Trustee.
3. The local Ward Trustee or Trustee designate.
4. The Superintendent of Schools or designate (non-voting member).

The Superintendent of Schools or designate shall set a meeting to hear the case within the ten (10) school day period immediately following the start of the suspension. The Principal shall be in attendance at this meeting.

Valedictorian Criteria

Importance of having division-wide criteria:

- Students move from school to school.
- Currently all schools use a different criteria.
- To date school processes do not align with the Fort Vermilion School Division's comprehensive view on student success.

1. Student must have completed two semesters (one in the grade 12 year, 4 quads 2 quads in the grade 12 year HLPS) in the given school.
2. Student must be eligible for a high school diploma or a certificate of achievement.
3. Academic average of all courses in grades 10-12 and the currently enrolled courses mark to date three weeks prior to graduation. (cluster CTS into 5 Credit blocks)
4. Student must demonstrate school or community involvement.

School involvement - active involvement in activities such as: sports, students' representative council, school clubs, intramurals, school spirit events and fundraising campaigns.

Community involvement - active involvement in community events not associated with school programming.

School Leadership is comprised of the Principal and if applicable Vice Principals.

School Leadership would utilize the following steps:

1. Identify the top 15 academic students from both diploma and certificate streams (minimum 80% average).
2. Identify the school and community involvement of these 15 students.
3. In circumstances where the graduation class has 10 or more students the school leader will reduce the eligible list of students from 15 to 5 through a combination of steps 1 and 2.
4. In circumstances where the graduation class has less than 10 students the school leader will reduce the eligible list of students from 15 to 3 through a combination of steps 1 and 2.
5. The graduating class will hold a student vote to select the valedictorian following this criteria - the student must allow their name to stand, a vote should strive to have 100% participation, the vote takes place two weeks before graduation.

Additional notes:

- In all cases the Principal will use discretion when selecting the list of students to be voted on by the student body. Students may not be selected based on inappropriate behaviour or if the student would not represent the student body in a good standing. If the Principal deselects students, the Principal must review this decision with the Assistant Superintendent of Operations.
- The valedictorian speech must be approved by the Principal prior to graduation.

Scot Leys**Director of Leadership and Communications**

The Director is responsible to the Superintendent of Schools. The purpose of the position is to assist the Superintendent and Executive team to build stronger leadership skills in existing FVSD leaders, as well as future leaders. The Director will assist the school division in gathering and disseminating of information regarding its priorities and operation to increase the awareness, trust, understanding and support of education in Fort Vermilion School Division to promote its overall goals and priorities. This position will work directly with all executive, school principals and the Board of Trustees to craft appropriate communications.

Payne Cardinal**Assistant Secretary-Treasurer**

The Assistant Secretary-Treasurer is directly in charge of finance personnel. Payroll problems not resolved should be referred to the Assistant Secretary-Treasurer. His association with school based personnel is mainly at the administration level with regards to:

- School accounts
- Audits
- Special grant applications (PUF, Second Language, etc.)
- School forms on operations and attendance
- Teacher Relocation Grants and Loans
- Risk Management and Internal Controls
- School Budgets and Coding

Ken Peters**Transportation Manager**

The Transportation Manager is responsible for all matters pertaining to the Transportation Department.

Rachel Neufeld**Secretary****Dan Dyck****Supervisor of Maintenance**

The facilities department is responsible for all matters pertaining to the maintenance of school buildings, housing and other Divisional properties. Other areas that fall under the Facilities Department include:

- Property insurance, taxes, utilities
- Security system monitoring
- Project management –
 - New construction/renovations
 - Tendering of projects and grounds
- Managing budget for IMR, O&M, housing, custodial training
- Coordination of safety training for Maintenance Department

-
-
- Custodial supplies and equipment purchases
 - Work with principals to determine IMR and O&M needs
 - Manage all aspects of Maintenance Personnel
 - Video surveillance hardware replacement and maintenance
 - Manage Asset Planner service requests and preventative maintenance
 - Direct supervision of all maintenance personnel
 - Manage leave requests for maintenance staff
 - Work order/service request assignment amongst staff
 - Manage the facility keying/locks security
 - Chair monthly safety meetings for the Department
 - Inventory controls for supplies, work orders processing and small tools
 - Ensures that trailers are inspected annually
 - Minor alteration project management
 - Manage all housing maintenance and upgrades
 - Fire extinguisher/smoke detector annual inspections
 - Coordinate "In House" summer projects
 - Facilitate and supervise the STEP program
 - Evaluate staff as needed
 - Facilitation of casual staff employment
 - Support of schools for custodial/appliance equipment repair/purchasing
 - Support of CTS mobile trailers project
 - Coordination for BLAST

Cory Wright

Health and Safety Officer/Housing Coordinator

The Health and Safety Officer / Housing Coordinator will be responsible for assisting management, school principals and workers with the continued development, implementation and monitoring of the occupational health & safety program and will coordinate housing arrangements for FVSD teachers as necessary. Key responsibilities include:

- Lead, develop and implement modern OH&S concepts within schools and departments.
- Oversee OH&S auditing, program evaluation, action plan development and project management.
- Communicate information to schools/departments, enabling them to determine the best course of action related to OH&S concerns.
- Lead serious incident investigations.
- Assist schools/departments in developing and implementing field OH&S inspection programs.
- Assist in the review of existing and planned work procedures, providing recommendations to ensure worker safety.

-
-
- Participate in department OH&S safety committees providing guidance and expertise on OH&S issues.
 - Develop training programs presented to staff, contractors and visitors.
 - Coordinate housing for FVSD teachers as necessary including teacher check-in and check-outs, arrange maintenance service requests and manage housing leases.

Joanne Smith

Payroll Administrator

The Payroll Administrator is responsible for the calculation and verification of salary and benefit entitlement. Teaching staff members requiring information regarding the following, please contact Joanne immediately:

- Support Staff Payroll and Benefits
- Records of Employment for Support Staff
- RRSP's and Canada Savings Bonds
- Maternity leaves (SUB plan)
- Teachers' Retirement Fund (TRF)
- Responsible for providing information to staff regarding their benefit options and processing their requests as provided for under salary agreements and/or conditions of employment.

Deanna Newman

HR / Payroll Assistant

The HR/Payroll Assistant is responsible for the calculation and verification of salary and benefit entitlement for all certified staff.

- Teacher and Certified Sub Payroll and Benefits
- Permanent Alberta Teaching Certificate Requests
- Proof of Previous Teaching Experience
- Records of Employment for Teachers
- FVSD Promo Items
- Health Spending Account Updates
- Teachers' Retirement Fund (TRF)
- All support staff ads to local papers and website
- Notification to teachers regarding vacancies
- Teacher resumes in HR Portal
- Arrangements for University career fairs
- Verification of Experience/Employment
- Add new casual staff to SRB
- Student Teacher Practicum
- Other duties as assigned

Vionna Mitchell**Accounts Payable Clerk**

- Corporate Visas/Purchasing cards
- Responsible for dealing with inquiries on payments of invoices, travel expenses, petty cash, etc.
- Responsible for set-up of new vendors
- Responsible for the review of all batch input
- Printing of all accounts payable cheques
- Responsible for all accounts payable filing
- Review of vendor statements
- Responsible for entry of invoices for central office and IT
- Handles inquiries on outstanding purchase orders
- Provides training and support to school support staff on financial software school site modules
- Payroll bank reconciliation
- Sorting and mailing of payroll cheques and remittance advice
- Other duties as assigned

Verna Morin**Receptionist/Secretary**

- Provides clerical assistance to the Board of Trustees
- Telephones & divisional directory
- Sorting incoming mail from Post Office & Division courier
- Delivering outgoing mail to Post Office
- Photocopier
- Reconciling Visa purchasing cards for Trustees
- Entering customers for accounts receivable
- Issuing invoices to internal & external customers
- Responsible for entering cash receipts. Will deal with inquiries on cash received reports
- Entering maintenance requests into the Asset Planner system for Central Office & IT Department
- Delivering cash received and petty cash to bank for deposit
- Receptionist
- Ordering supplies for Central Office & custodian
- Ordering pop, juice & coffee supplies
- Booking seminar & board rooms for meetings
- Ordering snacks & lunches for meetings
- Representative on the Support Staff & Benefits committees for Central Office
- Cash received and petty cash reconciliations
- Entering urban bussing deposits into SRB
- Tracking pop & postage usage
- Other duties as assigned

Robert Barrett
Information Technology Manager

The Information Technology Manager is to provide direction and leadership in the use of technology in order to help the Fort Vermilion School Division No. 52 meet its goals. The Information Technology Manager will also provide technical support when required.

Bob Doerksen
Software Support Specialist

The Software Support Specialist provides support to systemic software. The Software Support Specialist will also provide training and direct support to the administration and administrative support in the Division.

Con Mercredi & Dexter Gilbert
Technicians

The Technician is to provide desktop hardware and software support to all sites within the Division. Technicians will also install and maintain local and wide area networks within the division.

Sharon Barrett
Learning Tools Support Coach

The primary role of the Learning Tools Support Coach is to support the division through technology. This will develop technology skills with teachers and students that improve reading, writing and digital literacy skills.

Wendy Morris & David Gallant
Student Engagement Coordinators

The Student Engagement Coordinators will support the divisional priority that all students will be increasingly engaged in learning environments to improve achievement and citizenship skills. They will be focused on the classroom experience for students by strengthening their active participation in classroom activities, reflective involvement in deep understanding and expertise and genuine appreciation of what they are doing or learning.

Jason MacDonald – Kindergarten to Grade 6; Shannon Fordham – Grade 7 to 12

Numeracy Coordinators

The role of the Numeracy Coordinators is to support the divisional priority that all students will improve numeracy skills through practical applications of curricular outcomes. The Numeracy Coordinators will work under the direction of the Assistant Superintendent of Teaching and Learning.

**Heather MacDonald – Kindergarten to Grade 3; Kitty Moulton – Grade 4 to 9
Literacy Coordinators**

The primary role of the Literacy Coordinators is to support the divisional priority that all students will improve reading, writing and digital literacy skills. The Literacy Coordinators will work under the direction of the Assistant Superintendent of Teaching and Learning.

**Jenny Dempster
Community Literacy Engagement Coordinator**

The primary role of the Community Literacy Engagement Coordinator is to work with preschool students from FNMI communities to increase reading and parental engagement in the learning process. The Community Literacy Engagement Coordinator will work under the direction of the Assistant Superintendent of Teaching and Learning.

**Diane Little & Candice Scott
Diverse Learning Coordinators**

The primary role of the Diverse Learning Coordinators is to provide support to classroom teachers as they develop effective plans for the students in their classrooms. This support focuses most often on the diverse learning needs of the students and assisting the teacher in understanding the students and their needs well. The Diverse Learning Coordinators assist teachers in gathering data and information regarding students as well as problem solving, suggesting resources and developing strategies to support individuals, groups and whole classrooms of students. The Diverse Learning Coordinators also provide divisional, school-based and individual professional development in the area of inclusion and supporting all students. In addition, the Diverse Learning Coordinators assist the Assistant Superintendents with Inclusive School Reviews. The Diverse Learning Coordinators work under the direction of the Assistant Superintendent of Inclusive Education.

**Carrie Demkiw
Regional Manager, Regional Collaborative Service Delivery**

The Regional Manager provides overall coordination and support for the RCSD services across the region. This includes working with the RCSD Executive and Leadership teams as well as developing, monitoring, providing support for implementation and reporting on the annual RCSD Strategic Plan. The FVSD SLP and OT report directly to the Regional Manager. The RCSD Regional Manager works under the direction of the Assistant Superintendent of Inclusive Education.

Julie Klassen**Child's Circle Supervisor**

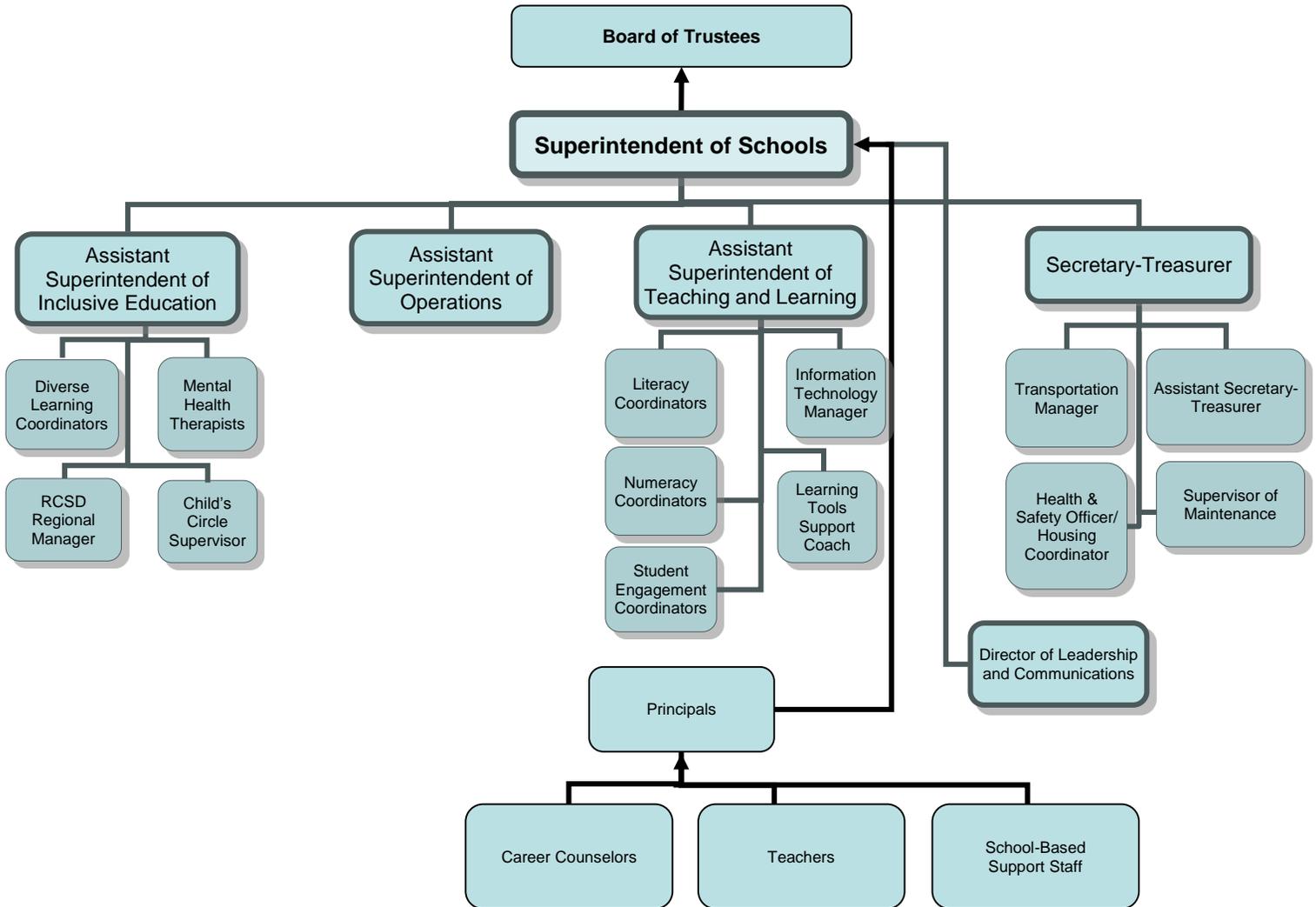
The Child's Circle Program Supervisor provides overall direction and supervision for the Child's Circle Program across the division. She provides ongoing job-embedded support and mentoring for the Child's Circle workers. As well, the Supervisor coordinates and/or facilitates professional development for the Child's Circle workers. The Child's Circle Supervisor is responsible for data collection and reporting on the Child's Circle Program. The Child's Circle Workers report directly to the Child's Circle Supervisor. The Child's Circle Supervisor works under the direction of the Assistant Superintendent of Inclusive Education.

Barb Higgins/Leah Martens/Gail Stolz**Mental Health Therapists**

The Mental Health Therapists provide the overall coordination, direction and supervision for the services provided by the Student Support Services teams across the division. The Mental Health Therapists and Child's Circle Supervisor collaborate in terms of the Child's Circle Workers' roles within the Student Support Services teams. The Student Wellness Coaches report directly to the Mental Health Therapists. The Mental Health Therapists provide direct client interventions as well as some classroom-based services for students. The Mental Health Therapist in High Level also serves as the Coordinator for the Mental Health Capacity Building Project. When necessary, the Mental Health Therapists participate in Threat Assessments. The Mental Health Therapists work under the direction of the Assistant Superintendent of Inclusive Education.

Organizational Chart

The following organizational chart shows the administrative structure of the Fort Vermilion School Division.



Notes:

- Principals also report to the Assistant Superintendents, Secretary-Treasurer and Director of Leadership and Communications for matters pertaining to their corresponding departments. At any time a principal can communicate with the Superintendent in any matter affecting their school.
- Career Counselors also report to the Assistant Superintendent of Teaching and Learning in regards to Division-wide career counseling services.
- The Child's Circle, Mental Health Capacity Building Project and Regional Collaborative Service Delivery Programs are governed by the Assistant Superintendent of Inclusive Education.

TRANSPORTATION

Bus Safety

Cold or Adverse Weather Conditions

- Temperature Factors
- Road Conditions
- Other Factors Affecting Safe Driving
- Cancelling Service
- Protocols for Canceling Extra-curricular Trips Due to Weather/Road Conditions

Cross Boundary Bussing

Department Objectives

FVSD Owned Vehicles

Missing Student Protocol

Parents Picking up Children from Extra-Curricular Trips

Rural Yard Service

School Bus Rentals (Charitable and Community Organizations)

Student Discipline

Student Eligibility

Student Transportation in Private Vehicles

- Volunteer Driver
- Parent Volunteer Driver
- Employee Driver

Transportation Fees and Practices

Urban Transportation

Young Children on the Bus

Student Discipline

Pupils riding in a school bus shall be under the immediate authority of the driver, who shall report all major cases of pupil misconduct to the principal of the school. The principal may suspend the pupil from riding the bus if it is deemed necessary.

FVSD Guidelines for All Technology Uses for Staff

Administration will review the **Information Technology Acceptable Use Protocol, Password Protocol and Messaging Protocol with staff** at the beginning of each school year and as needed throughout the year. All staff will read and sign the **FVSD Guidelines for All Technology Uses for Staff and FVSD Staff Technology User Agreement** (FVSD Forms) annually. The signed agreements will be uploaded to the FVSD Admin Centre by September 30th.