



Turtle River School Division - Administrative Procedure

E - HUMAN RESOURCES

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Dress Code

Dress Code

It is an expectation that Turtle River School Division employees shall dress according to the business casual dress code which means dressing professionally, looking relaxed, yet neat and coordinated. Clothing must allow staff to work comfortably, but a professional image cannot be sacrificed for comfort. All clothing shall be worn within the bounds of decency and good taste. Footwear should be appropriate to the job assignment and conform to match the clothing worn.

Resolution No.4 November 23 2010

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First Aid and C.P.R. Training

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First Aid and C.P.R. Training

Turtle River School Division supports a safe workplace for its staff members and students. The Division believes in the importance of having designated school staff members trained in First Aid and C.P.R. in each of its buildings. Staff members from each school/building will be selected by their administrator/supervisor to participate in First Aid and C.P.R. training is provided free of cost to these selected employees. All schools/buildings in Turtle River School Division must maintain a minimum of two staff members with valid certification in Standard First Aid and CPR Level C (or higher). All Bus drivers must have a valid certification in Standard First Aid and CPR Level C (or higher).

It is important to not only have staff members trained for safety in their buildings, but as supervisors during activity outside of the school. During outdoor activities at least one supervisor must hold current First Aid and CPR training qualifications. Examples of outdoor activities include but are not limited to the following examples: cross country skiing/snowshoeing, swimming, camping. The superintendent in conjunction with the principal/supervisor will determine if an activity not included in this list would be considered high risk and require a trained supervisor.

Resolution Number 5 April 24, 2018

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Section E – Human Resources

Criminal Record / Abuse Registry Checks & Employee Report on Criminal Charges

CRIMINAL RECORD / ABUSE REGISTRY CHECK

All new employees hired by the division will be required to provide a recent original copy of their criminal record check and abuse registry check. The division will return the original to the employee.

Employees who are charged or convicted with a criminal offence are to inform their immediate supervisor. The immediate supervisor shall inform senior administration and senior administration will then inform the board.

All employees are required to complete the pledge of confidentiality form.

Failure to report may result in immediate suspension or dismissal. For crimes such as physical or sexual abuse, immediate suspension, with or without pay will likely occur.

Resolution No. 6 June 1, 2004

EMPLOYEE REPORT ON CRIMINAL CHARGES

That each employee of the Turtle River School Division shall be required to report, in writing, to his/her immediate supervisor if he or she is investigated for or charged with a criminal offense, under any federal or provincial legislation.

The supervisor shall report all the details to the board at the next scheduled meeting or if deemed necessary the chairperson may call an emergency meeting of the board. The employee shall have the right to meet with the board in person.

Dec. 10, 1996

Reviewed April 2004

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Section E – Human Resources Staff Discipline

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Staff Discipline

The Turtle River Board of Trustees believes that standards for the acceptable conduct of employees are necessary for the benefit and protection of the rights and safety of all students, employees and the public; and for the orderly operation of the Division. The Board expects all employees to comply with Divisional, school-based, and job-specific rules, policies, and procedures. The Board has high expectations for employee conduct as all employees act as role models for appropriate attendance, behavior, and performance. When a supervisor finds that an employee is displaying unacceptable performance with regards to attendance, behavior, or overall job performance, the supervisor is required to bring the problem to the attention of the employee immediately. The Board seeks to resolve conduct and performance problems in the most positive manner possible.

The steps in the Progressive Discipline System should include:

1. Verbal Warning
2. Written Warning
3. Suspension without pay
4. Dismissal

The actual progression of disciplinary action taken will depend on the severity of the incident, as well as the employee's work history. Certain incidents of a more serious nature may result in the immediate dismissal of an employee.

Staff Discipline Issues

Discipline issues with staff fall into two categories:

1. **Attendance** – Examples include:
 - a. Unexcused absenteeism
 - b. Excessive excused absenteeism
 - c. Tardiness
2. **Misconduct** – Examples include:
 - a. Violation of work rules
 - b. Unacceptable appearance
 - c. Damaging the reputation of the division
 - d. Inappropriate language (sexist, racist, swearing, ridiculous, etc.)
 - e. Inappropriate physical actions (pushing, grabbing, etc.)

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Serious Violations

Serious violations are those which:

- Constitute a threat to the operation of the business
- Constitute a threat to the safety and well-being of the individual or other employees.

Most organizations consider the following to be “serious violations”:

- Un-excused absence without notification
- Inappropriate language
- Inappropriate physical actions
- Sexual harassment
- Insubordination
- Making inappropriate comments in a public place that would damage the employer’s reputation or image
- Smoking/vaping in restricted areas
- Careless workmanship

The first time a serious violation is committed, the supervisor should either:

- Issue a written warning, or
- Contact administration for further action.

The following factors should be considered when choosing an appropriate consequence:

- The severity of the offense
- The employee’s previous record
- Previous action for similar offenses
- The supervisor’s judgment in regards to which step would be more effective in bringing about a change in the employee’s performance.

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Major Violations

Major violations are acts which seriously threaten the operation of the business or the safety and well-being of the individual or other employees. They represent actions which cannot be tolerated by the organization.

Most organizations consider the following to be included on the list of “major violations”:

- Threatening or striking a supervisor
- Theft of company property
- Sexual assault
- Sexual harassment
- Racial acts
- Physical abuse
- Deliberate falsification of company records or employment application

The superintendent should be informed immediately. The appropriate consequence for a major violation is usually a discharge, regardless of whether any previous discipline offenses have occurred.

Discipline and Discharge Due Process

	Yes	No
1. Was the staff member aware of the rule, conduct, procedure, or order; and was it one that would be considered reasonable and supportive of the efficient and orderly operation of the school?		
2. Was the staff member notified regarding his/her expected behavior regarding this subject and did he/she have prior knowledge and indication of probable disciplinary action for failure to comply?		
3. Was there a clear violation or disobedient action; and was there a fair and objective investigation of the facts and the circumstances prior to discipline?		
4. Is there specific data, handwritten documentation and other information that exists to verify and substantiate the situation?		
5. Is the disciplinary action reasonable and does it reflect a degree that is consistent with the seriousness and nature of the offence?		
6. Has the staff member’s previous record been considered and has he/she received consequences that are consistent with others who have been disciplined for similar actions?		

The answer to all of the above must be **YES**.

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Appendix A

Conducting the Disciplinary Conversation

Privacy

Hold the meeting in private – the discipline problem is a private matter and it must be kept that way.

Listening

The disciplinary action is a conversation, not a lecture. The employee may have a good reason for the action OR the employee may not know a rule was violated. Guidelines for good listening include:

- Make sure there are no interruptions
- Wait out pauses
- Maintain eye contact
- Use nonverbal cues to let the employee know you are listening
- Reflect, reword what you heard the employee say
- Ask the employee to repeat important points

Express Confidence

Express your confidence that the employee will change and improve; do not concentrate on consequences for subsequent actions.

Set the Tone

In general, the tone for the disciplinary steps should be:

Step One (Verbal Warning) – friendly but serious

Step Two (Written Warning) – serious but friendly

The conversation becomes progressively more serious as the situation becomes more serious.

Treat the Employee Humanely

Treat the employee as you would want to be treated if the roles were reversed.

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Discipline Meeting

1. Describe the specific improper behavior and explain why it concerns you.
 - a. What rule, if any, was broken?
 - b. Why is that a rule?
 - c. What are all the facts?
 - d. Have the facts all been documented?
 - e. Were there witnesses?
2. Review previous discussions.
 - a. Were there previous discussions?
 - b. What stage of the disciplinary process are you at now?
3. Ask for an explanation and listen with empathy.
4. State the action you will take and why.
 - a. Unless you hear new facts, what discipline will you give?
 - i. Is it fair?
 - ii. Is it appropriate?
 - b. Warn the employee of future consequences if the improper behavior continues.
5. Set a date for a review meeting.
6. Offer encouragement and show confidence in the employee.
7. Document this meeting.

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Appendix B

Verbal Warning Process

Before the Meeting

1. Conduct a thorough investigation of the incident or violation.
2. Review any handwritten notes you have about your previous counseling sessions or casual conversations you have had with the employee about the problem.
3. Prepare an outline for the major points you plan to cover.
4. Ask the employee to come into your office or another private room

During the Meeting

1. State the specific problem in terms of desired behavior and actual behavior.
2. Refer to any counseling sessions or previous casual conversations you and the employee have had about the problem.
3. Give the employee a chance to respond and explain. Listen carefully.
4. Tell the employee the specific change in performance you expect.
5. Ask the employee to confirm understanding.
6. Tell the employee this is a Verbal Warning – the first step of the discipline process.
7. Inform the employee that if the problem is not dealt with, you will have to look at other administrative action and detail what those actions are.
8. Indicate your confidence in the employee’s ability to perform properly in the future.

After the Meeting

1. Summarize the meeting (in handwriting) for your files. It will not go into the employee’s permanent file unless the problem arises again.
 - a. Employee’s name
 - b. Date of the Verbal Warning
 - c. The specific offense or rule violation
 - d. A specific statement of the expected performance
 - e. Any explanation given by the employee or other information you feel is significant
2. Monitor the employee’s performance to ensure the problem has been corrected.

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Appendix C

Written Warning Process

A Written Warning is a formal conversation between a supervisor and an employee about a discipline or performance problem. The Written Warning is usually used after the Verbal Warning has been given and no change in behavior has resulted. Its purpose is to correct a problem by discussing it with the employee and then providing him/her with a written record of that conversation and of the need to improve. The Written Warning is the second step of the Progressive Discipline system

Before the Meeting

1. Conduct a thorough investigation of the incident.
2. Review your notes on the Verbal Warning conversation and any other information you may have.
3. Make an outline of the major points you plan to cover.
4. Ask the employee to come into your office or another private room.
5. Invite the employee’s union representative to attend the meeting.

During the Meeting

1. State the specific problem in terms of desired behavior and actual behavior.
2. Refer to you previous casual conversations and the Verbal Warning.
3. Give the employee a chance to respond and explain. Listen carefully.
4. State the specific change you expect in performance.
5. Indicate your confidence that he/she will change.
6. Ask the employee to confirm that he/she understands exactly what you expect.
7. Tell the employee that you will write a memo summarizing the conversation
8. Tell the employee that this is a Written Warning, the second step of the discipline system.
9. Inform the employee that if the problem in not dealt with, you will look at other administrative action and detail what these actions are.

After the Meeting

1. Write a memo to the employee summarizing the conversation and the need to improve.
2. Distribute the copies of the memo and advise the appropriate people of the conversation.

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SUSPENSION OF PROFESSIONAL STAFF MEMBERS

In case of an emergency, the superintendent or secretary treasurer with the concurrence of the chairperson of the Board and/or local trustee may suspend any employee. The suspension shall be reviewed by the Board.
Resolution No. 5 June 15, 2004

DISMISSAL OF PROFESSIONAL STAFF MEMBERS

If it becomes necessary to dismiss a professional staff member, such dismissal shall be according to procedures outlined in the form 2 contract and appropriate sections of the Public Schools Act. Part VIII.
Reviewed April 2004

SUSPENSION OF STAFF MEMBERS

Any member of the divisional staff may be suspended by his/her supervisor, subject to the following conditions:

- The supervisor consults with the board chairperson on the matter prior to issuing the suspension. Failure to reach the board chairperson would require the supervisor to contact the vice-chairperson of the board . The local trustee shall be informed.
- If none of the above could be immediately contacted, the supervisor would be required to act on his/her own if the offence was deemed to require immediate attention.
- The supervisor would be required to serve the employees with a written suspension notice outlining reason(s) for suspension.
- The supervisor would be required to report suspension to the board within twenty-four hours and to provide the secretary-treasurer and board chairperson with a copy of the suspension notice.
- The supervisor would then make arrangements as to the time and place of meeting with the employee and the board to review the case.

Resolution No.7, June 1, 2004

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Section A – General Administration Professional Staff

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PROFESSIONAL STAFF HIRING

The superintendent shall recommend the professional staff to the board for hiring. In the hiring of professional staff the superintendent shall consult with the principal and where possible, the local trustee(s). Where a professional staff member is to work in several schools the administrators of those schools should have an input into the hiring, where possible. All such contracts shall be presented to the board for approval.
Reviewed April 2004

APPOINTMENT OF HEAD TEACHERS

The appointment of the head teacher shall be made by the board on the recommendation of the superintendent and principal of the school concerned.
Reviewed April 2004

FILLING OF VACANCIES – STAFF

Whenever a full or part time staff position needs to be filled the following procedure shall be followed:

- Notice calling for applications shall be posted in conspicuous places within the area concerned and, if warranted, advertised in local papers or provincial papers.

The notice should include:

- The position available and the commencement date.
- Request for documents, a personal resume and other pertinent information
- Duration of the position, if limited
- Location where applications may be sent/delivered
- The closing date for applications
- All non professional staff members shall be informed of the three month probation period.

Screening of applications and selection of the successful candidate should be done by the appropriate supervisors and the local trustees.

Reviewed April 2004

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Section A – General Administration Professional Staff

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CLERICAL SERVICES

Temporary help for clerical services in the division office may be obtained by the secretary-treasurer when necessary. The rate of pay shall be outlined to the temporary help by the secretary-treasurer.

The secretary-treasurer shall report to the board the use of temporary staff. The board has the right to continue or cancel the temporary clerical staff employment. Such temporary help will not take part in the employees fringe benefit programs.

Reviewed April 2004

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Section E – Human Resources Evaluations

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EVALUATION POLICIES

Preamble:

In the process of developing policy, basic principles need to be considered and some specified criteria needs to be met. The basic principles of any evaluation are common to all evaluation policies, be it evaluation policies of boards, superintendents, principals, teachers, support staff, and students. The specific criteria will be different and so will the instruments.

BASIC PRINCIPLES OF AN EVALUATION POLICY

1. The purpose of evaluation
 - a) accountability; retention, promotion, transfer, dismissal
 - b) fair personnel practices
 - c) improvement of instruction or performance

2. Standards
 - a) criteria – needs to be known not necessarily agreed upon
 - b) organization – preparation, knowledge, student assessment, classroom climate

3. Procedural requirements
 - a) legal (statutory precedent)
 - b) objectivity
 - c) thoroughness
 - d) fairness
 - e) who, when, where, how, what (3 not enough, 5 harassment) must be a representative sample, subjects, grades, etc. People are paid to do a professional job – matter of consistency.

4. Support systems – help, inservice, etc.

5. Appeal process

The principles of evaluation as per division policy shall apply for all division employees.

N.B. A policy should be clear and simple so administrators are able to carry it out easily and quickly.

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EVALUATION OF PRINCIPALS

As a purposefully defined goal seeking system a school division must engage in a continuous process of assessing its total performances as well as the performance of each of its components. One of the components of the school division as an organization which requires regular attention relative to evaluation is the principal. The requirement for periodic assessment and evaluation of principals is acknowledged by teachers, administrators and school boards and it is expected by the public.

Goals of Evaluation Procedure

1. Formative:
 - a) To improve professional instruction
 - b) To promote professional growth
2. Summative
 - a) To facilitate staffing decisions

Evaluation Procedures

Due to the complexity and diverse nature of a principal's job description. It would be impossible and unfair to the principal and the board, if principals were to receive mandatory written evaluations in their first year.

The superintendent should be dialoguing with beginning principals on an ongoing basis. If the superintendent has concerns about a principals effectiveness and general ability to perform his or her duties, the superintendent will inform the principal at anytime during the year and follow up with a formal letter before April 30 informing the principal that his or her duties will be no longer required. Should a serious problem surface after April 30 the superintendent shall recommend to the board one of:

- a) reassignment of duties and position
- b) a probationary period
- c) dismissal

In the second year the superintendent shall provide a copy of a written report to the principal no later than April 30. This report shall be discussed by the evaluator and the person being evaluated and copies signed by both.

The principal shall seek feedback data for the purpose of improving effectiveness. The evaluator shall be a member of the superintendent's department.

1. A general conference between the superintendent's department and the principal will be held to discuss goals as set out by the principal, as well as evaluation in

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- general as per criteria indicated. The principal shall provide in writing an annual school plan to the superintendent for his/her school.
2. Visitations would consist of formal and informal visitations over a period of time to provide data for the assessment of performance.
 3. The “Formal Written Evaluation” shall address both strengths and weakness. The areas of weakness where improvement is needed shall be accompanied by recommendations for improvement. Subsequent evaluations shall address themselves to those recommendations and comment of previous reports but not limited to them.
 4. The “Formal Written Evaluation” shall be narrative in style and shall address itself to the performance criteria as approved by the board.
 5. The superintendent may write formal additional reports as often as he/she deems necessary.
 6. The signature of the person being evaluated signifies only receipt of the report and not necessarily concurrence. The principal shall have the opportunity to comment on the report. The principal shall have the right to submit a formal rebuttal in writing to the superintendent within seven days of receiving the report.

Performance Criteria

1. **The educational needs of the school and community**
 - assesses students’ needs
 - defines appropriate goals, aims and objectives
 - assesses community needs as related to education
 - cooperates with community agencies
 - plans for long term area needs
2. **Curriculum implementation**
 - provides for staff involvement
 - encourages innovation
 - establishes a climate for teaching and learning
 - supervises the instructional program
 - maintains and updates materials and equipment
 - evaluates the instructional programs
3. **Staff supervision and direction**
 - maintains an effective staff, evaluates program
 - stimulates good staff morale
 - communicates effectively
 - delegates duties and responsibilities effectively
 - strives for staff cooperation and mutual respect
 - assigns staff to facilitate student needs

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4. **Staff hiring, development, release**

 - assesses staff's needs (as they pertain to carrying out their duties)
 - supervises, evaluates staff performance effectively
 - supports an effective P.D. program
 - hires for school needs (short and long term)
 - promotes staff development through individual and staff evaluation
 - communicates school and division needs and policies effectively
5. **Communicates with division office**

Maintains records as required re:

 - accounts
 - personnel
 - students
 - inventories as required
 - informs division office of changes in program or operational procedures
6. **School public relations**

 - cooperates with external community agencies involved in education
 - involves parents
 - communicates effectively with the community and other schools in the division
7. **Workplace operation**

 - takes initiative in maintaining physical plant and grounds
 - makes effective use of school facilities
 - maintains good support staff morale
 - maintains workplace safety and health standards in cooperation with the designated committee
8. **Student evaluation, reporting**

 - maintains an effective student evaluation system
 - maintains student records
 - maintains student reporting procedures as per division policy
9. **Principals' council development**

 - contributes to development of division program/policy
 - assumes effective role with SAG
 - assists in the organization and leadership of principals' council
 - assists in maintaining contact with feeder and other schools in the division
10. **Budget development**

 - plans, prepares and monitors school budget

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11 School organization

- organizes school timetables, schedules and routine
- show evidence for short and long term planning
- maintains clear lines of authority and responsibility
- provides support services to staff and students

12 Relations with students

- stimulates good student morale
- understands and accommodates individual students
- informs students of school goals, aims, objectives, procedures, policies, rules, events and activities

13 Personal characteristics

Demonstrates:

- flexibility - capacity and willingness to work
- poise and confidence - initiative
- responsibility - professional commitment

14 Personal professional development

15 Performance in stated goals.

February 21, 1989

DUTIES OF THE CLASSROOM TEACHER

A classroom teacher shall perform such duties as stated in the Public Schools Act and related regulations and such other duties as assigned by the division administration.

In addition to these duties, the board expects a teacher to present to the public a professional attitude towards education. The teacher should be aware of current educational philosophies and be able to evaluate educational programs. The board encourages each teacher to contribute time toward the school's extra curricular programs. Each teacher is required to establish and follow sound evaluation practices. These must be in keeping with the policies of the school and should be clearly defined and understood by the parents and students.

The progress of all pupils must be continuously evaluated. This evaluation should include assessment of daily work and assignment;

- a) The material students have been asked to submit should be evaluated and returned to the students as soon as possible so that the students will have feedback on his/her achievement.

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- b) Oral and/or written evaluations shall occur at the conclusion of units, chapters; special projects, assignments, and examinations. Fair Assessment Practices” shall be practiced as endorsed by the Council of Ministers. high standards should be maintained in all assessment of student work.

Further and in addition to the above, the teacher shall:

- a) teach diligently and faithfully according to the terms of his/her agreement with the school board and according to this Act and the Regulations;
- b) keep a record of attendance in the manner and in such form as required by the school board;
- c) maintain order and discipline in the school;
- d) furnish to the minister, or to a field representative, any information respecting anything connected with the operations of the school or in any way affecting its interest;
- e) notify the principal who shall notify the appropriate local health authority of the area in which the school is situated or where there is no local health authority the school board that he/she has reason to believe that a pupil attending the school has been exposed to or is suffering from a communicable disease as defined in the Public Health Act and Regulations made thereunder;
- f) seize or cause to be seized and take possession of any offensive or dangerous weapon that is brought to school by a pupil and hand over any such weapon to the principal who shall notify the parent or guardian warning him/her that the pupil may be suspended or expelled from the school;
- g) deliver or cause to be delivered or provide the parent or guardian of each pupil taught by him/her reports of the pupil at the times and in the manner determined by the school board;
- h) admit to his./her classroom student teachers enrolled in teacher education institution approved by the minister, for the purpose of practice teaching and observing instruction.

Supervision and Evaluation of Professional Staff: Teachers

Turtle River Board of Trustees believes that the functional purposes of supervising and evaluating Teachers are:

1. Growth and continued improvement in classroom instruction which will lead to enhanced student learning.
2. Accountability, which will assist administrators and senior administration to make decisions regarding competency or dismissal.

Turtle River Board of Trustees also believes that the supervision and evaluation of teachers is based on the premise that teachers should take primary responsibility for their own professional growth.

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The Turtle River Board of Trustees recognizes that the quality of instruction and the learning environment set up by the Teacher are reflected in student learning. The evaluation and supervision of Teachers may take one of the following forms:

1. Formal Evaluation
2. Professional Growth Plan
3. Teacher Improvement Procedures

I. Formal Evaluation

Goals of Formal Evaluation

1. To ensure effective teaching practices
2. To develop and maintain the best possible student learning environment
3. To facilitate ongoing professional dialogue
4. To provide a Formal Evaluation Report of Teacher performance and to provide recommendations, when necessary

Domains of Formal Evaluation

Teachers will be evaluated using the Framework for Professional Practice. The following domains will be evaluated, with recommendations made, when necessary:

1. The Classroom Environment
2. Instruction
3. Planning and Preparation
4. Professional Responsibilities

Process for a Formal Evaluation

1. Supervision and evaluation of Teachers will be conducted on an ongoing basis, both inside the classroom and during school related activities, by the Principal.
2. Formal evaluations will be conducted for the following Teachers:
 - a. Teachers new to the profession will be evaluated in their first and second year.
 - b. Experienced Teachers new to the Division will be evaluated in their first year.
 - c. Term Teachers will be evaluated each year.
 - d. All other Teachers will be evaluated on a five-year cycle.
 - e. Teachers requesting a formal evaluation will have one completed.

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- f. Teachers, whom the Principal believes are experiencing difficulties meeting an acceptable level of performance, will be evaluated.
3. All Teachers involved in the evaluation process will be informed of the criteria, procedures, and purpose of the evaluation.
4. During a Formal Evaluation, the following steps will be taken:
 - a. A pre-visitation conference
 - b. A minimum of three pre-arranged formal classroom visitations between beginning of October and the end of April
 - c. The teacher will complete a Self-Assessment of Professional Practice prior to the post-visitation conference.
 - d. A post-visitation conference as soon as possible after the third pre-arranged classroom visitation. A Summative Evaluation will be written by the Principal. The Self Assessment of Professional Practice will be returned to the teacher.
5. The Summative Evaluation Report must be signed by both parties and retained in the teacher's file. A copy of the report will be given to the teacher.
6. Timelines:
 - a. Teachers new to the Division will receive the completed Interim Report on Professional Staff by November 30th of their first year.
 - b. All Teachers on formal evaluation will receive their Summative Evaluation Report by April 30th.

Appeal Procedure

If a Teacher wishes to appeal the Summative Evaluation Report:

1. The Teacher will first discuss the report with the Principal.
2. Failing a satisfactory resolution to the above,
 - a. The Teacher may appeal the report in writing to the Principal within five teaching days of signing and receiving a copy of the report.
 - b. The Principal must respond in writing to this appeal within ten teaching days of the Teacher signing the report and receiving a copy of it. The response may be an amended report OR written notification that the report will not be amended.
 - c. Subsequently, the Teacher may appeal the report in writing to the superintendent within fifteen teaching days of signing and receiving a copy of the report.

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- d. The superintendent shall discuss the report with the Teacher within five teaching days of receiving the appeal.
- e. The Teacher may request an alternate evaluation from the superintendent.

II. Professional Growth

Goals of Professional Growth

- 1. To develop and maintain the best possible student learning environment
- 2. To ensure effective teaching practices
- 3. To facilitate ongoing professional dialogue among Teachers
- 4. To promote professional development to meet the unique needs of each Teacher.

Components of Professional Growth

Professional Portfolios

Scrapbooks, albums, folders, binders, CDs, or other media may be used to maintain a record of personal and professional pursuits.

Self-Directed Professional Development

The Teacher may select one or more professional development activities that support his/her professional growth plan and discuss them with the Principal. These might include workshops, visitations, or conferences.

Professional Learning Communities

This may include school level professional development, group area meetings, or other activities where a group of Teachers focus on a P.D. topic related to the Teacher's professional growth plan.

Action Research

The Teacher selects an area of study and gathers information at the school level. This may be done individually or in a small group. The project should result in a report and may be part of a post-secondary course.

Post-Secondary Work

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This involves university or community college work related to the Teacher’s professional growth plan.

Educational Committee

The Teacher serves on a local or provincial committee relevant to the Teacher’s growth plan.

Presenting Professional Development Sessions

The Teacher presents a professional development session on a topic relevant to teaching.

Other

Any area of professional development that is related to personal, professional, school, and Divisional goals.

Process for Professional Growth

1. A formal professional growth plan will occur every year, subsequent to the first year.
2. Growth plans must be connected to personal, professional, school, and Divisional goals. The Teacher and Principal will discuss the Teacher’s plan for professional growth.
3. The Teacher must identify goals, develop strategies to meet these goals, and select a method of collecting data to indicate the success of each goal.
4. The Teacher will complete the Professional Growth Plan. Both the Teacher and the Principal must sign it and each will keep a copy of it.
5. The Principal and Teacher must mutually agree upon any changes in the plan during the year.
6. The Teacher will meet with the Principal mid-year to discuss progress.
7. The Teacher will complete the Reflective Summary by May 31 and discuss it with the Principal. The Teacher and Principal will sign the form and it will be placed in the Teacher’s personnel file.

Professional Portfolios

Goals of Professional Portfolios

1. To promote reflective practice.

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2. To provide teachers with a means of keeping a record of professional growth activities and teaching artifacts.
3. To provide an instrument for the celebration of personal and professional achievements

Components of Professional Portfolio

The components and format will be determined by each Teacher.

Process for Professional Portfolios

1. All Teachers will maintain a professional portfolio after their first year working in the Division.
2. The professional portfolio will serve as a record of personal and professional activities and achievements. It will be shared with the Principal as part of the reflective process on an annual basis.

III. Teacher Improvement Procedures

When a Principal has reason to believe that a teacher's competency is deemed unsatisfactory or is in question, the Principal may initiate the Teacher Improvement Procedures after consulting with the superintendent.

Goals of Teacher Improvement Procedures

1. To identify and document unsatisfactory teaching performance.
2. To assist teachers to correct or improve unsatisfactory teaching performance.
3. To provide an instrument by which a recommendation for dismissal may be made.

Responsibility for Teacher Improvement Procedures

The primary responsibility of the Teacher Improvement Procedures rests with the school Principal. The superintendent must be consulted and kept informed throughout the process.

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Process for Teacher Improvement Procedures

1. The Principal will establish a process to identify the concerns regarding the performance and/or the work habits of the Teacher. The documentation on the process should include the following information:
 - a. The dates, times, and durations of classroom visits
 - b. A summary of recorded observations made during the visits which lead to the determination of the concerns. (classroom management, teaching methodologies, for example)
 - c. A summary of the post visit conferences held with the Teacher indicating that the concerns and/or observations have been discussed with the Teacher.
 - d. A summary detailing remedial actions and/or development of action plans which have been recommended to the Teacher to address the concerns identified (seminars and/or in-services recommended and/or attended, arranged visits to other classrooms, role modeling provided, etc.). A list of dates and action taken by the Teacher should also be included.
 - e. A summary which identifies whether the process was repeated and that sufficient progress has not been made at the school level.
 - f. A summary which identifies whether the process was repeated and that further progress cannot be made at the school level.

2. When the Principal has determined that the identified concerns have not been adequately addressed and that the teacher should be considered for the Teacher Improvement Process, the Principal will submit the above documentation to the Superintendent.

3. If the Superintendent determines that the concerns identified remain and have been appropriately documented, have been brought to the attention of the individual, and that adequate attempts have been made to remedy the concerns, he/she will send a letter to the teacher to:
 - a. Indicate that the teacher is at risk
 - b. Request the teacher attend a meeting with the Superintendent and the Principal
 - c. Inform the teacher of the right to be accompanied by a representative of the Turtle River Teachers' Association.

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- d. Outline the purpose of the meeting
- 4. The agenda of the meeting with the Teacher will include:
 - a. An outline of the concerns
 - b. Remedial action attempted
 - c. Description of the present situation
 - d. The teacher's response to the concerns identified

If probationary procedures are determined necessary, the meeting will further:

- a. Outline expectations, reporting dates, etc. for the probationary period.
 - b. Outline support available.
 - c. Clarify procedures and expectations for all those concerned.
 - d. Clarify possible consequences of the evaluation, depending on the outcome.
 - e. Establish a date for a final meeting to decide outcome of probationary period.
- 5. The Superintendent will send a summary of the meeting to the Teacher in writing and will outline:
 - a. Expectations
 - b. Timelines
 - c. Possible outcomes
 - 6. The Superintendent will determine the person responsible for the assessment. If he/she determines it to be in the best interest of the school Division or the teacher, the Superintendent may transfer the teacher to another school, or another administrator may be assigned to the evaluation. In accordance with the timelines established, the Principal will complete ongoing assessments and discuss them with the teacher, in the presence of the Superintendent. A representative of the Turtle River Teachers' Association may be included in these meetings upon an invitation from the teacher.
 - 7. The decision on the outcome of the Teacher Improvement Procedure will be made in sufficient time to meet the requirements of the Collective Agreement and The Public Schools Act. This probationary process would normally last one year except where it is deemed necessary to alter the length of the process in the best interest of the Division or the Teacher.

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Discipline and Discharge

The Turtle River School Division believes that standards for acceptable conduct of employees are necessary for the orderly operation of the Division and for the benefit and protection of the rights and safety of all students, employees, and the community.

1. Employees Covered by Collective Agreements

Where provisions regarding discipline and discharge exist with the collective agreement, they shall apply.

2. Progressive Discipline

When an employee violates the rules, policies or procedures of the Division or acts in an insubordinate manner, committing an offence warranting disciplinary action, the Administrator shall begin progressive disciplinary action.

3. Notification to Superintendent

If the offence involves an allegation of physical/sexual assault/abuse against an employee, the Superintendent should be informed immediately.

4. Documentation Requirements

Employee discharge requires adequate records defining an employee's misconduct and, if appropriate, previous warnings/discussions. It is the Division's policy that a uniform progressive discipline procedure be followed by its Administrators which will ensure that:

a. A copy of all written warnings given and disciplinary measures taken is forwarded to the Superintendent for inclusion in the employee's personnel file.

b. The employee has been provided with a notice that a continuance of improper actions will result in a recommendation for discipline or discharge.

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5. Suspension

Suspension of an employee, with or without pay, shall only be made on the authority of the Superintendent. The Board shall be informed of such suspension at a subsequent meeting.

6. Demotions

- a. Demotion of an employee, other than an employee directly appointed by the Board of Trustees, shall be made by the Superintendent. The Board shall be informed of such demotion at a subsequent board meeting.
- b. Demotion of an employee directly appointed by the Board of Trustees shall be made by the Board of Trustees on the recommendation of the Superintendent.

7. Termination of Employment

Termination of an individual's employment or employment contract shall be made only by the Board of Trustees.

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Appendix A Framework for Professional Practice

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

1c: Selecting Instructional Goals

- Value
- Clarity
- Suitability for diverse students
- Balance

1d: Demonstrating Knowledge of Resources

- Resources for teaching
- Resources for students

1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Assessing Student Learning

- Congruence with instructional goals
- Criteria and standards
- Use for planning

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Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction

2b: Establishing a Culture for Learning

- Importance of content
- Student pride in work
- Expectations for learning and achievement

2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behaviour

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

Domain 3: Instruction

3a: Communicating Clearly and Accurately

- Directions and procedures
- Oral and written language

3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques

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- Student participation

3c: Engaging Students in Learning

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional program

4c: Communicating with Families

- Information about the instructional program
- Information about individual students

Engagement of families in the instructional program

4d: Contributing to the School and Division

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally

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- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f: Showing Professionalism

- Service to students
- Advocacy
- Decision making

References:

Danielson, Charlotte – *Enhancing Professional Practice, A Framework for Teaching*, 1996

Danielson, Charlotte and McGreal, Thomas L. – *Teacher Evaluation to Enhance Professional Practice*, 2000

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Appendix B

Self-Assessment of Professional Practice

Name: _____ Date: _____ Teaching Assignment: _____

Each of the following categories regarding your performance:

- U = Unsatisfactory
- B= Basic level
- P = Proficiency level
- D = Distinguished level

Domain 1: Planning and Preparation

- 1a: Demonstrates Knowledge of Content and Pedagogy U B P D
- 1b: Demonstrates Knowledge of Students U B P D
- 1c: Selects Instructional Goals U B P D
- 1d: Demonstrates Knowledge of Resources U B P D
- 1e: Designs Coherent Instruction U B P D
- 1f: Fairly Assesses Student Learning U B P D

Comments:

- 2a: Creates an Environment of Respect and Rapport U B P D
- 2b: Establishes a Culture for Learning U B P D
- 2c: Manages Classroom Procedures U B P D
- 2d: Manages Student Behaviour U B P D
- 2e: Organizes Physical Space Effectively U B P D

Comments:

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Domain 3: Instruction

- 3a: Communicates Clearly and Accurately U B P D
- 3b: Uses Questions and Discussion Techniques U B P D
- 3c: Engages Students in Learning U B P D
- 3d: Provides Meaningful Feedback to Students U B P D
- 3e: Demonstrates Flexibility and Responsiveness U B P D

Comments:

Domain 4: Professional Responsibilities

- 4a: Reflects on Teaching U B P D
- 4b: Maintains Accurate Records U B P D
- 4c: Communicates with Families U B P D
- 4d: Contributes to the School and Division U B P D
- 4e: Grows and Develops Professionally U B P D
- 4f: Shows Professionalism U B P D

Comments:

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Appendix C
Levels of Performance

Unsatisfactory:

The teacher does not appear to understand the concepts underlying the component. The teacher needs to work on the fundamental practices associated with the elements in order to grow in this area.

Basic:

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. The implementation is sporadic, intermittent, or not entirely successful. The teacher needs to do more reading on the component, have discussions, visit other classrooms, and perhaps be supported by a mentor to enable him/her to become proficient in this area.

For Supervision and Evaluation, this level is minimally competent – improvement is likely with experience.

Proficient:

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will be regarded by others, and will rate themselves, as performing at this level.

Distinguished:

The teacher at this level is a master teacher and makes a contribution to the profession, both in the school and the community. His/her classroom will consist of a community of learners, with students being highly motivated and engaged and taking considerable responsibility for their own learning.

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Appendix D Summative Evaluation Report

Name: _____ Date: _____ Teaching Assignment:

Each of the following categories:

- U = Unsatisfactory
- B = Basic level
- P = Proficiency level
- D = Distinguished level

Domain 1: Planning and Preparation

	U	B	P	D
1a: Demonstrates Knowledge of Content and Pedagogy				
1b: Demonstrates Knowledge of Students				
1c: Selects Instructional Goals				
1d: Demonstrates Knowledge of Resources				
1e: Designs Coherent Instruction				
1f: Fairly Assesses Student Learning				

Comments:

Domain 2: Classroom Environment

	U	B	P	D
2a: Creates an Environment of Respect and Rapport				
2b: Establishes a Culture for Learning				
2c: Manages Classroom Procedures				
2d: Manages Student Behaviour				
2e: Organizes Physical Space Effectively				

Comments:

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3a: Communicates Clearly and Accurately				
3b: Uses Questions and Discussion Techniques				
3c: Engages Students in Learning				
3d: Provides Meaningful Feedback to Students				
3e: Demonstrates Flexibility and Responsiveness				

Comments:

Domain 4: Professional Responsibilities

	U	B	P	D
4a: Reflects on Teaching				
4b: Maintains Accurate Records				
4c: Communicates with Families				
4d: Contributes to the School and Division				
4e: Grows and Develops Professionally				
4f: Shows Professionalism				

Comments:

Summary comments:

Signature of Principal

I have discussed this report with the Principal. This signature does not necessarily indicate agreement.

Signature of Teacher

Teacher comments and plans for further professional growth:

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Appendix E

Interim Report on New Professional Staff

To be completed by the administrator and returned to the Superintendent by November 30th (or 60 days after employment).

Name: _____ New Teacher to Profession
School: _____ Teaching Assignment: _____

From my observations of the work of this teacher, based on classroom visits and other contacts, I have formed the judgment checked below:

- I am satisfied with the progress this teacher is making.
- Although this teacher is having some difficulties, reasonable progress is being made.
- This teacher is encountering serious difficulties and is requiring further assistance.
- This teacher must show considerable improvement to merit recommendation for a second year. (*This applies only to a teacher new to the profession.*)

School Administrator's comments:

Date: _____ Signature: _____

Teacher's Comments:

Date: _____ Signature: _____

cc. Personnel File

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**Appendix F
Summative Evaluation Report Sources of Information**

Component of the Framework for Teaching	Possible Sources of Data
<p>Domain 1: Planning and Preparation 1a: Demonstrates Knowledge of Content and Pedagogy 1b: Demonstrates Knowledge of Students 1c: Selects Instructional Goals 1d: Demonstrates Knowledge of Resources 1e: Designs Coherent Instruction 1f: Fairly Assesses Student Learning</p>	<p>Pre-conference, unit/lesson plan, classroom observation Pre-conference, lesson plan, IEP, Classroom observation Pre-conference, unit/lesson plan, artifacts Pre-conference, unit/lesson plan Pre/post-conference, unit/lesson plan, artifacts Pre/post-conference, unit/lesson plan, artifacts</p>
<p>Domain 2: The Classroom Environment 2a: Creates an Environment of Respect and Rapport 2b: Establishes a Culture for Learning 2c: Manages Classroom Procedures 2d: Manages Student Behaviour 2e: Organizes Physical Space Effectively</p>	<p>Classroom observation Classroom observation Classroom observation, artifacts Pre/post-conference, observation, artifacts Pre/post-conference, classroom observation, artifacts</p>
<p>Domain 3: Instruction 3a: Communicates Clearly and Accurately 3b: Uses Questions and Discussion Techniques 3c: Engages Students in Learning 3d: Provides Meaningful Feedback to Students 3e: Demonstrates Flexibility and Responsiveness</p>	<p>Classroom Observation Classroom Observation Classroom observation, artifacts, post-conference Classroom observation, artifacts, post-conference Classroom observation, post-conference</p>

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<p>Domain 4: Professional Responsibilities</p> <p>4a: Reflects on Teaching</p> <p>4b: Maintains Accurate Records</p> <p>4c: Communicates with Families</p> <p>4d: Contributes to the School and Division</p> <p>4e: Grows and Develops Professionally</p> <p>4f: Shows Professionalism</p>	<p>Post-conference</p> <p>Classroom observation, post-conference, artifacts</p> <p>Post-conference, artifacts</p> <p>Post-conference, artifacts</p> <p>Post-conference, artifacts</p> <p>Post-conference, artifacts.</p>
---	--

Artifacts That Might be Used	
<p>Classroom rules and procedures</p> <p>Behaviour management/discipline records</p> <p>Seating plans</p> <p>Descriptions of activities</p> <p>Handouts and worksheets</p> <p>Reading lists</p> <p>Copies of assessment tools and rubrics</p> <p>Assessment data</p> <p>Samples of comments written back to students</p>	<p>Logs of parent contacts</p> <p>Samples of communication with parents</p> <p>Records of in-services and workshops</p> <p>Record of professional reading</p> <p>Reflection journal entries</p> <p>Record of professional courses taken</p> <p>Record of professional writing or publications</p> <p>Evidence of progress on PGP goals</p>

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Appendix G Suggested Pre-conference Planner

Name: _____ Principal: _____	
Grade/Class/Course: _____ Date of Pre-conference: _____	
Date(s) of Observation: _____	
1. Briefly describe the students in the class including a description of any special academic or behavioral needs. (Component 1b)	7. How will students, EA's, and volunteers contribute to the learning environment? (Component 2c)
2. What are the goals of the lesson(s)? What will the students learn? (Component 1c)	8. What difficulties might students experience, and how do you plan to deal with them? (Component 1a)
3. Are the goals suitable for these students? (Component 1c)	9. What are your expectations of students' behaviour? (Component 2d)
4. How do the goals fit into the general learning outcomes of the curriculum? (Component 1c)	10. What instructional materials or other resources will you use? (Component 1d)

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5. Do the goals of the lesson(s) relate to broader goals in the discipline or in other disciplines? (Component 1c)	11. How will you assess student learning? What procedures will you use? (Component 1f)
6. How will you engage the students in the content of the lesson(s)? What will you do? What will they do? (Component 1e)	12. How do you plan to use the results of the assessment? (Component 1f)
Are there any items you would like to bring to the attention of the Principal?	
Do you have any questions about the format of the classroom observation?	

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**Appendix H
Suggested Pre-Conference Principal's Record**

Teacher: _____	Principal: _____
Grade/Class/Course: _____	Date of Pre-conference: _____
Date(s) of Observation(s): _____	
1. Knowledge of the students in the class including knowledge of special needs. (Component 1b)	
2. Selection of the Instructional goals of the lesson(s). (Component 1c)	
3. Suitability of the goals of the lesson for the students in the class. (Components 1b and 1c)	
4. Connection of the lesson goals to the general learning outcomes of the curriculum. (Component 1c)	
5. Connection of the goals to broader goals in the discipline or in other disciplines. (Component 1c)	
6. Plan to engage the students in the content of the lesson(s). (Component 1e)	

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7. Plan for students, EAs, and volunteers to contribute to the learning environment. (Component 2c)
8. Knowledge of instructional materials and other resources. (Component 1d)
9. Plan to assess student learning. (Component 1f)
10. Plan to use the assessment results with students. (Component 1f)
11. Clarification of the focus of the classroom observation.

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Appendix I
Suggested Post-Conference Teacher’s Reflection Guide

Teacher: _____ Principal: _____

Date(s) of Observation(s): _____

1. As I reflect on the lesson, to what extent were students productively engaged?
(Components 1e, 3c, 4a)

2. Did the students learn what I intended? Were lesson goals met? How do I know?
(Component 1f and 4a)

3. Did I alter my goals or my plans as I delivered the lesson? If so, why?
(Components 1e and 3e)

4. Did classroom procedures provide for smooth operation of the classroom and efficient use of time? (Component 2c)

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5. Was student behavior managed in a way that allowed students' learning to be maximized? (Component 2d)

6. If I could teach this lesson again to the same group of students, what would I do differently? Why? (Component 4a)

7. Provide samples of student work from this lesson. Try to have the work reflect the full range of student ability in your class. Include feedback that you provided to the students. (Component 3d)

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Appendix J Professional Growth Plan

Teacher: _____
School: _____
School Year: _____
Teaching Assignment: _____
Years of Teaching Experience in this Division: _____
Total Years of Teaching Experience: _____

Goals: (be specific)

Divisional or School Goal(s): (please relate to one or both)

Strategies: (i.e. self-directed, professional learning communities, action research, postsecondary work, committees, peer coaching, mentorship, presentation)

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Indicators of Success: (evidence or data to support achievement of goals)

Teacher's Signature: _____ **Date:** _____

I have discussed these goals with:

Principal's Signature: _____ **Date:** _____

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Appendix K Reflective Summary (To be submitted by June 15th)

Name: _____
School: _____
Teaching Assignment: _____
School Year: _____ Date: _____

Goal Attainment: (including indicators of success)

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School Administrator's Comments:

Teacher's Signature: _____ **Date:** _____
I have discussed this Reflective Summary with: _____
Principal's Signature: _____ **Date:** _____

The original remains with the teacher; a copy is placed in the school personnel file.

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Domain 1: Planning and Preparation Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements:

✦ Knowledge of content
✦ Knowledge of prerequisite relationships
✦ Knowledge of content-related pedagogy

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors of students.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

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Domain 1: Planning and Preparation Component 1b: Demonstrating Knowledge of Students Elements:

- ✦ Knowledge of intellectual, social, and emotional characteristics of age group
- ✦ Knowledge of students' varied approaches to learning
- ✦ Knowledge of students' skills and knowledge
- ✦ Knowledge of students' interests and cultural heritage

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Intellectual, Social, and Emotional Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group, as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with learning styles, modalities, and different "intelligences" and other approaches to learning.	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays a solid understanding of the different approaches to learning that students exhibit.	Teacher uses knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and gives no indication that such knowledge is valuable.	Teacher recognizes the importance of understanding students' skills and knowledge but displays this knowledge for the class as a whole, only.	Teacher recognizes the importance of understanding students' skills and knowledge and displays this knowledge for most students.	Teacher displays knowledge of each student's skills and knowledge, including those with special needs.
Knowledge of Students'	Teacher displays little	Teacher recognizes the	Teacher recognizes the	Teacher displays

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Interests and Cultural Heritage	knowledge of students' interests and cultural heritage and gives no indication that such knowledge is valuable.	importance of understanding students' interests and cultural heritage, but displays this knowledge for the class as a whole, only.	importance of understanding the students' skills and knowledge and displays this knowledge for most students.	knowledge of each student's interests and cultural heritage.
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Domain 1: Planning and Preparation Component 1c: Selecting Instructional Goals Elements:

- ✦ **Value:** Goals represent high expectations for students and reflect important learning and conceptual understanding, curriculum standards and frameworks
- ✦ **Clarity:** Goals are clearly stated as student learning and permit sound assessment
- ✦ **Suitability for Diverse Students:** Goals reflect needs of all students in a class
- ✦ **Balance:** Goals represent opportunities for different types of learning and coordination or integration within or across the disciplines.

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Value: Goals represent high expectations for students, and reflect important learning and conceptual understanding, curriculum standards and frameworks	Goals represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either: their expectations, their conceptual understanding for students, or their importance of learning.	Goals are valuable in their level of expectation, conceptual understanding, and importance of learning.	The goals are valuable AND the teacher can clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity: Goals are clearly stated as student learning and permit sound assessment	Goals are not clear. Goals do not permit viable methods of assessment.	Goals are moderately clear or include a combination of goals and activities. Some goals do not permit a viable method of assessment.	Most of the goals are clear and most permit a viable method of assessment.	All goals are clear, are written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students: Goals reflect needs of all students in a class	Goals are not suitable for the needs of all students in the class.	Most of the goals are suitable for most of the students.	All the goals are suitable for most students in the class.	Goals take into account the variety of learning needs of individual students in the class.
Balance: Goals represent opportunities for different types of learning and coordination or integration within or across the disciplines.	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect an opportunity for student initiative in establishing important learning.

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Domain 1: Planning and Preparation Component 1d: Demonstrating Knowledge of Resources Elements:

✦ Resources for Teaching
✦ Resources for Students

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or division.	Teacher displays limited awareness of resources available through the school or division.	Teacher is fully aware of all resources available through the school or division.	In addition to being aware of school and division resources, teacher actively seeks other materials to enhance instruction; for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or division.	Teacher is fully aware of all resources available through the school or division and knows how to gain access for students.	In addition to being aware of school and division resources, teacher is aware of additional resources available through the community.

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Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction

Elements:

✦ Learning Activities
 ✦ Instructional Materials and Resources
 ✦ Instructional Groups
 ✦ Lesson and Unit Structure

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or do not reflect instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or support instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional growth.	Most of the learning activities are suitable to students and support instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional growth.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning	All materials and resources support the instructional goals, and most engage students in meaningful learning	All materials and resources support the instructional goals, and engage students in meaningful learning
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional

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				groups where appropriate.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different strategies, according to students' needs. Time allocations are appropriate.

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Domain 1: Planning and Preparation Component 1f: Assessing Student Learning Elements:

Congruence with instructional goals Criteria and standards Use for planning

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with instructional goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear, or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards..
Use for planning	The assessment results affect planning for the students only minimally.	The teacher uses assessment results to plan for the class as a whole.	The teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in a plan for the next steps.

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Domain 2: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport

Elements:

✦ Teacher Interaction with Students ✦
Student Interaction

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to the developmental and cultural norms. Students exhibit respect for the teacher.	The teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual and as their teacher.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

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Domain 2: The Classroom Environment Component 2b: Establishing a Culture for Learning

Elements:

✦ Importance of Content ✦ Student Pride in Work ✦ Expectations for Learning and Achievement ✦

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Importance of Content	The teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	The teacher communicates the importance of the work, but with little conviction; and there is only minimal apparent buy-in by the students.	The teacher conveys genuine enthusiasm for the subject, and the students demonstrate consistent commitment to its value.	The students demonstrate, through their active participation, curiosity, and attention to detail, that they value the content's importance.
Student Pride in Work	The students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task, rather than do high-quality work.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Students take obvious pride in their work and initiate improvements in it. (Revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.)
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and the teacher establish and maintain, through planning of learning activities, interactions, and the classroom environment, high expectations for the learning of students.

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Domain 2: The Classroom Environment Component 2c: Managing Classroom Procedures

Elements:

- ✦ Management of Instructional Groups
- ✦ Management of Transitions
- ✦ Management of Materials and Supplies
- ✦ Performance of Non-Instructional Duties
- ✦ Supervision of Volunteers and Paraprofessionals

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behaviour when the teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are smooth, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are smooth, with students assuming some responsibility for efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for

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				efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or are not working most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

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Domain 2: The Classroom Environment Component 2d: Managing Student Behaviour Elements:

✦ Expectations ✦
Monitoring of Student Behaviour ✦
Response to Student Misbehaviour

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behaviour	Student behavior is not monitored, and the teacher is unaware of what students are doing.	The teacher is generally aware of student behavior, but may miss the activities of some students.	The teacher is alert to student behavior at all times.	Monitoring by the teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehaviour	The teacher does not respond to misbehavior. Or, the response is inconsistent, overly repressive, or does not respect the student's dignity.	The teacher attempts to respond to student misbehavior but with uneven results. Or, no serious disruptive behavior occurs.	The teacher's response to misbehavior is appropriate and successful and respects the student's dignity. Or, the student behavior is generally appropriate.	The teacher's response to misbehavior is highly effective and sensitive to students' individual needs. Or, student behavior is entirely appropriate.

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Domain 2: The Classroom Environment Component 2e: Organizing Physical Space Elements:

- ☀ Safety and Arrangement of Furniture
- ☀ Accessibility to Learning and Use of Physical Resources

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, and/or the furniture is not suited to the lesson.	The classroom is safe, and the classroom furniture is adjusted for a lesson; or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	The teacher uses physical resources poorly, or learning is not accessible to some students.	The teacher uses physical resources adequately, and essential learning is accessible to all students.	The teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both the teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

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Domain 3: Instruction Component 3a: Communicating Clearly and Accurately Elements:

✦ Directions and Procedure ✦ Oral and Written Language

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	The teacher's directions and procedures are confusing to students.	The teacher's directions and procedures are clarified after initial student confusion or, are excessively detailed.	The teacher's directions and procedures are clear to students and contain an appropriate level of detail.	The teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	The teacher's spoken language is inaudible, or, written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	The teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

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Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques Elements:

✦ Quality of Questions
✦ Discussion Techniques
✦ Student Participation

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	The teacher's questions are of poor quality.	The teacher's questions are a combination of high and low quality. Only some questions invite a response.	Most of the teacher's questions are of high quality. Adequate time is available for students to respond.	The teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions
Discussion Techniques	Interaction between the teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	The teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with the teacher stepping to the side, when necessary.	The students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	The teacher attempts to engage all students in the discussion, but with only limited success.	The teacher successfully engages all students in the discussion.	The students, themselves, ensure that all voices are heard in the discussion.

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Domain 3: Instruction Component 3c: Engaging Students in Learning Elements:

✦ Representation of Content
✦ Activities and Assignments
✦ Grouping of Students

Instructional Materials and Resources
Structure and Pacing

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Assignments and activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged.	Some assignments and activities are appropriate to students and engage them.	Most assignments and activities are appropriate to students. Most students are cognitively engaged in them.	All students are cognitively engaged in the assignments and activities in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are partially appropriate to the students; or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the instructional goals of the lesson. Students take the initiative to influence instructional groups to advance their understanding.

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<p>Instructional Materials and Resources</p>	<p>Instructional materials and resources are unsuitable to the instructional goals or do not engage students.</p>	<p>Instructional materials and resources are partially suitable to the instructional goals; or students' level of mental engagement is moderate.</p>	<p>Instructional materials and resources are suitable to the instructional goals and engage the students.</p>	<p>Instructional materials and resources are suitable to the instructional goals and engage the students. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.</p>
<p>Structure and Pacing</p>	<p>The lesson has no clearly defined structure and/or the pacing of the lesson is too slow or rushed.</p>	<p>The lesson has recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p>	<p>The lesson has clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.</p>	<p>The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.</p>

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Domain 3: Instruction Component 3d: Providing Feedback to Students Elements:

✦ Quality: accurate, substantive, constructive, and specific ✦ Timelines

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timelines	Feedback is not provided in a timely manner.	Feedback is sometimes provided in a timely manner.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

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Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness Elements:

✦ Lesson Adjustment ✦ ✦ Response to Students ✦ ✦ Persistence ✦

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	The teacher attempts to adjust a lesson, with mixed results.	The teacher makes a minor adjustment to a lesson, and the lesson runs smoothly.	The teacher successfully makes a major adjustment to a lesson.
Response to Students	The teacher ignores or brushes aside students' questions or interests.	The teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are mixed.	The teacher successfully accommodates students' questions or interests.	The teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up, or blames the student or the environment for the student's lack of success.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies.	The teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	The teacher persists in seeking effective approaches for students who need assistance, using an extensive repertoire of strategies and soliciting additional resources.

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Domain 4: Professional Responsibilities Component 4a: Reflecting on Teaching Elements:

✦ Accuracy ✦ Use in Future Teaching

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	The teacher does not know of the success of a lesson and its goals; or profoundly misjudges the success of a lesson.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which the instructional goals were met.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. He/she can cite general references to support the judgment.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the strength of each.
Use in Future Teaching	The teacher has no suggestions for how a lesson may be improved.	The teacher makes general suggestions as to how a lesson may be improved.	The teacher makes some specific suggestions of what he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions complete with probable successes of each approach.

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Domain 4: Professional Responsibilities Component 4b: Maintaining Accurate Records Elements:

✦ Student Completion of Assignments
✦ Student Progress in Learning
 Non-instructional Records

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	The teacher's system of maintaining information on student completion of assignments is in disarray.	The teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	The teacher's system for maintaining information on student completion of assignments is fully effective.	The teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	The teacher has no system for maintaining information on student progress in learning; or, the system is in disarray.	The teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	The teacher's system for maintaining information on student progress in learning is fully effective.	The teacher's system of maintaining information on student progress in learning is fully effective. Students contribute to its maintenance.
Non-instructional Records	The teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	The teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	The teacher's system for maintaining information on non--instructional activities is fully effective.	The teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

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Domain 4: Professional Responsibilities Component 4c: Communicating with Families

Elements:

✦ Information about the Instructional Program
Information about Individual Students

✦ Engagement of Families in the Instructional Program

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Information about the Instructional Program	The teacher provides little information about the instructional program to families.	The teacher participates in the school's activities for parent communication but offers little additional information.	The teacher provides frequent information to parents, as appropriate, about the instructional program.	The teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	The teacher provides minimal information to parents and does not respond, or responds insensitively, to parent concerns about students.	The teacher adheres to the school's required procedures for communicating to parents. Response to parent concerns are minimal.	The teacher communicates with parents about students' progress on a regular basis and is available, as needed, to respond to parent concerns.	The teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	The teacher makes no attempt to engage	The teacher makes modest and inconsistently	The teacher's efforts to engage families in the	The teacher's efforts to engage families in the

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	families in the instructional program; or attempts are inappropriate.	successful attempts to engage families in the instructional program.	instructional program are frequent and successful	instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
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Domain 4: Professional Responsibilities Component 4d: Communicating to the School and Division Elements:

☀ Relationships with Colleagues
☀ Service to the School
☀ Participation in School and Division Projects

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	The teacher's relationships with colleagues are negative or self-serving.	The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or division requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty.
Service to the School	The teacher avoids becoming involved in school events.	The teacher participates in school events when specifically asked.	The teacher volunteers to participate in school events, making a substantial contribution.	The teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and Division Projects	The teacher avoids becoming involved in school and division projects.	The teacher participates in school and division projects when specifically asked.	The teacher volunteers to participate in school and division projects, making a substantial contribution.	The teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.

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Domain 4: Professional Responsibilities Component 4e: Growing and Developing Professionally Elements:

☀ Enhancement of Content Knowledge and Pedagogical Skill

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	The teacher engages in no professional development activities to enhance knowledge or skill.	The teacher participates in professional activities to a limited extent when they are convenient.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.

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Domain 4: Professional Responsibilities Component 4f: Services to Students

Elements:

- Service to Students
 Advocacy
 Decision Making

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	The teacher is not alert to the needs of the students.	The teacher's attempts to serve students are inconsistent.	The teacher is moderately active in serving students.	The teacher is proactive in serving students, seeking out resources when necessary.
Advocacy	The teacher contributes to school practices that result in some students being ill served by the school.	The teacher does not knowingly contribute to some students being ill served by the school.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored.
Decision Making	The teacher makes decisions based on self-serving interests.	The teacher's decisions are based on limited, though genuinely professional, considerations.	The teacher is open-minded and participates in team or departmental decision making.	The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Evaluations

E-00

Domain 4: Professional Responsibilities Component 4f: Services to Students

Elements:

- Service to Students
 Advocacy
 Decision Making

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	The teacher is not alert to the needs of the students.	The teacher's attempts to serve students are inconsistent.	The teacher is moderately active in serving students.	The teacher is proactive in serving students, seeking out resources when necessary.
Advocacy	The teacher contributes to school practices that result in some students being ill served by the school.	The teacher does not knowingly contribute to some students being ill served by the school.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored.
Decision Making	The teacher makes decisions based on self-serving interests.	The teacher's decisions are based on limited, though genuinely professional, considerations.	The teacher is open-minded and participates in team or departmental decision making.	The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Evaluations

E-00

Resource Teacher Evaluation Form

Name: _____

Report Period: _____

School: _____

S = Satisfactory I = Improving NI = Needs Improvement NA = Not Applicable

1. Professional and Personal Attributes

- _____ demonstrates enthusiasm for resource teaching
- _____ strives to improve resource teaching competence
- _____ exhibits confidence in performing resource teacher role
- _____ maintains confidentiality
- _____ assumes responsibility
- _____ relates positively with staff, students, and parents

2. Professional Preparation

- _____ demonstrates knowledge and understanding of the role and functions of a resource teacher
- _____ demonstrates knowledge and understanding of a variety of diagnostic techniques
- _____ attends a variety of professional development sessions to expand knowledge of role

3. Assessment and Observation of Learner Competence

- _____ demonstrates an understanding that assessment is completed in order to develop programs, not to classify the learner
- _____ utilizes appropriate assessment procedures based on the reasons for referral
- _____ demonstrates awareness/knowledge of student's learner strengths and styles and makes recommendations accordingly
- _____ recognizes abilities, weaknesses, and interests of learners
- _____ consults/collaborates with support staff as required and lets them know their information is valuable
- _____ utilizes observation procedures effectively in a variety of settings

4. Management of Direct Teaching Situations

- _____ teaching sessions have lesson plans containing specific objectives supported by rationale
- _____ demonstrates the ability to analyze and use the data collected from a direct teaching session to plan future sessions or adapted/modified instructional programs
- _____ keeps accurate and adequate records

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Evaluations

E-00

5. Program Implementation and Evaluation

_____ always utilizes the team approach, (school team includes a minimum of the parents, classroom teacher, and principal)

_____ effectively collaborates with the school team to identify specific needs

_____ assists with the development of resource program goals regarding provision of resource teacher services

_____ assists with the development of program goals for individual student needs

_____ meets regularly with team members to ensure programs are being delivered effectively

_____ provides support in the form of: direct teaching (in class or one-on-one), consultation (with teachers and parents), materials, and coordinating support personnel (educational assistants, clinicians, outside agencies)

_____ evaluates the effectiveness of individual programs in collaboration with the school team

_____ uses regular classroom observation in identifying, developing, and evaluating program effectiveness.

6. Conferencing and Collaboration Skills

_____ demonstrates the ability to provide data and information in a way which is easily understood

_____ demonstrates the ability to maintain objectivity when dealing with a crisis situation

_____ demonstrates the ability to facilitate the group decision making process

_____ demonstrates the ability to develop teams of parents, students, and professionals that can implement recommendations collaboratively

_____ collaborates in a professionally respectful manner

_____ demonstrates the ability to advocate for the individual student differences

_____ demonstrates the ability to act as a change agent

7. Professional Development Sessions Attended

Date	Workshop

Goals for the year:

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Evaluations

E-00

Comments:

Principal's Signature _____ Date _____

Resource Teacher _____ Date _____

Resolution # 10 May 27, 2014

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Probation Period for New Employees

E-00

PROBATION PERIOD FOR NEW EMPLOYEES

Professional staff: Shall be evaluated as per teacher evaluation policy and a formal report shall be submitted to the superintendent. The report shall address itself to any concerns and shall have a specific recommendation if a staff member is to be placed on probation.

Non professional staff: All non professional staff shall be placed on the three month probation period and shall be paid accordingly. At the end of the three month probation period the immediate supervisor shall make a recommendation to the secretary-treasurer whether the employee shall:

- Be taken off probation
- Be retained on probation, or
- Be dismissed.

If an employee is retained on probation, there shall be no increase in salary. In cases where probation or dismissal is recommended, the supervisor should have by this time done at least one evaluation in writing and spoken to the employee

Reviewed April 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Substitutes

ARRANGEMENTS FOR STAFF SUBSTITUTES

All substitutes shall be approved by the board. The school principal shall be responsible for obtaining substitutes, from the substitute list approved by the board.

Advance notice shall be given to the principal by any staff member who knows he/she will be absent from his/her duties.

The staff member shall inform the principal as early as possible of the date of his/her return to duties to prevent a substitute reporting for duty unnecessarily.

Reviewed April 2004

SUBSTITUTE TEACHERS

That before substitutes are permitted to work in schools, they must attend the workshop organized by the division for substitutes.

That all new substitute teachers and/or substitute teacher assistants be required to attend an orientation session before being authorized to substitute. Substitutes which have been approved by the board will be required to take a refresher once every three years or as requested by the principals and superintendent.

SUBSTITUTE TEACHERS – IF CALLED AND NOT REQUIRED TO WORK

If a substitute reports for work and a cancellation occurs without adequate notice, the substitute shall be paid a half day salary on the condition that the substitute stays at the school and performs duties as assigned by the principal. If a substitute does not stay for the half day, the substitute will not be paid.

A half day shall be considered as an equivalent of 4 x 40 minute teaching periods. Principals may call substitute for ½ days not necessarily starting at 9:00 am or 1:00 pm.

Sept. 22. 1998

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Substitutes

E-00

EDUCATION ASSISTANT / BUS DRIVER /CUSTODIAN /SUBSTITUTE POLICY

The Turtle River School Division recognizes the importance of continuous care for the funded special needs students in the schools. Educational assistants are employed to provide service to these special needs students and in light of this, no person employed as an educational assistant will be considered for a bus driving or custodial position. Conversely, no bus driver or custodian will be considered for an educational assistant position. As there is a requirement for the bus driver to take the bus they are driving for servicing and mandatory safety inspections to the bus garage in McCreary as required. In addition, there may be additional commitments that the bus driver or custodian may have, such as inservices, shop runs, extra trips, or cleaning during the school day. There is reason to believe that any person holding two positions might be required to be two places at the same time. Out of necessity, the student to whom the educational assistant is assigned will need to have a replacement E.A. in place or the student may be unattended during this time. The Turtle River School Division feels that neither of these situations is acceptable. However, an education assistant, bus driver, or custodian may substitute in another position to a combined maximum of 8 hours per day providing there is no immediate effect on their regular position and it is approved by the transportation maintenance supervisor or designate. In cases of emergency or special circumstances additional time over the 8 hours may be approved. Any employee that is currently in the position of both educational assistant and bus driver will be allowed to continue in this roll until they give one or both up, after which they will not be permitted to assume both roles again.

Resolution No. 3 October 24, 2006 Resolution No.10 January 11, 2011

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Teacher Transfers

E-00

TEACHER TRANSFERS:

Teacher transfers shall remain a management prerogative. When transfers are made the board shall take as a primary consideration the needs and best interests of the students and the best interests of teachers shall be taken as a secondary consideration. The board will endeavor to transfer teachers in one or two room schools every four years.

Change in teaching staff in one or two room schools provides new experiences for children as well as professional growth and development for teachers.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

Resignation of Staff

E-00

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Resignation by a professional staff member is governed by the conditions set out in Schedule D – form 2. Courtesy and concern for the students demand that a teacher intending to resign notify the superintendent as early as possible.

RESIGNATION OF SUPPORT STAFF MEMBERS / TERMINATION OF EMPLOYMENT

Should a support staff member wish to resign, a notice of resignation, in writing, should be given to the appropriate supervisor.

Support staff members in resigning shall observe the proper period of notice.

A termination of employment may be made by mutual agreement between the support staff member and the board.

An advance notice of one pay period should be given for a termination if initiated unilaterally by either the board or the staff members

A termination of employment may be recommended by a supervisor to the board.

In cases where a support staff member is given notice of termination, that staff member will be given the opportunity to resign and have the termination notice removed from the record. (The same principle as accorded to teachers.)

Resolution No. 5 June 1, 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Leave of Absence

E-00

ADDITIONAL LEAVE

Senior administrators may authorize or deny leave up to three days. Any leave for a period longer than three days must come before the board. It is also recommended that authorization of leave should be obtained before any other arrangements are made.

January 1993

Reviewed April 2004

LEAVE OF ABSENCE

Leave of absence for school employees:

All leaves of absence are subject to board approval and to all the conditions as set by the board. To be eligible for a leave of absence an employee must have at least three years service with the board. If the board grants a leave of absence, the secretary-treasurer shall retain from the last cheque an administration fee that will cover the cost of advertising and interviewing. The employee requesting leave shall sign a waiver agreeing to the deduction. Failure to sign a waiver shall negate the leave. The board may exercise its discretionary powers to reimburse the deducted fee after the employee returns to work.

May 7, 1996 Reviewed April 2004.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Jury Duty

E-00

JURY DUTY

When an employee, who is not covered under the Teachers' Collective Agreement or the CUPE Collective Agreement, has been legally called to serve on a jury in court proceedings, the division will pay his/her salary during the time of such proceedings and any per diem paid to the employee shall be remitted to the division. Witness leave may be authorized at the discretion of the division.

Reviewed April 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Retirement

E-00

EMPLOYEE RETIREMENT

1. Retiring employees or those leaving the division and who have at least five years service are to receive a token of appreciation. Value of the gift shall be to a maximum of \$5.00 per year of service.
2. Employees with less than five years may be considered to receive a token of appreciation by the Board.
3. Local trustee to be responsible for purchasing.
4. The secretary-treasurer is to supply names of employees to the trustee.

January 17, 1995/ February 2003 Resolution No.6 June 15, 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Staff Development

E-00

PROFESSIONAL DEVELOPMENT & ADMINISTRATION DAYS

The Turtle River School Division No. 32 supports professional development activities for all its employees. It is an expectation that employees attend professional development activities that are organized or are supported by the division. The principal, supervisor, or superintendent shall be responsible to organize and provide on going professional development for all employees and shall be responsible to inform various staff members whether attendance is compulsory, optional or not expected.

Substitute Teachers:

Substitute teachers are welcome and encouraged to attend all professional development activities. In cases where they are expected to attend, they will be paid substitute rates.

Substitute teacher may apply to the superintendent to participate in additional professional development opportunities. In such cases, substitute teachers will be reimbursed one day substitute pay for every two days attended at inservices.

Part Time Teachers (kindergarten)

In cases where classes are small, less than ten students, part time teachers will not be required to attend parent/teacher days. Interviews with parents will be conducted after school. The attendance at administration days will be subject to the principal's request and the approval of the superintendent. Attendance at professional development activities, which are organized by the division, is an expectation as part of employment. Professional development days will be prorated, .5 per 10 days of instruction. In cases such as prorated kindergarten where a class generates a certain number of instructional days, i.e. 40, the teacher will be paid for the 40 days. The students will receive 38 days of instruction and the teacher will be entitled to 2 days of professional development.

The principal, as the education leader in the school, shall be responsible to use his/her direction as to whether a teacher or other employees working under his/her direction should be required to take additional professional development training. Remuneration in these cases may or may not be made.

Professional Development Incentive Grant:

An additional fund will be made available for professional development summer programs. Turtle River School Division teachers may apply to the superintendent for a summer program grant to a maximum of \$500.00. This grant is to help defray tuition, travel and lodging expenses for courses of study (of any duration taken by teachers during the summer holidays.) To be eligible, teachers must have a recommendation

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Staff Development

E-00

from their school principal. The course must relate to their present teaching assignment. The intent of the course must be to improve classroom instruction. Courses that lead to improving grant status do not qualify for reimbursement. Applications should be filed with the superintendent's office by June 15th.

Teachers carrying out professional development activities during a weekend, Saturday and Sunday, as per conditions as described above, may apply to the superintendent for reimbursement of expenses.

July 28, 1992 amended September 19, 1995

STAFF DEVELOPMENT OPPORTUNITIES

The board encourages its staff to maintain and further develop its professional competence. This can be done by a variety of ways.

- 1) University professional courses
- 2) Short courses, and/or
- 3) Professional development sessions.

The board requires its administration to insure there is an active Professional Development Committee in place to plan for the professional development needs of its staff. To this end the board will make available annual financial support as well as make provision for teachers to participate, on an individual basis, in various inservice programs.

INSERVICE REMUNERATIONS:

Guidelines –staff visitation and conferences

Attendance of staff members at conferences is with the approval of the superintendent if within the Province of Manitoba and with the approval of the board of trustees outside the Province of Manitoba.

The individual staff member shall complete a professional development request form to be approved by the principal of the school and, subsequently, sent to the superintendent for final approval.

If reimbursement is considered, it may be in whole or in accordance with the following:

- a) Accommodation: A maximum of \$55.00 per day. If two or more stay together, the actual room rate if less than \$70.00. (Receipts required). An employee who stays with friends, etc. may claim \$25.00 per day without receipt.
- b) Meals: A maximum allowance per full day of \$30.00 or part days as follows:

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Staff Development

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(Receipts required.)

- 1) Breakfast (maximum) \$6.00
 - 2) Lunch (maximum) \$9.00
 - 3) Supper (maximum) \$15.00
- Breakfast expense is not reimbursed at hotels that provide this service included with the room rate.

- c) Transportation: Mileage reimbursement at the Superintendent's discretion to a maximum of the division mileage rate.

At the time the superintendent approves the request, and if subsidy is considered, it will be indicated on the approval form.

Since a portion of the inservice budget is controlled by the principal, the principal may designate inservice remuneration based on the above guidelines.

Teachers who attend summer school programs which will enhance classroom instruction, and who have prior approval of the superintendent shall be reimbursed \$50.00 per week after showing evidence of successfully completing the program. Courses which will improve grant scales for salary purposes do not qualify for reimbursement.

October 23, 1990
January 7, 1992
July 28, 1992
June 19, 2001

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Teacher Exchange Program

E-00

GUIDELINES FOR TEACHER EXCHANGE PROGRAM

PREAMBLE

The purpose of the teacher exchange guidelines is to provide information which will make teachers aware of their responsibilities and expectations so that they can perform their teaching task more effectively.

Turtle River School Division No. 32 board participates in the teacher exchange program in the spirit that this program will provide professional development for the teacher and exposes students to new experiences. If students' learning is hindered by the program, the purpose of the program is defeated.

Teacher Responsibility:

1. To inform the principal of the interest in the program and to make a request to participate in the exchange program. This should be done as soon as possible. If the principal is not in favor of the exchange, the principal will provide reasons why the exchange is not recommended.
2. After approval in principle is granted the teacher shall prepare four typed copies of pertinent information regarding:
 - a) teacher's responsibility within the school regarding supervision, extra curricular, discipline
 - b) class rules, expectations
 - c) course outlines
 - d) any other materials requested by the principal or superintendent
 - one copy for the teacher exchange office
 - one copy for the principal
 - one copy for the superintendent
 - one copy for the exchange teacher

Information will be forwarded to the principal for approval.

Exchange approved:

1. Teachers should meet personally to share pertinent information so that a better understanding of systems is achieved.
2. The exchange teacher assumes the responsibilities to do all activities that are expected of all other teachers.
3. The exchangee shall work under the supervision of the principal and shall follow all guidelines as set by the principal and or the Turtle River School Division No. 32.
4. It is the exchange teacher's responsibility to keep informed about activities and procedures in the school.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Teacher Exchange Program

E-00

Principal Responsibilities

1. a) Inform the superintendent of the teacher's request and make a recommendation to the superintendent.
b) If the recommendation is accepted by the superintendent, the principal with the superintendent shall meet with the teacher and review the teacher's past performance and shall in writing point out the weaknesses to the teacher so that the teacher can use this information to do a better job while on exchange.
2. The principal shall evaluate materials provided by the teacher going on an exchange, make changes, recommendations, etc. and present a final copy to the superintendent for approval.

Exchange approved:

1. Meet with the exchange teacher as soon as possible to welcome the teacher and provide an orientation to the school. The principal shall provide school regulations and make the teacher aware of the division policy manual.
2. Facilitate for a staff liaison person.
3. Provide ongoing support, direction, evaluation. The evaluation procedure shall apply as it does to non-tenured teachers.

Division Responsibility:

1. a) The superintendent shall arrange a meeting with the teacher and principal to discuss the exchange.
b) If the superintendent's recommendation to the board is positive, the board may approve the exchange in principle. If the superintendent's recommendation is negative, the teacher applying for the exchange may appeal the decision by appearing at a board meeting and presenting his/her case to the board.
2. The superintendent shall review all materials as required by policy. If materials are approved, the superintendent will forward one copy to the teacher exchange office and one copy to the teacher exchangee. Included will be a covering letter which will state the liabilities to the teachers if the exchange is terminated, expectations for performance and conduct, and any other information relevant to teacher exchange. Once documentation has been completed to the satisfaction of the two educational jurisdictions, the Turtle River School Division No. 32 may pass a resolution officially accepting the exchange.
3. One copy of all documentation shall be filed.

Exchange approved:

1. Meet with the principal and exchange teacher and provide an orientation to the division.
2. The superintendent will assume the same responsibilities and expectations as to any other teacher

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Professional Staff Meetings

E-00

PROFESSIONAL STAFF MEETINGS:

The board expects its staff members to attend meetings called by school administrators, staff officers, trustees, or a subject coordinator.

Reviewed April 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Staff Participation in Community and Political Activities

PARTICIPATION IN COMMUNITY ACTIVITIES

In order to become better acquainted with the communities' expectation of the school system, staff members are encouraged to participate in community activities.

Reviewed January 5, 2009

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The board expects each staff member to act politically non partisan in school activities.

Reviewed January 5, 2009

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Benefits

UNEMPLOYMENT INSURANCE PREMIUM REDUCTION

Employers that provide employees with sick leave plans that meet the requirements for a reduction in the Unemployment Insurance Premium must share part of the premium saving with each employee.

The school division is entitled to retain 7/12ths of the savings resulting from the premium reduction and each employee is entitled to be paid 5/12th of the savings resulting from the premium reduction.

Each individual employee will be paid their 5/12th of the savings resulting from a premium reduction or alternately if required by a union or association agreement, the collective amount of the saving of each individual employee covered by the agreement may be retained by the board of trustees or paid to the respective union or association.

Reviewed April 2004

BEREAVEMENT GRATITUDE

That Turtle River School Division employees receive a bereavement acknowledgment (sympathy card) from the Board. Eligibility would be based on the compassionate leave clause in the collective agreement.

May 23, 2000

Reviewed April 2004

TRAVEL ACCIDENT INSURANCE

The person in the position designed to be insured under the policy are covered for accidental bodily injuries received while traveling on the business of the school board, for the purpose of furthering the business of the school board. Such a trip is deemed to commence at the time the insured person leaves his/her residence or regular place of employment for the specific purpose of beginning the trip and continues until he/she returns to his/her residence or regular place of employment.

The insurance plan of the day shall apply.

Reviewed April 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Non Union

E-00

Sun Life Extended Health and Dental Coverage – Non-Union Employees

All new hires must enroll in the Health and Dental Plan as per eligibility requirements of the plan. Employees pay full premiums for these benefits.

Reviewed April 2004

Bereavement Leave - Non-Union Employees

*Part time staff shall be entitled to similar benefits on a prorated basis

An employee shall be granted five(5)days leave without loss of salary in the case of death of a father, mother, sister, brother, son, daughter, spouse, father-in-law, stepfather, mother-in-law, stepmother, daughter-in-law, sister-in-law, son-in-law, brother-in-law, step child, grandparents, or grandchild.

Family Medical - Non-Union Employees

*Part time staff shall be entitled to similar benefits on a prorated basis

An employee shall be entitled to use up to four (4) days of accumulated sick leave per school year to attend to the illness, injury or medical appointments of his or her immediate family including the spouse, children, foster-children or parents of the employee or spouse. Where such cases occur and both parents of a particular child are employees within the scope of this agreement, both parents may not access the provision of this article concurrently.

Every effort shall be made to schedule medical appointments outside of school hours.

Group Insurance - Non-Union Employees

Non-union employees shall enroll in the Manitoba Public School Employees Group Life Insurance Plan according to the terms and conditions of the Plan.

Any addition benefits to non-union employee may be provided and will be stated in individual contracts or salary scale

NON UNION SUPPORT STAFF – PENSION

All support staff, hired prior to January 1, 1991, except part time employees not earning at least 25% maximum Canada Pension Plan pensionable earnings, must join the MSBA Pension Plan for Non-Teaching Employees of Public School Boards in Manitoba.

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Section E – Human Resources Non Union

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Regulations regarding contributions, terminations and retirements are covered by the Pension Benefits Act and the MSBA Pension Plan for Non-Teaching Employees of Public School Boards in Manitoba.

All support staff employed after January 1, 1991, must join as per eligibility requirement set out by the pension trustees of the MSBA Pension Plan for Non-Teaching Employees of Public School Boards in Manitoba.

Reviewed April 2004

NON UNION SUPPORT STAFF – VACATIONS

*Part time staff shall be entitled to similar benefits on a prorated basis

1. Ten working days or 4% earnings after one year of service for all employees.
2. Fifteen working days vacation or 6% of earnings after two years of service for the Transportation Supervisor, ICT Director and senior administrators.
3. Fifteen working days or 6% of earnings after four years of services for all employees except for Transportation Supervisor, ICT Director and senior administrators.
4. Twenty working days or 8% of earnings after ten years of services for all employees.
5. Twenty-Five working days or 10% of earnings after fifteen years of services for all employees.
6. Vacation leave outstanding on the anniversary date of employment shall be honored in accordance with Section 7 (3) of the Vacations With Pay Act.

7. Vacations to be taken, preferably in the months of July and August.

Reviewed April 2004, Resolution No. 8, August 21, 2012, Resolution No. 5 August 27, 2017

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Recognition

E-00

RECOGNITION – YEARS OF SERVICE

Employees who worked for the school districts which make up the Turtle River School Division will be placed on the seniority list as of 1967.

Employees who worked for the school districts which make up the Turtle River School Division will receive service pins using their total years of employment.

October 19, 1993
Reviewed April 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Guidelines for Reimbursement Extra Curricular Activities

GUIDELINES FOR REIMBURSEMENT FOR EMPLOYEES SUPERVISING STUDENTS ON EXTRA CURRICULAR ACTIVITIES

Preamble:

As a recognition for service to the division, employees working with students in extra curricular and sporting activities will be reimbursed for meals subject to the following guidelines.

1. The activity must be one that is approved by the board or the superintendent.
2. Reimbursement will occur when the activities occur after 3:30 on school days and anytime on non school days.
3. To qualify for reimbursement receipts must be provided. The reimbursement will be the lesser of actual cost or a maximum as provided by board policy. Breakfast \$6.00, lunch \$9.00, and Dinner \$15.00. In cases where it is necessary to have all three meals, a claim for the day of up to \$30.00 may be made.
4. In cases where the activity is at the home school and it is not possible for the supervisor /coach to get away for a meal, due to supervision or coaching commitments, the supervisor/coach will be eligible to make a claim. (School canteens should be equipped with receipts.)
5. Reimbursement for out of province trips may be made if the principal recommends to the superintendent that reimbursement be made and the superintendent approves the reimbursement. The approval is to be obtained prior to the trip taking place.

The principal shall approve all claims and make a recommendation to the division office for payment.

The form P-25-I with receipts, is to be submitted to the secretary-treasurer at the end of December and end of June. Payments will be made twice a year.

January 7, 1992

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

A-00

Employee Liability & Personal Travel to Work

EMPLOYEE LIABILITY – DIVISION OWNED VEHICLES

Any employee who operates a division vehicle for any reason other than division business or in the case of a school bus, on its scheduled route, may be liable to pay the insurance deductible if the vehicle is involved in an accident or stolen.

The transportation/maintenance supervisor and/or the secretary treasurer shall make the determination if the employee must pay the deductible.

*** PLEASE NOTE THAT ANYONE MAY APPEAL THE DECISION TO THE BOARD.**

January, 2004

Reviewed April 2004

PERSONAL TRAVEL TO WORK

Turtle River School Division expects employees will make every reasonable effort to attend work as scheduled. The division is geographically large and a number of staff choose to live at a distance from their base of employment. The division respects that individual employees are in the best position to decide if traveling to work is safe. It is at the discretion of each employee to travel to work every day including days where road conditions may be hazardous.

There are various leave provisions within collective agreements that may allow staff to be away from work on these days without a loss in salary.

Employee absences due to inclement weather or poor road conditions

- The Division may decide to close the facility(ies) due to inclement weather and/or road conditions and will publicize the closure/closures via:
 - o Local radio stations
 - o Division web page
 - o Turtle River social media (Twitter)
- Employees are responsible to access one of the notification methods listed above for notification of a school closure.
- When an employee determines that travel to their normal work assignment is unreasonable under the circumstances, the following conditions shall apply:
 - The employee shall contact their immediate supervisor a minimum of one hour prior to the start of their workday to advise of their absence or late arrival.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

A-00

Employee Liability & Personal Travel to Work

- Teaching staff shall be deducted their daily salary for each day they are absent unless the teacher requests to use a paid personal leave or extra-curricular day. (as per applicable collective agreement)
- Non-teaching staff (other than bus drivers) will be deducted regular salary for any time they are absent unless the employee requests to use available vacations days. (as per applicable collective agreement)
- Employees are not expected to travel on closed roads/highways. However, employees are expected to monitor the road closures and, once opened, are expected to report to work. Where roads/highways do not open until halfway through the employee's regular workday, employees will not be expected to report to work.
- If the division closes school(s), employees assigned to schools in the town where the school is closed, with the exception of employees so designated by superintendent, will not be expected to attend work and will not be deducted in pay or benefits.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Disciplinary Action for Smoking/Vaping on Division Property

DISCIPLINARY ACTION FOR SMOKING/VAPING ON DIVISION PREMISES:

EMPLOYEES

Disciplinary Action for Infraction of Policy

First infraction: The immediate supervisor of the employee shall counsel the employee, advising the employee of the regulations and record the policy infraction.

Second infraction: The supervisor is to advise the employee that the policy infraction is being referred, in writing, to the supervisor's superior.

Third infraction: The supervisor will inform the board of the infraction. The employee will be advised by the board of the consequences of the policy infraction. These consequences could include suspension and eventual termination.

All properties owned by the Turtle River School Division are **SMOKE/VAPE FREE**. This includes buildings, grounds, buses and other division owned vehicles.

December 1990

Reviewed April 2004

Resolution # 6 January 14, 2020

Board Informed:	Last Reviewed:	Last Revision:
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Turtle River School Division - Administrative Procedure

Section E – Human Resources Board Members

E-00

BOARD MEMBER INSURANCE

The Turtle River School Division Board shall maintain adequate insurance to protect the division and its board against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school division and its board while acting on behalf of the school division.

Reviewed April 2004

BOARD ADMINISTRATOR'S CONFERENCES

In cases where administrators are required to make presentations, the presentations will be in writing and will be forwarded to all participants two weeks prior to the conference occurring. Principals are to check with the superintendent as to the format that is to be used.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Student Summer Employment

E-00

STUDENT SUMMER EMPLOYMENT PROGRAM:

The board supports summer employment programs for students working for the Turtle River School Division. Principals or division administrators are to:

- Provide a detailed plan as to the purpose of the project, and the kind of work to be done.
- Provide a written set of guidelines for the student with a copy to the supervisor.
- Meet periodically with the students to give them feedback and direction and review guidelines.
- When a project is completed, provide a written evaluation to the secretary-treasurer as to the success or failure of the project.

All requests for student employment must be submitted to the secretary-treasurer. The secretary-treasurer shall review the projects. All project proposals are subject to board approval.

May 7, 1996

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Superintendent

E-00

JOB DESCRIPTION – SUPERINTENDENT

The superintendent shall be responsible for the organization of education within the division. As well as being concerned with the development and organization of curricula and programs, he/she shall assist with the development of policies and be responsible for the administration of educational policies that have been approved by the board.

QUALIFICATIONS

The superintendent must possess at least a University Academic Degree and Professional Degree, preferably at the graduate level. He/she should possess good administrative skills and be able to evaluate programs and professional staff members. He/she should be able to select good professional staff members from applicants and retain on staff those who are giving good service to the division. He/she must have had experience as a teacher and a school administrator with at least a level I principal's certificate.

EVALUATION

The superintendent shall meet annually with the Board at a special meeting to discuss goals, objectives and priorities. At this meeting the board shall provide verbal feedback as to the superintendent's performance. **The superintendent shall receive a written evaluation at least once every three years. The evaluation shall be done by the board. The principles of evaluation as per division teacher evaluation policy shall apply.**

DUTIES AND RESPONSIBILITIES

The superintendent shall:

1. Provide leadership in educational planning and development towards the achievement of approved educational goals of the division. In this respect consideration should be given to curricula content, capital facilities, equipment planning, school sites, staff planning, demographic trends and any other pertinent educational areas.
2. Coordinate the activities of all educational departments and be responsible for their efficient operation.
3. Develop and foster an effective public relations program.
4. Spend time in the school communicating the objectives of the division to staff and assisting in the development of programs and staff to meet these objectives.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Superintendent

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5. Keep the board informed as to how effective its policies are in relation to the overall educational objectives of the system, and provide advice and opinion on the revision of old or the formulation of new policy.
6. Interpret board policies and directives of the division's education program to educate staff and develop and implement administrative procedures and regulations necessary to ensure their achievement.
7. Keep the board informed of the developments in the whole field of education as they affect the schools and make suggestions and recommendations to promote a total program that will serve efficiently the educational needs of the division.
8. Along with assuming a portion of the coordinator of student services position, shall plan, direct, and coordinate the work of the coordinators of student services and carry out formal evaluations following the guidelines as set in the teacher evaluation policy.
9. Keep the board informed of the needs for school sites and school accommodation and make recommendations thereon.
10. Attend all meetings of the board except where his tenure, salary, or efficiency is under consideration.
11. Submit to the board recommendations for all appointments, promotions, suspensions, dismissals, retirements of teacher employees. In case of emergency, the superintendent has the power to suspend any teaching **professional or para-professional employee. Whenever possible the board chairperson and the local trustee shall be consulted.**
12. **Be empowered to hire staff as required. Staff hiring must be ratified by the board at its next regular meeting. Whenever possible the board chairperson and the local trustee shall be consulted**
13. Have the power to suspend any pupil subject to the regulations made under the Department of Education & Training Act
14. Work with the secretary-treasurer in preparing the budget
15. Work cooperatively with the secretary-treasurer in executing the maintenance and transportation functions of the division.
16. **Carry out other such duties as may be assigned by the board**
17. **Evaluate all staff as per division policy.**

November 6, 1990; August 22, 2000, May 2003, January 2004
Resolution # 7 June 15, 2004

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Secretary Treasurer

E-00

JOB DESCRIPTION – SECRETARY-TREASURER

Performs secretary-treasurer functions for the division board of trustees as stipulated in the Public Schools Act and such other functions as may be directed by the board. The secretary-treasurer shall report directly to the board.

QUALIFICATIONS

Be familiar with, and have formal training in generally accepted accounting procedures and generally accepted auditing principles. Be in possession of a university degree in commerce, or a diploma in business administration, or be presently enrolled in either the Certified General Accountant Program or the Certified Management Accountants program at the second or third level. Possess typing skills. Managerial experience an asset.

EVALUATION

The secretary-treasurer shall meet annually with the board at a special meeting to discuss goals, objectives, and priorities. The board shall provide verbal feedback as to the secretary-treasurer’s performance. The secretary-treasurer shall receive a written evaluation at least once every three years. The evaluation shall be done by the board. The principles of evaluation as per division teacher evaluation policy shall apply.

DUTIES AND RESPONSIBILITIES

The secretary-treasurer shall:

1. Act as secretary-treasurer of the board and in this capacity:
 - a) act as signing officer of the board in all financial and legal matters
 - b) attend all board and board committee meetings as required or otherwise directed.
 - c) Be responsible for the secretarial work of the board, including correspondence, legal documentation, ensuring adherence to the requirements of the Public Schools’ Act, preparation of agendas, making arrangements for the board and board committee meetings, provision of data for decision making, and preparation of correspondence and minutes resulting from meetings.
 - d) Maintain custody of minute books, documents, contracts, agreements, leases, deeds, and all other official records of the division.
 - e) Receive all correspondence addressed to the board and take all necessary – action on it.
 - f) Provide to the board reports and recommendations on areas of responsibility as required and requested.
 - g) Act as the principal spokesperson for the board in explaining and interpreting the financial implications of the actions and proposals of the board.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Secretary Treasurer

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- h) Explain and interpret to all interested parties and groups and the general public the financial implications of the actions and proposals of the board.
 - i) Act as a public relations officer of the board with the public and all employees.
2. Be responsible, in conjunction with the superintendent, for the management of human resource policies, practices, contracts, agreements and regulations and in particular:
- a) coordinate and direct human resource management functions as they relate to all support personnel.
 - b) direct the application and interpretation of the provisions of collective agreements and personnel policies and practices of the board.
 - c) act as resource person to the board as a member of the board's negotiation and personnel committees in the collective bargaining and salary review process.
 - d) submit to the board recommendations for all appointments, promotions, suspensions, dismissal, retirements of non teaching employees. In case of emergency, the secretary-treasurer has the power to suspend any non teaching employee: such suspension to be reported to the board at its next meeting. Whenever possible the board chairperson and the local trustee shall be consulted.
 - e) In the absence of the superintendent, the secretary-treasurer shall be empowered, in case of emergency, to suspend teaching employees. Whenever possible the board chairperson and the local trustee shall be consulted.
 - f) In the absence of the superintendent, the secretary-treasurer shall be empowered to make a school closing decision. Whenever possible the board chairperson and the local trustee shall be consulted.
 - g) Be empowered to hire staff as required. Staff hiring must be ratified by the board at its next regular meeting. Whenever possible the board chairperson and the local trustee shall be consulted.
3. Be responsible for developing financial and business systems necessary to ensure the effectiveness of the administration functions, for the consideration of the board, implement those approved and in this capacity:
- a) coordinate and direct the preparation of financial records, statements, and reports and the annual division detailed budget estimates of revenue and expenditure, in accordance with board policy; collaborate closely with the superintendent of schools, the coordinator of student services and the transportation supervisor in the review of proposed detailed budget items and follow budget submissions through to final approval; ensure the implementation and maintenance of effective budgetary control measurer;

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Secretary Treasurer

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report to the board on all of the foregoing and keep the board informed of the division's financial status.

- b) be responsible for the financial accounts and record of the division; coordinating and directing the accounting, and the purchasing departments.
 - c) be responsible for the division's payroll/personnel department administering and appropriate policies and collective agreements of the division.
4. Work cooperatively with the superintendent in executing the maintenance and transportation functions of the division.
 5. Be responsible for administering the division's insurance program, ensuring that proper insurance coverage is maintained by reviewing coverage and premium status of all policies and recommending revisions or additions.
 6. Consult with the division's solicitor on such matters as contracts, construction, wage agreements, human resource management and other legal matters.
 7. Liaison, in conjunction with the superintendent, with:
 - a) the Department of Education and Training regarding programs, legislation and regulations, affecting administration and divisional activities;
 - b) architects, contractors and related personnel during the construction of schools or other divisional facilities.
 8. Be responsible for the implementation of the requirements and procedures for the nomination and election of school trustees as prescribed in the Local Authorities Election Act and the Public Schools Act and appoint a returning officer on behalf of the board.
 9. Actively participate in the Manitoba Association of School Business Official's organization.
 10. Evaluate personnel as per organizational structure of the division – transportation supervisor, clerical and accountant.
 11. Act as Public relations officer of the board with the public and other employees.
 12. Carry out other such duties as may be assigned by the board.

November 1990, October 1993, August 2000, May 2003

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Coordinator of Student Services

Coordinator of Student Services

The Coordinator of Student Services' role is to organize, manage, direct and support the delivery and access of specialized assessments and support services for students, families, teachers and schools. This may include the training of specialized staff members to the access to many of the appropriate supports available.

Coordinator of Student Services Job Description

The Coordinator of Student Services will provide leadership and support under the direction of the superintendent in the area of special education, guidance and administration. Due to the consultative nature of this role, it is imperative that the Coordinator of Student Services establish good working relationships with the school administrators, teachers and support staff.

Qualifications:

The Coordinator of Student Services shall possess a teacher's certificate, special education certificate, and a coordinator's certificate. The Coordinator of Student Services shall have at least five years of successful teaching experience. The board prefers that the Coordinator of Student Services have at least four years of experience as a resource teacher and or school administrator.

Evaluations:

The superintendent shall provide ongoing feed back to the Coordinator of Student Services. A formal report shall be done on the Coordinator of Student Services following the same format as set out in the evaluation of principal's policy.

Duties and Responsibilities:

- Provide ongoing support and monitor the implementation of the collaborative resource model in each school
- Coordinate the special programs that exist in the division. Coordination in these programs involves assisting schools in actual placement of students in the programs, transferring students back to regular programs, selecting appropriate materials and ideas for the program, and providing professional development for staff.
- Assist the principal in the recruitment, supervision and evaluation of teacher assistants.
- Insure that the division receives its entitlement of special needs grants, and monitor the expenditure of them.
- Serve as a resource to teachers in providing support to regular classroom teachers in their attempts to accommodate and integrate children with exceptional learning needs.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Coordinator of Student Services

- Provide liaison with the various branches and agencies which provide support services to special education within the division - specifically:
 - i) Act as liaison with Child Care and Development Branch of the Department of Education and Training.
 - ii) Coordinate activities with various helping agencies such as the Department of Health and Social Services and other community agencies that may be a benefit to students with particular needs.
- Coordinate the divisional Early Identification program and prepare the annual Early Identification grant proposals.
- Assist in providing enrichment programs for students.
- Assist in the administration of E.S.L. grants and implementation of E.S.L. programming in Hutterian schools.
- Coordinate hearing and vision screening within the division.
- Coordinate standardized testing programs within the division.
- Assist with identification and programming decisions regarding the English Language development support program for native students.
- Supervise the clinicians assigned to the division; Speech/Language Pathologist and Psychologist.
- Assist in the budget preparation for special education.
- Assist the schools with program planning by providing them with current materials.
- Coordinate professional development activities for resource teachers and teacher assistants.
- Participate as an active member on the principals' council.
- Attend division professional development meetings.
- Attend all meetings as requested by the superintendent and or chairperson.
- Provide personal counseling services to students.
- Perform other duties as assigned by the superintendent.

Professional Development

The Coordinator of Student Services will pursue a professional development plan that will assist him/her in keeping current to his/her programming area. The division will encourage and support the coordinator to participate in his/her professional organizations at the regional and provincial level.

Resolution No.3 June 1, 2004

Resolution No.6 August 29, 2006

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - IT Director

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JOB DESCRIPTION – INFORMATION and COMMUNICATION TECHNOLOGY DIRECTOR

The Information and Communication Technology Director works under the direction and supervision of the Secretary Treasurer. The Director’s role is to plan, manage, and perform the installation and maintenance of information and communication requirements of the division. The ICT Director shall collaborate with the professional and support staff providing assistance with the use of software and hardware across the division. The ICT Director shall provide direct supervision of the ICT Technician.

Note: The incumbent is required to work effectively under pressure, within defined timelines, and with a variety of different people in a team environment. He/she must be able to prioritize work, provide coordination and direction to others and work effectively independently. He/she must be flexible, adjust to changes in workload demands and deal with and maintain confidential information.

Qualifications

- A university degree or a two year community college program in a computer related discipline or equivalent.
- The ability to work cooperatively with division partners.
- A good working knowledge of computer networks, Novell, Linux, DOS operating systems, electronic data communication transmission systems, and the internet.
- A knowledge of multiple software applications and their implementation.
- A good working knowledge of and skill to maintain and operate computers, networks, and associated information and communication technology equipment.
- A good working knowledge of new IT developments and applications.
- The ability to communicate effectively; both written and orally, with all levels of administration and staff.
- The ability to be a self starter, show initiative, and work effectively with minimum supervision.
- Possession of a valid Manitoba class 5 driver’s license.
- A minimum of 2 years ICT experience with relevant computer hardware and networks in an education, business, or government environment, or equivalent is required.
- Novell Certified Network Engineer (CNE) certification or Cisco Certification or working to obtain such would be preferred.

Evaluation:

The ICT Director shall receive a written evaluation from the Secretary Treasurer as per division policy. The evaluation will be based on input from the School Principals, the Superintendent, observations made by the Secretary Treasurer, and review of the records kept by the ICT Director.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Job Description - IT Director

Duties and Responsibilities:

- Coordinate the installing, configuring, monitoring, maintaining of hardware, network operating systems and divisional software for instructional and administrative systems (e.g. Novell, Windows Server, Linux)
- Installing, configuring, and maintaining internet/wan devices for communication (e.g. routers switches, cabling, network and web servers.)
- Ensure compliance with software licensing across the Division and reporting non compliance to the School Principal involved and/or the Secretary Treasurer.
- Ensure that an inventory of software and hardware is maintained.
- Developing and monitoring back-up systems for IT throughout the division.
- Assisting in the development of all IT systems, and when appropriate, training users of the IT system.
- Provide software support with the installation, maintenance, and troubleshooting of software issues in classroom and administrative applications.
- Maintain a log of activities and submit it to the Secretary Treasurer.
- Reviewing IT equipment requirements and allocation of equipment to ensure effective use of resources as requested.
- Coordinate work assignments and training of the ICT Technician. Administer the CUPE collective agreement as it pertains to the ICT Technician. The ICT Director has the power to suspend any employee under his authority. Such suspension to be reported to the board at its next meeting. Whenever possible the secretary treasurer, board chairperson shall be consulted.
- Providing technical support to all staff on ICT for administrative and instructional purposes.
- Assisting with the purchase of ICT equipment in accordance with budget allocation.
- To liaise with partner agencies regarding ICT interests.
- To participate on divisional ICT committees.
- To coordinate special ICT projects as assigned.
- Responsible for the construction, maintenance, and updating of the Division Website.
- Represent Turtle River School Division on regional and provincial organizations.
- Maintaining duties in a confidential manner and maintain confidentiality of information.
- Provide reports and attend Board Meetings as required or requested by the Board.
- Perform other job related duties as assigned.

Resolution No. 3, June 8, 2010

Resolution No. 3, September 14, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - IT Technician

E-00

JOB DESCRIPTION – INFORMATION and COMMUNICATION TECHNOLOGY TECHNICIAN

The computer technical coordinator works under the direction and supervision of the Information and Communication Technology Director. The purpose of the position is to provide computer hardware and software support to the schools and the division office.

Qualifications

- Post secondary training in a related field and/or related experience.
- Be well versed with Windows, DOS, Novell, and Linux operating systems.
- Ability to adapt to new developments in the computer field.
- Ability to communicate effectively with people both orally and in writing.

Evaluation:

The ICTT shall receive a written evaluation from the ICT Director as per division policy. The evaluation will be based on input from the school principals, the secretary treasurer, observations made by the ICT Director, and review of the records kept by the ICTT.

Duties and Responsibilities:

Ensuring that all computer equipment in the division is operational and well maintained including:

- Installing, repairing, and maintaining all personal computers, computer lab networks and related equipment, including peripheral devices and cabling;
- Ensuring all installed software is properly licensed;
- Installing, testing and maintaining system software and application software on all computers and related equipment as required;
- Ensuring that all software programs and data are being backed up in appropriate and timely manner;
- Assisting in the development of all computer systems, and when appropriate, training users of the computer equipment.
- Reviewing equipment requirements and allocation of equipment to ensure effective use of resources as requested;
- Providing and assisting with computer training relative to ICT equipment and software;
- Maintaining records of repairs made to individual computers, servers and related equipment.
- Maintaining a log of activities and solutions found for problems encountered.
- Arrange for and keep records for warranty repair work for all computers and peripherals.
- Arrange for repair of equipment which cannot be repaired in house.
- Perform other duties as assigned by the ICT Director, secretary-treasurer, and board.

July 22, 1997. Resolution No.4 June1, 2004, Resolution No.4 June 24, 2008,
Resolution No. 4, September 14, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Accountant

E-00

JOB DESCRIPTION – ACCOUNTANT

The accountant works under the direction and supervision of the secretary-treasurer in matters involving payroll, employee benefits, financial reporting, accounting, and related activities. Complete confidentiality must be maintained at all times.

QUALIFICATIONS:

Be familiar with, and have formal training in generally accepted accounting procedures and generally accepted auditing principles. Be in possession of a university degree in commerce, or a diploma in business administration, or be presently enrolled in either the Certified General Accountants Program or the Certified Management Accountants Program at the second or third level. Possess typing skills.

EVALUATION:

The accountant shall receive a written evaluation from the secretary-treasurer as per division policy.

DUTIES AND RESPONSIBILITIES

- To be responsible for the preparation and maintain all payroll, personnel records, payments to full time and part time personnel in accordance with salary schedules as negotiated.
- To be responsible for the administration of employee benefits. Reconcile and process all remittance data for all benefits and government deduction necessary for the account payable.
- Prepare records of employment insurance forms for lay-off/terminated employees and all requests for payroll information for employee insurance purposes.
- To balance, issue and distribute all T4/T4A forms and prepare T4/T4A summary.
- Maintain accurate and current information regarding each employee's vacation entitlement, sick and other leave accumulations and salary updates.
- To assist in the reporting of Educational Information required by Manitoba Education and Training
- To assist the accounts payable system and to ensure that the purchasing policy in effect is followed in the generation of payments of accounts.
- To be responsible for the recording and depositing to the bank, of all monies received by the division office.
- To prepare invoicing for services rendered by the division.
- To prepare and maintain books of accounts and financial records required for the preparation of monthly financial statements.
- To assist in the preparation of the budget.
- To assist in the preparation of the year end report for the auditor.
- To perform any other related duties as assigned or directed by the secretary-treasurer.

October 23, 1990 Reviewed April 2004 Resolution No.3 May 13, 2008 Resolution No. 7
April 9, 2013, Res No. 5 January 14, 2020

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Administrative Assistant

E-00

JOB DESCRIPTION – ADMINISTRATIVE ASSISTANT

The administrative assistant works under the direction of the secretary-treasurer, superintendent, and transportation/maintenance supervisor. The position requires a person who can work independently and organize to meet deadlines while maintaining a high quality of work. The administrative assistant is expected to act in a friendly and courteous manner when dealing with the public and school division employees. Confidentiality must be maintained at all times.

QUALIFICATIONS:

The administrative assistant must have excellent organizational and clerical skills, be experienced in working in a computerized office environment, and possess a valid drivers license. He/she must be well versed in the use of the Microsoft Office Suite of products. Experience with computer based accounting/record keeping software, accounts payable experience, and payroll experience will be considered assets.

EVALUATION:

The administrative assistant shall be evaluated as per division policy and receive a written evaluation from the secretary-treasurer. The superintendent and transportation/maintenance supervisor may provide input.

DUTIES AND RESPONSIBILITIES:

The administrative assistant shall:

1. Perform receptionist duties in the division office.
2. Perform secretarial services for the secretary treasurer, superintendent, and transportation/maintenance supervisor. This includes:
 - a. Complete all typing of correspondence to internal and external sources to acceptable standards. i.e. letters, memos, reports, minutes of meetings, by-laws, policy, voters lists.
 - b. Operate all equipment in the division office.
 - c. Compile and duplicate agenda information prior to board meetings.
 - d. Proofread outgoing printed information.
 - e. Compose routine correspondence.
 - f. Schedule appointments and interviews.
 - g. Maintain a complete set of office files so that information can be easily accessed.
 - h. Remind supervisor of upcoming meetings and deadlines.
 - i. Pick up, open, sort, and deliver mail to all departments in the division office.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Administrative Assistant

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- j. Compile daily mail, attach appropriate postage and deliver mail to the post office, bus depot, etc.
 - k. Organize delivery of items by divisional employees.
 - l. Send, review, and monitor division e-mail messages.
 - m. Maintain division directory, division calendar, phone codes report, alarm codes report, URIS list CPR training list.
3. Compose and compile statistical information, i.e. enrollment report, truancy report.
 4. Perform photocopying and laminating for the public when time permits.
 5. Maintain division office stock and order supplies when necessary.
 6. Reserve meeting rooms as necessary to ensure their availability.
 7. Prepare monthly reports for the transportation department for payroll.
 8. Prepare and maintain Maintenance/Transportation departments report and purchase order.
 9. Maintain bus passenger list.
 10. Maintain accounts payable system in conjunction with the division accountant and Clerical/Account Assistance.
 11. Maintain utilities' records, school bus logs, and monthly transportation records.
 12. Work with school secretaries to ensure that quality and quantity standards are met.
 13. Carry out other duties as may be assigned.

May 2003. January 2004. Resolution #9 April 9, 2013

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Job Description - Clerical/Account Assistant

JOB DESCRIPTION – CLERICAL/ACCOUNT ASSISTANT

The Clerical/Account Assistant works under the direction of the secretary-treasurer, superintendent, transportation/maintenance supervisor and Accountant. The position requires a person who can work independently and organize to meet deadlines while maintaining a high quality of work. Confidentiality must be maintained at all times.

QUALIFICATIONS:

The Clerical/Account assistant must have excellent organizational and clerical skills, be experienced in working in a computerized office environment. He/she must be well versed in the use of the Microsoft Office Suite of products. Experience with computer based accounting/record keeping software, accounts payable experience, and payroll experience will be considered assets.

EVALUATION:

The Clerical/Account assistant shall be evaluated as per division policy and receive a written evaluation from the secretary-treasurer. The superintendent, transportation/maintenance supervisor and Accountant may provide input.

DUTIES AND RESPONSIBILITIES:

1. To prepare and maintain accounts payable system. This includes:
 - a) Processing/Entering all incoming purchase orders.
 - b) Ensuring all invoices are coded and signed so they may be entered for the cheque run.
 - c) Edit purchase orders after cheque run and file if completed.
 - d) Review all statements to ensure payment has been made.
2. To assist accountant in preparation for payroll and personnel records.
3. Verify and check month end reports for accuracy and note any deficiencies and do immediate follow-up.
4. To enter/maintain sick leave records for all staff members in using the human resource program.
5. To Assist Transportation/Maintenance Supervisor in secretarial duties as need
6. To Assist in Administrative Assistant duties in their absence.
7. Carry out other duties as may be assigned.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Resource Teacher

E-00

Job Description

Resource teachers have specialized training and experience in assessing and developing strategies and programs to meet a wide range of student learning needs. Resource teachers provide direct and indirect services to students who require extra support. They work with parents and staff to coordinate specialized services and provide program accommodations, adaptations, and modifications. They develop Individual Education Plans, write funding applications, and organize team meetings, as required.

1. **Consultation:** Consultation is the process of
 - a. sharing information and ideas with another person or group of persons,
 - b. combining knowledge into new patterns,
 - c. making mutually agreed on decisions
2. **Collaboration:** Collaboration is the provision of a direct service where the resource teacher:
 - a. Teams with one or more persons in the same process or activity
 - b. Participates integrally for the purpose of a consistent approach to the child
3. **Direct Service:** Direct service is the provision of a service delivered directly by the resource teacher to students. The resource teacher may be asked to:
 - a. Make an educational diagnosis or evaluation
 - b. Develop a program, based on the above results

Schools will be expected to develop a form, which a classroom teacher will use, to initiate a referral to the resource teacher to carry out a formal evaluation. Resource teachers will be expected to develop a system, which ensures that continued appropriate monitoring and follow up of special needs students will take place.

Resource teachers will

1. **work collaboratively** with the following to **develop effective and successful programs for all students**
 - a. students
 - b. teachers
 - c. clinicians
 - d. administrators
 - e. parents
2. **be case managers** who are responsible for

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Section E – Human Resources Job Description – Resource Teacher

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- a. coordinating personnel
 - b. chairing team meetings
 - c. keeping records
 - d. developing individual education plans with the school team
 - e. completing funding applications with the school team
 - f. coordinating outside agency involvement
 - g. communicating with parents
3. **assess and develop programs and strategies** to meet a wide range of student learning needs (accommodations, adaptations, modifications)
 - a. formal testing
 - b. informal testing
 - c. inventories
 - d. check lists
 - e. reading/writing continuums
 - f. observation of students' performances
 4. **provide direct and indirect services** to students who require extra support in school
 5. **evaluate the effectiveness of programs** in terms of student's performance, in collaboration with the student's team

Evaluation:

Resource teachers shall be evaluated as per division teacher evaluation policy. The coordinator of student services may become involved in evaluation where necessary and desirable.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - School Psychologist

E-00

JOB DESCRIPTION - SCHOOL PSYCHOLOGIST

School Psychologists shall be responsible for assessment, liaison, counseling, and programming services to students, parents, and school staff. Psychologists make recommendations to administration, professional staff, and parents to assist students in becoming more effective learners. School psychologists may also provide direct therapy to students.

Qualifications

The school psychologist must possess a Masters Degree in Psychology and be eligible for a Manitoba School Clinician's Certificate in Psychology.

Evaluation

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the School Principals, observations made by the Coordinator of Student Services, and review of the records kept by the School Psychologist.

Duties and Responsibilities of the School Psychologist

The School Psychologist shall:

1. Assess the individual abilities and disabilities of students.
2. Interpret results of the assessments.
3. Promote an active understanding of a child's needs by parents, educators and other support services.
4. Work collaboratively with school staff, parents, and other professionals in planning and implementing programs.
5. Provide consultative and support services to teachers and parents.
6. Provide direct counseling to students when required

Referrals to the School Psychologist are made through the Teacher, Resource Teacher, and Principal. Parents may make direct requests for psychology services through their child's Resource Teacher or Principal.

November 6, 1990

Resolution No. 6 February 24, 2009

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description - Speech Language Pathologist

Speech Language Assessment and Therapy

Turtle River School Division provides students with the services of a Speech Language Pathologist who will provide assessment, therapy, and program planning support for students as they continue to develop their language skills.

Job Description

The Speech and Language Pathologist works with students who require extensive services in the development of communication skills. The SLP provides assessment services and programming for referred students and may provide direct or indirect services. The SLP designs and supervises school articulation programs. Referrals to the Speech and Language Pathologist are made through the Resource Teacher and/or Principal.

Qualifications:

- A valid Manitoba Education School Clinician's Certificate as a Speech and Language Pathologist
- Completion of a recognized speech and language pathologist's preparation program.
- Knowledge of the public school system
- Eligible for licensure by the Manitoba Speech and Hearing Association
- Demonstrates knowledge and skill in student assessment and programming interventions as it relates to speech and language development
- Demonstrates ability to function in the role of a team member.

Responsibilities:

The responsibilities of the Speech and Language Pathologist include:

- to assess the speech and language of students. This includes
 - o Kindergarten through grade 12
 - o Individual students referred by teachers, parents, or themselves.
 - o Follow-up assessment of students who have previously been identified as having speech and language problems.
- To discuss assessment results with school staff and parents.
- To work with teachers, educational assistants, and parents to develop and coordinate corrective programs for students with communication deficiencies.
- To attempt to provide programs that, as much as possible, can be carried out in the classroom.
- To provide direct intensive therapy for students with severe, or moderately severe, speech or language delays or disorders
- To meet with teachers and parents to assess progress.

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Section E – Human Resources

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Job Description - Speech Language Pathologist

- To arrange referrals to outside agencies, as required.
- To provide counseling services with parents.
- To attend workshops for the purpose of keeping abreast with contemporary development research.
- To prepare a summary for each child requiring speech and language services
- To discuss caseload with the Resource Teacher, Principal, and Coordinator of Student Services.
- To meet and maintain the standards that have been established by the Manitoba Speech and Hearing Association.
- These include:
 - o Every student enrolled in speech and/or language training will be assessed by the Speech and Language Pathologist prior to enrollment in special services.
 - o Training and supervision of all educational assistants that implement speech , language, and/or hearing programs.
 - o All program theories should be established by the Speech and Language Pathologist.
 - o Supervision of Educational Assistants will be in the form of:
 - Initial training
 - Periodic observation of sessions
 - Educational assistant's daily reports
- Other duties as assigned by the coordinator of student services.

Salary Scale

Remuneration and benefits shall be in accordance with the clinician's education and experience, as determined by the Professional Certification Branch of Manitoba Education and Training and the current Manitoba Teachers' Society/Turtle River School Division collective agreement.

The Speech and Language Pathologist shall be entitled to holidays equivalent to teachers, provided that the administrative and clerical functions are completed to the specifications and time lines of the Coordinator of Student Services.

Evaluation

The Speech and Language Pathologist will be monitored by the Coordinator of Student Services. The Coordinator of Student Services, after consulting with the Principals, shall be responsible to carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Social Worker

E-00

Turtle River School Division has a full-time Social Worker Clinician who is available to help support students, families, and schools. The Social Worker is able to provide counselling services to students on a multitude of levels that various from informal conversation to grief counselling. The Social Worker will also support students in other models beyond one-on-one situations, such as by working in small groups and by doing classroom interventions. Schools are supported by professional development activities and support in working with students. The model used is “strength-based” and focus on a student’s strengths in order to help support social, emotional, academic, and physical well-being.

Goals of a School Social Work Clinician

- Understand student behavior from a holistic perspective
- Build on strengths to improve the social, emotional, and academic functioning of a student
- Build relationships with families, communities, and schools
- Ensure that programs are accessible to families and students
- Build upon a family’s and student’s strengths in the community

What does the School Social Work Clinician Do?

- Work with the students who are experiencing problems which are interfering with their success in school or with their attendance
- Advocate for families and students
- Collaborate with the school, community, and family to ensure the success of each student
- Prevent, educate, and provide interventions to at-risk students
- Facilitate groups and individual counseling for students and families
- Crisis Interventions
- Threat Assessments
- Assist with referrals to collateral agencies
- Provide workshops for parents/guardians
- Promote cultural growth and awareness

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Social Worker

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Job Description - Social Worker

The social worker is a divisional support person who will:

- work with the students who are experiencing problems which are interfering with their success in school or with their attendance.
- work with students individually or in groups and will assist them with problems of a behavioral, emotional or social nature.
- connect students to other professionals, when necessary.
- work with a student and his/her family to promote changes in behavior and to assist the student to achieve success within the school.

Qualifications:

- Minimum of a baccalaureate degree in Social Work from an accredited university.
- Eligibility for registration with the Manitoba Institute of Registered Social Workers.
- Ability to provide standard Social Work service including assessments and consultation, case management, psychosocial counseling, crisis intervention and discharge planning and referral.
- Ability to effectively manage complex task demands and prioritize workloads.
- Excellent skills in verbal and written communication.
- Demonstrated commitment to professional self development

Evaluation

The Coordinator of Student Services shall carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy. The evaluation shall be based on input from the school principals, observations made by the Coordinator of Student Services, and review of the records kept by the Social Worker.

Duties and Responsibilities of the Social Worker:

The Social Worker shall:

- Work with families to assist in resolving the problems a student is experiencing which interfere with his/her success in school.
- Advocate on behalf of the student and the school.

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Section E – Human Resources Job Description - Social Worker

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- Assist students with social, behavior, emotional problems by providing support and advice.
- Consult and collaborate with the school team, parents, and other professionals in sharing information and establishing a plan for each one's role in working with the student.
- Provide workshops for parents/guardians.
- Work with groups of students on a common social, emotional, or behavior concern.
- Act as a liaison between school and parents/guardians.
- Support the school with attendance concerns by making home visits to develop a positive and supportive relationship between parents/guardians and the school.
- Assist parents in the referral of their children to outside agencies.
- Support First Nations students with academic, cultural, social and emotional concerns.
- Promote cultural growth in First Nations students to assist them in their academic success.
- Write diagnostic reports and treatment summaries.
- Be available for Individual Education Plan development and review.

Referral Procedure:

The administrator or the resource teacher of the school will forward a referral form to the Social Worker. A student or parent/guardian seeking support may fill out a referral form which can be obtained from the school office or on the TRSD website. The social worker will prioritize the cases based on need.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Guidance and Counseling

E-00

Job Description - Guidance and Counseling

Turtle River School Division recognizes the societal factors which have an impact on the personal, social, educational, and career needs of our students. Such factors include: rising unemployment, high mobility, changing family structures, increasing use and abuse of alcohol and chemical substances, increasing incidents of child abuse, changing careers, and educational demands generated by new technology and the impact of an expanding world market.

These factors create needs and concerns in young people which must be addressed by all areas of the school program. Turtle River School Division has always advocated the education of the whole child, and all subject teachers have a responsibility in this regard. Because of limited trained guidance personnel in the division, guidance services and programs will be delivered largely through integration into existing school programs and practices by a school team consisting of administrators, teachers, and the resource teachers.

Qualifications

In Manitoba, proposed certification would require counselors to complete a 30-credit hour certificate, diploma, or degree program in counselor education.

Evaluation

The Guidance/Counselor will be monitored by the School Administrator. The Principal shall be responsible to carry out a formal evaluation based on the format and principles of the Turtle River School Division evaluation policy.

Duties and Responsibilities of the School Counselor

School counselors are responsible for overseeing the development and implementation of a Comprehensive Guidance and Counseling Program. As a specialist in child and adolescent development, he or she brings valuable knowledge and skills, which assist all school personnel to respond better to the personal, social, career, and educational needs of students.

1. Leadership

Counselors play a leadership role in defining and carrying out guidance and counseling functions by problem-solving, planning, developing, and implementing the four components of the comprehensive program.

2. Advocacy

Counselors play an advocacy role for students with staff, families, and outside agencies. They assure that all programs facilitate the educational process and offer opportunity for all students to reach their full potential.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Guidance and Counseling

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3. **Guidance Curriculum**

Counselors develop, co-ordinate, and implement various developmental and preventive programs.

4. **Responsive Services**

Counselors provide essential services to students in need through individual and small group guidance and counseling intervention, crises intervention, and staff/parent consultation required to address immediate, or ongoing concerns of students.

5. **System Support**

Counselors assist those who work with students. This type of intervention includes conducting workshops for parents and staff, student placement, research, data collection, community outreach, and administration.

Most counselors spend the majority of their time on direct services to students. School counseling programs and the role of the school counselor should be determined by the personal/social, educational, and career needs of the students in their school.

Four Components of a Comprehensive Guidance and Counseling Program

1. **The Guidance Curriculum**

Guidance content would consist of expected student learning outcomes in:

- a) Personal/social development
- b) Educational development
- c) Career development

This content would normally be delivered through classroom teaching of a course unit for credit.

2. **Individual Planning**

Individual Planning refers to the provision of personalized information, direction, assistance, personal/social, educational, and career goals and plans. These activities are delivered on a group or individual basis.

3. **Responsive Services**

Responsive Services refers to the provision of services which “respond” to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. These activities include individual and small group counseling, consulting with staff and parents, and referral to other agencies.

4. **System Support**

System Support includes the administrative and management activities necessary to support the Comprehensive Guidance and Counseling Program. It may include consultation and collaboration with community agencies and other support services, staff development, research, budgeting, community relations, and program evaluation

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Guidance and Counseling

E-00

Group Work

A. Large Group Work or Group Guidance

An effective means to

- Deliver Curriculum
- Implement Preventative Programs
- Address Developmental Needs

B. Small Group Work or Group Guidance

An effective means to

- Enhance social skills
- Develop an Awareness and Understanding of Self and Others

Types of Group Work

A. Educational Groups

Provide a means of sharing information on:

- Careers
- Parenting
- Study Skills for Educational Success

B. Training Groups

Allow students to develop knowledge and skills related to specific programs

- Conflict managers
- Peer Helpers
- Peer Tutors

C. Skill Development Groups

Offer a controlled setting where students learn to deal with

- Anger management
- Problem-Solving
- Social Skills
- Self-Assertion

Students at Risk

Include those identified as

- Emotionally and behaviourally disordered
- Potential dropouts performing poorly in school
- Being truant
- Using drugs and alcohol
- Having family problems
- Being neglected
- Having unresolved problems and concerns

The function of the school counselor dealing with at-risk students may include:

- Working as a team member with other support professionals
- Intervening with students with difficult behaviour
- Providing responsive programs

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Section E – Human Resources

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Job Description - Guidance and Counseling

- Crisis counseling
- Group guidance and counseling
- Family support
- Consultation
- Providing in-service support to staff
- Providing special curriculum programs to strengthen personal and interpersonal skills
 - Problem-solving
 - Decision-making
 - Understanding feelings
 - Self-acceptance
- Providing referrals for additional specialized support services
- Mediating and facilitating effective behaviour change

Students with Special Needs

School counselors work with colleagues to create an inclusive school environment and intervene to help students with special needs in

- Providing social skills training
- Assisting in establishing appropriate individual behaviour programs
- Serving as a consultant and resource to parents and school staff
- Promoting workshops on various disorders for students and staff
- Supporting parents and families
- Providing career planning
- Making referrals to appropriate specialists
- Assisting in the completion of funding applications and individual educational plans

Peer Helping

Peer helping programs enhance the effectiveness of the total guidance and counseling program by expanding services. Students should be trained by counselors in communication and helping skills. The peer helpers can then help provide services, such as:

- Leadership/cross-age groups
- Tutoring in academic areas
- Welcoming new students
- Conflict resolution helpers
- Community and volunteer services
- Alerting counselors to serious problems
- Helping students-at-risk
- Helping students with special needs peer helper trainers
- Career information coordinators

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Job Description – Community School Connector

Manitoba Education under their Community Schools Partnership Initiative offer year to year funding to facilitate creation of designated “Community Schools” located in low socio-economic neighborhoods – helping them develop a comprehensive range of supports and approaches to meet the diverse needs of children, youth, and their families.

Turtle River School Division supports this initiative at all schools in the Division that are designated a “Community School” by Manitoba Education. The overall requirement of the Community School Connector is to provide support for the program at the school. The Community Connector works under the direction of the School Principal and is part of the school team providing support to students, parents and the community. Specific qualifications, duties, and responsibilities are as follows.

Qualifications

- High school diploma.
- Experience developing and providing programming for children.
- Public speaking and community networking experience.
- Effective oral and written communication skills.
- Strong organizational and problem solving skills.
- Posse effective time management skills.
- Ability to build strong and effective relationships with people.
- Ability to coordinate and manage volunteers effectively.
- Ability to work independently as part as a team.
- Posse cultural competence, anti racism and anti oppression facilitation skills.
- Ability to work flexible hours, including evenings and weekends.
- Posse computer skills.
- Post secondary education in community work and/or social work and/or volunteer management would be an asset.

Duties and Responsibilities

1. Assist students and the whole family by developing and providing programs before, during and after school that assist in areas of social, emotional, and physical need. This includes;
 - a. Coordinate of the school breakfast, lunch, and snack programs and the recruitment of volunteers for those programs.
 - b. Providing the roots of empathy program, respect-ed peer mentorship program and any other program as required or directed by the Community Schools Committee or Principal.

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Job Description - Community School Connector

- c. Coordinating and promoting the use of the parenting room and ensure its use is within the guidelines of the community schools program.
 - d. Providing support to students having social, emotional, physical difficulties.
 - e. Participating in school team activities such as IEP meetings and behavior plans when directed to do so by the Principal.
 - f. Purchase materials and supplies in accordance with the division purchasing policy.
2. Network and engage with service organizations, people of interest and community groups building a share responsibility. Which includes;
 - a. Liasing with outside groups, agencies, and government departments as it pertains to the community schools program.
 - b. Preparing funding proposals and research available grants that support the community schools projects.
 - c. Assisting with the student council.
 - d. Home visits to make home and school connections with parents.
 3. Strengthen leadership capacity and skill development to empower parents and community members. This includes;
 - a. Coordinating and promoting cultural awareness within the school and community which includes, yearend celebrations, artists in the school, guest speakers which may be motivational and culturally based.
 4. Investigating and researching professional development opportunities for staff, parents, and community members.
 5. Act as the recording secretary for meetings and activities pertaining to the community schools program. In addition, prepare the year end reports for the principal for submission to government agencies.
 6. Participate in weekly meetings with the principal to discuss upcoming activities and events of the program.
 7. Provide monthly written reports of activities to the principal with copies to the superintendent of schools.
 8. Perform other duties as assigned.

Resolution # 7 August 30, 2011

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Section E – Human Resources

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Job Description - Community School Support Worker

Job Description – Community School Support Worker

The Community School Support Worker is to provide support for the Community School Initiative program at the school under the direction of the Community School Connector.

Qualifications

- Valid Food Handling Certificate
- Ability/willingness to work flexible hours including evenings and weekends.
- Ability to work with others or independently.
- Possess strong organizational skills.

Duties and Responsibilities

1. Will work in conjunction with the Community School Connector to fulfill the nutrition portion of the community school goals.
 - a. Carry out meal preparation and serving for the breakfast program, snack program and hot lunch program as planned out by the Community School Connector.
 - b. Maintain inventory, place grocery order and pick up when needed.
 - c. Keep food prep area and storage area clean and organized.
2. Work alongside the Community School Connector and other school volunteers on the community garden projects.
 - a. Assist in planting the seeds/plants
 - b. Maintaining the garden (weeding, watering, insect control etc.)
 - c. Harvesting the product from the community garden. (cutting, picking carrying and loading)
 - d. Processing the products from the community garden (canning, pickling freezing)
3. Perform other duties as assigned.

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Turtle River School Division - Administrative Procedure

Section D – Human Resources Job Description - French Consultant

E-00

The French Consultant is responsible for the Revitalization of French in the entire division. They are the French Ambassador and represents the division as the lead in regards to teaching and revitalizing French in our division. However, the implementation of the Revitalization plan has the focus being on the following grades as follows (as outlined in the 2013 Division Strategic Plan);

- 2012/2013 School Year – Focus on Grades K-6 French Revitalization**
- 2013/2014 School Year – Focus on Grades K-8 French Revitalization**
- 2014/2015 School Year – Focus on Grades K-9 French Revitalization**
- 2015/2016 School Year – Focus on Grades K-10 French Revitalization**
- 2016/2017 School Year – Focus on Grades K-11 French Revitalization**

The French Consultant is hired under a teaching contract. Her contract will be pro-rated based on the time allocated to this role on a F.T.E. basis.

In order to implement and deliver the program, the French Consultant will have the use of a division vehicle. The French Consultant will be provided with a computer or laptop and the use of an office at the division office. Some office time will be agreed upon with the Student Services Coordinator in order to allow for organization and preparation (as per the Collective Agreement). However, the direction of the French Consultant is focused in being in the schools and classrooms promoting, supporting and teaching French.

The French Consultant will schedule their school visits based on the needs of each school in consultation with each school principal. If the French Consultant is ill or unable to attend work, they will contact their direct supervisor and then advise the planned school of their absence.

Although the division has an expected job description listed below that facilitates the French Revitalization Program in our division, this must be completed in consultation with each schools needs and direction that is ultimately decided as per each school's principal. Schedule consistency will be important in order to provide consistent support in schools, with teachers and with students.

While the French Consultant is under the direction of the school principal, the French Consultant reports to the Student Services Coordinator as their direct supervisor.

SPECIFIC DUTIES OF THE FRENCH CONSULTANT

- Promote the teaching of French Language and Culture in schools and classes.
- Complete the French Revitalization reports requested by the department
- Find and complete applications and proposals for French Grants

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Section D – Human Resources Job Description - French Consultant

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- Complete the yearly application for the French Revitalization grant
- Follow the French Revitalization model described and planned for in the French Revitalization grant submitted.
- Attend the department French Meetings as scheduled.
- Develop Professionally in order to support teachers in French Instruction and Methodology
- Plan and help support each school in attending French Cultural Events and Activities
- Represent the division in regards to French Programming
- Schedule weekly support in each classroom
- Model for teachers French Instruction (every other week)
- Co-Teach and Team-Teach with classroom teachers
- Plan French Lessons to be used in classrooms
- Support Teachers as they teach French in their classrooms
- Communicate effectively with teachers and schools utilizing email and other forms as appropriate.
- Coach and advise teachers on ways to support and continue developing their French programs through reflection and discussion on lessons
- Increase teachers confidence and build strong French Programs and teams.
- Complete and submit a monthly report to their supervisor logs of French programming in order to help support growth and show accountability.
- In addition, a French Revitalization binder needs to be kept every year documenting the division growth and progress as French is revitalizes in our division.
- Gather and provide French resources to schools and teachers.
- Consult and borrow resources from DREF (The department French Library)
- Promote French teaching as fun and engaging.
- Support teachers with implementing technology into their French Instruction
- Provide schools with French Professional Development and Training as needed.
- Organize French Teacher training and Professional Development with outside agencies
- Keep Financial and expense records in regards to the grant and French program
- Order French Resources as needed
- Yearly assess the divisions current French Programming and make suggesting for improving the revitalization of French in the division.

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Section D – Human Resources Job Description - French Consultant

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- Ask teachers for feedback through a survey a minimum of two times per year on the French Revitalization program (Fall & Spring).
- Develop and organize French Units based on Themes

Evaluation:

The French Consultant will be evaluated as per the division teacher evaluation policy. The coordinator of student services may become involved in evaluation where necessary and desirable. The feedback based on the evaluation by principals and teachers on the French Revitalization program will be taken into consideration when evaluating.

Resolution # 6 December 10, 2013

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Principal

Job Description - Principal

The duties of a principal are those duties outlined in the applicable sections of the Manitoba Department of Education Administration Act, Public Schools Act, and related educational regulations.

In addition, the board expects each principal:

- to provide educational and administrative leadership in the school
- to carry out such duties as the superintendent may assign
- to accept the responsibility under the direction of the superintendent for the selection and evaluation of the teaching staff personnel.
- To encourage teachers to achieve and maintain a high level of classroom instruction through good managerial techniques.
- To have good fiscal management in own budget and a working knowledge of the financial operations of the division in order to obtain the best possible facilities and supplies for his/her staff and students.
- To manage expenditures which include such concerns as:
 - purchase specifications
 - expenditure reports
 - supply management
 - petty cash
 - inventory control
 - student organization funds
- To insure that personnel is in place to respond immediately to the alarms.
- To accept the responsibility to account for bus arrivals.
- To cooperate with the board and its staff officers in establishing division wide programs and standards.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Vice Principal

E-00

Job Description – Vice-Principal

- 1) To acquire a working knowledge of the school and the provincial curriculum.
- 2) To carry out those duties as assigned by the principal
- 3) To act in place of the principal during the principal's absence.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Teacher

A classroom teacher shall perform such duties as stated in the Public Schools Act and related regulations and such other duties as assigned by the division administration.

In addition to these duties, the board expects a teacher to present to the public a professional attitude towards education. The teacher should be aware of current educational philosophies and be able to evaluate educational programs. The board encourages each teacher to contribute time toward the school's extracurricular programs. Each teacher is required to establish and follow sound evaluation practices. These must be in keeping with the policies of the school and should be clearly defined and understood by the parents and students.

The progress of all pupils must be continuously evaluated. This evaluation should include assessment of daily work and assignment;

- a) The material students have been asked to submit should be evaluated and returned to the students as soon as possible so that the students will have feedback on his/her achievement.
- b) Oral and/or written evaluations shall occur at the conclusion of units, chapters; special projects, assignments, and examinations. Fair Assessment Practices" shall be practiced as endorsed by the Council of Ministers. high standards should be maintained in all assessment of student work.

Further and in addition to the above, the teacher shall:

- a) teach diligently and faithfully according to the terms of his/her agreement with the school board and according to this Act and the Regulations;
- b) keep a record of attendance in the manner and in such form as required by the school board;
- c) maintain order and discipline in the school;
- d) furnish to the minister, or to a field representative, any information respecting anything connected with the operations of the school or in any way affecting its interest;
- e) notify the principal who shall notify the appropriate local health authority of the area in which the school is situated or where there is no local health authority the school board that he/she has reason to believe that a pupil attending the school has been exposed to or is suffering from a communicable disease as defined in the Public Health Act and Regulations made thereunder;
- f) seize or cause to be seized and take possession of any offensive or dangerous weapon that is brought to school by a pupil and hand over any such weapon to the principal who shall notify the parent or guardian warning him/her that the pupil may be suspended or expelled from the school;
- g) deliver or cause to be delivered or provide the parent or guardian of each pupil taught by him/her reports of the pupil at the times and in the manner determined by the school board;

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Teacher

E-00

- h) admit to his./her classroom student teachers enrolled in teacher education institution approved by the minister, for the purpose of practice teaching and observing instruction.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Head Teacher

E-00

Job Description – Head Teacher

- 1) To act in place of the principal during the principal's absence and a vice-principal is not available.
- 2) To make only those major decisions that would be absolutely necessary at the time and defer all other decisions for the principal and/or vice principal, as the case may be.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - School Secretary

E-00

JOB DESCRIPTION – SCHOOL SECRETARY

The school secretary works under the direction of the principal. The position requires a person who can work independently and organize to meet deadlines while maintaining a high quality of work. The school secretary must be friendly and polite when dealing with the parents, general public, school division employees, and students. The school secretary is required to handle highly confidential information. Complete confidentiality must be maintained at all times.

Qualifications

The school secretary must be proficient in the use of **information and communication technology equipment and other office equipment as required including bus radio communication equipment**. School secretaries must be familiar with various work processing programs used and if they are not familiar, it is their responsibility to take the necessary training.

Evaluation

The school secretary shall be evaluated as per division policy and receive a written evaluation from the principal.

Duties and responsibilities

- Complete all typing or correspondence to internal and external sources to acceptable standards. I.e. letters, memos, reports, minutes of meetings, policy, etc.
- Use the **information and communication technology equipment and other office equipment as required including bus radio communication equipment**.
- Amend and suggest improvement to supervisors' correspondence. i.e. spelling, sentence structure.
- Compose routine correspondence.
- Schedule appointments and interviews.
- Maintain a complete set of office files so that information can be easily accessed.
- Phone individuals on behalf of principals/designate to disseminate and acquire information.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - School Secretary

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- Remind supervisor of up coming meetings and deadlines.
- Prepare, check and verify month end reports for accuracy and note any deficiencies and do immediate follow-up.
- Compose and compile statistical information, i.e. enrollment report, truancy report.
- Answer telephone and relay information to the appropriate individuals.
- Perform photocopying and laminating for the public when time permits.
- Check and maintain school office stock and order supplies when necessary.
- **Receive**, open, sort, and deliver mail and goods to all school personnel as directed by the principal.
- Compile daily mail, attach appropriate postage, **and prepare mail for** delivery to the post office, bus depot, etc.
- Organize delivery of items to the division office.
- Send, receive, and monitor electronic mail messages on computer.
- Maintain such records as leaves, inservices for all staff members.
- Assist students in all aspects of school operations.
- Maintain student registry, cumulative files, mark records.
- Perform other duties as required and as assigned by the principal.

January 5, 1993
Resolution No.5 April 27, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Library Clerk

E-00

JOB DESCRIPTION – LIBRARY CLERK

The library clerk works under the direction of the principal. The position requires a person who can work independently and be organized to meet deadlines while maintaining a high quality of work. The library clerk must be friendly and polite when dealing with the parents, general public, school division employees, and students. The library clerk is required to handle confidential information. Complete confidentiality must be maintained at all times.

Qualifications

The library clerk must understand and have working knowledge of the cataloguing system both manual and electronic and be proficient in the use of information and communication technology equipment and other office equipment as required including bus radio communication equipment. Librarians must be familiar with various word processing programs used and if they are not familiar, it is their responsibility to take the necessary training.

Evaluation

The library clerk shall be evaluated as per division policy and receive a written evaluation from the principal.

Duties and Responsibilities

- Use information and communication technology equipment and other office equipment as required including bus radio communication equipment.
-
- Maintain a complete set of library files so that information can be easily accessed.
- Classify and catalogue library materials.
- Prepare and maintain electronic library materials catalogues.
- Process all materials acquired for the library.
- Order magazines and periodicals as directed by the principal.
- Maintain the library in a neat and organized manner.
- Order and maintain career and post-secondary educational materials.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Library Clerk

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- Assist students from K – S4 in finding appropriate materials upon request.
- Assist students K – S4 in the use of catalogue systems.
- Supervise students who may be on study/research periods in the library.
- Identify and separate research materials and when necessary place materials on reserve where the materials may be loaned on an hourly or daily basis.
- Repair damaged books.
- Order books and library supplies
- Organize and hold Book Fairs
- Sign out books and look after returns and over dues.
- Parkland Books – pass out overdue slips
 - Organized book drop
- Decorate the library with special event displays (posters/books) ie holidays, health promotion week, classroom themes
- Organize elementary story time – read to students
- Implement reading promotions for parents
- Set up lending library for parents.
- Set up and update vertical files.
- Carry out other related duties as assigned by the principal.

January 5, 1993
Resolution No. 6 April 27, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Educational Assistant

E-00

Job Description- Educational Assistant

Educational assistants are employed by the Turtle River School Division to provide assistance to professional staff and administrators. Support staff shall work under the direction and supervision of the classroom teacher, resource teacher, and the principal. All support staff is directly responsible to the principal.

The educational assistant's position is a term position by necessity. Because the position exists to meet the needs of specific children, it is entirely possible that the position will become redundant during a school year due to the transfer to another school by the student, or the remediation of the special need.

The educational assistant, in many cases, will be privy to confidential information which must be respected at all times. The breach of confidentiality or insubordination will be considered as a serious matter.

The student services coordinator shall take an active role in the selection process. All educational assistants will be informed of the above conditions prior to employment.

Qualifications

- Grade 12 is required.
- Educational Assistant Certificate or post secondary education is preferred.
- Demonstrates ability to work effectively as a team member within a collaborative/consultative service delivery model
- Demonstrates knowledge and understanding of the characteristics and behaviours associated with students with special needs
- Demonstrates ability to respond appropriately to a variety of behavioural situations.
- Demonstrates ability to be flexible and adaptable when working with students and receiving directions from professional staff
- Demonstrates ability to communicate effectively and clearly in an oral and written format

Evaluation

The educational assistant will be evaluated by the principal, using the Turtle River School Division educational assistant evaluation form. In the first and second year of employment, educational assistants will be evaluated twice: before November 15 and April 15. (Educational assistants require an evaluation within the first three months of employment, regardless of their starting date of employment.) Educational assistants will be evaluated every three years after the initial two year period. Should concerns arise, they should be addressed immediately.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description - Educational Assistant

E-00

All evaluations shall be signed by the educational assistant and the principal. The signing of the evaluation indicates that the educational assistant has received a copy and that the evaluation was discussed with the evaluator. Educational assistants shall have the right to a rebuttal and due process as any other employee of the Turtle River School Division. A signed copy of educational assistant evaluations shall be forwarded to the student services coordinator.

Duties and Responsibilities of the Educational Assistant

Since Turtle River School Division employs various categories of educational assistants, job expectations will vary from position to position and from school to school. The primary responsibility of educational assistants is to work directly with students. Educational assistants will not be involved with decisions such as student diagnosis, program prescription, evaluation, or student placement.

Educational assistants shall keep a logbook which will indicate the work assigned, work completed, etc. The logbook will be prepared with the help and guidance of the professional staff.

The duties and responsibilities of the Educational Assistant may include:

- Assist with routine student learning drills and review.
- Assist small groups or individuals with speech and language development programs as directed by the teacher or Speech and Language Pathologist.
- Administer physical exercise programs as recommended and trained by OT/PT.
- Assist with the training and supervision of students in the development of life skills.
- Assist professional staff in the development of appropriate student behaviour.
- Guide students in project work and in independent work.
- Listen to the student oral read and/or read prescribed material to the student.
- Assist with specific tasks such as seat work, reading, independent work as prescribed by the teacher.
- Assist with supervision on the playground and in the school building.
- Assist with bus loading and unloading.
- Assist with the dressing and undressing of students.
- Assist with the physically handicapped re: bathroom, lunch, physical education, etc.
- Assist with classroom entry and exit.
- Carry out other duties related to the above as identified by the school principal.
- Provide clerical duties as required by the teachers, as time permits.

March 1990, April 1996, March 1997
Resolution No. 3 February 23, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

E-00

Job Description – Junior Kindergarten/ KHIC

JOB DESCRIPTION – JUNIOR KINDERGARTEN/KINDERGARTEN HERE I COME INSTRUCTOR

Turtle River School Division believes that a child's early years are critical to future development. The Junior Kindergarten Program is an early childhood education program designed to introduce our future Kindergarten students to the daily school routine, to strengthen skills, and to foster strong parental involvement in children's learning.

The Junior Kindergarten Instructor's position is a term position by necessity and is dependent upon student enrollment and the Board's approval of the program in the budget.

Duties and Responsibilities

- Prepare, plan, and organize appropriate daily learning activities that include, but are not limited to, Creative Arts, Language Arts, Science and Social Studies, Math, Social Skills, Physical Health, Songs and Games, Nursery Rhymes and Poems, and Books.
- Observe children learning naturally through exploring and questioning the environment and materials. Support learning through play.
- Guide children in the development of proper eating, dressing, and toilet habits.
- Observe children for signs of learning disabilities or emotional difficulties/challenges.
- Share verbally and/or submit written observations/reports about children to Principal as appropriate.
- Attend meetings and workshops to develop and discuss play-based learning approaches as appropriate.
- Distribute and collect correspondence to and from families and stakeholders as needed.
- Any reporting or yearend student evaluation reports to measure the progress of the program
- Perform other duties as assigned.

Qualifications

- Grade 12 is required.
- Early Childhood Education (ECE) certification is preferred.
- Experience with pre-school aged children in daycare or nursery school.
- When the Junior Kindergarten program is offered at École Laurier, the Junior Kindergarten Instructor must be bilingual in French and English and able perform daily activities in the French language.

Evaluation

The Junior Kindergarten Instructor shall receive a written evaluation from the Principal as per division policy.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Maintenance Supervisor

JOB DESCRIPTION OF MAINTENANCE SUPERVISOR:

The Maintenance Supervisor's immediate Supervisor shall be the Secretary-Treasurer. The Maintenance Supervisor should possess administrative skills and be able to organize and supervise the activities and personnel involved in Maintenance. Skills in oral and written communications and knowledge of the trades are essential. A general knowledge of computers is desirable.

Evaluation:

The Maintenance supervisor shall be evaluated by the Secretary-Treasurer and receive a written evaluation at least once every three years. The principles of teacher evaluation shall apply.

DUTIES AND RESPONSIBILITIES:

- 1) Works with the secretary-treasurer in preparation of budgets, purchasing, contracting and any other areas that have fiscal implications.
- 2) Works with the secretary-treasurer and superintendent in short and long range capital facilities and major project planning.
- 3) Works with principals in short and long range planning for routine maintenance of school buildings and grounds.
- 4) Works with principals and senior administration in selection, supervision, evaluation and training of custodial and cleaning staff.
- 5) To examine, along with the principal/supervisor, all school division buildings and property on at least a semi-annual basis and to prepare written reports on each location regarding needed repairs, safety considerations, preventative maintenance and facility improvements.
- 6) To recommend priority actions on school facilities and for the annual budget.
- 7) To develop and implement an annual written plan for approved maintenance projects.
- 8) Inspect the work of the maintenance staff and report on strengths, weaknesses and deficiencies to the school principal, and if deemed necessary to the superintendent and secretary-treasurer.
- 9) Assist and train custodial staff so that they become competent in carrying out routine custodial duties.
- 10) To keep a log on activities performed and supply a report as requested to senior administration.
- 11) To develop and implement an efficient system for dealing with emergency repair problems during working hours and after hours including holidays and weekends.
- 12) To ensure that all equipment is operated according to applicable codes and regulations, both provincial and local.

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Section E – Human Resources

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Job Description – Maintenance Supervisor

- 13) To develop, implement and maintain a preventative maintenance program, and to prepare a written plan.
- 14) To supervise and evaluate the work of contract services, including major building projects.
- 15) To prepare tender specifications for supplies, materials, and services for the maintenance department.
- 16) To adhere to the authorized work order system.
- 17) To develop and implement a system for the control of all maintenance and custodial equipment, supplies, tools and vehicles.
- 18) To make recommendations re: the tendering of major repair projects.
- 19) To determine maintenance projects to be assigned to outside contractors or tradesmen.
- 20) To prepare an annual budget for the maintenance department for submission to the secretary-treasurer by the specified date.
- 21) To maintain accurate written records of the work of the maintenance department.
- 22) To make recommendations re: the hiring, reassessment or dismissal of maintenance and custodial staff.
- 23) To develop, organize and/or deliver inservice programs for maintenance staff and in addition provide training and assistance to new staff.
- 24) To be responsible for the computerized energy management system and surveillance system.
- 25) To accept such other responsibilities as may be assigned.
- 26) To serve on the Workplace Safety and Health Committee and to insure that the safety codes in all areas are adhered.
- 27) To participate in the development of board policy as it pertains to maintenance of division property.
- 28) To attend meetings as requested dealing with maintenance concerns.
- 29) To be prepared to deal with emergency situations outside of regular work hours and to contract qualified persons to carry out emergency repairs or maintenance.

July 12, 1990, October 20, 1998, August 21, 2001

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Transportation/Maintenance Supervisor Assistant

Job Description – Transportation/Maintenance Supervisor Assistant

Position Summary

The Transportation/Maintenance Supervisor Assistant under the direct supervision of the Transportation/Maintenance Supervisor shall strive to maintain both the school division's Transportation and Maintenance departments in a reliable and cost effective manner.

Qualifications:

1. Possess a valid Class 2 Drivers License with valid School Bus Drivers Certificate issued by the Province of Manitoba, or willing to obtain within one year of starting employment
2. Successfully complete all 3 phases of the Pupil Transportation Unit School Bus Driver Training Course and possess a School Bus Driver Instructor Certificate
3. Must maintain a satisfactory Driver's Abstract
4. Must understand and be able to teach others the contents of the School Bus Drivers Handbook
5. Must be capable of effectively communicating both written and orally
6. Must have the ability to work unsupervised as well as part of team.
7. Must be able to show leadership and guidance to others
8. Must have above average problem solving skills, with the ability to find solutions in a unbiased manner
9. Process knowledge and skill in welding, both Arc and Mig
10. Process knowledge and skill in Woodworking, Plumbing and Electrical
11. Knowledge of the Building Code and Fire Code
12. Knowledge of workplace safety and health legislation, regulations and procedures

Evaluation:

The Transportation/Maintenance Assistant shall be evaluated by the Transportation/Maintenance Supervisor, and receive a written evaluation at least once every three years.

Duties and Responsibilities:

1. Provide support to the Transportation/Maintenance Supervisor in all aspects of the transportation and maintenance departments
2. Assume the Transportation/Maintenance Supervisor's duties and responsibilities in his/her absents

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Section E – Human Resources

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Job Description – Transportation/Maintenance Supervisor Assistant

3. Perform repairs/upgrades to school division infrastructure as directed by the Transportation/Maintenance Supervisor
4. Identify equipment and building repairs that cannot be completed in-house
5. Coordinate and supervise onsite contract repairs
6. Maintain an accurate tool inventory that has been assigned
7. Order and purchase building maintenance material as delegated by the Transportation/Maintenance Supervisor
8. Plan and perform equipment moving between buildings in the Division
9. Deliver supplies to schools as required
10. Assist in the orientation of new employees under his/her authority
11. Attend Meetings as requested pertaining to both Transportation and Maintenance Departments
12. Effectively communicate and maintain positive relationships with colleagues, division staff, parents, administration staff and suppliers
13. Receive, refer and respond to inquiries, complaints and requests as required, always maintaining a pleasant and accommodating attitude
14. Effectively and efficiently relay school bus scheduling messages and changes to parents both by telephone and radio
15. Maintain a School Bus radio in your home
16. Assist in Ridership Training for Students
17. Assist with the Emergency Bus Evacuation program
18. Assist in conducting any necessary in-services
19. Submit all reports as required
20. Work in conjunction with other School Bus Driver Instructors or Transportation Supervisor to perform in-house training and testing to prospective drivers who possess a valid Class 1 or Class 2 License
21. Respond to emergencies which may arise including evenings, holidays and weekends
22. Assist Transportation/Maintenance Supervisor in supervising and evaluating the work of both contracted services and division personnel under his/her authority
23. Maintain logs and records as required
24. Perform other duties as assigned

Also to be included under Maintenance Section Page 3B of this policy manual

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Head Custodian

E-00

Preamble

Under the supervision of the School Principal and Transportation/Maintenance Supervisor the Head Custodian is responsible for the cleaning, maintenance, repair, care and security of the school building and grounds.

The board may designate any combination of custodial classifications in its schools. Some of the factors that will be used to determine the position shall be based on the size of the school, the individual's skills and the additional support staff in the school. All prospective Head Custodian's shall begin their employment as Head Custodian, but must successfully demonstrate their ability to meet the position requirements. The Transportation/Maintenance Supervisor shall assess the individual's ability during the Probationary Period process. Upon recommendation from the Transportation/Maintenance Supervisor the individual shall either continue their duties as Head Custodian or be reclassified to Custodian. The general tasks and duties of head custodians are outlined in this policy. The specific tasks and duties at each school shall be developed by the Principal in consultation with the Transportation/Maintenance Supervisor and Head Custodian where one has been designated.

ONLY BOARD APPROVED PERSONNEL WILL BE PERMITTED TO WORK AT THE SCHOOLS.

Qualifications

1. Grade 10 or equivalent.
2. Ability to interact well with others.
3. Ability to work well independently and as part of team.
4. Ability to follow a flexible schedule.
5. Ability to attend to call outs
6. Ability to understand and follow and give both written and oral instruction.
7. Ability to direct and lead others as it pertains to their duties.
8. Previous building maintenance experience.
9. Previous janitorial experience.
10. Ability to perform strenuous activities, i.e., snow removal prolonged operation of floor machines.
11. Ability to lift 25 pounds frequently and up to approximately 75 pounds occasionally.
12. Ability to read and interpret directions on all cleaning supplies.
13. Ability to work from heights both on rooftops and man lift.
14. Ability to perform plumbing repairs.
15. Ability to perform carpentry repairs.
16. Knowledge of electrical circuits.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Head Custodian

E-00

Evaluation

Head Custodians shall be evaluated by the School Principal in consultation with the Transportation/Maintenance Supervisor, and receive a written evaluation at least once every three years.

General Duties and Responsibilities

1. Head Custodians shall devote their entire time on duty to the care and maintenance of the buildings and grounds in his/her charge.
2. Monitor and report any vandalism or misuse to the principal.
3. Head Custodian shall be responsible for organizing other custodial staff, ensuring they have the supplies and knowledge to perform their duties safely and efficiently.
4. Perform daily inspection of premises and take necessary steps to improve conditions as needed, including the school, outbuildings, playground equipment and grounds. During weekends, vacations and scheduled PD days schools should be inspected at minimum every second day. Special attention is to be given to the temperature of the building and water consumption.
5. Head Custodian shall ensure the school and outbuildings are secured and locked with the security alarm set when applicable and directed.
6. Head Custodian shall be responsible for contacting contract services for the purpose of snow removal and grass cutting from board approved contractors.
7. Not allow any cleaning chemicals inside the school that have not been approved by the Transportation/Maintenance Supervisor for use.
8. Not allow the removal of school property without principals authorization
9. Supervise or arrange for supervision of all "Use Of Schools" users, and at the request of the principal may be required to be present at events held after school, in the evenings and on weekends.
10. Not allow any use of the school which has not been prior approved by the principal
11. Set out chairs etc. in designated areas for school activities as directed by principal.
12. Raised flag and taken down daily and shall be flown as directed by the principal, or displayed properly within the school.
13. Complete all required forms i.e. monthly custodial inspection form, fire extinguisher inspection form, playground inspection form etc.
14. In consultation with principal order all materials, supplies and hired service through the Transportation/Maintenance Supervisor cleaning supplies and equipment shall be ordered twice a year usually June and December.
15. Maintain an accurate inventory of all assigned equipment and supplies.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Head Custodian

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16. Ensure school is open in the morning and locked after school at a time directed
17. Sweeping shall be done thoroughly in all designated rooms, halls, entrances and closets.
18. Dusting shall be done daily on all surfaces requiring.
19. Mopping shall be done daily as required, especially in entrances and halls during inclement weather.
20. Painting bathrooms, boiler rooms, playground equipment and touching up classrooms and hallways. This includes patching and prepping of cement block and gypsum board.
21. Storage areas, basements and mechanical rooms shall be kept clean and tidy at all times. There shall be no accumulation of refuse of any kind.
22. All washrooms and facilities shall be cleaned and disinfected daily, more frequently if needed and a sufficient quantity of supplies kept on hand at all times. It is essential to check the operation of all water closets, sinks, urinals, and drains daily and to keep same in proper working condition.
23. Dusting and washing of walls as necessary, complete school should be done at least once per year or as required.
24. Cleaning of light fixtures as required.
25. Window washing and dusting including blinds, curtains and drapes as required. Entire school shall be done at least twice per year.
26. Cleaning all telephone keys, key boards, door knobs and water fountains daily.
27. Rubbish and recycling shall be kept in the receptacles provided and shall be disposed of daily. Garbage cans should be cleaned and disinfected frequently.
28. Sidewalk cleaning (winter and summer) shall be done as required. Sidewalks must be kept clear and safe at all times, and snow and ice removed as soon as possible after every storm. Any sidewalk de-icing shall be recorded in applicable log.
29. The control of utilities such as water, gas, and electricity shall be the joint responsibility of the Head Custodian and principal. Any misuse of these utilities must be reported to the principal immediately for appropriate action. The Head Custodian shall take a water reading every morning and record in log book.
30. General repairs to the buildings, property and equipment shall be done as required. When a repair cannot be done by the Head Custodian, the requirements should be reported to the principal. All repairs that can be performed by a “handyman” are considered to be within the duties of the Head Custodian, such as replacing taps, toilets, door closures, building shelving, repairing floor tiles, etc.
31. HVAC systems must be properly cared for and kept in best operating condition at all times. All repairs and cleaning are to be carried out as required. On a semi-annual basis at minimum all preventative maintenance to mechanical equipment shall be carried out. This entails replacing filters, cleaning, greasing etc. When

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Head Custodian

E-00

major adjustment to equipment is required the Transportation/Maintenance Supervisor is to be contacted.

32. Head Custodians shall update themselves continuously on the operation and maintenance of all equipment by reading operators manuals, etc.
33. Fire and Safety regulations must be adhered to at all times. All discrepancies contravening fire and safety regulations must be reported to the principal and rectified immediately.
34. Head Custodians shall familiarize themselves with the school division and provincial regulations governing Workplace Safety and Health and ensure that all requirements as specified under the act are met.
35. Head Custodian shall work collectively with the schools Workplace Safety and Health Representative to ensure the school in his/her charge meets WPSH regulations.
36. Take care of lawns and grounds. Set up goal posts and other playground/sporting equipment as may be necessary.
37. Cut grass and trim where large equipment is unable to reach.
38. Give all areas of the school a thorough cleaning as necessary. Christmas break, spring break and summer vacation should be used to do additional work at the school which should include:
 - Scrubbing and waxing floors
 - Shampooing of carpet areas
 - Washing desks
 - Washing Walls
39. Head Custodians shall attend all necessary in-servicing and training as directed by the Principal/Transportation/Maintenance Supervisor or designate of the board.
40. Head Custodians shall perform such other duties as assigned by the principal, Transportation/Maintenance Supervisor or designate of the board.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Custodian

E-00

Preamble

Under the supervision of the School Principal and Transportation/Maintenance Supervisor the Custodian is responsible for the cleaning, maintenance, care and security of the school building and grounds.

The board may designate any combination of custodial classifications in its schools. Some of the factors that will be used to determine the position shall be based on the size of the school, the individual's skills and the additional support staff in the school. The general tasks and duties of custodians are outlined in this policy. The specific tasks and duties at each school shall be developed by the Principal in consultation with the Transportation/Maintenance Supervisor and Custodian where one has been designated.

ONLY BOARD APPROVED PERSONNEL WILL BE PERMITTED TO WORK AT THE SCHOOLS.

Qualifications

1. Grade 10 or equivalent.
2. Ability to interact well with others.
3. Ability to work well independently and as part of team.
4. Ability to follow a flexible schedule.
5. Ability to attend to call outs
6. Ability to understand and follow and give both written and oral instruction.
7. Ability to direct and lead others as it pertains to their duties.
8. Previous building maintenance experience.
9. Previous janitorial experience.
10. Ability to perform strenuous activities, i.e., snow removal prolonged operation of floor machines.
11. Ability to lift 25 pounds frequently and up to approximately 75 pounds occasionally.
12. Ability to read and interpret directions on all cleaning supplies.
13. Ability to work from heights both on rooftops and man lift.
14. Knowledge plumbing systems.
15. Knowledge in carpentry.
16. Knowledge of electrical circuits.

Evaluation

Custodians shall be evaluated by the School Principal in consultation with the Transportation/Maintenance Supervisor, and receive a written evaluation at least once every three years.

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Section E – Human Resources Job Description – Custodian

E-00

General Duties and Responsibilities

1. Custodian shall devote their entire time on duty to the care of the buildings and grounds in his/her charge.
2. Monitor and report any vandalism or misuse to the principal.
3. Custodian shall be responsible for organizing other custodial staff, ensuring they have the supplies and knowledge to perform their duties safely and efficiently
4. Perform daily inspection of premises and take necessary steps to improve conditions as needed, including the school, outbuildings, playground equipment and grounds. During weekends, vacations and scheduled PD days schools should be inspected at minimum every second day. Special attention is to be given to the temperature of the building and water consumption.
5. Custodian shall ensure the school and outbuildings are secured and locked with the security alarm set when applicable and directed.
6. Custodian shall be responsible for contacting contract services for the purpose of snow removal and grass cutting from board approved contractors.
7. Not allow any cleaning chemicals inside the school that have not been approved by the Transportation/Maintenance Supervisor for use.
8. Not allow the removal of school property without principals authorization
9. Supervise or arrange for supervision of all "Use Of Schools" users, and at the request of the principal may be required to be present at events held after school, in the evenings and on weekends.
10. Not allow any use of the school which has not been prior approved by the principal
11. Set out chairs etc. in designated areas for school activities as directed by principal.
12. Raised flag and taken down daily and shall be flown as directed by the principal, or displayed properly within the school.
13. Complete all required forms i.e. monthly custodial inspection form, fire extinguisher inspection form, playground inspection form etc.
14. In consultation with principal order all materials, supplies and hired service through the Transportation/Maintenance Supervisor cleaning supplies and equipment shall be ordered twice a year usually June and December.
15. Maintain an accurate inventory of all assigned equipment and supplies.
16. Ensure school is open in the morning and locked after school at a time directed.
17. Sweeping shall be done thoroughly in all designated rooms, halls, entrances and closets.
18. Dusting shall be done daily on all surfaces requiring.
19. Mopping shall be done daily as required, especially in entrances and halls during inclement weather.

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20. Painting bathrooms, boiler rooms, playground equipment and touching up classrooms and hallways. This includes patching and prepping of cement block and gypsum board.
21. Storage areas, basements and mechanical rooms shall be kept clean and tidy at all times. There shall be no accumulation of refuse of any kind.
22. All washrooms and facilities shall be cleaned and disinfected daily, more frequently if needed and a sufficient quantity of supplies kept on hand at all times. It is essential to check the operation of all water closets, sinks, urinals, and drains daily and to keep same in proper working condition.
23. Dusting and washing of walls as necessary, complete school should be done at least once per year or as required.
24. Cleaning of light fixtures as required.
25. Window washing and dusting including blinds, curtains and drapes as required. Entire school shall be done at least twice per year.
26. Cleaning all telephone keys, key boards, door knobs and water fountains daily.
27. Rubbish and recycling shall be kept in the receptacles provided and shall be disposed of daily. Garbage cans should be cleaned and disinfected frequently.
28. Sidewalk cleaning (winter and summer) shall be done as required. Sidewalks must be kept clear and safe at all times, and snow and ice removed as soon as possible after every storm. Any sidewalk de-icing shall be recorded in applicable log.
29. The control of utilities such as water, gas, and electricity shall be the joint responsibility of the custodian and principal. Any misuse of these utilities must be reported to the principal immediately for appropriate action. The Custodian shall take a water reading every morning and record in log book.
30. General repairs to the buildings, property and equipment shall be done as required. When a repair cannot be done by the Custodian, the requirements should be reported to the principal.
31. HVAC systems must be properly cared for and kept in best operating condition at all times. All maintenance and cleaning are to be carried out as required. On a semi-annual basis at minimum all preventative maintenance to mechanical equipment shall be carried out. This entails replacing filters, cleaning, greasing etc. When major adjustment to equipment is required the Transportation/Maintenance Supervisor is to be contacted.
32. Custodians shall update themselves continuously on the operation and maintenance of all equipment by reading operators manuals, etc.
33. Fire and Safety regulations must be adhered to at all times. All discrepancies contravening fire and safety regulations must be reported to the principal and rectified immediately.
34. Custodians shall familiarize themselves with the school division and provincial regulations governing Workplace Safety and Health and ensure that all requirements as specified under the act are met.

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Section E – Human Resources Job Description – Custodian

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35. Custodian shall work collectively with the schools Workplace Safety and Health Representative to ensure the school in his/her charge meets WPSH regulations.
36. Take care of lawns and grounds. Set up goal posts and other playground/sporting equipment as may be necessary.
37. Cut grass and trim where large equipment is unable to reach.
38. Give all areas of the school a thorough cleaning as necessary. Christmas break, spring break and summer vacation should be used to do additional work at the school which should include:
 - Scrubbing and waxing floors
 - Shampooing of carpet areas
 - Washing desks
 - Washing Walls
39. Custodians shall attend all necessary in-servicing and training as directed by the Principal/Transportation/Maintenance Supervisor or designate of the board.
40. Custodians shall perform such other duties as assigned by the principal, Transportation/Maintenance Supervisor or designate of the board.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Cleaner

Preamble

Under the supervision of the School Principal and the Transportation/Maintenance Supervisor the Cleaner is responsible to work as part of the custodial team assisting with the cleaning, maintenance, care and security of the school building and grounds. The board may designate any combination of custodial classifications in its schools. Some of the factors that will be used to determine the position shall be based on the size of the school, the individual's skills and the additional support staff in the school. The general tasks and duties of custodians are outlined in this policy. The specific tasks and duties at each school shall be developed by the Principal in consultation with the Transportation/Maintenance Supervisor and Custodian where one has been designated.

ONLY BOARD APPROVED PERSONNEL WILL BE PERMITTED TO WORK AT THE SCHOOLS.

Qualifications

1. Grade 10 or equivalent.
2. Ability to interact well with others.
3. Ability to work well independently and as part of team.
4. Ability to follow a flexible schedule.
5. Ability to attend to call outs
6. Ability to understand and follow both written and oral instruction.
7. Previous janitorial experience.
8. Ability to perform strenuous activities, i.e., snow removal prolonged operation of floor machines.
9. Ability to lift 25 pounds frequently and up to approximately 75 pounds occasionally.
10. Ability to read and interpret directions on all cleaning supplies.
11. Ability to work from heights both on rooftops and man lift.

Evaluation

Cleaners shall be evaluated by the School Principal in consultation with the Transportation/Maintenance Supervisor, and receive a written evaluation at least once every three years.

General Duties and Responsibilities

1. Cleaners shall devote their entire time on duty to the care of the buildings and grounds in his/her charge.
2. Monitor and report any vandalism or misuse to Custodian or Head Custodian.

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Job Description – Cleaner

3. Not allow any cleaning chemicals inside the school that have not been approved by the Transportation/Maintenance Supervisor for use.
4. Not allow the removal of school property without principals authorization
5. Cleaner shall ensure the school and outbuildings are secured and locked with the security alarm set when applicable and directed.
6. Supervise all “Use Of Schools” users, and at the request of the principal may be required to be present at events held after school, in the evenings and on weekends.
7. Not allow any use of the school which has not been prior approved by the principal
8. Set out chairs etc. in designated areas for school activities as directed by principal.
9. Ensure school is open in the morning and locked after school at a time directed.
10. Sweeping shall be done thoroughly in all designated rooms, halls, entrances and closets.
11. Dusting shall be done daily on all surfaces requiring.
12. Mopping shall be done daily as required, especially in entrances and halls during inclement weather.
13. Painting bathrooms, boiler rooms, playground equipment and touching up classrooms and hallways. This includes patching and prepping of cement block and gypsum board.
14. Storage areas, basements and mechanical rooms shall be kept clean and tidy at all times. There shall be no accumulation of refuse of any kind.
15. All washrooms and facilities shall be cleaned and disinfected daily, more frequently if needed and a sufficient quantity of supplies kept on hand at all times. It is essential to check the operation of all water closets, sinks, urinals, and drains daily and to keep same in proper working condition.
16. Dusting and washing of walls as necessary, complete school should be done at least once per year or as required.
17. Cleaning of light fixtures as required.
18. Window washing and dusting including blinds, curtains and drapes as required. Entire school shall be done at least twice per year.
19. Cleaning all telephone keys, key boards, door knobs and water fountains daily.
20. Rubbish and recycling shall be kept in the receptacles provided and shall be disposed of daily. Garbage cans should be cleaned and disinfected frequently.
21. Sidewalk cleaning (winter and summer) shall be done in the absents of the Custodian or Head Custodian as required. Sidewalks must be kept clear and safe at all times, and snow and ice removed as soon as possible after every storm. Any sidewalk de-icing shall be recorded in applicable log.
22. Fire and Safety regulations must be adhered to at all times. All discrepancies contravening fire and safety regulations must be reported to the principal and rectified immediately.

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Job Description – Cleaner

23. Cleaners shall familiarize themselves with the school division and provincial regulations governing Workplace Safety and Health and ensure that all requirements as specified under the act are met.
24. Take care of lawns and grounds. Set up goal posts and other playground/sporting equipment as may be necessary.
25. Cut grass and trim where large equipment is unable to reach, in the absents of the Custodian or Head Custodian.
26. Give all areas of the school a thorough cleaning as necessary. Christmas break, spring break and summer vacation should be used to do additional work at the school which should include:
 - Scrubbing and waxing floors
 - Shampooing of carpet areas
 - Washing desks
 - Washing Walls
27. Cleaners shall attend all necessary in-servicing and training as directed by the Principal/Transportation/Maintenance Supervisor or designate of the board.
28. Cleaners shall perform such other duties as assigned by the principal, Transportation/Maintenance Supervisor or designate of the board.

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Custodial Extra Services

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CUSTODIAL EXTRA SERVICES:

In cases of emergency or for unforeseen reason, the custodial staff may be called upon to perform or attend to custodial duties within the school which require immediate attention. Should this happen, the custodian shall apprise the principal of the circumstances. The principal shall assess the need and urgency of the situation and he/she deems necessary will be authorized to hire a cleaner to perform cleaning duties while the custodial staff member is engaged in other urgent services for the division. In cases where a principal may require, because of skills, a custodian from another school, the principal shall make arrangement through the Maintenance Supervisor.

The principal shall be responsible to ensure that the Maintenance Supervisor aware of the situation and that the appropriate timesheets are submitted.

November 4, 1997
Resolution No.6 November 9, 2010

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Transportation Supervisor

The Transportation Supervisor shall be responsible for the organization of the Division's transportation system. The transportation supervisor's immediate supervisor shall be the Secretary-Treasurer.

QUALIFICATIONS

The Transportation Supervisor should possess a valid school bus drivers operators certificate. In addition, the transportation supervisor shall be a graduate of or enrolled in the Provincial School Bus Driver Evaluators Program. He/she should possess administrative skills and be able to organize and supervise the activities and personnel involved in transportation. A general knowledge of computers is required.

EVALUATION

The transportation supervisor shall be evaluated by the Secretary-Treasurer and receive a written evaluation at least once every three years. The principles of teacher evaluation shall apply.

DUTIES AND RESPONSIBILITIES

1. The transportation supervisor has the power to suspend any employee under his authority. Such suspension to be reported to the board at its next meeting. Whenever possible the secretary treasurer, board chairperson and the local trustee shall be consulted.
2. Administer the C.U.P.E. agreement.
3. Assist or conduct transportation inservices.
4. Attend board meetings as requested.
5. To ensure new drivers are trained according to Department regulations.
6. Be responsible for the repair and maintenance of all school division owned vehicles and implement a preventative maintenance system.
7. Assist the principal with discipline problems regarding students on the buses. Whenever necessary, written reports should be prepared.
8. Be responsible for Mechanics to attend to buses in need of maintenance that have become inoperative while enroute.
9. Be responsible for Mechanics to oversee the servicing vehicles and keeping accurate records of such service.
10. Order repairs and supplies that are of a general nature through the prescribed purchase order system, in accordance with budgetary limitations.
11. Consult with the Secretary-Treasurer before making major purchases.
12. Submit such reports and forms as may be required
13. Be responsible for scheduling determining routes and stops, and administer the routes as approved by the board. The transportation supervisor shall inform the local trustee of any proposed changes. If the local trustees raise concerns, these concerns are to be brought before the board at the next meeting.

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Job Description – Transportation Supervisor

14. Evaluate the transportation system and propose and implement changes as may be required from time to time, and bring such proposals and/or changes to the attention of the board for ratification at the next regular board meeting.
15. Assist in the preparation of the transportation budget.
16. Develop recommendations for future equipment and personnel needs
17. Act as a public relations officer of the Board with the public and other employees.
18. Coordinate and receive evaluations on staff as per division evaluation policy. If the transportation supervisor deems necessary, he shall evaluate staff which is under his jurisdiction.
19. Authorize pick up of rural students under the half mile from the nearest stop if special circumstances warrant.
20. Authorize pick up of students under one mile from school when special circumstances warrant provided that no additional costs are incurred and there is room on the bus.
21. In cases where bus routes are changed and or pick up or drop off times have increased by 15 minutes or more, the transportation supervisor shall inform all parents, in writing, giving all particulars, including reasons for change, new pick up and drop off times and any other information that may be deemed pertinent and relevant to the decision. If at all possible, notice should be given one month prior to the board making its final decision. The supervisor of transportation shall inform or remind bus drivers that it is their responsibility to inform parents if there are changes in pick up or drop off times from the established normal times.
22. New students to the division and kindergarten;
It is the responsibility of parents to register their children at the school and to inform the transportation supervisor of all particulars. The transportation supervisor shall arrange transportation for all eligible transported students and inform the parents and the bus driver. Sometimes parents neglect to undertake this responsibility. In order to insure appropriate services are provided for all children, the transportation supervisor shall be responsible to check all kindergarten registrations and insure that all students have been placed on appropriate bus routes.
23. Carry out other such duties as may be assigned by the secretary treasurer or board.

November 6, 1990, November 12, 1991, November 4, 1997, May 2003

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Job Description – Mechanic

Under the direct supervision of the transportation supervisor, the mechanic shall endeavour to keep the division's bus fleet in such a state of operating excellence that it presents the fewest possible problems or interruptions to the education program.

QUALIFICATIONS:

1. Hold a valid driver's license.(Class 5 and have or be prepared to obtain a bus driver's certificate.)
2. Have transport truck/bus mechanic designation.
3. Hold a valid mechanics license or be enrolled in an apprenticeship program.

EVALUATION:

The mechanics shall be evaluated by the transportation supervisor and receive a written evaluation at least once every three years. The principles of teacher evaluation shall apply.

DUTIES AND RESPONSIBILITIES:

1. In cooperation with the transportation supervisor, establish an efficient and effective system of routine automotive maintenance and preventative care.
2. Be proficient in diagnosing and repairing the division's vehicles
3. Maintain a system for the receipt and issuance of parts and supplies.
4. Lay out, supervise, and inspect the work of any apprentice mechanics in the overhaul and repair of the division's vehicles.
5. Promote high standards of safety and "good housekeeping" methods in all work areas.
6. Attend to buses in need of maintenance that have become in-operative while en route.
7. Fill in bus inspection sheet as required by the board.
8. Perform other duties as may be assigned.

GUIDELINES FOR GARAGE PROCEDURES

1. All purchases for maintenance and repairs shall be authorized by the transportation supervisor and covered by a duly signed purchase order.
2. All maintenance and repair work on the division's bus fleet must be performed at the division garage and by the division's work force, unless authorized by the transportation supervisor.
3. Further to subsection (2), repairs of a minor nature may be done at a local garage as arranged by the transportation supervisor and bus driver, i.e. replacement of head lamp, windshield wiper, repair tire, etc.
4. Certain repairs, specifically to those buses under warranty, may be done by the manufacturer's representative/dealer in order to comply with the conditions of the warranty.

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Section E – Human Resources Job Description – Mechanic

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5. All used tires shall be sold at the rate established by the transportation supervisor.
November 6, 1990

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Mechanic Helper

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Under the direct supervision of the division mechanic, the mechanic's helper shall endeavour to keep the division's bus fleet in such a state of operating excellence that it presents the fewest possible problems or interruptions to the education program.

QUALIFICATIONS:

1. Hold a valid driver's license.(Class 5 and have or be prepared to obtain a bus driver's certificate.)
2. Be mechanically inclined and able to do basic mechanical work on buses under the direction of the mechanic.

EVALUATION:

The mechanics shall be evaluated by the transportation supervisor and receive a written evaluation at least once every three years. The principles of teacher evaluation shall apply.

DUTIES AND RESPONSIBILITIES:

1. Perform mechanical work on buses and division owned vehicle as directed by the division mechanic.
2. Promote high standards of safety and "good housekeeping" methods in all work areas.
3. Attend to buses in need of maintenance that have become in-operative while en route.
4. Perform other duties as may be assigned.

Resolution No. 4 June 27, 2006

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Turtle River School Division - Administrative Procedure

Section E – Human Resources Job Description – Bus Driver Instructor

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Qualifications:

1. Possess a valid Class 2 Drivers License with valid School Bus Drivers Certificate issued by the Province of Manitoba
2. Must have a minimum of 1 year school bus driving experience
3. Must maintain a satisfactory Driver's Abstract
4. Successfully complete all 3 phases of the Pupil Transportation Unit School Bus Driver Training Course and possess a School Bus Driver Instructor Certificate
5. Must be capable of effectively communicating both written and orally
6. Must understand and be able to teach others the contents of the School Bus Drivers Handbook
7. Must be capable of speaking in front of a group

Evaluation:

The School Bus Driver Instructor shall be evaluated by the Transportation Supervisor, and receive a written evaluation at least once every three years.

Duties and Responsibilities:

1. Provide training to prospective new employees that include rules and regulations from the Manitoba School Bus Drivers Handbook, Manitoba Highway Traffic Act, Manitoba Public Schools Act and School Board Policy Manual.
2. Prepare participants with information and practical experience for the written school bus knowledge test; class license test and drivers road test.
3. Assist participants in booking appointments with MPIC in order to complete said tests
4. Conduct evaluations or re-evaluate all drivers
5. Assist in Ridership Training for Students
6. Assist with the Emergency Bus Evacuation program
7. Conduct any necessary in-services
8. Submit all reports as required
9. Work in conjunction with other School Bus Driver Instructors or Transportation Supervisor to perform in-house training and testing to prospective drivers who possess a valid Class 1 or Class 2 License
10. When desirable the services of the School Bus Driver Instructor may be used in conjunction with, or for neighboring divisions, however if the School Bus Driver Instructor chooses to use their credentials outside the school division setting they are required to hold a MPIC's Driver Instructor Permit.
11. Perform other duties as assigned

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Section E – Human Resources Job Description – Bus Drivers

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QUALIFICATIONS:

1. Must be 21 years of age, and have at least five years of driving experience.
2. Must pass medical examinations as prescribed by the Motor Vehicles Branch.
3. Must hold a valid driver's license and school bus driver's certificate.
4. Must produce a current copy of their driver's abstract.

Under the supervision of the transportation supervisor, the bus driver's primary function is to provide safe and efficient transportation so that students may enjoy the fullest possible advantage from the division's curricular and extra-curricular programs.

EVALUATION:

The bus drivers shall be evaluated by the transportation supervisor and the school principal and receive a written evaluation at least once every three years. The principles of teacher evaluation shall apply. The principal shall report on such issues as cooperation, student discipline, bus cleanliness, punctuality, etc. The transportation supervisor shall report on all matters deemed to be important and necessary in the operation of a bus in a safe and efficient manner.

DUTIES AND RESPONSIBILITIES:

1. A driver must operate the bus on the route as approved by the board and is not to deviate except in an emergency situation. However, in cases where the route can be shortened because of student absence, etc., the bus driver shall drive the route as efficiently as possible.
2. The bus should be in its assigned position at the school at least five minutes before school is out.
3. Each bus driver is responsible for the storing of his/her bus and will cooperate in tending to the maintenance and school bus inspection.
4. No bus driver shall authorize repair work on the bus without the authorization of the transportation supervisor.
5. If drivers are unable to make their run, they are responsible for obtaining the replacements from the authorized spare drivers list. The transportation supervisor is to be advised of the replacement driver's name.
6. Short term personal leave: Bus drivers may take short term personal leave subject to the following conditions:
 - inform the transportation supervisor prior to taking leave and giving length of leave
 - find an approved substitute driver
 - if additional costs to the board are incurred, bus drivers shall be responsible to reimburse the board.

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Job Description – Bus Drivers

7. Every driver of a school bus is required to carry out a daily inspection of the bus, and to certify the daily inspection log as per instructions contained therein.
8. Every driver of a school bus will abide by and enforce the rules and regulations contained in the Manitoba School Bus Driver’s Handbook and the policies of the school division.
9. In cases of absence from their duties, bus drivers shall notify the transportation supervisor as soon as possible.
10. If a bus driver feels he/she is unable to make his/her AM route, or that the actual temperature at McCreary according to Environment Canada is -38 C or colder, or the wind chill is -47 C or colder the bus driver shall immediately inform the transportation supervisor and Principal and thereafter inform all the parents on the route that the route will not be driven. If the bus driver is unable to contact the principal, the bus driver should contact the transportation supervisor or any senior staff member or the local trustee. The transportation supervisor shall inform the school principal of any bus cancellations. The local trustee should be informed of the decision as soon as possible thereafter.
10. If bus drivers are unable to leave their own yard in the P.M., they should follow the same procedure as in the A.M.
11. If buses are parked at school and the regular bus driver is unable to leave his/her own yard, he/she should contact a spare driver. This applies for A.M. and P.M. routes.

NOTE: Bus drivers should familiarize themselves with the Snow/Cold Weather & Emergency Billeting Policy and other relevant policies.

November 6, 1990

ADDITIONAL DUTES OF BUS DRIVERS:

1. Bus drivers shall:
 - Maintain the school bus in a safe and clean condition by daily cleaning and inspecting the bus and immediately reporting any defects to the transportation supervisor or to the bus garage mechanics.
 - Prepare and submit promptly all reports, forms, etc. as required by the school board.
 - Ensure that the school bus is equipped with a vehicle logbook and that it is maintained in the form and manner as prescribed by the Minister of Education & Training and or the Board.
2. Bus drivers are to inform the transportation supervisor in writing at the beginning of each school year the total number of kilometers traveled per day on route. If accurate information is not provided, upon audit, the transportation supervisor or the board shall adjust salaries to reflect the accurate kilometers traveled. (The transportation supervisor shall provide a form for all drivers to fill out.)
3. Where applicable bus drivers shall dip fuel tanks and keep a log as directed by the transportation supervisor. The transportation supervisor shall be responsible to instruct the bus drivers of the procedures which are to be followed.

Bus drivers shall perform other related duties as assigned or directed by the transportation supervisor or the board.

January 5, 1993, Resolution No.6 March 11, 2008 Resolution No. 5 May 14, 2013

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Turtle River School Division - Administrative Procedure

Section E – Human Resources

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Guidelines for Supervising Principals and Itinerant Teachers

GUIDELINES FOR SUPERVISING PRINCIPALS AND ITINERANT TEACHERS

Building Principal:

The principal in which school the program is taught.

Program Principal:

The principal whose students spend the majority of their time for instruction in the home school but are sent to another school for the purpose of instruction in a course(s) and or participation in a school related activity.

Itinerant teachers:

- a) Teachers who may provide instruction in two or more schools
- b) Teachers who provide instruction in one school but receive students from two or more schools.

Responsibilities for the building principal:

1. Inform teachers and students of the rules, regulations and expectations of the school.
2. Set up a supervision procedure in the school.
3. Provide an instructional area in the school and to insure that the facility is in good condition.
4. Provide a timetable to the teachers, the program principal and the students.
5. Inform the transportation supervisor as to the days and times busing is required.
6. Provide assistance to the teachers in emergency situations.
7. Insure that the teachers allotted time is dedicated to each slotted class.
8. Work closely with the program principal.

Responsibilities of the program principal:

1. Provide the building principal information which may be necessary and relevant for planning.
2. Provide to teachers guidelines as to course expectations, evaluation procedures, dates and times of parent teacher meetings.

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Guidelines for Supervising Principals and Itinerant Teachers

3. Assist teachers with the program planning, course outlines, evaluation format and instrument.
4. Provide support and assistance to teachers in marketing the program to parents and students.
5. Provide support and assistance to teachers in discipline matters, completion of assignments, bringing materials to class.
6. Respond to parents when concerns are raised about the courses.
7. Provide an opportunity for the parents to meet the teacher.
8. Evaluate the performance of the teacher and the effectiveness of the program.
9. Work cooperatively with the building principal.

Responsibilities of the itinerant teacher:

1. Teach faithfully and diligently as per terms of the form 2 or 2A contract.
2. Keep the program principal informed of the objectives, content and evaluation of the program.
3. Keep the building principal informed of any discipline problems, outstanding assignments and other matters related to the program.
4. Attend parent teacher meetings set up in all the feeder schools.
5. Attend parent teacher reporting days at the feeder schools.

February 21, 1989

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