



Staffing Procedures Bulletin

For the 2011-2012 School Year

Staffing
Human Resource Services
February 2011



Table of Contents

<u>Our Mission:</u>	<u>3</u>
<u>Glossary of Terms</u>	<u>4</u>
<u>Staffing Timelines: 2011-2012</u>	<u>6</u>
<u>Staffing Timelines: 2011-2012</u>	<u>7</u>
<u>Teacher Staffing Procedures – Stage 1</u>	<u>8</u>
Teachers Requiring Priority Placement	8
Staff Priority Placement Procedures	8
<u>Teacher Staffing Procedures – Stage 2</u>	<u>10</u>
Teacher/Support Staff Exchange	10
Teacher Job-Sharing	11
Voluntary Transfer	11
Principal’s Responsibilities – Priority Placement of Teachers (Certificated Staff)	12
<u>Teacher Staffing Procedures – Stage 3</u>	<u>13</u>
Staffing Of “New Focus Programs” In Existing Schools	14
<u>Support Staff Staffing Procedures</u>	<u>15</u>
Regular Staffing Cycle	15
Support Transfers (Classified Staff)	15
Trial Period	16
Support Staff Assignment and Requiring Priority Placement	16
Vacancies & Placements	18
Principal’s Responsibilities – Priority Placement of Support (Classified) Staff	19
<u>Administrative Regulation 202.1</u>	<u>20</u>
<u>Administrative Regulation 202.2</u>	<u>21</u>
<u>Forms for Staffing Procedures</u>	<u>22</u>
Application for Certificated Positions – Apply on-line	23
Application for Support Staff Positions – Apply on-line	24
Job-Sharing Application Form	25
Letter of FTE Confirmation – Continuous Support Staff	27
Letter of FTE Confirmation – Probationary Support Staff	28
Priority Placement Information Form – Teachers and Support Staff	29
Staff Requiring Priority Placement Form	30
Sample Priority Placement Letter for Teacher or Support Staff	31
<u>Checklists and Responsibilities</u>	<u>32</u>
Principal’s Checklist of Procedures to Follow for Priority Placement of a (Certificated) Teacher	33
Principal’s Checklist of Procedures to Follow for Priority Placement of Support Staff	34
<u>How To Register for the Exchange or Voluntary Transfer List 2011</u>	<u>35</u>



Our Mission:

To promote a climate which inspires all to learn and grow in Christ.

Guiding Principles:

To advocate in the best interests and needs of students and staff.

To respect, promote and apply the principles of human rights and dignity.

To communicate openly.

To staff Edmonton Catholic Schools equitably, efficiently and effectively.

2011-2012 Staffing Committee Members:

Charolette Player, Manager, Staffing

Marc Motut, Principal/Staffing Coordinator

Sean McGuinness, Manager, Employee Relations

Leo Turcotte, Assistant Superintendent, IITS/Leadership

Lucille Charrois, District Principal/S.O.S.

Laurie Pelkie, Assistant Superintendent, Human Resources

Glossary of Terms

These terms have all been "linked" in this Bulletin. Please hold down the CTRL key and click your mouse on these terms within the document, to be taken directly to these definitions.

Bulletin	The process by which open positions are advertised in the PeopleSoft Self Service module. Advertisement and application are performed on-line for all of these positions. Access is available to all contract staff.
Bumping	ECSSA only, based on collective agreement process by which a continuous support staff member with higher seniority in the same classification and level replaces an employee with the lowest seniority in the district at the same classification level. The lowest seniority employee is then laid off.
Certificated Staff	Staff who are members of the ATA and perform the normal duties of teachers.
Classified Staff	Staff who are members of (<i>Edmonton Catholic Support Staff Association – ECSSA</i>), (<i>Alberta Union of Provincial Employees – AUPE</i>) or the Out Of Scope group - OOS .
Continuous Contract (Continuing Year to Year)	School Act, Section 99, a contract of employment between a board and a teacher continues in force from year to year. This same definition is used for all staff of Edmonton Catholic Schools.
Continuous Staff	Staff who are working under a continuous full time or part time contract with Edmonton Catholic Schools.
Focus School / Alternate Program	School that elects to focus on one program for all students or provide special instruction in a particular skill to some students.
Exchange	An agreement whereby two (2) staff members switch positions. Both principals involved must also agree to the switch. May be initiated by staff members or Human Resource Services.
Interim Contract	School Act, Section 102—applies to certificated staff only. A contract that can extend to a maximum of 360 days. May start and end at any time during the school year.
Job-Sharing	Two teachers on continuous full time contracts who agree to assume duties and responsibilities of a single position. Job-sharing shall be at the initiative of the individual teachers who seek each other out.
Mobility	The movement of staff from one location to another. Viewed as desirable from the district’s perspective and from the staff members’ perspective.

Priority Placement	Process by which staff are declared for transfer due to program/school closure, termination of programs, enrollment reductions or changing student needs as per Administrative Regulation 202.1, 202.2. (pages 20 & 21).
Probationary Contract	For certificated staff: School Act, Section 98—contract of employment between the Board and a teacher, must be for the full school year; may only be extended for another year if evaluations of the teacher require it and the teacher agrees; contract terminates on June 30 of the year. A probationary contract may only be offered to a teacher who is new to the district, and who was a substitute teacher or on a temporary contract the year prior. For classified staff (AUPE, OOS): the first year of employment usually leading to continuous employment. For classified staff (ECSSA): based on collective agreement, 6 months after being selected to an open, advertised position.
Short List	A list of potential candidates forwarded to a principal/supervisor for an open position. The principal/supervisor decides which candidates from the list shall be interviewed.
Staffing Cycles	Opportunities for certificated and classified staff to consider open positions in the district. Usually takes place in the spring for fall implementation. Depending on staffing needs, support staff may have additional staffing cycles.
Status	Either a full time or part time continuous contract
Temporary Contract	School Act, Section 101—contract offered to a teacher employed to replace a teacher away from usual duties for 20 days or more.
Transfer	Placement of a teacher in another school as a result of the Priority Placement process. Refer to School Act, 2000, Section 104.
Vacancy	Continuous position that is not occupied by a continuous or probationary contract employee.
Voluntary Transfer	Request by a certificated staff member to be considered for positions in other schools/sites.

Staffing Timelines: 2011-2012

TEACHERS		SUPPORT STAFF
START OF CYCLE	Information meeting Principals/Assistant Principals, ATA, ECSSA-Review staffing timelines.	Information meeting Principal/Assistant Principals, ATA, ECSSA-Review staffing procedures.
March 1 (Tues)		
March 9 (Wed)	2011-2012 Staffing Procedures Bulletin available to district staff on myecsd.net.	2011-2012 Staffing Procedures Bulletin available to district staff on myecsd.net.
	<p>Staffing Review-For known teachers requiring priority placements, due to lower enrollment, change of contract status, closing of programs, etc., refer to Principal's Checklist (p.33). For the steps needed follow procedures #2-10, outlined in the Staffing Procedures Bulletin. Deadline is Monday, April 18.</p> <p>Teachers planning on retiring at the close of the school year notify Human Resource Services c/o Sean McGuinness in writing by Friday, April 29.</p>	<p>Staffing Review - For known support staff requiring priority placements, refer to Principal's Checklist (p.34). For the steps needed follow procedures #2-#10, outlined in the Staffing Procedures Bulletin. Deadline is Monday, April 18.</p> <p>Support staff planning on retiring at the close of the school year notify Human Resource Services c/o Sean McGuinness in writing by Friday, April 29.</p>
Mar 9-Mar 25 (Wed-Fri)	<p>Teachers seeking an exchange need to make application by accessing Apply to Education (www.applytoeducation.com) and click on 'new users'. For complete details on how to register refer to p. 35 of the Staffing Procedures Bulletin. Applications to be completed by Friday, March 25.</p> <p>Teachers seeking a job sharing situation, complete forms (p.25-26) outlined in the Staffing Procedures Bulletin and submit directly to the Principal. Deadline is March 25.</p>	<p>Support staff seeking an exchange need to make application by accessing Apply to Education (www.applytoeducation.com) and click on 'new users'. For complete details on how to register refer to p. 35 of the Staffing Procedures Bulletin. Applications to be completed by Friday, March 25.</p>
March 22 (Tues)	SCHOOL BASED ADMINISTRATION PLACEMENTS ANNOUNCED	
March 25 (Fri)	Evaluations and recommendations for all probationary, temporary and interim contract teachers sent to Human Resource Services c/o Charolette Player by this date.	
SPRING BREAK MARCH 28 – APRIL 1		
April 11 (Mon)	Teacher exchange list is sent to all ECSD users by e-mail.	Support staff exchange list sent to all ECSD users by e-mail.
April 18 (Mon)	Deadline for finalizing contract status for part-time teachers. Deadline for identifying teachers requiring priority placements.	Deadline for identifying support staff requiring priority placements.

PeopleSoft Sessions (St. Anthony Meeting Centre)

Principals will have an opportunity to register for and attend **two** sessions.

Session One: PeopleSoft training in the lab with Jessie Foley.

Session Two: Staffing information with Charolette Player, Marc Motut and Sean McGuinness in Room 6 (on your chosen day as they are recurring sessions).

Dates/Times:

Tuesday, April 5, 2011	}	10:00 – 11:00	
Tuesday, April 12, 2011			
Tuesday, April 19, 2011			11:00 – 12:00
Tuesday, April 26, 2011			

Staffing Timelines: 2011-2012

TEACHERS		SUPPORT STAFF
Information Meetings	<u>Meetings for Priority Placement Teachers: Tuesday, April 19, 2011, St. Anthony Centre, 10425-84 Avenue, 4:30-6:00 p.m.</u>	<u>Meeting for Priority Placement Support Staff: Thursday, April 21, 2011, St. Anthony Centre, 10425-84 Avenue, 4:30-6:00 p.m.</u>
April 28-May 2 (Thurs-Mon)	<u>Priority Placement Process for Teacher Staff</u> Teacher priority placement cycle begins. Bulletin is run on-line and ONLY priority placement staff can apply. Bulletin opens on at 9:00 a.m. and closes at 12:00 p.m.	<u>Priority Placement Process for Support Staff</u> Support staff priority placement cycle begins. Bulletin is run on-line and ONLY priority placement staff has access and can apply to positions of interest. Bulletin opens at 9:00 a.m. and closes at 4:00 p.m.
April 28-May 2 (Thurs-Mon)	Teachers seeking a voluntary transfer need to make application by accessing Apply to Education (www.applytoeducation.com) and click on 'new users'. For complete details on how to register refer to p. 35 of the Staffing Procedures Bulletin. Applications to be completed by Monday, May 2 .	
May 13 (Fri)	Target date for completion of priority placements (teachers).	Target date for completion of priority placements (support staff).
May 3-May 13 (Tues-Fri)	Principals update vacancies in PeopleSoft. (Continuous teachers)	Principals update vacancies in PeopleSoft. (Continuous support staff)
May 9-May 13 (Mon-Fri)	Teacher voluntary transfer list sent to principals only.(this date is subject to change dependent on the successful positioning of teacher priority placements).	
Information Meetings	<u>Non-Continuous Teacher Staff (including replacement teachers)</u> Wednesday, May 18, 2011 St. Anthony Centre, 10425-84 Avenue, 4:30-6:00 p.m.	<u>Non-Continuous Support Staff (including replacement support staff)</u> Thursday, May 19, 2011 St. Anthony Centre, 10425-84 Avenue, 4:30-6:00 p.m.
May 19-24 (Thurs-Tues)	<u>Bulletin #1</u> Continuous contract Teachers apply to positions on-line. www.hrs.ecsd.net	<u>Bulletin #1</u> Continuous contract Support Staff apply to positions on-line. www.hrs.ecsd.net
May 25-May 31 (Wed-Tues)	PRINCIPALS INPUT NAME OF SUCCESSFUL CANDIDATES INTO PEOPLESFT AS WELL AS VACANCIES CREATED BY DEPARTURE OF SUCCESSFUL CANDIDATES.	
June 2-7 (Thurs-Tues)	<u>Bulletin #2</u> Continuous contract Teachers apply to positions on-line. www.hrs.ecsd.net	<u>Bulletin #2</u> Continuous contract Support Staff apply to positions on-line. www.hrs.ecsd.net
June 8-14 (Wed-Tues)	PRINCIPALS INPUT NAME OF SUCCESSFUL CANDIDATES INTO PEOPLESFT AS WELL AS VACANCIES CREATED BY DEPARTURE OF SUCCESSFUL CANDIDATES.	
June 13-15 (Mon-Wed)	<u>Awarding Continuous Contracts</u> The number of awarded continuous contracts and this time frame are dependent on the successful positioning of teacher priority placements and available open positions.	
June 16-20 (Thurs-Mon)	<u>Bulletin #3</u> Open ONLY to non-continuous teacher staff including replacement teachers.	<u>Bulletin #3</u> Open ONLY to non-continuous support staff including replacement support staff.
June 21 (Tues)	<u>Appeal Process</u> Board Meeting for Appeals regarding teacher placement.	
September	New positions staffed with a substitute. Fall priority teacher placements initiated and completed by the Staffing Committee.	Bulletin will be made available – Dates TBA

Teacher Staffing Procedures – Stage 1

All [continuous staff](#) is eligible to submit their name for a [voluntary transfer](#) or an [exchange](#).

Teachers Requiring Priority Placement

For our purposes, we use the phrase “Teacher Priority Placement” which is defined as:

- Teachers whose present position will not be available to them because of surplus staff, school closure, program consolidation, change of contract status, transfer of program or year round schooling.
- Teachers returning from leave or secondment, change of contract status, are not guaranteed their former position.

Staff Priority Placement Procedures

A school program is described as being a specific service deemed necessary to offer the highest quality of education for the students of Edmonton Catholic Schools. When a school must declare one or more teachers requiring priority placement due to declining enrollments, changes in programs, contract status, year round schooling or school closure (**total or partial**) the specific guidelines found on **page 33** will apply.

Scenario One (Program Changes)

If a program(s) within a school is to be **reduced or changed**, only those teachers affected shall be declared eligible for [priority placement](#).

1. The principal/supervisor will meet with all teachers to inform them that a reduction of staff will take place. The criteria that will be used for the [priority placement](#) of teachers will be shared at this time. This must be done prior to asking for volunteers.
2. Teacher(s) who wish to be considered for [priority placement](#) must submit their request in writing to the principal.
3. If volunteers for [priority placement](#) are not forthcoming, the administrator shall identify the eligible teacher(s) for [priority placement](#).
4. The principal/supervisor will apply the criteria to be used for reduction of staff and communicate the criteria to the teacher(s) identified as being eligible for [priority placement](#).

Principal’s checklist of procedures to follow when identifying a teacher requiring a priority placement (page 33) is a necessary guide to ensure all steps are completed

Principal needs to submit four (4) documents to complete the teacher priority placement process. (also found in step 11 of the checklist, page 33)

5. If there is more than one teacher eligible for [priority placement](#), the administrator will interview the teachers eligible for [priority placement](#) to determine which teacher will best meet the program needs of the school. Following the interviews, the administrator will identify the teachers for [priority placement](#) according to the criteria described above and Administrative Regulation 202.1.

6. The principal/supervisor will inform any teacher identified for [priority placement](#), in writing, with a copy to Human Resource Services. Three other documents also need to be submitted to Human Resource Services:

- [Priority Placement](#) Information Form (**completed by the teacher and submitted to the principal**), page 29
- Staff Requiring [Priority Placement](#) Form, page 30
- Principal's Checklist, page 33

7. Teachers may request a hearing by the Assistant Superintendent, Human Resource Services, within five **(5)** teaching days of receipt of written notice, to review the steps which led to the identification for [priority placement](#). The Assistant Superintendent of Human Resource Services, will, in turn, communicate his/her decision within five **(5)** teaching days of receipt of written notice from the teacher.

8. **The teachers declared for [priority placement](#) will be considered for** the same position at the school if the position is reinstated in September.

9. [Priority Placement](#) teachers will be placed in positions throughout the [staffing cycle](#), including prior to, during and after the Staffing [Bulletins](#). Following **Bulletin #2, [continuous staff](#)**, without a position, will be placed in appropriate vacancies by the Staffing Committee and in consultation with the principals.

Scenario Two (School Closure)

If a school is to be **closed (partially or totally)** then only those teachers affected shall be declared eligible for [priority placement](#).

1. The principal or supervisor will meet with eligible staff to inform them a reduction of staff will take place. The criteria to be used for the [priority placement](#) of teachers will be shared prior to asking for volunteers.

2. If a school is to be partially closed, **(e.g., the junior high program of an elementary junior high)** then all teachers employed in the program to be closed, are to be named for [priority placement](#). If there is an opening(s) in the remaining program(s) reassigned teachers of that school must be considered for the position(s). If more than one teacher from the school is interested in the same open position(s), the principal of the school must interview for the best-qualified candidate.

3. If a school is totally closed, then all [continuous contract](#) teachers are named for [priority placement](#).
4. The principal or supervisor will inform the teachers identified for [priority placement](#), in writing, with a copy to Human Resource Services. Three (3) other documents also must be submitted to Human Resource Services.
 - [Priority Placement](#) Information Form, **page 29**
 - Staff Requiring [Priority Placement](#) Form, **page 30**
 - Principal's Checklist, **page 33**
5. Teachers may request a hearing by the Assistant Superintendent, Human Resource Services, within five **(5)** teaching days of receipt of written notice from the principal or supervisor to review the steps which led to the identification for [priority placement](#). The Assistant Superintendent of Human Resource Services, in turn, will communicate his/her decision within five **(5)** teaching days of receipt of written notice from the teacher.

Teacher Staffing Procedures – Stage 2

Teacher/Support Staff Exchange

Teachers and Support Staff wishing to [exchange](#) their position should:

1. Discuss your interest in an [exchange](#) with your principal.
2. Make application by accessing **Apply to Education** (www.applytoeducation.com) and click 'new users'. For complete details on how to register refer to **p. 35**
3. Be proactive in searching for possible exchanges in other schools.
4. Contact the teacher/support staff of the advertised position in the exchange bulletin.
5. Inform your principal that you are seeking to exchange your position with another teacher/support staff in a similar grade, division and/or classification and level in a different school.
6. Discuss with principal(s) and finalize the exchange.
7. Be apprised that both teachers/support staff and principals must agree to the [exchange](#) and understand that the exchange of positions is **permanent**. Teachers and support staff moving into an exchange position will **NOT** be able to apply to upcoming bulletins.

The Teacher/Support Staff Exchange process affords teachers and support staff with the opportunity for a move to a different school. Once they have found another teacher/support staff member who would like to exchange positions, they require the approval of their respective principals.

Teacher Job-Sharing

Job sharing shall be at the initiative of the individual teachers who seek each other out.

The Job-Sharing FTE distribution is to be greater than .4 FTE and less than .6 FTE.

Teachers wishing to be considered for a job-sharing situation must be full time, continuous contract teachers and should:

1. Apply in writing to the principal by completing the Job-Sharing Application form. All applications must be submitted to the principal as part of the regular staffing cycle.
2. a) If the application is supported by the Principal, he/she will notify the applicants, in writing, and forward a copy of the application form to the Manager of Staffing.
3. b) If declined, the Principal will notify the applicants, in writing, with an explanation why their request was declined. The Principals decision, in writing, to decline the request is final.
4. The final approval for all job-sharing arrangements will be made by the Manager of Staffing. If approval is not granted, the Staffing Manager will contact the principal and the applicants to provide an explanation.

Voluntary Transfer

Teachers wishing to submit their name for a voluntary transfer should:

1. Make application by accessing **Apply to Education** (www.applytoeducation.com) and click '**new users**'. For complete details on how to register refer to **p. 35**
2. Be proactive in contacting principals (**individually**) of schools where you may want to teach.
3. Attend interviews when offered. Be prepared for the interview. (**i.e. resume, portfolio**).
4. **Only the interviewed candidates** are permitted to ask the administrator for some feedback as to why they were not chosen.
5. Actively seek positions in Bulletin #1 and Bulletin #2 by applying on-line for the position(s) for which you are qualified.

The names and schools of teachers who have requested a voluntary transfer will be sent to principals after the completion of the teacher priority placement process.

Principal's Responsibilities – Priority Placement of Teachers (Certificated Staff)

1. **Develop Staff Plan for Upcoming School Year. (1st Week March) - Use Administrative Regulations 202.1 and 202.2 as a guide.**
2. **Take into consideration Specific Program needs to be offered in the school. Examples: French, Music, Resource Facilitator, Focus Area.**
3. **If a position in a specific subject area is to be reduced, then only the teachers in that subject area are to be considered for priority placement. (Junior High and High School)**
4. **If a position in a Division is to be reduced (Primary and/or Upper Elementary), then only the teachers in that Division are to be considered for priority placement.**
5. **If a program is closed or relocated, then all teachers employed in the program are priority placements.**
6. **If a program is partially closed or relocated (example: the Junior High program in an Elementary/Junior High is closed or relocated), the affected teachers will be given the opportunity to:**
 - **Stay in the remaining program, at their present school, if there is an open position for which they have qualifications.**
 - **In the event that the program is relocated to another school, then teachers affected by the relocation will be given consideration for positions at the school in which the program has been relocated.**
7. **Teacher(s) declared for priority placement will be considered for the same position at the school if the position is reinstated in September.**

Continuous Contract Staff will apply for open positions advertised on-line and accessed through www.hrs.ecsd.net/selfserve.htm

Applications for open positions will only be accepted on-line

Teacher Staffing Procedures – Stage 3

Bulletins #1 and #2 will be open to all [continuous contract](#) staff in the district including staff returning from leave requiring an assignment and staff requiring [priority placement](#). Staff requiring an assignment will apply for open positions advertised on-line and accessed through www.hrs.ecsd.net/selfserve.htm.

If a principal receives application(s) for the position(s) at their school, they may want to short list the teacher(s) whom they wish to interview. An interview **may be held**. If an interview takes place, the following criteria should apply:

1. Only Principals and Assistant Principals can conduct interviews.
2. Portfolios will only be viewed at the time of the interview and should be presented only to substantiate answers to questions being asked.
3. Small interview team.
4. No parents or students are to be on the interview team.
5. Interview may be off site.

N.B. If the teacher(s) interviewed are deemed not to have the necessary qualifications for the advertised position, then the following will occur before informing candidate(s) of their unsuccessful application:

- Within 24 hours of the last interviewed candidate, the principal will send an e-mail to the Staffing Committee outlining the rationale that was used for not offering the position to any of the candidates who applied for the position. **(A rationale shall be provided for each interviewed applicant).**
- The Staffing Committee will respond within 24 hours to either:
 - Re-advertise the position or
 - Assist the principal in filling the position.

Bulletin #3

Existing vacancies after **Bulletin #2** is closed will be available in **Bulletin #3** to:

- remaining staff requiring [priority placement](#).
- teachers who presently have a [probationary](#), [interim](#) or [temporary](#) contract.
- replacement teachers on the substitute roster.

Human Resource Services will provide the name of a suitable candidate or a short list of available probationary, interim, temporary and replacement teachers for any open positions. Principals can also recommend names to be placed on the short list. Principals will conduct interviews if necessary.

Placements, by the Staffing Committee, may be made at any time in the staffing process.

It is understood that staff who choose to remain are supportive and in agreement with the philosophy of the new "focus program."

Principals will:

1. Contact the [short listed](#) applicants for an interview.
2. Contact all candidates who were interviewed, once a selection has been made.
3. Inform Human Resource Services of the successful candidate by email.
4. **Include name, F.T.E. and term of assignment in the email.**

Human Resource Services will confirm the placement by sending a letter of assignment to the teacher with copies to the receiving and present principal. Placement is official upon principals and teachers' receipt of the letter of assignment.

Change of Status

Change of [status](#) from full-time to part-time and part-time to full time:

- Facilitated through Human Resource Services.
- Teachers can secure a full-time position by successfully applying to the Staffing [Bulletin](#) for a full-time position.
- Full time continuous contract teachers may apply for part-time openings. If successful in obtaining a part-time opening, teachers must sign a Part-Time Continuous Contract. (Teachers can no longer work part-time under their Full-Time Continuous Contract for any length of time). If a teacher prefers to return to full-time, they must secure a full-time position at their current work site.

Part-time [continuous contracts](#) shall fall within two categories:

- Category A: a part-time position made up of an assignment between 0.2 and 0.51 FTE.
- Category B: 0.51 and above but less than 1.0 FTE.

Each teacher within a category shall be guaranteed an assignment within that category in the subsequent year if such a position exists in the school to which the teacher is currently assigned, unless the teacher agrees to a change in category.

Staffing Of "New Focus Programs" In Existing Schools

- Staff meets and existing staff choose to stay or be a priority placement.
- Determine vacancies for new "[focus](#) program".
- Advertise to all teaching staff; fill vacancies.
- Staff that needs priority placement will be placed during the [Priority Placement](#) cycle.

Support Staff Contract Definitions:

- A **continuous employee** is one who is employed by the Employer on an ongoing basis following successful completion of a six (6) month probationary period.
- A **probationary employee** is a temporary, casual, or new employee who is the successful candidate on an advertised open position.
- A **temporary employee** is one who is employed on a temporary basis:
 - i) for a specific assignment of more than three (3) months but less than twelve (12) months; or
 - ii) to replace an employee who is on an approved leave of absence for a period in excess of three (3) months; or
 - iii) to replace an employee who is on leave due to illness or injury where the employee has indicated that the duration of such leave will be in excess of three (3) months.
- A **casual employee** is one who is:
 - i) employed on a day-to-day basis; or
 - ii) regularly scheduled for a period of three (3) months or less for a specific assignment; or
 - iii) employed to replace another employee filling a position as per Article 1.1(a) for a period of three (3) months or less.

Support Staff Staffing Procedures

The current ECSSA collective agreement allows for staffing to occur on a continuous basis. Human Resource Services has implemented a regular staffing process to accommodate this agreement.

As support staff positions open or change during any given month, the staffing procedures outlined in this document are a guide as to what will need to be followed by principals/supervisors.

Regular Staffing Cycle

In September/October 2011, all open support staff positions will appear in the bulletin.

Support staff interested in any of the openings will complete the application form on line.

Following the September/October 2011 bulletin, support staff positions will be advertised based on district need.

It is **highly encouraged** that the probationary support staff stay in their position for the duration of the 6 month probationary period. The following evaluation process will occur during the probation period.

1. A 3 month verbal or written mid-point evaluation is required. H.R.S. suggests a written mid-point evaluation be forwarded to Pat McLaughlin in Human Resource Services.
2. A final evaluation is to be submitted to Pat McLaughlin in Human Resource Services prior to the end of the 6 month probationary period. A continuous contract will be awarded upon the completion of a successful probationary period.

Support Transfers (Classified Staff)

Transfer of employees may be made by mutual agreement between ECSSA and the Employer without posting. Should a transfer be considered please contact the Principal/Staffing Coordinator, Marc Motut.

Trial Period

1. An employee who is promoted or transferred to another position at a different level and/or classification shall be required to serve a six **(6)** month trial period in which to demonstrate his/her ability to perform the new assignment satisfactorily.
2. The Employer shall provide a preliminary evaluation prior to the **mid-point** of the trial period. A complete evaluation of the employees shall be provided prior to the completion of the trial period.
3. Should the employee's performance in the new position prove to be unsatisfactory, or should the employee deem the position to be unsuitable, the employee shall be placed in an alternative vacant position as soon as possible. Such placements shall not require posting of vacancies.

Where the employer deems the employee's performance in the new position to be unsatisfactory, the Employer shall place the employee in an alternative position as soon as possible. Such salary placement shall be at no lower than that previously held prior to the promotion or transfer. At the end of the current school year, the employee shall be placed on the [priority placement](#) list.

4. An employee shall not serve a trial period in cases of a lateral transfer when they have successfully completed a probationary year in the position.

Support Staff Assignments and Staff Requiring Priority Placement

1. When a change in need occurs, or a reduction in staff is necessary, principals/supervisors shall identify support staff for [priority placement](#) or reduction in hours. Principals/Supervisors shall notify the employee and Human Resource Services at least fourteen **(14)** calendar days in advance of reducing an employee's hours of work. Form letter on **page 31**.
2. Continuous employees shall have their hours reduced only at the end of the school year.

3. The declaration for requiring [priority placement](#) applies to continuous contract employees whose FTE is reduced by greater than 0.1.
4. An employee may choose not to be declared as requiring [priority placement](#) and accept the position with the reduced hours.
5. **Continuous employees shall not be required to accept a reduction in hours in two consecutive years. They shall be eligible to be declared as requiring [priority placement](#) if there is a further reduction of hours in the second year.**

Employees requiring [priority placement](#) must apply for posted vacancies. Should they not secure a suitable alternate position for the following school year they shall be placed according to the most current staffing procedures.

6. If no placement is available, employees requiring [priority placement](#) will be eligible to bump within their classification grouping.
 - The employee shall bump the least senior employee in the district within their classification who is at the same or lower level and for whose position they have the required qualifications, skills, training, knowledge, experience and efficiency.
 - Continuous employees shall not be required to accept a position with an FTE decrease from the current assignment of greater than 0.1 FTE.
7. Employees shall not increase their FTE by more than 0.1 as a result of bumping the least senior employee according to Article 5.5(9) of the ECSSA Collective Agreement.
8. An employee that has been bumped will be laid off according to Articles 5.5(h) and 21(Layoff) of the ECSSA Collective Agreement.
9. If the only position available to an employee is at a lower level classification, employee's salary shall be frozen according to Clause 5.5(i) of the ECSSA Collective Agreement.

Vacancies & Placements

1. All vacant permanent positions and positions presently filled by casual employees, and positions declared vacant will be vacancies for the regular Support Staffing Cycle. Probationary and temporary employees shall not be eligible to be declared as requiring [priority placement](#).
2. All vacancies will be advertised, as per the regular support staff cycle.
3. Selection shall be made on the basis of qualifications and/or proven ability.



Principal's Responsibilities – Priority Placement of Support (Classified) Staff

1. **Develop Staff Plan for Upcoming School Year. (1st Week March) – Use Administrative Regulations 202.1 and 202.2 as a guide.**
2. **Take into consideration specific programs that need to be offered in the school. Example: Secretary, Clerks, Media Resources, Special Needs.**
3. **Seniority will be the deciding factor if there is more than one employee in the affected program. In the case of special needs, student needs will be the deciding factor.**
4. **If there is allocated time remaining, employees initially declared, as "requiring priority placement" must be considered for the remaining time. The employee may choose to accept this assignment or to remain on the priority placement list.**
5. **Continuous employees will only have their FTE reduced at the time of the staffing cycle. Continuous employees whose FTE is reduced by greater than 0.1 FTE shall be declared as "requiring priority placement", if they so choose.**
6. **If a program is closed or relocated, then all classified staff in the program is declared as "requiring priority placement".**
7. **If a program is partially closed or relocated (example: the Junior High program in an Elementary/Junior High is closed or relocated), then the affected classified staff will be given the opportunity to:**
 - a. **Stay in the remaining program, at the present school, if there is an open position for which they have qualifications.**
 - b. **In the event that the program is relocated to another school, then support staff affected by the relocation will be given consideration for positions at the school in which the program has been relocated.**

Administrative Regulation 202.1



EDMONTON CATHOLIC SCHOOLS

Reduction of Teaching Staff


Administrative Regulation 202.1

Reduction of Teaching Staff in the District

1. When necessary, the district will reduce teaching staff in accordance with the provisions of The *School Act* and the collective agreement.
2. To determine those teachers who are to be affected by the required staff reduction the following will be considered in the following order of priority:
 - a. the goals and needs of the district.
 - b. the expertise and experience of individuals in relation to the program needs of the district.
 - c. the seniority of individuals in the district.

Reduction of Teaching Staff in Individual Schools

1. When a reduction in teaching positions in a particular school is required, the reduction may be made by transfers, in accordance with provisions of the *School Act*.
2. To determine those teachers who may be affected by such transfers the following will be considered in the following order of priority:
 - a. The goals and needs of the district.
 - b. The expertise and experience of the individuals in relation to the program needs of the district.
 - c. The program needs of the school.
 - d. The seniority of individuals in the district.

Reference: Board Governance Policy EL#5, EL#6(5) School Act Section 104,242	Approved: 
	Date Approved: April 3, 2000
Cross-reference: AP 200, 300	Date(s) Revised: June 12, 2002

Administrative Regulation 202.2



EDMONTON CATHOLIC SCHOOLS

Reduction of Support Staff


Administrative Regulation 202.2

1. Required reductions in support staff, in a particular school, may occur due to
 - a. allocation decreases;
 - b. consolidation, transfer or termination of programs;
 - c. school closures; or
 - d. student needs.

2. When natural attrition will not compensate for required reductions, to determine those support staff to be affected by reduction, the following will be considered in order of priority:
 - a. The program to be reduced or eliminated in accordance with district needs.
 - b. The individual with the least district seniority in the affected program.
 - c. Remaining staff must have the qualifications or proven ability to meet the needs of the remaining programs.

3. The employees affected will be declared as “requiring reassignment.”

4. The “reassignment process” is outlined in the Collective Agreement.

Reference: Board Governance Policy EL#5, EL#6(5) School Act Section 104,242	Approved: 
	Date Approved: April 3, 2000
Cross-reference: AP 200, 300	Date(s) Revised: June 12, 2002

Forms for Staffing Procedures

The following forms are included in this section:

- Application for Certificated Positions
- Application for Support Staff Positions
- Steps for registering Teachers, Support Staff for Exchange and Teacher Volunteer Transfer – www.applytoeducation.com
- Job-Sharing application form for Certificated Staff
- Letter of FTE Confirmation for Continuous Support Staff
- Letter of FTE Confirmation for Probationary Support Staff
- [Priority Placement](#) Information Form, Teachers and Support Staff
- Staff Requiring [Priority Placement](#) Form
- Sample Priority Placement Letter for Teachers or Support Staff



Application for Certificated Positions – Apply on-line

Position Information:		
Position Number:	Position Applied For:	School Location:

Personal Information:	
Name:	Title: <input type="checkbox"/> Dr <input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss
Daytime Tel:	Evening Tel:
Present Teaching Assignment:	
Present Location/School(s):	Telephone:

Education:		
Degree:	Major:	Minor:

Experience:			
Date	School	Assignment	Principal
Number of years experience with Edmonton Catholic Schools:			
Please state your experience(s) in the permeation of our faith			
Give 2 – 3 examples of how you have integrated current district initiatives in your teaching			
Give two examples of how you have provided service to others			

References (Listing reference indicates willingness to have principal contacted):	
Principal:	School:

Please note: Only short listed candidates will be contacted.



Application for Support Staff Positions – Apply on-line

Position for which are applying:		
Requisition Number:	Position Title:	Location:

Personal Information:	
Name:	Title <input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Ms <input type="checkbox"/> Miss
Contract Status:	<input type="checkbox"/> Continuous <input type="checkbox"/> Probationary <input type="checkbox"/> Temporary <input type="checkbox"/> Other - specify:
Daytime Tel:	Evening Tel:

Experience – Please list information about your last 3 positions			
Date	Location	Assignment	Principal*

*Please note that your current and past principals/supervisors may be contacted for references.

Education – Please list any diplomas/certificates that you have earned and that support your application:		
Diploma/Certificate	Institution	Year Earned

Skills	
Please outline your skills and/or experience that pertain directly to the position for which you are applying (Technology, CPR, NVC, etc.):	
Give two examples of how you have provided service to others	

Active Employees apply on-line

JOB-SHARING APPLICATION FORM

Please accept this job-sharing proposal on behalf of:

Teacher (print name)	FTE (Distribution equal to/ greater than 0.4 FTE, equal to/less than 0.6 FTE)	Signature
Teacher (print name)	FTE (Distribution equal to/greater than 0.4 FTE, equal to/less than 0.6 FTE)	Signature

For the position of:	
----------------------	--

School:	
School Year for Job-Sharing	

Guidelines: (responses to questions to be attached)

1. How will effective communication be ensured with:

One another	
Students	
Parents and community	
Administration	
Staff	

2. What will be the expectations for:

Behaviour management	
Classroom rules and regulations	
Planning	
Evaluation	
Parental involvement	

- 3. For what subject areas will each teacher be responsible? How will continuity and overlap be addressed?

- 4. How will teacher guides, planning documents, teacher resource materials and other resources be shared? (Please attached proposed timetable if possible)

- 5. What will be the expectations regarding attendance at staff meetings, committee meetings, parent-teacher conferences, professional development functions and extra-curricular activities?

- 6. How will this teaching arrangement benefit students?

Approval

Principal (print name)	Signature
-------------------------------	------------------

Date:	
-------	--

(If administrator assignments will change for the year in which the job-share will take place, both the Outgoing and Incoming Principal must approve the proposal.)

Please send this form to the attention of the Staffing Manager for final approval by March 25, 2011.

Letter of FTE Confirmation – Continuous Support Staff

Principals: Please complete and provide a copy to each support staff employee whose FTE is changing from the current year to next year. Please forward a copy to Human Resource Services, Attention Linda Sandl, linda.sandl@ecsd.net. This should be **kept at the school** for future reference.

Date: _____

Name: _____

Location: _____

This **Letter of FTE Confirmation** is to confirm a change in your FTE from the 2010-2011 school year. Your FTE will change as follows, for the 2011-2012 school year:

From: _____
2010 - 2011 Classification/Level/FTE

To: _____
2011 - 2012 Classification/Level/FTE

Date

I have met with the Principal/Supervisor and I accept the reduction in FTE as indicated.

Principal Signature

Employee Signature

Letter of FTE Confirmation – Probationary Support Staff

Principals: Please complete and provide a copy to each probationary support staff employee whose FTE is changing from the current year to next year. Please forward a copy to Human Resource Services, Attention Linda Sandl, linda.sandl@ecsd.net. This should be **kept at the school** for future reference.

Date: _____

Name: _____

Location: _____

This **Letter of FTE Confirmation** is to confirm a change in your FTE from the 2010-2011 school year. Your FTE will change as follows, for the 2011-2012 school year:

From: _____
2010 - 2011 Classification/Level/FTE

To: _____
2011 - 2012 Classification/Level/FTE

Date

I have met with the Principal/Supervisor and I accept the reduction in FTE as indicated.

Principal Signature

Employee Signature



Priority Placement Information Form – Teachers and Support Staff

Personal Information:	
Name:	Position:
<input type="checkbox"/> Full-time Continuous Contract	<input type="checkbox"/> Part-time Continuous Contract
Daytime Tel:	Evening Tel:
Present Assignment:	Present Location:

Education/Certificates:			
Degree/Diploma	Institution/School	Focus	Year

Experience:			
Employer	Year	Position	Area of Specialization

Additional Skills/Training/Experience	
Skills/Specialized Training	Year
1.	
2.	
Languages Spoken	

Level Interested In:				
<input type="checkbox"/> ECS	<input type="checkbox"/> Primary (1-3)	<input type="checkbox"/> Upper El. (4-6)	<input type="checkbox"/> Jr. High (7-9)	<input type="checkbox"/> Sr. High (10-12)
Preferred Assignment (be specific):				
Location:				
<input type="checkbox"/> North	<input type="checkbox"/> South	<input type="checkbox"/> West	<input type="checkbox"/> East	<input type="checkbox"/> Central
Schools Interested In:				

_____ Signature



Staff Requiring Priority Placement Form



Administrators must complete this form when a staff member is identified as requiring a priority placement – complete the form in full, then attach:

1. Priority Placement Information Form (p. 29)
2. Checklist of Procedures Form (pp. 33 or 34)
3. Written Notice

Send the completed forms to: Charolette Player, Human Resource Services

Please refer to Reduction - Teacher Positions in Individual Schools – 202.1 and Reduction - Support Staff in Individual Schools – 202.2.

Employee Information:	
Name of Teacher:	Name of Support Staff:
Location:	

Reason for Priority Placement:			
<input type="checkbox"/> Surplus Position	<input type="checkbox"/> School Closure	<input type="checkbox"/> Consolidation of Program	<input type="checkbox"/> Transfer of Program

Staff member volunteered for priority placement	<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____	_____	_____
Staff Member's Signature	Date	

Staff member was declared for priority placement by administrator	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Criteria Applied:		

Staff Member Informed of Request for Review		
Staff member has been informed that a request for a review can be forwarded to the Assistant Superintendent, Human Resource Services within five (5) teaching days of receipt of written notice, to review the steps which led to the identification for priority placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
_____	_____	_____
Administrator's/Supervisor's Signature	Date	

Sample Priority Placement Letter for Teacher or Support Staff

PLEASE USE SCHOOL LETTERHEAD

DATE:

Dear _____,
Name of Employee

As per the Staffing Procedures Bulletin 2011 - 2012, you have been declared for priority placement due to student needs. The following criteria were used to determine the person that would be declared for priority placement.

Principals: (For reference, please see Administrative Regulation 202.1 for teachers and 202.2 for support staff in the Staffing Procedures Bulletin 2011 – 2012.

We thank you for your efforts in our school community and wish you every success in your next assignment.

Sincerely,

Name of Principal

Checklists and Responsibilities

The following are included in this section:

- Principal's Checklist of Procedures to Follow for Teacher Priority Placement
- Principal's Checklist of Procedures to Follow for Support Staff Priority Placement

Principal’s Checklist of Procedures to Follow for Priority Placement of a (Certificated) Teacher

Step	✓	Date	Procedure
1	<input type="checkbox"/>		Begin Staffing Plan (1 st Week of March for upcoming school Year) Refer to Administrative Regulation 202.1 . If there are teachers for priority placement the process described below should begin the 1 st week of March.
2	<input type="checkbox"/>		Meet with all teachers to inform that a reduction of staff will take place. Share the criteria that will be used for the priority placement of teachers prior to asking for volunteers.(page 9,10)
3	<input type="checkbox"/>		Teacher(s) who wish to be considered for priority placement must submit their request in writing to the principal. (Indicate at this time that if a teacher volunteers for priority placement approval needs to be obtained from the principal or supervisor and the Staffing Committee.)
4	<input type="checkbox"/>		If there are no volunteers, then the principal or supervisor shall identify the eligible teacher(s) for priority placement . If there are more volunteers than needed the principal or supervisor shall identify the eligible teachers for a priority placement.
5	<input type="checkbox"/>		Apply the criteria to be used for the reduction of staff and communicate the criteria to the teacher(s) identified as being eligible for priority placement .(page 9,10)
6	<input type="checkbox"/>		The principal will interview the teacher(s) eligible for priority placement to determine which of the teachers will best be able to provide for the program needs of the school.
7	<input type="checkbox"/>		After the interviews, the principal or supervisor will determine which teacher(s) have been declared for priority placement .
8	<input type="checkbox"/>		The principal or supervisor will inform any teacher identified for priority placement in writing, with a copy to Human Resource Services. (A copy of this checklist should also be attached to the letter of priority placement along with the Priority Placement Information Form and the Staff Requiring Priority Placement Form)
9	<input type="checkbox"/>		Inform teacher(s) that they have five (5) teaching days upon receipt of written notice to request a review of the process used for priority placement . This request shall be in writing and addressed to the Assistant Superintendent of Human Resource Services.
10	<input type="checkbox"/>		Inform teacher(s) the Assistant Superintendent of Human Resource Services will render a decision within five (5) teaching days of receipt of written notice to review process used for priority placement .
11	<input type="checkbox"/>		Submit required documentation to Human Resource Services by specified timeline: 1. Principal’s Checklist (p.33) 2. Written Notice 3. Staff Requiring Priority Placement Form (p.30) 4. Priority Placement Information Form (p.29)

Principal's Checklist of Procedures to Follow for Priority Placement of Support Staff

Step	✓	Date	Procedure
1	<input type="checkbox"/>		Begin Staffing Plan (1 st Week of March for upcoming school Year) Refer to Administrative Regulation 202.2 . If there is support staff for priority placement the process described below should begin the 1 st week of March.
2	<input type="checkbox"/>		If classified staff are declared for priority placement discuss the matter with staff as to which program(s) will be reduced.
3	<input type="checkbox"/>		Ask classified staff if there are any volunteers for priority placement . Administrative Regulation 202.2 needs to be followed in the event there are no volunteers.
4	<input type="checkbox"/>		If there are no volunteers, then the administrator shall identify the eligible classified staff for priority placement . If there are more volunteers than needed, the administrator shall identify the eligible classified staff for priority placement.
5	<input type="checkbox"/>		Develop criteria to be applied for the reduction of staff and communicate the criteria to the staff identified for priority placement .
6	<input type="checkbox"/>		In the event that there is more than one employee in the affected program, seniority, and in the case of special needs, student needs, will be the deciding factors. Program reduction cannot be facilitated by dividing the reduction among employees.
7	<input type="checkbox"/>		Staff not affected by program reductions should then be allocated their current FTE. If there is allocated time remaining, employees initially declared, as "requiring priority placement " must be considered for the remaining time. The employee may choose to accept this assignment or to remain on the "requiring priority placement " list.
8	<input type="checkbox"/>		The administrator will inform the employee identified for priority placement in writing, with a copy to Human Resource Services. (A copy of this checklist should be attached to the written notification of priority placement along with the priority placement Information Form and the Staff Requiring priority placement Form)
9	<input type="checkbox"/>		Inform employee that they have five (5) working days upon receipt of written notice to request a review of the process used for priority placement to the Assistant Superintendent of Human Resource Services.
10	<input type="checkbox"/>		Inform employee(s) the Assistant Superintendent of Human Resource Services will render a decision within five (5) working days of receipt of written notice to review criteria and process used for priority placement
11	<input type="checkbox"/>		Submit required documentation to Human Resource Services by specified Timeline 1. Principal's Checklist (p. 34) 2. Written Notice 3. Staff Requiring Priority Placement Form (p.30) 4. Priority Placement Information Form (p.29)

***apply*toeducation.com**

How To Register for the Exchange or Voluntary Transfer List 2011

- STEP 1:** Visit www.applytoeducation.com and click ‘**new users**’ top right of window.
- STEP 2:** Click ‘**Internal**’ and then select **Alberta** and **Edmonton Catholic Schools** from the drop down lists. Click ‘**next**’
- STEP 3:** Enter your School District email address, District Employee ID #, and **select** ‘Teachers, Principals and Superintendents’ from job category if you are a teacher. If you are support staff, **select** ‘Support EA/TA’ from job category. Check the box that states you are not falsifying any information. Click the ‘**Register**’ Button.
- STEP 4:** Enter your ‘**username**’ and ‘**password**’ in the yellow box if you already have an account on ***apply*toeducation**.

If you are a **new user**, create a ‘**username**’ and ‘**password**’ and complete the rest of the application.

The **Contract Status** Field is not mandatory but you must be a ‘continuous contract’ employee to register.

Please ensure that you answer the ‘**Internal Questions**’ as your responses will be reflected in the information the principals receive.

Complete the ‘**Word Verification**’ section.

- STEP 5:** After reading and agreeing to the Terms & Conditions click both boxes and click ‘**Register**’
- STEP 6:** You will receive a message on screen indicating your registration has been successful. This message indicates that you have completed the registration process.

What If I Forget My Password

- STEP 1:** Visit www.applytoeducation.com and click “Forgot You Password”
- STEP 2:** Enter your ‘School District email address and ‘username’ and your password will be emailed to you