



# **CONDITIONS OF EMPLOYMENT**

**CENTRAL OFFICE & SCHOOL  
OUT-OF-SCOPE STAFF**

Updated July 2025

Effective September 1, 2025

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# WELCOME TO LIVING SKY SCHOOL DIVISION!

## Mission Statement

Shaping Our Future Through Thoughtful Schools

## Vision Statement

Growth Without Limits, Learning for All

## Core Values

Genuine Relationships, Belonging, Integrity, Innovation, Well-being

The mandate of Central Services is to provide exceptional service in alignment with the needs of those we serve: students, staff and the community. In support of this mandate, the conditions of employment provide relevant information and requirements to out-of-scope employees. We hope you find it helpful. If you and your supervisor have questions, please contact a human resources administrator.

### Genuine Relationships – Seeing Each Other as Partners!

*We create trusting relationships, starting with respect and strengthened by open communication, commitment and caring for others.*

| Genuine relationships are...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Genuine relationships are not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. <b>Engaging in healthy conflict</b> over ideas that drive a discussion toward goals and growth, trusting that we are all committed to the vision and goals of the school and division, and knowing that it does not impact our interpersonal relationships.</li><li>2. Acknowledging that <b>we have heard and understood others'</b> points of view.</li><li>3. <b>Being transparent</b> in our communication, disclosing what we are at liberty to share.</li><li>4. <b>Demonstrating optimism</b> – noticing what is going well, rather than noticing only what needs to improve.</li><li>5. Working as a team player, <b>everyone striving to do their best.</b></li></ol> | <ol style="list-style-type: none"><li>1. Thinking that we don't have to implement decisions that we did not fully support and <b>undermining what the group is trying to accomplish.</b></li><li>2. <b>Being aggressive</b> to make a point without listening or honouring others' concerns or views.</li><li>3. <b>Telling everyone everything</b> (personal information).</li><li>4. <b>Avoiding important conversations</b> or sidestepping conflict with others or refusing to acknowledge things that could be better.</li><li>5. <b>Succumbing to group think.</b></li></ol> |
| <i>The essence of living the value of <b>Genuine Relationships</b> is to be able to disagree in healthy ways in the spirit of doing better for students. It's expecting and trusting all of us to do our best and to remain optimistic, even when we need to have difficult conversations to address issues.</i>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

### Belonging – Everyone Can Play!

*We foster community through inclusion, acceptance and equity.*

| Belonging is...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Belonging is not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. <b>Involving others in conversations and decisions</b>, especially those who are affected by the outcomes.</li><li>2. <b>Promoting practices that support diversity</b>, inclusion and cultural competence and engaging in actions that support lasting reconciliation.</li><li>3. <b>Striving for equitable (rather than equal) practices</b> and providing everyone with the full range of opportunities and benefits.</li><li>4. <b>Taking the time to get to know others</b>, being approachable and helpful, welcoming people into the organization and having fun.</li><li>5. <b>Building relationships with our co-workers.</b></li></ol> | <ol style="list-style-type: none"><li>1. Purposely <b>excluding others</b> or not taking the time to engage others in important decisions. It is not advancing one's own agenda without considering others or the greater good.</li><li>2. <b>Making people of different backgrounds, abilities, opinions or perceptions feel uncomfortable.</b> It is not discounting our past and the impact of others' wrongful behaviours.</li><li>3. <b>Ignoring inequities.</b></li><li>4. Engaging in cliques or <b>demonstrating non-inclusive behaviour</b>, leaving new people to fend for themselves.</li><li>5. <b>Assuming we all have to be best friends.</b></li></ol> |
| <i>The essence of living the value of <b>Belonging</b> is to make a point of helping everyone feel connected and included as part of a team that works together. It's about involving others when our choices affect them. It also reminds us of our commitment to reconciliation.</i>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Integrity – Owning Everything We Do!

*We act honestly, consistently and responsibly – living our values every day.*

| Integrity is...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Integrity is not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. <b>Practicing our values</b> rather than simply stating them.</li> <li>2. <b>Making decisions in accordance with our values</b> and based on the best standard or ethical practice.</li> <li>3. <b>Being genuine in our interactions, speaking honestly</b> even when it's difficult to do so.</li> <li>4. <b>Acknowledging when our actions may have had a negative impact on others</b>, apologizing and taking actions to reconcile.</li> <li>5. <b>Being accountable</b> for our responsibilities and following through on our commitments.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Professing our values</b> but not acting in accordance with them.</li> <li>2. Appeasing others or <b>making decisions based on what fits our personal agendas</b>. Doing what is fast, easy or popular rather than what is right.</li> <li>3. Making allowances for others doing wrong or <b>looking the other way</b>.</li> <li>4. Blaming others and <b>refusing to own our part of the issue</b>.</li> <li>5. Consistently failing to meet deadlines and expectations. <b>Letting others do more than their share of the work because we are not doing our part</b>.</li> </ol> |
| <p><i>The essence of living the value of Integrity is to know what the values mean and to live them by demonstrating our understanding in our actions and decisions. We are asked to "own everything we do", by taking responsibility when we do things that are hurtful to others or just plain wrong.</i></p>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Innovation – What If We Could?

*We are dedicated to continuous growth and success – anticipating needs, challenging the status quo and being creative without limits.*

| Innovation is...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Innovation is not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Looking for opportunities to improve.</li> <li>2. Having the courage to speak up and question practice even though others may disagree, or it is uncomfortable.</li> <li>3. Anticipating the future needs of students and the division. Being open to new experiences and trying new things even if they feel awkward or are more challenging at first.</li> <li>4. Seeking out a different way when something isn't working. Encouraging risk, taking bold steps and experimentation.</li> <li>5. Being conscious of our assumptions.</li> <li>6. Committing to ongoing learning and growth.</li> </ol> | <ol style="list-style-type: none"> <li>1. Settling for the status quo as being good enough.</li> <li>2. Doing the same thing over and over, expecting different results.</li> <li>3. Adding more initiatives hoping for a solution – changing for the sake of change.</li> <li>4. Resisting new things or not learning from others' success.</li> <li>5. Being afraid of failure or overly cynical (we tried this before, and it didn't work).</li> <li>6. Living in the past, being unaware of new practices or research.</li> </ol> |
| <p><i>The essence of living the value of Innovation is to be conscious of our assumptions and try new things when results are less than what we want. It's about always looking for ways to improve - not settling for the status quo and committing to ongoing learning.</i></p>                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Well-being – Bringing Our Best Every Day!

*We foster a healthy, safe environment in which people can be their best.*

| Well-being is...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Well-being is not...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Knowing when we are physically, mentally or emotionally unwell and taking action to get better.</li> <li>2. Seeking support when we are not at our best and supporting others without judgement when they are not their best.</li> <li>3. Giving others voice and making it ok to make mistakes.</li> <li>4. Using our values as a tool to hold one another accountable.</li> <li>5. Being mindful of situations or environments that may be physically or emotionally unsafe and taking action to prevent unfortunate incidents from happening.</li> </ol> | <ol style="list-style-type: none"> <li>1. Coming to work sick, suffering alone or not seeking help.</li> <li>2. Judging others when they are not at their best or being punitive rather than supportive.</li> <li>3. Achieving consensus on every decision before moving forward or attempting to give every contribution an equal impact on the organization.</li> <li>4. Using our values as a weapon to judge people.</li> <li>5. Ignoring or passing over a potentially unsafe (physically, mentally or emotionally) situation without acting or bringing it to the attention of others.</li> </ol> |
| <p><i>The essence of living the value of Well-being is to know when we are unwell and take action to get better. It's about supporting each other and ensuring that our workplace is physically and emotionally safe by addressing unsafe situations.</i></p>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## DEFINITIONS

**May clauses** indicate there is an option for the employer to grant or not to grant a request.

**Shall clauses** indicate mandatory action on the employers' part, although in the case of a leave request, the leave might not be able to be granted when the employee desires it. The absence must be operationally feasible.

**Managerial Staff** are those who have significant autonomy, discretion and authority in the conduct of the business of the employer. They typically supervise budgets and processes in broad areas of operations. Some also supervise staff.

**Professional Staff** are required to be registered or licensed by an act.

**Support Staff** are all other staff not considered managerial or professional.

**Mandate** is an overarching statement of a position's purpose.

**Core Services** are services that deliver the basic outcomes desired by the people a position serves – a short list of “must do” services that the team promises to provide and perform very well.

**Supervisor** is the person to whom the employee reports:

- **principal** for school-based staff
- **superintendent** for the Mental Health Capacity Building (MHCB) School Coordinator
- **service lead** for Central Services staff
- **director** for senior leadership team members

## BELIEF STATEMENTS

Recognizing our responsibility to provide high quality education services to all students, Living Sky School Division holds the following statements of belief:

1. All positions, some directly, others indirectly, serve students and contribute to their school experience.
2. Our redesign underscores the importance of living our values every day. Living our values is a condition of employment.
3. The Conditions of Employment should not undermine our desire to be an organization in which people are connected, empowered to lead/innovate for the better, and accountable to those they serve and each other.
4. The ability of central services to support Living Sky's organizational purpose lies in the power of collective wisdom, which is best achieved through regular contact and collaboration.
5. The Conditions of Employment must be interpreted and applied consistently. Human resources will support consistency of interpretation.

## 1. SCOPE

- 1.01 These conditions apply to all out-of-scope Central Services and school-based employees.

## 2. PROBATION

- 2.01 Employees shall be on probation for six consecutive months of service from the commencement date of employment.

## 3. HOURS OF WORK

- 3.01 Hours and work vary depending on position.
- a. **Central Services Employees:** Unless otherwise specified below, core service hours are from 8:00 a.m. to 4:30 p.m. (7.5 hours/day), Monday through Friday and 260 days/year in accordance with the calendar year. During school breaks such as Christmas and Easter, and for the summer months, office hours are from 8:00 a.m. to noon and 1:00 p.m. to 4:00 p.m., Monday through Friday. Hours of work include a lunch break, typically from 12:00 p.m. to 1:00 p.m.; however, during the school year, the office remains open over the lunch hour, and members of the administrative pod coordinate their lunch hours to ensure someone is covering reception.
  - b. **Central Services Custodian:** Core service hours are more flexible to accommodate office needs and others' schedules, such as 9:30 a.m. to 6:30 p.m. (8 hours/day).
  - c. **Mental Health Capacity Building (MHCB) School Coordinator and School Wellness Promoter:** Core service hours are from 8:00 a.m. to 4:30 p.m. (7.5 hours/day), Monday through Friday and 260 days/year in accordance with the calendar year.
  - d. **Counsellors, Speech-Language Pathologists, Occupational Therapists, Indigenous Advocate, and other out-of-scope school-based staff:** Core service hours are from 8:00 a.m. to 4:30 p.m. (7.5 hours/day), Monday through Friday and 197 days/year in accordance with the school year operational calendar.
  - e. An alternate work hour schedule may be arranged with their supervisor. See [Alternate Work Hours](#) section of the Employee Handbook.
  - f. Occasional deviation from regular hours may also be permitted. Employees shall seek advanced approval from their supervisor.
- 3.02 These hours of work were designed to ensure Central Services employees are available to support school-based staff during school hours and the public during business hours. Opening the office before 8:30, remaining open over the lunch break, and closing after 3:30 allows school staff to call Central Services or stop by the office when they are not serving students.
- School-based out-of-scope employees are present at schools when students are in attendance. Professional staff based at the office should be with the students and staff they serve as much as possible. Hours before classes commence and after the school day concludes allow time to meet with other professional staff to share information and plan, meet with families or write reports.
- 3.03 When possible, Central Services employees planning to be absent from work should notify their team and supervisor in advance. Together, a plan can be created that will help ensure priority tasks are completed before the employee's absence. In addition, appropriate work coverage can be arranged.

#### 4. OVERTIME AND TIME BANKS

- 4.01 **Support Staff:** Most of the time, employees work the hours described in section 3.01. However, in extenuating circumstances, a supervisor may request employees to work time in addition to the hours previously outlined. Please note that extra hours are *always* at the employer's request.
- 4.02 When employees work hours that exceed their regular time, they may choose to be paid out or to bank the time to use on a mutually agreeable day in the future.
- 4.03 **Professional and Managerial Staff:** Overtime provisions do not apply to professional or managerial staff. It is understood that in addition to the above noted hours of work, additional hours may be required from time to time to ensure that job responsibilities are fulfilled, and no additional remuneration will be granted.
- 4.04 Refer to AP 5.24 – *Time Banks and Overtime Pay* for details.

#### 5. TRAVEL

- 5.01 A commute is travel between one's home and place of work. No remuneration is awarded for an employee's commute to the office or home school.
- 5.02 The school division has a fleet of vehicles for staff to use to travel from home base to another location to work. These vehicles must be booked through the Booking Calendar on MySky. If employees must use their own vehicles, they will be compensated for mileage at the board rate in effect at the time. See **Fleet Vehicle Usage** section of the Employee Handbook.

#### 6. PAID REST PERIODS

- 6.01 Two rest breaks of up to 15 minutes are provided daily – one in the morning (around 10:00) and one in the afternoon (around 3:00). If it is not operationally feasible for the employee to take the break, this time cannot be banked. These rest breaks are paid breaks, and employees are required to be available during this time.

#### 7. DUTIES

- 7.01 All positions have mandates, core services and success measures. Additional responsibilities will be as determined with team members and supervisors in accordance with the appropriate position profile, which will be updated from time to time.

#### 8. ANNUAL VACATION

- 8.01 Accumulation of vacation time is outlined on Schedule A, which is attached to and forms part of the employment contract.
- 8.02 Vacation arrangements shall be made in conjunction with team members and supervisors, keeping in mind our commitment to uninterrupted core service and exceptional customer service.
- 8.03 For information on vacation carryover, refer to the *Vacation Protocol* on mySky.
- 8.04 Employees whose work year follows the school year should not plan additional leaves that are over and above what are provided for in the Conditions of Employment. Exceptions may be made if the reason for the extended leave is out of the employee's control.

#### 9. RECOGNITION OF VOLUNTARY SERVICE

- 9.01 Employees who provide noon and/or extra-curricular supervision shall be recognized as per AP 5.23 – *Recognition of Voluntary Service*.

- 9.02 Recognition will be given only for voluntary service performed outside of the regular work hours outlined in section 3.01 (before 8:00 a.m., over lunch, or after 4:30 p.m.).

## 10. SICK LEAVE

- 10.01 Sickness is defined as any illness or injury of employees which prevents them from working and, in respect of which, no other compensation is payable pursuant to any law of Saskatchewan.
- 10.02 Employees accumulate sick leave as outlined on Schedule A, which is attached to and forms part of the employment contract.
- 10.03 Employees shall provide their supervisor with notes from their physicians for absences from work in excess of five consecutive days.
- 10.04 When they are ill, employees shall enter their sick leave through Aesop no later than one hour prior to the beginning of the workday except in emergency situations.
- 10.05 Sick leave can be used for medical appointments. The employee is expected to make every reasonable effort to arrange appointments to preclude or minimize an absence from work. Out-of-town appointments will require more time away than local appointments, typically up to half a day. In rare circumstances, when an appointment requires an entire day of absence, employees shall speak to their supervisor ahead of time.

## 11. LEAVES OF ABSENCE

### 11.01 Family Medical Leave

- a. Employees shall receive leave with pay, not exceeding three days per year, to tend to the medical needs of family members or other people with whom they have a special relationship. This leave will not be deducted from accumulated sick leave and does not accumulate from year to year.
- b. If more than three days are required, up to three additional days of family medical leave can be taken out of an employee's sick leave bank per year.

### 11.02 Compassionate Leave

- a. Employees shall be granted leave of absence with pay for up to five days in the event of the death or serious illness of a person with whom they have had a close relationship. A serious illness is defined as a life-threatening or emergent medical situation.
- b. Employees shall be granted leave for up to one day to attend a funerary ceremony of a friend or relative not covered under section 11.02 a.
- c. Additional compassionate leave, paid or unpaid, may be granted upon application to a human resources administrator.

### 11.03 Compassionate Care Leave

- a. In accordance with *The Employment Insurance Act* and upon written request to the supervisor and a human resources administrator, employees who qualify shall be granted Compassionate Care Leave.

- b. Compassionate Care leave is an unpaid, job-protected leave of up to 28 weeks. This can be taken in single or multiple blocks of time within a 52-week period providing no block is shorter than one week in duration. The leave is intended to provide employees the opportunity to provide care and support to a family member who is gravely ill and who has a significant risk of death within 26 weeks.
- c. Employees can receive compassionate care benefits for a variety of family members – both theirs and those of their spouse or common-law partner.
- d. Employees who take this leave may be eligible for Employment Insurance Compassionate Care Benefits through Service Canada.

#### 11.04 Unpaid Leave

- a. An employee may be granted a short-term leave of absence without pay (up to five days) via a *Leave Without Pay Request – Non-teaching Staff* form submitted to the supervisor and the human resources administrator for approval.
- b. An employee may be granted a long-term leave of absence without pay (up to one year) with a letter outlining the reasons for the request submitted in advance to the supervisor and the human resources administrator for approval.

#### 11.05 Public Office Leave

- a. An employee who wishes to seek nomination as a candidate for a municipal, provincial or federal election, or school board or band council, shall be granted reasonable leave of absence from work without pay.
- b. An employee who has been elected to a municipal, provincial or federal government, school board or band council, shall be granted reasonable leave of absence from work without pay. The leave shall be granted for the term of office.
- c. Application for leave shall be completed at least four weeks in advance of the absence and submitted through Aesop to the supervisor.
- d. More information regarding this leave and leave for conventions and conferences is outlined in AP 5.28 – *Public Office Leave*.

#### 11.06 Jury or Witness Leave

- a. When employees are subpoenaed for jury duty or as court witnesses, they shall be granted leave without loss of pay while so serving, except in situations where they are testifying on their own behalf. Employees shall be paid their regular salaries while absent from work subject to the following conditions:
  - i. Any remuneration awarded by the Court above actual expenses must be repaid to Living Sky School Division up to the maximum of salary involved for the period of absence.
  - ii. If appearing as a witness for the Court of King's Bench, employees shall make application in accordance with *The Court of King's Bench Fees Regulations*.

#### 11.07 Special Leave

- a. An employee may be granted leave with full salary for one day per year upon application to the human resources administrator:
  - i. For absence of work due to events considered Acts of God.
  - ii. To participate in cultural or athletic events at the provincial or national level.
  - iii. For First Responder situations at which the employee's presence is required.
  - iv. To attend a secondary or post-secondary graduation ceremony involving self, partner, child or grandchild.
  - v. To attend meetings of boards in which the employee holds an elected office.
  - vi. For the active participation in cultural events for healing or spiritual purposes.

#### 11.08 Maternity, Adoption and Parental Leave

- a. An employee is entitled to maternity, adoption and parental leave in accordance with the *Saskatchewan Employment Act*.
- b. A Supplemental Employment Benefits Plan is available as outlined in AP 5.27 – *Supplemental Employment Benefits Plan*.
- c. Parental leave of up to two days with pay shall be granted to an employee to attend the birth of their child. In extenuating circumstances this leave may be extended upon written request.
- d. Adoption leave of up to two days with pay shall be granted to an employee to accommodate the actual adoption of a child.

## 12. FLEXIBLE TIME

- 12.01 Each employee shall have an annual entitlement of the equivalent of three days of leave with pay, coordinated through the supervisor. These days cannot be carried into the next year, and they are pro-rated for part-time staff, staff who commence employment after August 31<sup>st</sup> and staff who resign or retire prior to completing the full year.

## 13. FLOATING DAY

- 13.01 Each school year, employees will be granted one (1) Floating Day of paid leave. This Floating Day is designated by the Service Leads and will typically be scheduled to extend a weekend in alignment with a statutory holiday (ie. if July 1st falls on a Tuesday, the preceding Monday, June 30th, may be designated as the Floating Day). The Floating Day is not bankable, is non-transferable, and must be taken on the designated date set by the division.  
For employees on a 10-month work calendar, the Floating Day will be granted only if the designated date falls within their regular scheduled work period. Employees not scheduled to work on the designated Floating Day are not eligible for an alternate day in lieu.

2025-26 Floating Day: November 10

2026-27 Tent. Floating Day: July 2

2027-28 Tent. Floating Day: November 12

#### 14. CORE BENEFITS

14.01 An Employee Benefit Package is provided through the Saskatchewan School Boards Association (SSBA) in accordance with Board motion. Should this plan be updated through Board motion, it will become applicable.

14.02 Benefit Package details follow:

|                                                    |                            |
|----------------------------------------------------|----------------------------|
| CORE (Life and Accidental Death and Dismemberment) | 100% Board Contribution    |
| Long Term Disability (Plan B)                      | 100% Employee Contribution |
| Employee and Family Assistance Program             | 100% Board Contribution    |
| Dental (Plan C)                                    | 100% Board Contribution    |
| Extended Health (Plan B)                           | 100% Board Contribution    |
| Vision (Plan A)                                    | 100% Board Contribution    |

#### 15. PENSION PLAN

15.01 In addition to the Canada Pension Plan, permanent employees, except for LEADS members, must join The Municipal Employees Pension Plan (MEPP) established by The Municipal Employees' Pension Act. Non-permanent employees may join MEPP if they so choose. The employer and the employee shall participate and make contributions in accordance with the provisions of the Municipal Employees Pension Plan (MEPP).

#### 16. SUPERVISION AND APPRAISAL

16.01 Yearly personal growth plans will be completed by individual employees and reviewed annually with their supervisor.

#### 17. PART-TIME EMPLOYEES

17.01 Part-time employees shall have access to Sections 10, 11.01, 11.07 and 12 on a pro-rated basis.

#### 18. SALARIES

18.01 Employees' salaries are recorded in Schedule A of the employment contract.

18.02 Pay is issued twice per month: on the 15<sup>th</sup> (or the Friday before if the 15<sup>th</sup> falls on a weekend) and on the last business day of the month.

18.03 Each employee shall receive an increment in pay in accordance with Schedule A on the anniversary date of their hire.

#### 19. REIMBURSEMENT FOR EXPENSES

19.01 Employees are eligible to be reimbursed all necessary expenses incurred while fulfilling their duties as required by the school division. These expenses will be reimbursed at rates established by the Board from time to time in accordance with policy. Employees will be reimbursed according to AP 5.29 – *Professional Development* and AP 7.05 – *Payments*.

19.02 Employees who travel outside the school division to fulfill their duties shall be reimbursed for meals per diem. Employees who travel outside the province to fulfill their duties shall be reimbursed for meals per diem unless they provide receipts, in which case they may be reimbursed for the full cost of meals.

- 19.03 Employees are not compensated for meals during planned travel within the school division as part of their regular role. The supervisor can approve meal expenses if an emergent need arises that requires same-day travel.

## 20. CONFIDENTIALITY

- 20.01 Employees may be privy to confidential information as it relates directly to their work or indirectly to the operations of the school division. All matters must be treated confidentially and at no time should be inappropriately divulged. Breaches of confidentiality will be referred to the employee's immediate supervisor and may result in disciplinary action.

## 21. MEMBERSHIP DUES

- 21.01 Employees are encouraged to join associations related to their roles. The employer shall pay dues for organizational memberships as approved by the supervisor.

## 22. PROFESSIONAL DEVELOPMENT

- 22.01 In accordance with Board policy and through the budget process, professional development opportunities will be made available. Employees shall be reimbursed for applicable expenses (i.e. fees, meals and mileage) related to approved professional development.
- 22.02 Professional development funds for each employee reside with the applicable budget holder.
- 22.03 The process to follow when requesting professional development is described in AP 5.29 – *Professional Development*.

## 23. OTHER INFORMATION

- 23.01 These Conditions of Employment may be updated or amended from time to time by providing a minimum of three months' notice of such change.
- 23.02 It is important for every employee to be aware of the procedures. We will notify employees of new procedures as we add them to those we have currently. These documents are available on our website and on MySky.

## APPENDIX – UNDERSTANDINGS

### Guiding Principles for Leaves

These guiding principles were developed believing that we hire excellent staff, that our staff is committed to providing exceptional service to students, and that every staff member is essential to the organization's success.

- The conditions of employment guide time away from work.
- Ten-month positions are designed as such to serve students and school-based staff. It is important for people in these positions to be present with school-based staff and students to offer direct service as much as possible.
- Employees whose work year follows the school year should not plan additional leaves that are over and above what is provided.
- Exceptions may be made if the reason for the extended leave is out of the employee's control. Exceptionality and lack of control are the key points.
- Principals must ensure that schools are able to operate effectively for students. Central Services must be able to ensure exceptional service. Therefore, leaves are subject to any factors that may affect the ability to effectively deliver service. While supervisors will try to grant employees the days they have by conditions of employment when they want to take them, it is also important that schools are staffed appropriately for students and that Central Services functions well for those it serves. Work deadlines must also be met.

### Special Leave

This leave may be granted to staff in specific circumstances.

### Regarding Acts of God

Poor weather/travel conditions may be considered Acts of God. If an employee has used all their Special Leave time, they may choose to use other days available (Flex, SLD) and still be paid for the time they were not at work. If employees have no days left to take with pay, they can take the time without pay. Exceptions may occur, and these will be determined on a case-by-case basis.

The Division certainly does not want employees to think that they must come to work if they believe the weather has created unsafe travelling conditions. While the Division will always give the time, it will not necessarily always be paid time.

Staff who commute to work may want to save other paid days to use when the weather is severe. If it sounds like the weather is going to be particularly bad, commuters may want to arrange for a place to stay in the communities in which they work.