



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Substitute Teacher Information 2024-2025



Louis Riel School Division
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Winnipeg, Manitoba
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STAFF SERVICES

A Message from the Staff Services Department Louis Riel School Division

June 2024

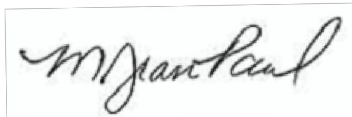
Dear Substitute Teacher:

Welcome to the Louis Riel School Division for the 2024-2025 School Year. Your work as a substitute teacher is integral to our schools, providing stability to our students when their own teacher is away. We value the important work that you do. We encourage you to spend some time reviewing our website and the Multi Year Strategic Plan that guides the work in our Division. It centers around Belonging, Mastery, Generosity, and Independence.

The Substitute Teacher information booklet is designed to provide you with some general information about our Division and its schools. The Division determines work assignments for Substitute Teachers including days assigned, grade levels, subject areas, and schools, based on school and divisional needs. When you report to an assignment the school will provide you with information specific to its operation and facility.

We look forward to having you work in our community for the 2024-2025 school year.

On behalf of the Staff Services Department.



Michelle Jean-Paul
Asst. Supt. - Staff Services



How are Substitutes Booked?

Substitutes in the Louis Riel School Division are booked through an electronic system called AMS (Absence Management System). Specific detailed instructions of the AMS system are outlined on the information material emailed to each new Substitute Teacher.

AMS will provide all relevant information concerning your assignment, such as: name of school, teacher, grade, time to begin, etc. AMS will begin calls at 5:30 am and continue to 1:00 pm for substitutes required for that day. Substitutes required for future assignments will be called Sunday through Thursday from 5:00 pm to 10:00 pm.

Remember - when accepting a job, always wait for the confirmation number before disconnecting or your job acceptance may not be recorded. It is the substitute's responsibility to check AMS to review current assignments as well as "Notes to Substitute".

You can access AMS through the web at www.aesopcanada.com or by phone at 1-877-264-6562.

In case of an urgent situation requiring a substitute, you may be called personally by the System Operator at any time of the day.

School Sign-in Procedure

1. Arrive at the time specified by AMS which is approximately 10 to 15 minutes prior to the start of classes.
2. Report to the school office to:
 - Pick up the substitute file and ID Badge (if available)
 - Complete the sign-in sheet recording the Job Number, whom you are replacing and for what period of time
 - Check for any extra duty information/assignments
3. Review specific procedures for handling any late absences, or inappropriate behaviour of students.
4. **Substitutes booked for half or full days must remain at the school for the entire booking.**

Check-Out Procedures

1. Ensure that all materials and equipment are returned to the area of the school in which they were found and that the classroom is left in good condition.
2. Complete a feedback report for the returning teacher, summarizing the day's activities.
3. Please notify the school office when you are leaving the building and return any materials you received upon arrival.



Salaries for Substitutes

1. The rates for Substitute Teachers (as per Collective Agreement between the Louis Riel School Division and the Louis Riel Teachers' Association), which includes vacation pay benefits, are:
 - Class IV - VII: \$200.00 per day (plus Cost of Living to be determined)
 - Less than Class IV: \$168.00 per day
(Substitute teachers working only for one-half day will be paid half the daily rate.)
2. Payment for substitute work is made by direct deposit to your bank account, on or near the 14th of every month (according to Payroll schedule attached) **and reflects the total days worked in the previous month**. As well, a statement will be mailed out monthly.
3. Payroll Deductions:
 - **Union Dues**
Should you have any questions regarding union issues please contact the Louis Riel Teachers' Association
 - **Canada Pension Plan**
All teachers, including part-time and substitute teachers, are required to contribute to the Canada Pension Plan. CPP contributions are deducted at source. If you are over the age of 65 and do not wish to continue contributing to CPP please contact Service Canada.
 - **Employment Insurance**
Teachers are required to contribute by payroll deduction to employment insurance. You may be eligible for EI during the non-teaching period in the year. A Record of Employment (required in applying for EI benefits) will be forwarded by the Payroll Department electronically every July for the previous school year to Service Canada. Applications for benefits and inquiries regarding EI should be directed to any Manitoba Office of Service Canada.
 - **Income Tax Deductions**
These are made in accordance with federal regulations dependent on monthly income and exemptions as claimed on the TD-1 form. A Revenue Canada T-4 slip is mailed to each employee by the end of February each year showing income for the prior taxation year and the deductions made for income tax, CPP, EI, etc.
4. At the end of each school year, a record of all substitute experience with the Louis Riel School Division is automatically forwarded to Manitoba Education Professional Certification Unit.
5. Should you have any queries regarding your pay, please contact the Payroll Department:
 - **Nicole VanDenAbeelee - (204) 257-7827 (ext. 58264)**

Cancellations

1. Absence Cancellation Deadline for Substitutes: No later than 24 hours prior to the school's scheduled start time.
2. Absence Cancellation Deadline for Employees: No later than 12 hours prior to the school's scheduled start time. Please note a System Generated Non-work Day will be assessed if this time is not adhered to.

Important Dates

- **Commonly Scheduled Non-Instructional Dates:**
 - Tuesday, September 3, 2024
 - Monday, September 23, 2024
 - Friday, October 25, 2024 (MTS PD Day)
 - Friday, November 22, 2024
 - Friday, January 31, 2025
 - Friday, March 14, 2025
 - Friday, April 11, 2025
 - Friday, May 2, 2025
- **Winter Break**
 - Last day of classes: Friday, December 20, 2024
 - Classes resume: Monday, January 6, 2025
- **Spring Break**
 - Last day of classes: Friday, March 28, 2025
 - Classes resume: Monday, April 7, 2025
- **Summer Break**
 - Last day of classes: Friday, June 27, 2025

Important Phone Numbers

AMS (Absence Mgmt. System) Telephone.....	1-877-264-6562
Substitute System Operator, Susan Mistelbacher	204-254-7030 204-257-7827, ext. 58226
Louis Riel School Division Board Office.....	204-257-7827
LRSD Substitute Payroll Department	204-257-7827, ext. 58264

School Staff Meetings – 4th Tuesday of every month (early dismissal)

Tuesday, September 24, 2024	Tuesday, February 25, 2025
Tuesday, October 22, 2024	Tuesday, March 25, 2025
Tuesday, November 26, 2024	Tuesday, April 22, 2025
Friday, December 20, 2024, (last day of classes)	Tuesday, May 27, 2025
Tuesday, January 28, 2025	Friday, June 27, 2025 (last day of classes)

Workplace Safety and Health

Please see our website at www.lrsd.net to view information regarding the Division. We have high expectations for all employees' commitment to school and divisional goals and objectives. We ask that you familiarize yourself with our administrative policies which are located on our divisional website at www.lrsd.net/leadership. Please review the administrative policies and documents located in Appendix A:

- AC - Respect for Human Diversity
- ACF/ACG - Interpersonal Relations and Resolution of Concerns About Harrassment/Discrimination
- ACH - Diversity, Equity & Inclusion
- ADC - Schools/Workplaces Free of Tobacco and Electronic Vapour Devices
- GBEB - Divisional Standards for Employee Conduct
- GBGBA - Safe Work Environment - Violence Prevention
- Employee Incident Report and procedure for reporting unsafe conditions in the workplace

Should you be in a specialized substitute job such as industrial arts, human ecology, biology, chemistry labs, physical education, and are not trained in safe work procedures that pertain to a particular lesson plan, please advise school administration as an alternative plan will be required.

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For any questions and matters that arise in the workplace, please speak directly to your school principal.



SUBJECT	N.E.P.N. CODE
RESPECT FOR HUMAN DIVERSITY	AC

I. POLICY

The Louis Riel School Division affirms the underlying principle of human rights, namely the recognition of the individual worth and dignity of every person.

The Division upholds its responsibility to provide learning environments and workplaces free of discrimination and harassment, as prescribed by the [Canadian Charter of Rights and Freedoms](#) and the [Manitoba Human Rights Code](#).

Accordingly, the Division bases its commitment to promoting and enhancing respect for human diversity on the following values and beliefs:

- Commitment to equity and respect for human diversity are fundamental values of the public education system.
- Honouring and achieving the divisional Vision and Mission depends upon safe, inviting, and inclusive learning environments and workplaces that respect human diversity and foster the acceptance of others.
- All students and employees have the right to learn and work in environments that value and demonstrate respect for human rights.

II. GUIDELINES

A. The Division shall strive to promote and enhance respect for human diversity within its schools, learning environments and workplaces.

B. The Division's employees have the responsibility:

- to cultivate safe, caring and inclusive learning environments and workplaces; and
- to promote, enhance, and demonstrate respect for human diversity and human rights.

C. The Division expects all students, all individuals accessing its schools, workplaces, and other facilities, as well as all individuals accessing divisionally-sponsored events:

- to contribute to safe, caring and inclusive learning environments and workplaces; and
- to demonstrate respect for human diversity and human rights.

Adopted:	December 20, 2011	Legal References: Charter of Rights and Freedoms ; Manitoba Human Rights Code
Revised:	April 16, 2019	

III. PROCEDURES

- A. The Division commits to provide resources and professional learning experiences that support all employees and students:
- to prevent bullying
 - to promote respect for human diversity
 - to promote a positive school environment
- B. The Division further commits to respond to any students or parents/guardians whose need for information about human diversity leads them to request supports, including but not limited to resource materials, counselling services or other supports available through school or divisional personnel.
- C. The Superintendent of Schools (or designate) shall develop, communicate, and implement practices that support safe, caring and inclusive learning environments and workplaces. Refer to [LRSD Admin Protocol](#) – Practices that Support Respect for Human Diversity.
- D. To support and promote student learning about human diversity, the Superintendent of Schools (or designate) shall direct processes that enhance, as needed, divisionally-reviewed resources for all schools’ libraries, with reference to divisional policies [IJ – Learning Resources and Materials](#) and [IJL – Library Materials Selection](#).
- E. All schools will implement appropriate provincially-approved curricula that support student learning about human diversity.
- F. The Superintendent of Schools (or designate) shall direct processes to assess the implementation of this policy, as part of the Division’s ongoing planning processes per [Policy ILC/KCBB – Divisional Data Collection Initiatives](#).
- G. To respond to actions that contravene this policy, the Division and its school Principals shall reference, as necessary, the [Canadian Charter of Rights and Freedoms](#), the [Manitoba Human Rights Code](#), and divisional policies, including but not limited to:
- [ACF/ACG](#) Interpersonal Relations and Resolution of Concerns about Harassment/Discrimination
 - [ADD](#) Safe Schools
 - [JK](#) Supporting Student Behaviour

Reference:

Safe and Caring Schools: Respect for Human Diversity Policies (2015). Manitoba Education and Advanced Learning. http://www.edu.gov.mb.ca/k12/docs/support/human_diversity/document.pdf

Adopted:	December 20, 2011	Legal References: Charter of Rights and Freedoms ; Manitoba Human Rights Code
Revised:	April 16, 2019	

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
INTERPERSONAL RELATIONS AND RESOLUTION OF CONCERNS ABOUT HARASSMENT/DISCRIMINATION	ACF/ACG

I. POLICY

The Louis Riel School Division believes in the right of all members of the school community to work and learn in environments that value and demonstrate respect for human rights and freedoms.

The Division recognizes the role of proactive education to support the values of tolerance for differing perspectives; acceptance and inclusion of all individuals into the community; and appreciation for human differences.

The Division believes it essential, therefore, that Louis Riel School Division programs, curricula, instructional strategies, and management practices support the values embodied in this policy.

The Division upholds its responsibility to provide learning environments and workplaces free of discrimination and harassment, as prescribed by the [Canadian Charter of Rights and Freedoms](#) and the [Manitoba Human Rights Code](#).

Accordingly, the Division affirms its belief that all members of the school community are responsible to maintain learning environments and workplaces that model acceptance of others and strive to avoid harassment and discrimination.

II. GUIDELINES

A. Duties and Responsibilities

I. The Louis Riel School Division shall strive to:

- maintain an environment of acceptance within the organization;
- take reasonable steps to ensure the removal of any barriers to acceptance in employment policies and practices and to access of programs, resources and facilities;
- provide positive role models;
- support individuals who are, or have been, targets of harassment and/or discrimination;
- review this policy every two years or as concerns are brought to its attention.

Adopted:	December 6, 2005	Legal References: Canadian Charter of Rights and Freedoms , The Human Rights Code of Manitoba
Revised:	February 5, 2019	
Reaffirmed:	April 6, 2021	
Revised:	November 16, 2021	

2. **Supervisory and Managerial Personnel**
Supervisory and managerial personnel have a specific duty to implement the policy. This responsibility includes support of a culture of acceptance, response to harassment and/or discrimination whether or not a complaint is made, and the education of staff, students, and the school community.

3. **Teachers**
Teachers have a particular obligation to ensure that the learning environment promotes acceptance for all people. The following policies support a learning environment that nurtures a culture of acceptance:
 - [AC – Respect for Human Diversity](#)
 - [IJ – Instructional Resources and Materials](#)
 - [IJA – Procedures for the Reconsideration of Learning Resources and Materials](#)
 - [JK – Supporting Student Behaviour](#)

4. **All Members of the Learning Community**
The Division expects: all employees; all students; all individuals accessing its schools, workplaces, and other facilities; as well as all individuals accessing divisionally-sponsored events:
 - to contribute to safe and inclusive learning environments and workplaces;
 - to demonstrate respect for human diversity and human rights; and
 - to cooperate in the investigation of a harassment complaint and keep confidential details related to the complaint and the investigation.

B. Responses to Concerns about Harassment and/or Discrimination

1. The **PROCEDURES** and **APPENDIX** of this policy offer structures to address harassment and discrimination. Additional policy for reference includes:
 - [Louis Riel School Division Protocol for the Resolution of Concerns](#)
 - Guidelines for Collegial Resolution of Concerns in [Appendix A](#) of LRSD Policy GBEB – Divisional Standards for Employee Conduct
 - [JK – Supporting Student Behaviour](#)

2. The Procedures apply to any allegation of harassment/discrimination made by a student, teacher, administrator, other employee or member of the learning community about another individual, where “individual” includes students, parents, teachers, administrators, and any other employee (or agent of) the Louis Riel School Division.

Adopted:	December 6, 2005	Legal References: Canadian Charter of Rights and Freedoms , The Human Rights Code of Manitoba
Revised:	February 5, 2019	
Reaffirmed:	April 6, 2021	
Revised:	November 16, 2021	

III. PROCEDURES

Procedures to Address Harassment and/or Discrimination

Any member of the school community has the right to take assertive action if they encounter harassment or discrimination in the learning environment or workplace. They have the right to expect confidentiality from the parties involved, and a reasonable degree of privacy as the matter is resolved. The safety of all parties involved is paramount when a complaint arises.

Any member of the school community who believes they are experiencing harassment or discrimination is encouraged to follow the procedures outlined below. The Division will not disclose the name of the complainant or the circumstances that accompanied the alleged harassment and/or discrimination unless investigation of the complaint compels such disclosure or taking corrective action with respect to the complaint is required by law.

1. The site-based administrator shall advise any person subjected to the alleged harassment and/or discrimination to communicate with the alleged offender and attempt to reach a mutually-acceptable agreement respecting future conduct and interaction. If the complainant does not wish to or is not able to confront the alleged offender directly, please refer to **Procedures 3, 4 and 5** (below).
2. If a site-based administrator is personally involved in the alleged harassment and/or discrimination, please refer to **Procedure 5** (below).
3. Both parties or either party may choose to be accompanied by a supportive adult at such a meeting (colleague, parent, teacher, counsellor, advocate, or representative, etc.) or to be represented by legal counsel.
4. If the person subjected to the alleged harassment/discrimination is a student, the student may choose assistance by an adult (as described in **Procedures 3 and 5**) in the preparation of such a complaint.
5. A complainant shall file a complaint with the site-based administrator or supervisor or the next higher authority (if the administrator is the alleged initiator of the harassment and/or discrimination), under the following circumstances:
 - a. no mutually-acceptable agreement is reached under **Procedure 1**;
 - b. the alleged harassment/discrimination recurs;
 - c. the person subjected to harassment/discrimination believes that no useful purpose would result from a meeting as suggested under **Procedure 1**.
6. Complaints may occur orally or in writing and should include, where possible:
 - a. the name and position of the alleged offender;
 - b. all possible details about the concerning comments or behaviour;
 - c. the frequency of the concerning comments or behaviour;
 - d. where the concerning comments or behaviour occurred;
 - e. the name of any witnesses to the concerning comments or behaviour;
 - f. how/if the complainant responded to the concerning comments or behaviour; and
 - g. whether the alleged offender presented and/or acted on any threats or promises in connection with the concerning comments or behaviour.

Adopted:	December 6, 2005	Legal References: Canadian Charter of Rights and Freedoms , The Human Rights Code of Manitoba
Revised:	February 5, 2019	
Reaffirmed:	April 6, 2021	
Revised:	November 16, 2021	



- 7. Within two (2) working days of the receipt of a complaint alleging harassment/discrimination, the site-based administrator (or next higher authority, if **Procedure 2** applies) shall initiate an investigation of the facts, during the course of which the site-based administrator will meet independently and/or collectively with the person alleging harassment/discrimination and the alleged offender to obtain such clarification as may be necessary.

Subsequent to the investigation of the facts, the site-based administrator may:

- a. dismiss the complaint
 - b. endeavour to resolve the matter through a conflict resolution process
 - c. take disciplinary action as warranted (in the case of a student)
 - d. refer the matter to the Superintendent of Schools (or designate)
 - e. recommend further action
- 8. In the event that the action taken by the site-based administrator is unacceptable to either party, the matter shall be referred to the Superintendent of Schools (or designate) in writing for consideration and action.
 - 9. Within five (5) working days of the receipt of a written complaint alleging harassment/discrimination, the Superintendent of Schools (or designate) shall initiate an investigation of the facts.
 - 10. At any time during the process, the Superintendent of Schools (or designate) shall be empowered to take interim action as may be deemed necessary with respect to the person allegedly harassed and the alleged offender, pending the outcome of the alleged complaint.

Such action may include, but is not limited to, any arrangements required to ensure that the complainant and the alleged offender are not in contact pending final resolution of the complaint.

- 11. Subsequent to the investigation of the facts, the Superintendent of Schools (or designate) may:
 - a. dismiss the complaint
 - b. endeavour to resolve the matter through a conflict resolution process
 - c. recommend further action
 - d. take disciplinary action, as warranted, up to and including termination of an employee or suspension/expulsion of a student from school
 - e. recommend further action
- 12. If the action taken by the Superintendent of Schools (or designate) is unacceptable to either party, either party may appeal to the Board for its consideration and action. In the disposition of the matter, the Board shall be empowered to determine any appropriate disciplinary action in accordance with its findings and shall have the final decision-making authority.
- 13. **In addition to or instead of levying a complaint pursuant to the policy, a complainant has the right to pursue their complaint through the Human Rights Commission or, where appropriate, to lay information under the Criminal Code of Canada, or both.**

The Louis Riel School Division acknowledges the Toronto District School Board as a source for the development of this policy.

Adopted:	December 6, 2005	Legal References: Canadian Charter of Rights and Freedoms , The Human Rights Code of Manitoba
Revised:	February 5, 2019	
Reaffirmed:	April 6, 2021	
Revised:	November 16, 2021	

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
DIVERSITY, EQUITY & INCLUSION	ACH

I. POLICY

The Louis Riel School Division (LRSD) is committed to advancing equitable opportunities for success for all students (see [Policy AD – Educational Philosophy: Divisional Vision, Mission, Values & Motto, Appendix A](#)).

LRSD works to ensure each student, staff member, caregiver and community partner has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender expression, gender identity, language, physical or intellectual ability, race, religion, sex, sexual orientation, socio-economic status, body diversity or other factors.

LRSD is committed to anti-oppressive* practices through the identification and elimination of all types of discrimination as prescribed by the [Canadian Charter of Rights and Freedoms](#) and the [Manitoba Human Rights Code](#).

Accordingly, LRSD's [Vision and Mission](#) reflect a commitment to providing equity of access and opportunity for all members of the LRSD community to share, learn, work and develop in an environment that is safe, positive, healthy, accessible, and inclusive. Furthermore, diversity, equity and inclusion figure among the core [Values](#) that guide collective efforts in achieving the Vision and Mission.

II. GUIDELINES

The concepts of Diversity, Equity, and Inclusion will take into account the entirety of the schooling process and will take a comprehensive approach in the areas of:

- Governance
- Instructional Services (Teaching and Learning)
- Family and Community Engagement
- Staff Services (Workforce Diversity)
- Accessibility/Universal Access
- Diverse Schools and Learning Opportunities
- Clinical Services

See [Appendix A](#) for details related to initiatives in each of these areas.

Adopted:	June 21, 2022	Legal References: Canadian Charter of Rights and Freedoms Manitoba Human Rights Code
Revised:		

- A. The Division’s employees have the responsibility to:
 - nurture safe, caring, and inclusive learning environments and workplaces that prioritize equitable practices and celebrate the diversity of each individual, each school community, each workplace, the Division as a whole, and the LRSD community
 - develop greater intercultural understanding*, knowledge about historical and ongoing impacts of colonialism*, compassion, and mutual respect

- B. The Division expects all students, all individuals accessing its schools, worksites, and other facilities, as well as all individuals accessing divisionally sponsored events to:
 - contribute to safe, caring, and inclusive learning environments and workspaces,
 - prioritize equitable practices, and
 - demonstrate respect for the diversity of each individual, each school community, each workplace, and the division as a whole.

- C. The following policies will direct follow-up when discriminatory practices or incidents are brought forward by students, staff, or members of the community:
 - [Policy ACF/ACG – Interpersonal Relations and Resolution of Concern About Harassment/Discrimination](#)
 - [Policy GBEB – Divisional Standards for Employee Conduct](#)
 - [Policy JK – Supporting Student Behaviour](#)

III. PROCEDURES

- A. The Division commits to providing learning and resources that support all members of the LRSD community with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to continually:
 - identify discriminatory biases* and oppressive systemic barriers*
 - eliminate discriminatory biases and oppressive systemic barriers

- B. The Division further commits to bringing students, staff, and families together to co-construct initiatives to:
 - identify all forms of racism in a proactive, capacity-building, and systematic way
 - eliminate all forms of racism in a proactive, capacity-building, and systematic way

- C. The Division commits to responding to all members of the LRSD community who request information about diversity, equity, inclusion, and anti-racist practices by providing resource materials or other supports available through school or divisional personnel.

- D. The Superintendent of Schools (or designate) shall develop, communicate, and implement practices that support safe, caring, and inclusive learning environments and workplaces.

- E. To support and promote student learning about diversity, equity and inclusion, the Superintendent of Schools (or designate) shall direct processes that enhance, as needed,

Adopted:	June 21, 2022	Legal References:
Revised:		Canadian Charter of Rights and Freedoms Manitoba Human Rights Code

	DIVERSITY, EQUITY & INCLUSION	N.E.P.N. CODE:	ACH
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divisionally-reviewed resources for all schools' libraries, with reference to divisional policies [IJ – Learning Resources and Materials](#), [IJA – Procedures for the Reconsideration of Learning Resources and Materials](#) and [IJL – Library Materials Selection](#).

- F. All schools will implement appropriate provincially approved curricula, as well as learning resources and materials that align with divisional policies [IJ – Learning Resources and Materials](#), [IJA – Procedures for the Reconsideration of Learning Resources and Materials](#) and [IJL – Library Materials Selection](#) to support student learning about diversity, equity and inclusion.
- G. The Superintendent of Schools (or designate) shall direct processes to assess the implementation of this policy, as part of the Division's ongoing planning processes per [Policy ILC/KCBB – Divisional Data Collection Initiatives](#).
- H. The Superintendent of Schools (or designate) shall review policy, with feedback from an intersection of the LRSD community, every 2 to 4 years.

* **Note:** Terms marked with an asterisk are defined in [Appendix B](#). Equivalent French vocabulary is presented in [Appendix C](#).

Adopted:	June 21, 2022	Legal References:
Revised:		Canadian Charter of Rights and Freedoms Manitoba Human Rights Code

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SCHOOLS/WORKPLACES FREE OF TOBACCO AND ELECTRONIC VAPOUR DEVICES	ADC

I. POLICY

The Louis Riel School Division believes that a healthful environment is paramount for all students who attend our schools, all employees who work in Divisional facilities, and all volunteers and visitors to our facilities.

Therefore, the Louis Riel School Division prohibits the use of tobacco and electronic vapour devices in its schools and workplaces.

II. GUIDELINES

A. For the purposes of this policy the “workplace” is defined as the site for the performance of work done under the authority of the Division, including but not limited to:

- any Division building or any school premises or grounds;
- any school- or divisionally-owned vehicle or any other vehicle approved to transport students to and from school or school activities;
- off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of employees of the Division.

B. The use of any product or device made or derived from tobacco, including smokeless tobacco, is prohibited in the workplace.

C. The use of electronic vapour devices or any other vapour device is prohibited in the workplace.

III. PROCEDURES

A. Principals shall inform all students, employees, volunteers and visitors of this policy.

B. “No Smoking” signs will be posted at entrances to all Louis Riel School Division facilities and in all divisionally-owned vehicles.

C. The public display of tobacco products, electronic vapour devices, and any related accessories is prohibited in the workplace; an exception applies for Indigenous ceremonial purposes of tobacco and anti-smoking/anti-vaping promotions.

Adopted:	December 2, 2003	Legal References:
Revised:	February 5, 2019	

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
DIVISIONAL STANDARDS FOR EMPLOYEE CONDUCT	GBEB

I. POLICY

The Louis Riel School Board recognizes and celebrates the explicit relationship between the quality and integrity of the Division's learning and working environments and the commitment of employees to realizing the Vision and Mission's central priority of student learning.

The Board believes that articulating specific expectations for employee conduct serves several important purposes, including but not limited to:

- supporting the needs, best interests, social-emotional growth, physical well-being, and academic learning of all students in the Louis Riel School Division (LRSD)
- validating and supporting the ethical and professional conduct, investments and contributions modelled by exemplary employees
- promoting and maintaining safe, inviting, inclusive and respectful learning and working cultures and environments
- clarifying divisional expectations that support both the responsible and effective supervision and guidance of employees
- upholding the reputation and integrity of LRSD

Recognizing that LRSD employees form part of the broader public service, the Board upholds values for an ethical public service as outlined in [The Public Service Act](#):

- respect for others
- integrity
- accountability
- skill and dedication

Accordingly, this policy and its GUIDELINES and PROCEDURES comprise the code of conduct required by [The Public Service Act](#).

II. GUIDELINES

A. The Louis Riel School Board believes that the following principles are essential to modeling the ethical and professional conduct that supports the integrity and effectiveness of its learning and working environments:

- maintaining student learning, well-being and safety as the paramount priority

Adopted:	June 19, 2012	Legal References: The Public Service Act (Manitoba)
Revised:	February 5, 2019; May 3, 2022	



- modeling professionalism at all times and in all places
 - being positive and solution-focused in interactions with students, parents, and colleagues while treating them with dignity, sound judgment, and respect for their rights
 - respecting the private and confidential nature of information acquired about students, their families and other employees at all times
 - communicating honestly and accurately with immediate supervisors and other colleagues and providing appropriate and necessary information as required
 - adhering to divisional communication protocols and thereby providing suggestions or expressing concerns through appropriate channels
 - understanding the responsibilities of one’s own role and appreciating and respecting the responsibilities that define other colleagues’ roles
 - cooperating with supervisory direction
 - complying with divisional policy and administrative protocols
 - complying with municipal, provincial and federal legislation, as that legislation relates to employees’ assigned responsibilities
- B. [Appendix A](#) of this policy outlines a communication protocol to support both the spirit and goals of this policy, and employees’ efforts to address concerns with other employees in an ethical, professional, and solution-focused manner.

III. PROCEDURES

- A. Recognizing that the majority of concerns relating to employee conduct may be satisfactorily resolved with adequate consideration for specific circumstances and solution-focused dialogue, the School Board delegates, to the Superintendent of Schools, the authority and responsibility to recommend, develop and direct procedures and practices that serve two fundamental purposes:
- support exemplary employee conduct and contributions
 - address behaviour that contravenes this policy’s standards for employee conduct (refer to **GUIDELINES**), with appropriate consideration for factors including
 - its impact on students’ learning, wellbeing and safety
 - its nature, gravity and impact on the reputation of the Division and or its schools/workplaces
 - respect for due process and the rights of all concerned parties to dignified and respectful treatment
 - the provisions of relevant collective agreements, divisional policies, and/or other legislation
 - the appropriate distinction between issues of performance and behaviours that merit disciplinary responses

Adopted:	June 19, 2012	Legal References: The Public Service Act (Manitoba)
Revised:	February 5, 2019; May 3, 2022	



Appendix A

Guidelines for Collegial Resolution of Concerns in the Louis Riel School Division

Constructive resolution of concerns or conflicts between staff members (sometimes of differing employee groups) is essential to the positive organizational culture and climate of the Louis Riel School Division.

Guiding Principles

- All employees, irrespective of their roles, are responsible to resolve concerns or conflicts respectfully with other employees; accordingly, a perceived difference in role authority between the primary parties does not absolve either employee of the responsibility to
 - use appropriate processes to initiate resolutions to concerns
 - be receptive to efforts of other employees to resolve concerns with them
- Commitment to solution-focused conflict resolution recognizes that
 - differences of opinion can provide opportunities for greater understanding between colleagues
 - ethical and professional processes to address concerns begin with respectful dialogue between the primary parties
 - due process is essential to the authentic resolution of concerns or conflicts

Recommended Process for Discussion of Concerns

The following elements are offered as helpful to effective conflict resolution:

- An employee who believes a concern must be resolved with another employee will communicate directly and in confidence to the other employee, to provide the latter with a reasonable opportunity to respond to the concern
- The process of conflict resolution should be marked by mutual respect for each person's dignity, commitment to active listening, and the acknowledgement of the rights of both parties to express their perspectives
- An important element of resolving a concern is the clear definition, by the person who initiates the discussion, of its nature and importance. The following questions may be helpful to initiate and focus a discussion:
 - Is the concern founded primarily in the collegial relationship?
 - Is the concern founded in the impact of an action on students, colleagues or other members of the learning community?
 - Is the concern founded on roles and responsibilities and/or divisional policy; including this policy's standards of conduct?
 - What are possible ways to resolve the concern?
 - What are the potential implications of not resolving the concern?



- If the concern is not resolved, either employee may elect to refer the concern to both employees' immediate supervisor, preferably following explicit communication to the other employee of the intent to do so (refer to ***Conditions for Exemption from Processes to Resolve Concerns***)
- Alternatively, a mutually agreeable third party might be accessed to facilitate further discussion
- Neither employee will bypass the immediate mutual supervisor to access higher authority

Conditions for Exemption from Processes to Resolve Concerns

Specific conditions can relieve a divisional employee of the responsibility to initiate discussion of a concern with another employee, before accessing immediate supervisory authority:

- A reasonable concern that an employee has caused a child or young person to be in need of protection (such reports in good faith relieve an employee of liability)
- A reasonable/justifiable concern that an employee may be culpable of behaviour that violates legislation and is of sufficient gravity to compromise the Division's reputation or the integrity of its educational purpose
- Previous attempts to resolve concerns with the same employee have resulted in negative responses and/or behaviours
- Important to note is that the **Guiding Principles** do not prevent any divisional employee from seeking confidential counsel from the appropriate CUPE Local, the Louis Riel Teachers' Association, and/or the Manitoba Teachers' Society.

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SAFE WORK ENVIRONMENT – VIOLENCE PREVENTION	GBGBA

I. POLICY

The Louis Riel School Division is committed to providing a safe work environment for all of its employees. The Division believes that it is everyone’s responsibility to create a safe working environment that is free from violence. Accordingly, the Division strives to eliminate risks of violence where possible and minimize the risks of violence in remaining situations to ensure that, so far as is reasonably practicable, no member of the Louis Riel School Division is subjected to violence.

Violence is defined as “the attempted or actual exercise of physical force against a person and any threatening statement or behaviour that gives a person reasonable cause to believe that physical force will be used against them” ([Workplace Safety & Health Regulation, MR 217/2006](#)).

Canada’s Criminal Code prohibits violence. In Canada, we all have the right to live and work without being subjected to violence.

This policy and its **GUIDELINES** and **PROCEDURES** constitute the Division’s violence prevention policy as required by [Workplace Safety & Health Regulation, MR 217/2006](#). Note that this policy is not intended to discourage or prevent the complainant from exercising any other legal rights.

II. GUIDELINES

- A. The Division and all of its employees shall strive to create a safe working environment that is free from violence.
- B. Employees are responsible for working together in a professional manner and for resolving issues in a non-violent manner (see [Policy GBEB – Appendix A: Guidelines for Collegial Resolution of Concerns in the Louis Riel School Division](#)).
- C. The risk of violence can be prevented or minimized by identifying the risk factors associated with violence in the workplace and implementing the appropriate precautions.
- D. All staff are to report incidents of violence, or potentially violent incidents to their Principal or Supervisor.

Adopted:	October 20, 2015	Legal References: Workplace Safety and Health Act (Manitoba) Workplace Safety and Health Regulation (Manitoba)
Revised:	April 16, 2019; February 7, 2023; November 21, 2023	

III. PROCEDURES

A. Preventing Violence

- I. Consistent with **GUIDELINES A, B & C**, Principals/Supervisors at each worksite:
 - a. shall review this policy and its related **GUIDELINES** and **PROCEDURES** with all employees
 - b. must assess the risk of violence, at the beginning of the school year, whenever new staff are hired, whenever new students are accepted at a school, and whenever an incidence of violence at the worksite has occurred
 - c. shall develop an Emergency Response Plan and review it annually with all employees as per [Policy EBCA – Emergency Preparedness Plan](#); the plan must detail procedures to follow if a dangerous intruder enters the building (Lockdown) or is reported in the area (Hold and Secure); schools will practise lockdown procedures throughout the year
 - d. shall review pertinent procedures with employees who work alone or in isolation and ensure that employees are aware of the expectations and the plan as per [Policy GBGB – Working Alone or in Isolation](#)
 - e. shall review pertinent procedures with employees who work with students for whom behaviour plans have been developed and ensure that employees are aware of the expectations and the plan as per [Policy JBA – Appropriate Educational Programming](#)
2. Consistent with **GUIDELINES A, B & C**, all employees shall be knowledgeable of and implement:
 - a. this policy and its related **GUIDELINES** and **PROCEDURES**
 - b. the procedures of the Emergency Response Plan
 - c. procedures pertinent to working alone or in isolation, if applicable
 - d. procedures pertinent to working with students for whom behaviour plans have been developed

B. Reporting Violence

- I. Consistent with **GUIDELINE D**, any employee who has been a victim of a violent incident shall:
 - a. summon immediate assistance to help de-escalate the violent incident
 - b. report the incident immediately to their Principal or Supervisor
 - c. complete and submit a Louis Riel School Division Workplace Safety and Health Employee Incident Report (Employee Incident Report); the latter must be completed for all incidents involving a threat or act of violence; substitute and casual employees complete the [paper version](#); all other employees use the [electronic version](#); the form must be completed by the Principal/Supervisor if the employee is unable to do so

Adopted:	October 20, 2015	Legal References: Workplace Safety and Health Act (Manitoba) Workplace Safety and Health Regulation (Manitoba)
Revised:	April 16, 2019; February 7, 2023; November 21, 2023	

- d. the Superintendent of Schools (or designate) reviews Employee Incident Reports as soon as possible

C. Incident Investigation

- I. When an incident of violence has occurred or could reasonably be expected to occur, the Principal/Supervisor shall:
 - a. conduct an investigation
 - b. document findings using the Employee Incident Report and submit the report to the Superintendent (or designate)
 - c. determine any corrective action required in consultation with the Superintendent (or designate) and in accordance with relevant divisional policy, such as:
 - [Policy ACF/ACG – Interpersonal Relations & Resolution of Concerns about Harassment/Discrimination](#)
 - [Policy ADD – Safe Schools](#)
 - [Policy GBEB – Standards for Employee Conduct](#)
 - [Policy JK – Supporting Student Behaviour](#)
 - d. encourage employees who have been victims of violence to seek medical help from their healthcare providers or referrals for post-incident counselling, if required
 - e. give employees who have been victims of violence the opportunity to be examined by a doctor and transported to a medical facility, if required
- 2. If the incident meets the definition of a “serious incident” as defined in section 2.6 of the [Workplace Safety & Health Regulation, MR 217/2006](#),
 - a. the Principal/Supervisor shall immediately notify:
 - i) Manitoba Workplace Safety & Health
 - ii) the LRSD Workplace Safety & Health Officer who shall contact Manitoba Workplace Safety & Health, Superintendent (or designate) and the Co-Chairs of the LRSD WSH Committee
 - iii) the Superintendent of Schools (or designate)
 - b. the Superintendent of Schools (or designate) shall conduct a prompt and thorough investigation
 - c. The LRSD WSH Committee Co-Chairs, the Principal/Supervisor, and any other persons required will complete an investigation into the incident using the Violent Incident Investigation Summary Report form
 - d. Employee Incident Reports will be forwarded to the LRSD WSH Committee

Adopted:	October 20, 2015	Legal References: Workplace Safety and Health Act (Manitoba) Workplace Safety and Health Regulation (Manitoba)
Revised:	April 16, 2019; February 7, 2023; November 21, 2023	



3. The name of the complainant or the circumstances of the complaint shall not be disclosed to anyone, except where the disclosure is:
 - a. necessary to investigate the complaint
 - b. required to take corrective action
 - c. required by law
4. Personal information disclosed by the complainant in relation to an incidence of violence must be the minimum amount necessary for the purpose
5. Employees are expected to:
 - a. cooperate in the investigation of a violent or potentially violent incident
 - b. keep information confidential

Adopted:	October 20, 2015	Legal References: <i>Workplace Safety and Health Act (Manitoba)</i> <i>Workplace Safety and Health Regulation (Manitoba)</i>
Revised:	April 16, 2019; February 7, 2023; November 21, 2023	

Workplace Safety and Health

Employee Incident Report

General Guidelines

Employee's Responsibility:

- Always speak directly to your supervisor/administrator, without undue delay, in person or by telephone to inform them of your workplace injury or safety/health incident.
- Document the incident - complete the Incident Report form and forward to HR Department *within 48 hours*.
- Report future medical attention from a physician to Administrator/Supervisor as soon as possible
- Report future time loss from work due to injury to Administrator/Supervisor as soon as possible
- Submit medical note (if applicable) to Administrator/Supervisor as soon as possible

Administrator's/Supervisor's Responsibility:

- Immediately contact the Louis Riel School Division Workplace Safety and Health Officer at: 204-257-7827 ext. 58241, *if serious injuries are involved* - refer to link below.
If the LRSD WSH Officer is not available, you must contact, without delay, Manitoba Workplace Safety and Health Division, (24 hr. line) 204-957-7233 – select 'Option 1'.
- <https://www.safemanitoba.com/Resources/Pages/Reporting-Serious-Incidents-Summary.aspx>
- Ensure completeness of documentation on Employee Incident Report
- Document follow-up as required
- Assist employee in forwarding completed Employee Incident Report and medical documentation (if applicable) to HR Department within 48 hours
- Immediately report any new information regarding medical attention or time loss from work due to injury to the Supervisor of Payroll

WCB Claim Guidelines for Non-Teaching Staff

Employee's Responsibility:

- Report incident to Administrator/Supervisor as soon as possible
- Complete Employee Incident Report and forward to HR Department within 48 hours
- Report incident to WCB by phone, fax or mail:
 - Phone (*recommended by WCB*), 8:00 am to 7:00 pm Monday – Friday, 204-954-4100 or 1-855-954-4321
 - Fax WCB Claim Application (application available online at: <https://www.wcb.mb.ca/worker-incident-report> 204-954-4999 or 1-877-872-3804
 - Mail WCB Claim Application. Application available online at <https://www.wcb.mb.ca/resources/worker-form#en>

2024-2025 School Calendar



SEPTEMBER 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labour Day	3 PD Day Day 1	4 1st Day of Classes Day 2	5 Day 3	6 Day 4	7
8	9 Day 5	10 Day 6	11 Day 1	12 Day 2	13 Day 3	14
15	16 Day 4	17 Day 5	18 Day 6	19 Day 1	20 Day 2	21
22	23 PD Day Day 3	24 Day 4	25 Day 5	26 Day 6	27 Day 1	28
29	30 National Day for Truth & Reconciliation					

OCTOBER 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 2	2 Day 3	3 Day 4	4 Day 5	5
6	7 Day 6	8 Day 1	9 Day 2	10 Day 3	11 Day 4	12
13	14 Thanksgiving Day	15 Day 5	16 Day 6	17 Day 1	18 Day 2	19
20	21 Day 3	22 Day 4	23 Day 5	24 Day 6	25 MTS PD Day Day 1	26
27	28 Day 2	29 Day 3	30 Day 4	31 Day 5		

NOVEMBER 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Day 6	2
3	4 Day 1	5 Day 2	6 Day 3	7 Day 4	8 Day 5	9
10	11 Remembrance Day	12 Day 6	13 Day 1	14 Day 2	15 Day 3	16
17	18 Day 4	19 Day 5	20 Day 6	21 Day 1	22 PD Day Day 2	23
24	25 Day 3	26 Day 4	27 Day 5	28 Day 6	29 Day 1	30

DECEMBER 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Day 2	3 Day 3	4 Day 4	5 Day 5	6 Day 6	7
8	9 Day 1	10 Day 2	11 Day 3	12 Day 4	13 Day 5	14
15	16 Day 6	17 Day 1	18 Day 2	19 Day 3	20 Last Day of Classes Day 4	21 Winter Break Begins
22	23 Winter Break	24 Winter Break	25 Christmas Day	26 Boxing Day	27 Winter Break	28
29	30 Winter Break	31 Winter Break				

JANUARY 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 New Year's Day	2 Winter Break	3 Winter Break	4
5 Last Day of Winter Break	6 Schools Reopen Day 5	7 Day 6	8 Day 1	9 Day 2	10 Day 3	11
12	13 Day 4	14 Day 5	15 Day 6	16 Day 1	17 Day 2	18
19	20 Day 3	21 Day 4	22 Day 5	23 Day 6	24 Day 1	25
26	27 Day 2	28 Day 3	29 Day 4	30 Day 5	31 PD Day Day 6	

2024-2025 School Calendar



FEBRUARY 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Semester 2 Day 1 Begins	4 Day 2	5 Day 3	6 Day 4	7 Day 5	8
9	10 Day 6	11 Day 1	12 Day 2	13 Day 3	14 Day 4	15
16	17 Louis Riel Day	18 Day 5	19 Day 6	20 Day 1	21 Day 2	22
23	24 Day 3	25 Day 4	26 Day 5	27 Day 6	28 Day 1	

MARCH 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Day 2	4 Day 3	5 Day 4	6 Day 5	7 Day 6	8
9	10 Day 1	11 Day 2	12 Day 3	13 Day 4	14 PD Day Day 5	15
16	17 Day 6	18 Day 1	19 Day 2	20 Day 3	21 Day 4	22
23	24 Day 5	25 Day 6	26 Day 1	27 Day 2	28 Last Day of Classes Day 3	29 Spring Break Begins
30	31 Spring Break					

APRIL 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Spring Break	2 Spring Break	3 Spring Break	4 Spring Break	5
6 Last Day of Spring Break	7 School Reopens Day 4	8 Day 5	9 Day 6	10 Day 1	11 PD Day Day 2	12
13	14 Day 3	15 Day 4	16 Day 5	17 Day 6	18 Good Friday	19
20	21 Day 1	22 Day 2	23 Day 3	24 Day 4	25 Day 5	26
27	28 Day 6	29 Day 1	30 Day 2			

MAY 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Day 3	2 PD Day Day 4	3
4	5 Day 5	6 Day 6	7 Day 1	8 Day 2	9 Day 3	10
11	12 Day 4	13 Day 5	14 Day 6	15 Day 1	16 Day 2	17
18	19 Victoria Day	20 Day 3	21 Day 4	22 Day 5	23 Day 6	24
25	26 Day 1	27 Day 2	28 Day 3	29 Day 4	30 Day 5	31

JUNE 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Day 6	3 Day 1	4 Day 2	5 Day 3	6 Day 4	7
8	9 Day 5	10 Day 6	11 Day 1	12 Day 2	13 Day 3	14
15	16 Day 4	17 Day 5	18 Day 6	19 Day 1	20 Day 2	21
22	23 Day 3	24 Day 4	25 Day 5	26 Day 6	27 Last Day of School Day 1	28
29	30					

ADDITIONAL Payroll Information for Subs – 2024 - 2025

PAYDATES/POSTING DATES FOR 2023/2024

PAY PERIOD ENDING DATES	PAY/POST DATE
SEPT 01 to SEPT 30/24	OCT. 14/24
OCT 01 to OCT 31/24	NOV. 14/24
NOV 01 to NOV 29/24	DEC. 13/24
DEC 01 to DEC 31/24	JAN. 14/25
JAN 01 to JAN 31/25	FEB. 14/25
FEB 01 to FEB 28/25	MAR. 14/25
MAR 01 to MAR 31/25	APR. 14/25
APR 01 to APR 30/25	MAY 14/25
MAY 01 to MAY 30/25	JUNE 13/25
JUNE 01 to JUNE 30/25	JULY 14/25

Summer ROEs

At the end of each school year, Payroll Coordinators must process Record of Employments for all employees receiving insurable earnings who stop working and experience an interruption of earnings.

Below, you will find a schedule of approximate final pay dates for each payroll group. This info will be posted to the LRSD portal in June of each year:

Educational Assistants – approximately July 14th each year (if part time sub)

Casuals/Subs – approximately July 14th each year

Teachers – approximately June 30th each year (if part time sub)

Once each payroll is processed and posted, we require 7-10 business days to get through the electronic submission process.

As a Substitute you can apply for ROE immediately. Your Service Canada account will show the ROE when it has been submitted.

Bell Time for Subs – 2024-2025

School Name	Arrival time	Lunch Break Start	Lunch Break End	End of Day
Archwood School	8:05 am	11:30 am	11:30 am	15:00 pm
Collège Béliveau	8:20 am	12:15 pm	13:05 pm	15:45 pm
Collège Jeanne-Sauvé	8:20 am	12:15 pm	13:05 pm	15:45 pm
Dakota Collegiate	8:20 am	12:15 pm	13:10 pm	15:45 pm
Darwin School	8:47 am	11:45 am	12:35 pm	15:30 pm
Dr. D.W. Penner School	8:45 am	11:45 am	12:35 pm	15:30 pm
École George McDowell	8:20 am	11:30 am	12:20 pm	15:03 pm
École Guyot	8:45 am	11:53 am	12:48 pm	15:38 pm
École Henri-Bergeron	8:50 am	11:45 am	12:50 pm	15:30 pm
École Howden	8:32 am	11:45 am	11:45 am	15:15 pm
École Julie-Riel	8:27 am	11:25 am	12:20 pm	15:10 pm
École Marie-Anne-Gaboury	8:44 am	12:07 pm	12:07 pm	15:37 pm
École Provencher	8:32 am	11:45 am	11:45 am	15:15 pm
École Sage Creek School	8:42 am	11:45 am	12:40 pm	15:30 pm
École St-Germain	8:17 am	11:40 am	11:40 am	15:10 am
École Van Belleghem	8:15 am	12:00 pm	12:00 pm	15:00 pm
École Varennes	8:17 am	11:15 am	12:05 pm	15:00 pm
Frontenac School	8:32 am	11:30 am	12:25 pm	15:15 pm
General Vanier School	8:33 am	11:30 am	12:25 pm	15:15 pm
Glenlawn Collegiate	8:20 am	12:15 pm	13:05 pm	15:45 pm
Glenwood School	8:47 am	11:45 am	12:40 pm	15:30 pm
H.S. Paul School	8:10 am	11:10 am	12:00 pm	14:58 pm
Hastings School	8:37 am	12:00 pm	12:00 pm	15:30 pm
Highbury School	8:27 am	11:25 am	12:15 pm	15:10 pm
Island Lakes Community School	8:35 am	11:30 am	12:25 pm	15:18 pm
J.H. Bruns Collegiate	8:20 am	12:15 pm	13:05 pm	15:45 pm
Lavallee School	8:47 am	12:00 pm	12:00 pm	15:30 pm
Louis Riel Arts & Technology Centre	8:20 am	12:15 pm	13:05 pm	15:45 pm
Marion School	8:37 am	11:50 am	11:50 am	15:20 pm
Minnetonka School	8:47 am	11:45 am	12:35 pm	15:30 pm
Nelson McIntyre Collegiate	8:20 am	12:15 pm	13:05 pm	15:45 pm
Niakwa Place School	8:20 am	12:00 pm	12:00 pm	15:03 pm
Nordale School	8:32 am	11:30 am	12:20 pm	15:15 pm
St. George School	8:47 am	11:45 am	12:35 pm	15:30 pm
Samuel Burland School	8:47 am	11:45 am	12:35 pm	15:30 pm
Shamrock School	8:35 am	11:30 am	12:25 pm	15:18 pm
Victor H.L. Wyatt School	8:47 am	11:45 am	12:35 pm	15:30 pm
Victor Mager School	8:40 am	11:45 am	12:35 pm	15:30 pm
Windsor Park Collegiate	8:20 am	12:15 pm	13:05 pm	15:45 pm
Windsor School	8:47 am	11:45 am	12:40 pm	15:30 pm

- As a Substitute you are expected to arrive at the location and be ready to work at the time indicated.