

CONTINGENCY PLANNING FOR JOB ACTION

**Guidelines for Good Spirit School Division Staff Responding to
Sanctions from the Saskatchewan Teachers Federation (STF)**

GOOD SPIRIT SCHOOL DIVISION #204

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FOREWORD

Good Spirit School Division has a committee tasked with creating contingency plans in the event of job action from any of its employee groups. This committee consists of:

Board Chair or designate
 Director of Education
 Assistant to the Director
 Chief Financial Officer
 Superintendent of Human Resources
 Superintendent of Learning
 Superintendent of Indigenous Education
 Superintendent(s) of Schools

These guidelines are intended to assist **school-based administrators, consultants, and staff** with the expectations placed upon them during job action. Senior leadership is committed to working with and supporting administrators in leading their schools and the people they have supervisory responsibilities for.

As members of the Saskatchewan Teachers’ Federation (STF), principals, vice-principals, teachers, consultants, and select professional service providers share collective bargaining rights but carry significant additional responsibilities that cannot be abandoned. We recognize the task of balancing student needs and safety with the rights of teachers and administrator/consultant job duties may be difficult to navigate.

Strategic Areas	Important areas for consideration	Lead
High Quality Teaching and Learning	<ul style="list-style-type: none"> School level plans and GSSD work plans connected to teaching and learning continue to make progress 	Quintin Robertson Lisa Wotherspoon
Effective Policies and Procedures	<ul style="list-style-type: none"> Services and administrative procedures should not be negatively affected by this job action Financial impact to the school division as the result of job action should be minimal 	Quintin Robertson Keith Gervais
Engagement of All Students, Families and Communities	<ul style="list-style-type: none"> Communication and transparency with staff and families is crucial Maintaining relationships with staff and families during and post sanctions will continue to be a core GSSD belief 	Lauren Denysek Quintin Robertson
Healthy, Sustainable Physical and Social Environments	<ul style="list-style-type: none"> Sanctions and mitigation strategies must ensure the student and staff environments remain healthy 	Amanda Kornaga Shaune Beatty Mick Parmar Angella Pinay

GUIDING PRINCIPLES

1. Student Well-Being

Student safety and well-being will remain at the core of GSSD. It is the administrator's professional and statutory responsibility to ensure the school environment remains a place that promotes the intellectual, emotional, and spiritual growth of GSSD students.

2. Student Learning

Administrators, Teachers, and Consultants must ensure professional quality instruction is maintained in all GSSD schools while they are in operation. Expectations are to:

- Teachers are expected to uphold professional quality instruction and support student learning and well-being, while adhering to sanctions.
- Notify your Superintendent of Schools if the student's quality of learning experiences deteriorates during extended job action.
- Administrators/consultants are expected to take appropriate action if employees are not meeting job descriptions and should confer with their supervisor, should they require further support.
- Student-led conferences outside of the school day are an exception to this sanction action and should occur as scheduled given the development of the school calendar and allocated time during the February break.

3. Communication

GSSD has a committee responsible for communicating key messages to staff, students, families, and the community during job action. This communication is vital to GSSD's values of respect, responsibility, and perseverance. Expectations are to:

- Notify user groups that facility rental agreements will continue during job action.
- Ensure staff and student attendance records are accurate.
- Notify your supervisor of any actions from employees that can be deemed potentially damaging to student well-being, student learning, the ability of non-STF members to complete their job assignment or the reputation of GSSD.
- Notify your supervisor of any known/anticipated special circumstances disrupting the potential operation of the school.
- Instruct staff not to verbally reference job action in the classroom or in the presence of students.
- Be mindful of social media presence related to job action.
- Report to your Superintendent of Schools at the beginning and the end of each day to review the day's events and to re-evaluate plans moving forward should complicating situations arise.

Communications Plan

Objective

- To maintain transparent, factual communication during job action, focusing on staff and student wellness and ensuring the continuation of strong academic programming.

Target Audiences

- Parents/Families
- Students
- Teachers
- In-School Administrators
- Union Leadership (CUPE 4784, 5123, DPEA, GSTA)
- Non-Teaching Staff
- Board of Education Trustees
- General Public

Communication Methods

- Division/School Websites: Regular updates, FAQs, and resources.
- EDSBY Platform: Direct communication with parents and students.
- SchoolMessenger Phone Messages: Urgent updates and reminders.
- Letters/Emails: Detailed information and policy updates.
- Social Media: Quick updates and redirection to official sources.
- Press Releases: For the public and media.
- Virtual Town Hall Meetings: Interactive sessions with stakeholders.

Message Strategy

- Clarity and Consistency: Ensure messages are clear and consistent across all platforms.
- Factual and Non-Biased: Avoid speculation and present only verified information.
- Empathy and Support: Acknowledge the difficulties and offer support resources.
- Focus on Wellness: Emphasize the importance of staff and student wellness.
- Academic Continuity: Provide details on how academic programming will continue.
- Post-job Action Relationship: Ensure the continuation of relationships with teaching staff after job action. Acknowledge that this is within the collective's rights and comes with great tension and stress for teachers.

Content Plan

- Immediate Response: Initial announcement explaining the situation.
- Regular Updates: Frequent updates on negotiations, changes, and impacts.
- Guidance for Parents: Information on how to support their children.
- Resources for Students: Online learning resources and support systems.
- Support for Staff: Resources for wellness and updates on job action. Information and guidance for non-teaching staff.
- Trustee Communications: Updates and guidance for policy decisions.

Timeline and Frequency

- Pre-Strike Communication: Preparatory information and resources.
- During Strike/Job Action: Daily updates or as new information becomes available.
- Post-Strike/Job Action: Summary of outcomes and next steps.

Roles and Responsibilities

- Central Communication Team (Quintin, Lauren, & Jaime J.): Oversee and coordinate all communication efforts.
- School Administrators & Superintendents of Schools: Localized communication with families and staff.
- IT Department: Ensure website and EDSBY platform functionality.
- HR Department: Communication with staff and union representatives.

Monitoring and Feedback

- Surveys and Feedback Forms: To gather stakeholder feedback (post-strike/job action).
- Social Media Monitoring: Track public sentiment and respond to queries.

Contingency Plans

- In case of misinformation, have a rapid response team (Quintin, Lauren, and Superintendents of Schools) to address and correct it.
- Plan for extended job action and its impact on the school calendar.

Evaluation and Improvement

- Post-action review to assess the effectiveness of communication strategies.
- Implement improvements based on feedback and outcomes.

Conclusion

- This plan ensures that during a teachers' strike, the Good Spirit School Division maintains a streamlined, empathetic, and informative communication approach, prioritizing the well-being of all stakeholders and the continuity of education.

4. Security

A clear priority for Administrators is to ensure that all reasonable precautions are taken to safeguard the health and safety of students, staff and GSSD property.

1. Administrators shall direct caretaking personnel to follow existing door locking procedures.
2. Administrative Assistants must immediately inform their Superintendent of Schools of any difficulty employees are experiencing because of job action (picket lines, protests, blockades, etc.).
3. Caretaking staff will communicate directly with the Caretaker Coordinator regarding any emergent facility needs and damage to property while sanctions are occurring.
4. Network security will be under the direction of the IT Manager.

5. Job Descriptions

Administrators, Teachers, Consultants, and other school-based staff are responsible for fulfilling the full duties placed upon them contractually. This includes planning the work of employees while a disruption occurs. This should be done through a clear understanding of the job descriptions of each employee group. Job action may mean a greater emphasis is temporarily placed on certain duties found within a certain employee's job description.

Position	Specific Job Description items that will be compromised during job action. If they need support outside of regular school hours.	Lead Who do they call when the administrator is participating in sanctions (job action).
Admin. Assistants	Regular duties & schedule	Superintendents of Schools
Caretakers	Regular duties & schedule	Michael Syvret
Library Techs.	Regular duties & schedule	Superintendents of Schools
Educational Assistants	Regular duties & schedule	Superintendents of Schools
Bus Drivers	Regular duties Trips outside of regular school hours will be cancelled (one week in advance by Central Office) Bus drivers to hold students on the bus until 15 minutes before school	Christine Hawley Becky Hoffman Ryan Hall
Professional Service Providers (School Counsellors, Speech Pathologist, Speech Pathologist Assistant, Occupational Therapists, Educational Psychologist)	Regular duties & hours Note: PSPs that are STF members on a GSSD contract should adhere to provisions outlined by sanctions imposed by the STF	Lisa Wotherspoon
Mental Health Capacity Building Coordinator and Wellness Promoter	Regular duties & hours	Amanda Kornaga
Indigenous Student Success Leads and Indigenous Community Workers	Regular duties & hours Note: ISSLs that are STF members on a GSSD contract should adhere to provisions outlined by sanctions imposed by the STF	Angella Pinay
Consultants	Regular duties Note: Consultants that are STF members on a GSSD contract should adhere to provisions outlined by sanctions imposed by the STF	Lisa Wotherspoon
Facility Department	Regular duties	Patrick Morrison

Finance/Payroll Department	Regular duties	Raquel Spilchuk Amanda Buchholzer
Human Resources Department	Regular duties	Quintin Robertson
Technology Department	Regular duties	Jonas Prysliak
Partnerships	No activities involving STF members to occur outside the regular school day	Superintendents of Schools
School Community Council members	No meetings outside regular school day	Superintendents of Schools
Parents	No meetings outside regular school day	Superintendents of Schools

6. Administrative Procedures Impacted by Sanctions

Administrative Procedures	Mitigation Strategy	Lead
AP 110 School Community Councils	5 meetings during the 2023-2024 year may not be possible if they occur outside the school day. Functions may occur during the school day.	Administrator
Various AP's Ex: OHS meetings	Administrators to conduct the business of the AP's during the school day.	Administrator
AP 260 Extra-Curricular Activities	All extracurricular activities are cancelled. This includes non-faculty coaches.	Administrator
AP 498 Non-Teacher Coaches/Supervisors and Assistants	The Director of Education has temporarily rescinded approval of non-teacher coaches outside of regular school hours.	Administrator
AP 261 Educational Field Trips	All field trips occurring outside regular school hours are postponed. Prior approval will be continued with removal of sanctions.	Administrator
AP 295 – Interns & Field Experiences	Co-op teacher will share the messaging with the Interns. They should follow the guidelines of the STF.	Administrator
AP 313 - School Safety Patrols	Safety Patrols may only continue 15 minutes before or after school if it's part of the regular recess supervision model. Safety patrols supervised by support staff will continue as scheduled.	Administrator
	Administrator's name will be removed from the After Hours call list and replaced with the Facility/Caretaker Coordinator.	Carmal Kittler

AP 550 - Transportation Safety	Temporarily amend section 4.1 of the Admin. Procedure - Bus drivers to hold students on bus until 15 minutes before school, not 20 as indicated in AP.	Ryan Hall
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Financial Stewardship	Mitigation Strategy	Lead
Supervision	Record the cost of additional supervision.	Keith Gervais
Supervision	Record the cost of criminal record checks for additional staff hired.	Keith Gervais

CONTINGENCY PLANS: ROLE OF THE ADMINISTRATOR & CONSULTANTS

During a job action by the Saskatchewan Teachers' Federation, members of GSSD central staff are committed to working with and supporting administrators in leading their schools.

Everyone within the scope of the provincial collective agreement has the same ability to take job action regardless of whether their duties, while on duty, could be classified as managerial or administrative. Principals, vice-principals, and consultants will have to make personal decisions with respect to the extent to which they will participate in teacher job action.

Administrators do have an obligation to assist the employer in making appropriate arrangements in their school in the event of teacher job action. This would be particularly important in the days preceding any job action. They also have an obligation to cooperate with and report to the Director of Education or designate.

Quality instruction must be maintained in all GSSD schools while they are in operation. If the quality of learning experiences deteriorates during extended STF sanctions, administrators and consultants are expected to take appropriate action and to confer with their Superintendent of Schools and the Superintendent of Learning should they require further support.

WORK TO RULE DIRECTIVES: EXTRA-CURRICULAR ACTIVITIES

In preparation for work to rule sanctions provided by STF members, the following procedures concerning extra-curricular activities should be followed by administrators to ensure the safety of children:

1. It is expected that all duties as laid out in the Education Act, The STF Code of Ethics, GSSD Administrative Procedures and GSSD Code of Conduct will continue to be adhered to during sanctions.
2. Extra-curricular is defined as any student activities that occur either 15 minutes before or after the regular school hours.
 - School sponsored extra-curricular activities must be under the direct supervision of a professional staff member, or a division approved volunteer/community coach. Administrators should advise STF Members that continuing to offer extra-curricular services is not permitted.
 - GSSD will communicate to the public, broad statements regarding the cancellation of extra-curricular activities.
 - Administrators will ensure that staff communicate directly to students, families and volunteers specific details related to the activity. The Superintendent of Schools should be included in the communication. **Volunteer and community coaches should not be offering the activity in replace of the teacher.**
 - The administrator will ensure all cancellations have occurred for facilities, officials and other services that may have a financial cost or be of inconvenience to students, the division, or public.

3. Cancellations for transportation services will occur one week in advance by the Transportation Department. Administrators will be notified of the cancellation.
4. It will be necessary for administrators to closely monitor, record and review the extra-curricular hours submitted after sanctions have been lifted.

WORK TO RULE DIRECTIVES: NOON HOUR SUPERVISION

In preparation for the "work to rule" actions undertaken by STF members, administrators must follow the outlined procedures for noon hour supervision to guarantee child safety:

- Compliance with the Education Act, The STF Code of Ethics, GSSD Administrative Procedures, and GSSD Code of Conduct is required during the sanctions.
- "Noon Hour Supervision" refers to supervising students during the school's noon hour on days with student contact.
- In-school Administration is responsible for devising safety plans for students during the noon hour. These plans, using the provided template, must be submitted to the Superintendent of Schools. (Refer to Appendix 1)
- The link for plan submission is provided [here](#).
- Considerations for Noon Supervision Plans:
 - Usage of large group areas (e.g., gymnasium, playground, cafeteria, library) is recommended.
 - The supervisor-to-student ratio must be at least 1:75.
 - A minimum of two supervisors is required.
 - An adult trained in First Aid must be always present.
 - Consideration of students with specific safety and medical needs is essential.
 - Noon hour supervisors can be hired at \$19.40/hour, paid bi-monthly from school-based budgets as an honorarium. The Finance Department will reimburse these accounts weekly. (Refer to Appendix 2)
- When finalizing plans, administrators should consider recruiting:
 - Non-STF staff (e.g., Educational Assistants, Counsellors, Bus Drivers, Library Technicians, Caretakers, Nutrition Workers). It is important to note that CUPE members have been instructed to support the STF sanctions. CUPE members are entitled to decline additional noon hour supervision responsibilities if they had not performed these duties prior to the sanctions. However, CUPE has decided not to penalize its members who choose to offer this service to their school.
 - School Community Council Members
 - Parents/family members
 - Students aged 16 and over
- Current employees are entitled to a minimum of 30 minutes per day for lunch.
- Additional supervisors, aged 18 and over and not current employees, require a Criminal Record and Vulnerable Sector (CRVS) check, with justification provided to the local RCMP (refer to Appendix 3, [Click here for the letter template \(AP 400-2\)](#))
 - Reimbursement for this check should be noted on the timesheet and paid according to the bi-weekly schedule.

- An affidavit may substitute the CRVS, provided the CRVS has been applied for (refer to Appendix 4).
- Encouraging students to go home for lunch when possible is advised to reduce the need for supervision.
- The responsibilities of principals are outlined in the Education Act (refer to Appendix 5).
- Continuation of Current Supervision: Non-STF staff previously involved in supervision will continue their roles.
- Adjustment of Supervision Hours: Supervisors may increase their hours, subject to coordination and agreement with the principal or in-school administrator.
- Principal's Responsibility: Principals and administrators are responsible for safe school operations, including noon-hour supervision during job actions. Dependent on the directives given by the STF, Administrators are at liberty to choose whether to remain on-site or leave the building during the job action.
- Compensation for Staff: Staff involved in noon-hour supervision will be compensated per their collective agreements.
- Out-of-Scope Employees: Those previously or newly involved in supervision will be compensated in line with the out-of-scope agreement.
- Community Members and Volunteers: Non-GSSD employees, community members, and volunteers will receive \$19.40/hour as an honorarium from the Accounting Department.
- Previous Noon-Hour Supervisors: Individuals who previously worked as paid noon-hour supervisors will maintain their former pay rate during this period.

APPENDIX 1: NOON SUPERVISION PLAN

- [Digital Submission Form located here](#)

School	# of people needed daily	Names of Committed People	People with First Aid Training	Significant Student Concerns (ex: 1-1's, flight risks, health information, etc)	Budget Implications (daily)
Sample School	7		<i>(Minimum 1 per day)</i>	Student Name	7 X \$19.40 = \$135.80

APPENDIX 2: NOON HOUR SUPERVISION SANCTIONS TIME SHEET



Name _____

School _____

Date _____

Payment should occur on the last school day before the 15th and the last teaching day of the month. Noon supervisors should be paid from School Based Accounts. All timesheets for the period and a summary reimbursement amount should be emailed to the Superintendent of Schools immediately after payment for approval. The Superintendent will then forward on to the Finance Department.

Date	Minutes Worked (15 min intervals. Round up)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Total Minutes	

Date	Minutes Worked (15 min intervals. Round up)
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
Total Minutes	

Signature of Noon Supervisor

Signature of Principal

APPENDIX 3: CRVS REQUEST FORM

[Click here for the letter template \(AP 400-2\)](#)



THE BOARD OF EDUCATION OF THE GOOD SPIRIT SCHOOL DIVISION NO. 204

Good Spirit Education Complex | Hwy 9 North 5B Schrader Drive | PO Box 5060 | Yorkton, SK S3N 3Z4

Phn: 306.786.5500 | Fax: 306.783.0355 | Toll Free Phn: 1.866.390.0773

Email: info@gssd.ca | Website: <http://gssd.ca>

INSERT DATE

Re: Request for Criminal Record Check and Vulnerable Sector Search

To Whom it May Concern:

In accordance with Good Spirit School Division's Administrative Procedure 400-App, as a measure to enhance the safety of students and staff, employees who are in a position of trust and authority over children are required to obtain a Criminal Record Check (CRC) and Vulnerable Sector Search (VSS) prior to commencing employment.

As such, **NAME** is a **NOON SUPERVISOR** in GSSD. The position will involve times where the individual will be in a school-based setting, be seen as an authority figure to students, have access to locked spaces, washrooms, change rooms, and trusted to be alone in schools where vulnerable people are present.

The employee is unable to work without submission of Criminal Record and Vulnerable Sector check acceptable by the Board of Education #204. I trust this is sufficient information to authorize the request. I may be contacted directly at (306) 786-5532 should further information be required.

Sincerely,

A handwritten signature in black ink, appearing to read "Quintin M. Robertson", with a long horizontal line extending to the right.

Quintin M. Robertson
Director of Education/CEO
Good Spirit School Division

APPENDIX 4: Form 400-1: CRIMINAL RECORD/VULNERABLE SECTOR AFFADAVIT FORM



I, _____, make oath and say:

THAT I have never been convicted of, nor do I have any outstanding, charges under the Criminal Code of Canada or the Controlled Drugs and Substances Act

THAT I have received a Pardon for the following offence/offences:

THAT I make this Affidavit knowing it will be relied upon by the Good Spirit School Division regarding my Application for Employment, my Practicum, my Internship, my external services or to Volunteer, until such time as Good Spirit School Division has obtained the results of a search pursuant to the Criminal Records Act.

Signature

Name Printed

Witness (Supervisor) Signature

Witness (Supervisor) Name Printed

Date

NOTE: Providing false information could lead to immediate termination of employment and criminal charges.

APPENDIX 5: EDUCATION ACT: DUTIES OF THE PRINCIPAL

Duties of principal

175(1) Subject to the stated policies of the board of education or the conseil scolaire and to the regulations, a principal, under the supervision of the director, shall be responsible for the general organization, administration and supervision of the school, its program and professional staff and for administrative functions that pertain to liaison between the school and the board of education or the conseil scolaire and its officials.

(2) The principal shall:

- (a) organize the program of courses and instruction approved by the board of education or the conseil scolaire for the school;
- (b) assign, in consultation with members of the staff, the duties of each member of the teaching staff;
- (c) prescribe the duties and functions of assistants and support staff;
- (d) exercise general supervision over the work of:
 - (i) all members of his or her staff; and
 - (ii) other employees of the board of education or the conseil scolaire whose duties relate directly to the care and maintenance of the school building and its facilities;
- (e) exercise general supervision over the well-being and good order of pupils while the pupils are at school or participating in school activities;
- (f) provide leadership for enhancement of the professional development of staff;
- (g) co-operate with the universities in programs for the education and training of teachers;
- (h) conduct, in co-operation with the staff, a continuing program of planning and evaluation with respect to the objectives, curriculum, pedagogy and effectiveness of the instructional program of the school;
- (i) define and prescribe the standards of the school with respect to the duties of pupils and give direction to members of the staff and to pupils that may be necessary to maintain the good order, harmony and efficiency of the school;

- (j) administer or cause to be administered any disciplinary measures that are considered proper by him or her and that are consistent with this Act;
- (k) establish, in consultation with the staff, the procedures and standards to be applied in evaluation of the progress of pupils and in making promotions;
- (l) develop, in co-operation with the staff, procedures for preparation of reports to parents or guardians on the progress of pupils and establish mutually acceptable and beneficial channels for communication between the school and parents or guardians of pupils;
- (m) maintain regular liaison with the director with respect to all matters pertaining to the well-being of the school, the staff and the pupils;
- (n) advise and make recommendations to the director with respect to the staffing of the school;
- (o) prepare and furnish to the director, the board of education or the conseil scolaire and the department any reports and returns that may be required from time to time with respect to the school; and
- (p) exercise leadership in co-operation with the director and the board of education or the conseil scolaire in the promotion of public involvement in educational planning directed towards the improvement of education in the school and in the school division or the francophone education area.

1995, c.E-0.2, s.175; 1997, c.35, s.16.

Reference: https://www.stf.sk.ca/system/files/principles_to_guide_exemptions_2020.pdf.

CONTINGENCY PLAN: STRIKE (REMOVAL OF PROFESSIONAL SERVICES)

Students and families will be notified that classes will be cancelled for the duration of the strike.

All employees except for STF members are expected to report to work as usual unless otherwise directed.

In the case of a full-day walkout, GSSD buses will not be operational.

All extracurricular activities will be suspended.

All student-led conferences scheduled during a full-day walkout will be rescheduled. Schools should work with their Superintendent of Schools to develop a plan for rescheduling and communicate the plan to families.

Caretakers are to report to the Caretaker Coordinator if any facilities issues arise.

If Administrators receive directives from the STF not to report to work or check in on their schools, Administrative Assistants must collaborate with their Superintendent of Schools to verify the safety of the school and address any situations involving students who may arrive.

Attendance Procedures:

- In the event of a strike, the Division will designate the day as "not in session" on Edsby.
 - Parents and schools do not need to submit a student absence in Edsby for this day.
- Absences of STF members on strike days will be logged into Atrieve at the Division level using a designated strike code.

JOB ACTION Q & As

- Noon Hour Supervision and Safety
 - Responsibilities: Administrators are committed to student safety, which includes arranging appropriate supervision during noon/lunch hours.
 - Support Staff Shortage: In the event of limited staff availability, GSSD may need to consider temporary adjustments such as consolidating student areas or arranging for parental pickups.
 - Volunteer Supervision: We welcome volunteers, ensuring they meet safety requirements including criminal record checks.
 - Teacher Participation: We respect that teachers may not be available for noon/lunch supervision during work-to-rule job action.
 - Staggered Breaks for Administrators: GSSD supports flexible lunch schedules for principals and vice-principals while ensuring they receive necessary breaks.
 - Emergency Care Plans: In situations where specialized supervision is unavailable, we encourage families to explore alternative arrangements.
 - Extra Responsibilities for Educational Assistants: Following the vote for job sanctions, CUPE advises its members to avoid taking on extra responsibilities typically handled by teachers. This includes supervision before and after school, as well as during the noon hour. Nevertheless, CUPE has stated that it will not penalize members who opt to undertake these additional duties, which may include supervision before, after school, and/or during the noon hour.
 - Can an EA who is currently providing 1-1 supervision during the lunch hour supervise more students?
 - Students who currently have 1-1 support for lunch hour will continue with that support. Please ensure that scheduling changes do not occur in these circumstances. Note that students should not be added to these supervision times.
 - How do we cover off 1-1 lunchroom supervision of students currently being provided by an STF member?
 - If you have students who have 1-1 supervision during the lunch hour and are supervised by an STF member, you will require a plan to ensure support remains in place for these students during the noon hour. This may mean shifting EA time around, which would mean the SST/Administrator is required to provide a 7-day notice of scheduling change if this supervision is to be transferred to an EA.
 - When can 7-day notice be given to EAs regarding a scheduling change?
 - Provide your plans to your SSC by January 9, 2024. Do not make any changes until it is known what sanctions will look like.
 - What if adding time to an Educational Assistant's (EA's) schedule during the lunch hour results in a shortage of EA support at the beginning or end of the day?
 - In this circumstance, please connect with your SSC to come up with a solution.
- Employment Agreements and Compensation
 - LINC Agreements: It is important to review LINC agreements for guidelines on noon-hour supervision and extra-curricular activities.
 - EA Supervision: We advise checking union agreements for strike-related clauses and ensuring non-unionized EAs are volunteering within employment standards.
 - Overtime Compensation: We are committed to compensating support staff for any overtime work.

- Schedule Changes: In extraordinary circumstances, we may need to adjust staff schedules to prioritize student safety. This will be done following collective bargaining agreements and labour standards regarding notice periods.
- Principal and Vice Principal Roles
 - Section 209 of The Education Act, 1995 (the Act) indicates that the applicable provisions of the Act are deemed to be terms of employment. Those deemed terms of principals' employment duties are statutorily defined in s. 175 of the Act which include:
 - General organization, administration & supervision of the school, its program, and professional staff
 - Administrative functions between the school and the board
 - Organization of program of courses & instruction approved by the board
 - Assignment of duties to teaching staff
 - General supervision over all staff including maintenance staff
 - General supervision over the well-being and good order of pupils while they are at school or participating in school activities
 - Maintaining good order of the school

Dependent on the directives given by the STF, Administrators are at liberty to choose whether to remain on-site or leave the building during the job action. Principals/Vice Principals/Assistant Vice Principals have a statutory duty to provide a safe environment for students.

- Staff Attendance
 - Staff Attendance: Attendance data will continue to be monitored by the principal during job action. Absences will continue to be documented in Atrieve.
 - The STF may provide guidance related to tracking of STF member attendance during full strike action.
 - GSSD will create an absence code in Atrieve for full strike action.
- Medication
 - Administration of Medications: Medications should only be administered by appropriately trained non-professional staff. The principal will ensure compliance with the students' Medical Management and Response plan.
- External Partners
 - Daycare Operations During Job Action: Decisions regarding daycare operations during job action will be at the discretion of third-party providers.

Additional Q and As

- Do community coaches or non-STF members (EAs) still can coach/run extra-curricular at noon and after hours?
 - This would be dependent on the sanctions being imposed by the STF.
 - If extracurricular has been removed, then, community coaches and non-STF members would not be allowed to coach or hold extra-curricular activities.
- If a hockey academy runs on ice from 8:30-9:30, with students arriving at 8, and is a part of the students Phys. Ed., is this expected to be cancelled?

- If this time is tracked as extracurricular or noon-hour, then this will need to be suspended if sanctions warrant.
- What if no one on a supervision list has First Aid training?
 - In-school administrators will be required to be First Aid certified.
- Will before and after school programs continue during sanctions?
 - Before and After School programs housed in GSSD school will not operate during full walk outs.
- Will daycares housed in GSSD schools continue to operate during sanctions?
 - Yes. These are not division operated programs. They will continue to function as usual during job action.
- Will pre-booked medical appointments for teachers be paid should they fall on a day on which teachers are striking?
 - Yes, they will be paid.
- What about pre-booked earned leave days? What if teachers receive notification of a strike day and book earned leave days for the strike day before the Division becomes aware of the upcoming strike action? Should there be a cut-off date by which days off must be booked to be recognized for pay?
 - If the teacher pre-booked an earned day off/leave that ends up falling on a strike day, the leave would be considered cancelled. An employee on strike cannot take a leave.
- What if a teacher is on sick leave on a day that ends up being a strike day?
 - Sick Days – Teachers cannot claim a sick day on the day of a strike unless they were on sick leave prior to the strike day – may be required to bring in a medical note.
- What if a CUPE 4784 member wants to join the picket-line in support for teachers?
 - If a member of CUPE 4784 wishes to participate in supporting teachers on the picket line during a walk out, they must first obtain approval from the union (contact Karla Sastaunik-President, directly). Once approved, union members can engage in job action during a walkout. They should record this as “union leave – unpaid” in Atrieve. In the comments section, they need to specify the location of their picketing activity and bill CUPE 4784 accordingly.
- Can community user groups have access to school if extracurricular sanctions are imposed?
 - Community groups with user agreements in place can continue to access schools during sanctions if the group is not affiliated with the school or division. STF members can apply their own discretion regarding participation in community groups within the school setting.
- What are the hours of work for STF members assigned to non-school roles (i.e., Consultants and PSPs)?
 - Unless otherwise stated in the individual’s employment contract, STF members assigned to non-school roles will follow the schedule of Yorkton Regional High School.
- Will student led conferences occur during sanction?

- Student led conferences are not extracurricular, therefore they will still run as scheduled during work-to-rule.
- If the conferences fall on a full strike day, the conferences for that day will need to be rescheduled. Schools should work with their Superintendent of Schools to develop a plan for rescheduling and communicate the plan to families.
- Will staff meetings still take place if work-to-rule (including extracurricular and noon-hour supervision withdrawal) is in place?
 - Since staff meetings often happen outside of regular school hours and more than 15 minutes before or after school, they will not take place during work-to-rule.
- Can SCC Meetings continue to take place if work-to-rule sanctions are in place?
 - It is advisable the in-school administrators cancel the SCC meeting. Most of these meetings occur outside the acceptable timeframes. In-school administrators should remain in contact with their SCC Chair.
- Can families receive refunds for costs related to school extracurricular activities if those activities are disrupted by sanctions?
 - Yes, if sanctions significantly disrupt an extracurricular event, it is fair to give families either a full or partial refund. The school will decide how much to refund, considering the expenses incurred and the extent of the disruption to the activity.
- How can schools plan for year graduation ceremonies and events if sanctions, such as work-to-rule, are in place at the end of June?
 - As per GSSD Administrative Procedure 371, in-school administrators, in consultation with the School Community Council will be responsible for determining eligibility criteria and organizing the graduation/commencement recognition event. It is crucial to adapt the planning process to meet sanction constraints. Given that sanctions limit STF members (teachers, principals, and vice-principals) to working no more than 15 minutes before and after school, with extracurricular activities and noon-hour supervision affected, planning should pivot towards a more streamlined graduation/year end event. Here are steps and considerations for organizing such events:
 - Simplify the Ceremony: Develop a simplified graduation ceremony/event plan that does not require the involvement of STF members in either the planning or execution phases. This approach minimizes the impact of the sanctions on the ceremony's organization.
 - Utilize Central Office Leadership: To compensate for the reduced involvement of STF members, leverage the support of Central Office leadership, including Director of Education and Superintendents of Schools. They can play a key role in the ceremony, such as distributing diplomas and providing speeches, to ensure the event maintains its formal significance. Local Board of Education Trustees can also be utilized to support this significant event.
 - Consider Timing Carefully: If the graduation ceremony/year end event is scheduled outside of the regular school day (after 3:45 pm) during the period of sanctions, it is important to note that STF members are not permitted to attend. Planning the event within the constraints of the school day or considering alternative dates might be necessary.
 - Explore Alternative Formats:

- Virtual Ceremonies: Given the restrictions, consider hosting a virtual graduation ceremony/year end event. This could include pre-recorded speeches from staff and students, a virtual roll call of graduates, and even a live-streamed component for real-time engagement.
- Multiple Small Ceremonies: If resources allow, holding several smaller ceremonies throughout the day could enable a more personal experience while adhering to staff limitations and ensuring all graduates are recognized.
- If planning for graduation ceremony/year end events necessitate STF Member involvement, work with your Superintendent of Schools to access division release days to allow for planning during the member's assigned time (school day).
- Communicate Clearly: Regardless of the chosen format, clear communication with graduates and their families is vital. Ensure they are aware of the reasons behind the changes and the efforts being made to celebrate their achievements under the current constraints.