



COLLECTIVE BARGAINING

AGREEMENT BETWEEN

CONSEIL DES ÉCOLES FRANSASKOISES (**CÉF**)

AND

THE LOCAL ASSOCIATION OF TEACHERS AND
ENSEIGNANTS FRANSASKOIS (**ALEF**)

In force

From July 1^{er} 2023 to June 30 2026

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PREAMBLE

The Conseil des écoles fransaskoises (CÉF) and the Association locale des enseignantes et enseignants fransaskois (ALEF) have collaborated to revise the collective agreement in effect since September 1, 2017. To do so, they have committed to applying the process of reasoned negotiations, to the satisfaction of the parties.

The purpose of this collective agreement is to ensure fair working conditions for CÉF's teaching staff, with a view to offering quality French-language education to all students.

Both parties undertake to make this collective agreement a living agreement with a view to maintaining harmonious relations. Both parties will consult to clarify the application of a particular article when necessary.

In this document, the use of the masculine form to designate persons is intended only to lighten the text.

Lexicon

- CÉF : Conseil des écoles fransaskoises
- Board: Conseil scolaire fransaskois
- ALEF: Association locale des enseignantes et enseignants fransaskois (Local Association of Fransaskois Teachers)
- Co-curricular: activities initiated by the CEF (ref. article 8)
- Extracurricular: activities initiated by school staff and carried out outside school hours on or off the school campus (ref. article 9).

1- General provisions

- 1.1 Although the previous collective agreement was due to expire on June 30, 2017, it is agreed by each party that the Collective Agreement from July 1, 2016 to June 30, 2017 remains in force until June 30, 2023.
- 1.2 This collective agreement, including the letter of understanding and the appendix, takes effect on July 1, 2023 and remains in effect until June 30, 2026, or until a new collective agreement is signed.
- 1.3 All designations and titles used in the Collective Agreement shall have the same meaning as those used in the *Education Act, 1995* and any amendments thereto.
- 1.4 This Collective Agreement shall apply to each member of the teaching staff who teaches under the terms of this Agreement. A teacher who leaves the employment of the CÉF shall receive any benefits that may accrue to him/her pursuant to this collective agreement .

2- Payment of wages

2.1 Each member of the teaching staff can choose to receive his monthly pay either over ten (10) months (end of September to end of June), or choose to receive his monthly pay over twelve (12) months. It is up to each teaching staff member to indicate his or her choice (or request a change from the previous year) by completing the form distributed by the CEF before September 9 **of each school year**. For permanent teachers who do not submit this form, the CEF will apply the previous year's option.

2.1 Teaching staff will be paid on the last working day of each month.

2.3 Salary payments are made by direct deposit to the chosen financial institution. by the teaching staff member.

2.3.1 The cheque stub is available to the teacher via the electronic portal on payday or earlier.

2.4 The teacher may request a salary deduction for: RRSP, donations or Canada Savings Bonds.

2.4.1 This request must be submitted to the Chief Financial Officer no later than two (2) weeks before the payroll to be allocated.

2.5 A member of the teaching staff, following his or her employment with the CÉF, may request an advance up to a maximum of \$1,000.00.

2.5.1 This advance is made when the employee takes up his or her duties, or at another date set by mutual agreement with the CÉF.

2.5.2 An advance will also be deducted from the teaching staff member's pay cheques. The repayment term may be up to 10 months, or at the end of the contract if less than 10 months.

2.6 A member of the teaching staff who, in the course of his duties and functions as defined by the school principal (teaching, meetings and professional development), must travel between two buildings or schools will be reimbursed according to the travel rates in effect at the CÉF.

3- Employment insurance discount

3.1 The CÉF will obtain a reduction in the employer's employment insurance premium that applies to all employees covered by the Saskatchewan Teachers' Salary Insurance Plan approved by Human Resources Development Canada's Employment Insurance Premium Reduction Program.

3.2 ALEF will receive payment at the end of each fiscal year from CÉF of the fraction of the reduction in the employer's contribution equal to five-twelfths (5/12) of this reduction.

3.3 The CÉF will provide a detailed list of calculations to the ALEF treasury with payment within 30 days of the end of the fiscal year.

4- Deferred salary

A deferred salary is a program that allows a teacher to take a one (1) year leave of absence with pay.

4.1 Teachers wishing to participate in this program agree to the following following conditions:

- a) have completed at least two (2) years of service with the CÉF;
- b) recognize that this is a five (5) year plan;
- c) have submitted its application in writing before March 1 of the year preceding the program start.

4.2 The CÉF must respond to the request for deferred salary before April 30 of the year that before the start of the program.

4.3 When the CÉF accepts the request, the teacher must develop a deferred salary plan and have it approved by the Canada Revenue Agency and the CÉF.

4.4 In the 5th year, the CÉF remits to the teacher, the portion of the salary in reserve and the accumulated interest, less the administration fees of the approved plan according to the terms of the plan.

4.5 Teachers are free to pursue the activity of their choice during his year off.

4.6 The CÉF shall reinstate the teaching staff member in the position he held prior to his leave or in a similar position, under the same conditions, or a position agreed upon in advance between the CÉF and the teaching staff member.

4.7 When a member of the teaching staff withdraws from the program, the CÉF gives him/her money, without penalties, including interest, less administration fees.

4.8 In the event of death, the CÉF must return the reserved portion of the salary and interest, less administration costs, to the deceased's estate.

5- Substitute

5.1 Substitutes are paid at the minimum of their classification [*1 / number of days in the year* of his annual salary under the current collective agreement.

5.2 When a substitute teacher assumes the workload of the same teaching staff member, from the 6th consecutive school day he/she is paid retroactively to the first day at the rate of [*1 / number of days in the school year*] of his/her classification according to his/her qualifications and experience.

5.3 In calculating the five (5) consecutive days in section 5.2, the accumulation of these five (5) days is not interrupted if the substitute's services are not required because of professional development days, conventions or important personal meetings scheduled before the beginning of the substitute period.

5.4 Substitute pay will be issued on the basis of the data contained in the principal's monthly report. The payroll will be issued the week following receipt of the report.

5.5 After 20 consecutive days of substitution, under the Education Act 1995, a teacher will be granted a temporary teaching contract.

6- Additional allowances for specialized positions

6.1 Coordination position

A teaching staff member who is released from his or her teaching duties and assigned to a coordinating position to provide expertise (or administrative support) to the CÉF will receive an annual allowance equivalent to 15% of his or her annual salary in addition to his or her teaching salary according to the provincial salary grid.

6.2 Psychologist position

A teaching staff member who is certified as a licensed psychologist, and who is released from teaching duties by the CÉF to provide expertise to students, principals, teachers or the CÉF, will receive an annual allowance of 15%.

6.3 Educational consultant position

A teacher assigned to a pedagogical advisor position, who is released from teaching duties by the CÉF to provide pedagogical expertise or support to the CÉF, principals, teachers or students, will receive an annual allowance equal to the rate (percentage) granted to teachers on loan to the Ministère de l'Éducation. (Should the Ministère de l'Éducation change this rate, the change will take effect at the beginning of the school year following the date of the change).

6.4 Guidance or counseling position

A teacher assigned to a guidance or counselling position who is released from teaching duties by the CÉF to provide expertise or support to the CÉF, principals, teachers or students, will receive an annual allowance equal to the rate (percentage) granted to teachers on loan to the Ministère de l'Éducation. (Should the Ministère de l'Éducation change this rate, the change will take effect at the beginning of the school year following the date of the change).

6.5 Orthopedagogical consultant position

A teaching staff member assigned to a remedial teaching consultant position (full-time or part-time), and who is released from teaching duties by the CÉF to provide expertise or support to the CÉF, principals, teachers or students, will receive an annual allowance of 5% of his or her salary, prorated to the percentage of time spent on remedial teaching consultant duties.

7- Earned days off (EDOs)

7.1 In recognition of the openness of the teaching staff who agree to take part in non-academic tasks, such as supervision, cleaning, etc. In addition to the "co-curricular" and extracurricular activities, the CEF allows them to accumulate "earned leave days", based on the number of hours accumulated.

7.2 The conditions that must be taken into consideration to merit a JCG are :

- receive prior approval from the school principal
- the absence of the classroom does not unduly affect the school program
- the absence does not occur during professional development days

7.3 If a staff member does not use his or her JCG before the end of the school year, he or she will be paid for his or her JCG at the end of the current school year at the minimum Class IV rate, per day.

7.4 A maximum of (5) JCG may be accumulated in any one school year .

8- Co-curricular activities

8.1 The term "co-curricular" encompasses any activity that, while not strictly speaking academic, complements the language, identity and cultural training organized and managed by the CEF.

8.2 Recognition

The Board is grateful for the voluntary contribution of members to participate in co-curricular activities. A member of the teaching staff who voluntarily agrees to participate in co-curricular activities will receive JCG as compensation according to the hours established in Article 8.3.

8.3 The criteria for earning full or partial JCGs are :

- 20 to 47 hours of co-curricular activities = 0.5 day
- 48 to 71 hours of co-curricular activities = 1 day
- 72 to 95 hours of co-curricular activities = 1.5 days
- 96 and + hours of co-curricular activities = 2 days

8.4 Hours of co-curricular activities that can be accumulated must occur before 8:30 a.m. and after 4:00 p.m. on a student contact day. Hours of co-curricular activities on non-contact days will be fully recognized.

8.5 The hours of co-curricular activities eligible for recognition must meet the following criteria:

- Monitoring associated with an activity; or
- Night-time supervision of pupils (direct or indirect); or
- Supervision during student transportation

9- Extracurricular activities

9.1 Definition of extracurricular activities

Extracurricular" includes any activity that, while not part of the school curriculum, enhances students' physical, spiritual, intellectual and emotional development, and also contributes to their linguistic, identity and cultural development. These are activities initiated by the school, which take place before or after school hours, on and off the school campus, in a situation where the teacher is responsible for the students and interacts with them.

9.2 Recognition

The Board is grateful for the voluntary contribution of members to participate in extracurricular activities. A teacher who voluntarily agrees to participate in extracurricular activities will receive JCG as compensation according to the hours established in Article 9.3.

9.3 The criteria for earning full or partial JCGs are :

- 20 to 47 hours of co-curricular activities = 0.5 day
- 48 to 71 hours of co-curricular activities = 1 day
- 72 to 95 hours of co-curricular activities = 1.5 days
- 96 and + hours of co-curricular activities = 2 days

10- Planning time

10.1 Definition

Planning time is time within the school day, as defined by the *Education Act 1995*, when the teacher is not engaged in formal teaching involving interaction with students. Teachers spend this time planning their professional tasks and organizing learning activities to meet the needs of their students.

10.2 Responsibilities

It is the teacher's responsibility to manage his or her planning activities during the allotted time. When the teacher must be absent from school to carry out a planning project, he or she must obtain the principal's approval.

10.3 General allocation of planning time for full-time staff

- a) Each member of the teaching staff will have, on average, the equivalent of 225 minutes of planning time per week (week = five (5) school days).
- b) Each staff member will have two (2) planning days before the start of the new school year at the start of the school year.
- c) Each staff member will have one (1) planning day the week before the first high school report card.
- d) Each staff member will have one (1) planning day at the start of the school year after the Christmas vacations.
- e) Each staff member will have one (1) planning day between the two semesters.
- f) Each staff member will have one (1) planning day the week before the third high school report card.

- g) Each staff member will have one (1) planning day after departure at the end of the school year.

During the planning days, if the school principal deems it essential, a meeting may be called during the last 75 minutes of the day.

10.4 Planning time for part-time staff

According to the planning time described in sub-article 10.3 above, the planning time of part-time teaching staff will be allocated on a pro rata basis to the teaching time assigned in accordance with their annual contract.

11- Professional development

11.1 It is recognized that responsibility for coordinating the professional development of teaching staff rests with the CÉF. However, the CÉF undertakes to consult the ALEF on the themes and areas of development for each school year.

11.2 The CÉF will be able to release teachers to develop their professional skills, giving priority to working in professional learning communities, according to the model advocated by the CÉF. These communities could be made up of members from various CÉF schools.

11.3 The CÉF may release a teacher for up to the equivalent of two teaching days for professional development purposes. If a teacher wishes to take advantage of a CÉF professional development program beyond these two days, he or she may voluntarily participate and inform the school principal.

12- Monitoring

Supervision is a collective responsibility to ensure the well-being and safety of children. at all times at school.

The school principal and teaching staff collaborate and participate in the development of of their school's surveillance plan.

12.1 Noon-hour supervision as well as before- and after-school bus supervision is a voluntary task, and teaching staff members who choose to do so will be remunerated. However, as stipulated in the provisions of the Education Act, 1995, and in order to ensure the safety of students, when the situation is declared urgent by the school principal, the principal will assign teaching staff members to supervisory duties.

12.2 A teacher who voluntarily agrees to provide lunchtime supervision as well as before- and after-school bus supervision will be compensated either in paid hours or by accumulating JCG or a combination of both.

12.3 The hourly rate for all supervision will be \$22.00 per hour.

12.4 JCG will be awarded according to the following grid:

- 15 hours of surveillance = 1 day
- 30 hours of surveillance = 2 days
- 45 hours of surveillance = 3 days
- 60 hours of surveillance = 4 days

12.4 The supervision plan for each school will be determined at the beginning of each year by the school principal and the administration of the CÉF. The CÉF and the administration reserve the right to revise this plan during the current school year to address emerging needs.

13- Professional development

A professional development activity may include conferences, symposia, congresses, workshops, visits to other schools, research or any other professional activity not established in the school calendar for the year and directly related to the role and responsibilities assumed by the teacher.

13.1 In order to maintain consistency and support the development of teachers in line with evidence-based practices, the CÉF makes available to ALEF members an annual amount corresponding to \$400 per teacher (full-time equivalent).

13.2 A Professional Development Organizational Committee - will receive and authorize professional development expenses submitted by ALEF members. This committee will be made up of the General Manager or his/her representative and four ALEF representatives, including two principals, the ALEF Professional Development Chair and one other teacher.

13.3 The following expenses, incurred in connection with professional development activities, may be paid from the fund: registration fees, accommodation, meals, travel, locum expenses or any other expense approved at the discretion of the Professional Development Organizational Committee.

The Professional Development Organizational Committee may approve the use of funds for collective professional development.

13.3.1 In order to obtain a global perspective of requests, each ALEF member must submit a written request to the Professional Development Organizing Committee by September 30 of the current year. If this is not possible, the teacher may submit his or her request at a later date, at least 21 days before the activity is to take place.

13.3.2 Any money in this fund that has not been spent by the end of the year to the CÉF.

14- Scholarships

A bursary is a financial contribution allocated by the CÉF to a teaching staff member to reimburse expenses related to post-secondary studies with the aim of improving his/her skills or broadening his/her knowledge in his/her teaching field.

The CÉF recognizes the merits of awarding scholarships in order to :

- improve the quality of teaching in Fransaskois schools;
- to encourage excellence;
- diversify the qualifications and skills of its teaching staff;
- encourage professional development;
- ensure that its teaching staff have the necessary skills to meet all CÉF's academic needs.

14.1 There are two (2) types of scholarship: for full-time studies and for part-time studies.

14.2 The teaching staff member must have acquired two (2) years of service with the CÉF before being eligible and must commit to giving two (2) more years of service or reimburse on a pro rata basis the bursary granted.

14.2.1 Reimbursement form for any member of the teaching staff who leaves the CÉF before completing two (2) years of service:

- $\text{Amount of grant awarded} / 24 \text{ months} \times (24 \text{ months} - \text{number of months remaining}).$

14.3 Each bursary awarded for after-school courses will cover, in whole or in part, the cost of enrolment in pre-approved courses at a university or post-secondary educational institution, or the cost of accreditation relevant to one's field of teaching offered by the Ministry of Education. The amount allocated will be payable upon successful completion of the course.

14.4 Each bursary awarded during a study leave will cover, in part or in full, the cost of enrolment in pre-approved courses at a university or post-secondary educational institution, or the cost of accreditation relevant to its field of teaching offered by the Ministry of Education.

14.4.1 The bursary granted during a study leave will be divided equally between monthly, payable in 10 instalments.

14.4.2 All scholarships paid in advance are refundable in the event of withdrawal or failure.

14.5 The CÉF may allocate an amount applicable to meals and lodging when the member

of teaching staff must leave their permanent home to attend classes.

14.5.1 In the case of short-term leave, the amount allocated will be payable in equal instalments.
on a monthly basis.

14.5.2 In the case of l o n g - t e r m leave, the amount will be distributed evenly over the following periods
monthly.

14.5.3 Any amount paid in advance is refundable in the event of withdrawal or failure.

14.6 The CÉF will establish an annual fund of \$100 per FTE, which will be allocated on an annual basis.

The Scholarship Committee (see Appendix 2).

14.7 A member of the teaching staff applying for a scholarship must submit your request :

14.7.1 before May ¹ for fall and winter session bursaries; and

14.7.2 before November ¹ for spring and summer session scholarships.

14.8 The Scholarship Committee must give an answer to the person who has made a request. application within 21 days of the deadline.

14.9 The scholarship committee will apply the following criteria:

14.9.1 Studies must be related to the teaching task o f the member of the teaching staff.

14.9.2 Studies must be relevant to the needs of the CÉF.

14.9.3 Bursaries must be distributed equitably within the CÉF.
or a school.

14.10 The CÉF will report on scholarships awarded in its annual report.

15- Study leave

A study leave is a leave of absence granted to a member of the teaching staff who wishes to return to school for professional reasons or to meet a CÉF need.

The CÉF recognizes the merits of granting study leave in order to :

- improve the quality of teaching in Fransaskois schools;
- to encourage excellence;
- diversify the qualifications and skills of its teaching staff;

- encourage professional development;
- ensure that its teaching staff have the necessary skills

to meet all of CÉF's academic needs.

15.1 Teachers may be granted s h o r t - t e r m study leave with or without pay up to a maximum of one (1) year.

15.2 Leave must be requested before :

15.2.1 March 31 for leave starting after August ¹;

15.2.2 September 30 for leave starting after January ¹.

15.3 CÉF undertakes to respond to this request within two (2) months.

15.4 The teacher must confirm acceptance within two (2) weeks.

15.5 A teacher on educational leave shall be reinstated to the position he or she held at the beginning of the leave, to a similar position under the same conditions, or to a position agreed upon in advance between the CÉF and the teacher.

15.6 A teacher who is granted a leave of absence with pay must commit to remaining at the CÉF for twice the duration of the leave granted with pay.

15.7 If the member of the teaching staff resigns before completing his or her commitment, he will have to reimburse the salary pro rata to the time remaining.

15.8 Scholarships may be awarded to teaching staff in study leave.

16- Leave for bereavement or exceptional leave for family reasons

16.1 In the event of the death of a spouse, child, son-in-law, daughter-in-law, father, mother, parent-in-law, brother, sister, son-in-law, daughter-in-law, grandparent, a grandchild, a foster parent, a foster child, a guardian, the CÉF grants the teaching staff member leave with pay for a maximum absence of five (5) consecutive days.

16.2 In the event of serious illness or serious accident of a spouse, child, stepchild, father, mother, step-parent, brother, sister, son-in-law, daughter-in-law, grandchild, foster parent, a foster child, a guardian, the CÉF grants the teaching staff member a leave of absence with pay for a maximum of five (5) days during a school year for all of the above-mentioned persons.

16.3 In the event of the death of a brother-in-law, sister-in-law, nephew, niece or aunt,

uncle, or a member of a religious family, the CÉF grants the member of staff teacher, leave with pay for a maximum absence of three (3) consecutive days.

16.4 In the event of serious illness or serious accident of a grandfather, grandmother, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or member of a religious family, the CÉF will grant the teaching staff member a leave of absence with pay for a maximum of three (3) days during a school year for all of the above-mentioned persons.

16.5 The CÉF shall grant an absence of up to one (1) day with pay to allow a member of the teaching staff to be a pallbearer or to perform other official duties at a funeral.

16.6 The CÉF may grant a leave of absence of one (1) day with pay in the event of the death, serious illness or serious accident of a close friend, cousin, student (current or former) or a member of the student's immediate family (mother, father, sister or brother).

16.7 If circumstances justify an extended absence, the CÉF may grant such an absence, with or without pay .

17- Special leave

17.1 Special leave

17.1.1A member of the teaching staff may be granted two (2) days **leave with pay** for exceptional reasons with prior notice to the school principal.

17.1.1.1 Requests for time off for activities that can take place at times other than school hours are not considered as favorably.

17.1.1.2 If one (1) of the two (2) days is in addition to a school vacation or statutory holiday, the teacher may be granted leave with the approval of the Director of Education.

17.1.1.3 Teachers must disclose the reason for their absence to the school principal when submitting the application.

17.1.2A teacher shall be granted two (2) days **leave without pay**, without documentation, provided reasonable notice is given to the principal.

17.1.2.1 If one (1) of the two (2) days is in addition to a school vacation or statutory holiday, the teacher may be granted leave with the approval of the Director of Education.

17.1.3 A member of the teaching staff may be granted time off **with pay** during school days with the approval of the Education Department:

17.1.3.1 If events considered natural disasters cause absence from work, including a winter storm that puts the teacher's life at risk;

17.1.3.2 To attend important meetings of voluntary organizations where the member of teaching staff hold essential positions;

17.1.3.3 To be a delegate or official representative at conventions or meetings educational organizations;

17.1.3.4 To participate in personal/cultural or athletic activities where the teacher must be present;

17.1.3.5 To attend a high school or post-secondary graduation for yourself, your child, parent or spouse.

17.2 Personal emergency leave

Emergency personal leave is defined as an extreme personal situation such as rape, arrest, abandonment, attempted suicide of a family member, personal attack, kidnapping, child runaway, abuse.

17.2.1 The CÉF grants two (2) days of leave with pay per school year to a teaching staff member for a major family or personal emergency. These leaves are granted without the teacher having to disclose the reason immediately.

17.2.2 This article does not apply if the leave can be granted under another article. The intention of this article is to cover extreme personal cases.

17.2.3 The teacher must disclose the reason for his absence to the Director of Education or his delegate within 45 days or by mutual agreement.

17.2.4 To justify emergency personal leave, the following criteria must be met respected :

- the situation must be extreme or urgent in nature;
- the situation cannot be resolved without the personal intervention of the member of the **teaching** staff;
- there is no possibility of postponing the operation;
- intervention must take place during school hours;
- the situation is considered too delicate to be revealed immediately to school principal or director of education;

- two (2) days' absence shall be construed as two (2) days' leave. days, not four half (4 x 1/2) days;
- what is considered urgent or extreme on the first day is not necessarily urgent or extreme the following day in.

18- Maternity leave

A teacher who so requests is entitled to maternity leave as defined by the *Saskatchewan Employment Act* and the provincial collective agreement, in accordance with the provisions of the Employment Insurance Supplementary Benefits Plan.

18.1 The request must be made four (4) weeks before the start of the leave.

18.2 A teacher who has been granted maternity leave may return to her duties:

- six (6) weeks after delivery;
- at another date, in accordance with The *Saskatchewan Employment Act*
- or another date mutually agreed upon with the CÉF.

18.3 The teacher is reinstated in **t h e** position she held prior to her leave, or in another position. under the same conditions.

18.4 The teacher must give two (2) weeks' notice before returning to her position. teaching t.

19- Paternity leave

19.1 Upon request, the father is entitled to three months' paid leave following the birth of his child. (3) days.

19.1.1 Leave can be allocated as follows:

- one (1) day at a time;
- or three (3) consecutive days.

19.2 The CÉF may grant an extension of the leave, with or without pay, in agreement with with the teacher t.

20- Parental leave

20.1 Upon request, the primary caregiver of a child, either the father or the mother, may be granted unpaid parental leave under the provisions of the *Saskatchewan Employment Act*. Leave may begin 12 weeks before the date of birth, or on the date of the child's arrival in the home in the case of adoption, up to 52 weeks after the date of birth, or after the date of the child's arrival in the home in the case of adoption. Requests should preferably be made four (4) weeks before

the start of the leave.

20.2 The CÉF may grant an extension of unpaid leave by mutual agreement with the teacher.

20.3 The teaching staff member returns to the position he/she held prior to his/her leave, or a similar position, under the same conditions.

20.4 The staff member must give two (2) weeks' notice to the CÉF before resigning. return to his teaching position t.

21- Adoption leave

21.1 A teacher who legally adopts a child is entitled to three (3) days paid leave.

21.1.1 Leave can be distributed as follows:

- one (1) day at a time ;
- or three (3) consecutive days.

21.2 A teacher who is the primary caregiver for an adopted child is entitled to unpaid adoption leave as defined by The *Saskatchewan Employment Act*.

21.2.1 The request for leave must be made in writing, preferably four (4) weeks before receiving the child or at another date as specified in the *Saskatchewan Employment Act*.

21.2.2 The leave begins on a date mutually agreed upon by the CÉF and the member. or as soon as the child is adopted.

21.3 A member of the teaching staff who is granted an adoption leave may reinstate his or her duties at a date set by mutual agreement with the CÉF.

21.4 The teacher returns to the position he/she held prior to the leave, or a similar position, under the same conditions.

21.5 The teaching staff member must give two (2) weeks' notice before he or she return to his teaching position.

21.6 When the teacher must travel outside Saskatchewan (within Canada) or abroad (outside Canada) to pick up the child:

21.6.1 Paid leave may be extended up to a maximum of five (5) days;

21.6.2 For an out-of-province adoption, he may also be granted up to

a maximum of five (5) additional working days of unpaid leave;

21.6.3 For a foreign adoption, he may also be granted up to a maximum of 20 additional working days of unpaid leave .

22- Unpaid personal leave

An unpaid personal leave is a short-term leave (less than six (6) months) or a long-term leave (six (6) months or more). This leave may be granted by the CÉF for professional or personal reasons.

22.1 a) A teacher with two (2) consecutive years of service with the CÉF may be granted a short-term personal leave of absence without pay.

b) A teacher with five (5) consecutive years of service with the CÉF may be granted a long-term personal leave of absence without pay of up to one (1) year. Upon return, the teacher may be granted another long-term personal leave of absence without pay of up to one (1) year after another five (5) consecutive years of service.

22.2 Unless there are exceptional circumstances, a leave request must be made before March 31 for a leave starting the following academic year, or September 30 for a leave starting after January ¹.

22.3 Unless there are exceptional circumstances, the CÉF undertakes to meet this request within two (2) months.

22.4 The teacher must confirm acceptance within two (2) weeks.

22.5 The teacher will notify the CÉF of his or her intention to return to a teaching position within the CÉF no later than April 15 of the year of leave.

22.6 A teacher on unpaid personal leave shall be reinstated to the position held prior to the leave, to a similar position under the same conditions, or to a position previously agreed upon between the CÉF and the teacher.

22.7 Short-term or long-term unpaid leave is granted when it does not affect not the quality of the curriculum .

23- Retirement and compassionate care bonuses

A retirement or compassionate allowance is a lump sum offered to a teacher who retires from teaching, in recognition of ten (10) or more years of service with the CÉF.

23.1 A member of the teaching staff who meets the standards to benefit from its will receive a retirement bonus.

23.2 A teacher who suffers from a permanent disability will receive a compassionate bonus.

23.3 The duration of employment is determined by the length of a continuous contract with the CÉF; the type of contract, full-time or part-time, does not come into play.

23.4 The CÉF will pay the teacher a lump sum equal to one-half (1/2) day's salary multiplied by the number of consecutive years of service with the CÉF; this amount will be prorated for part-time teachers.

23.5 In order to establish this lump sum, the salary rate used will be that in effect at the time of the teacher's retirement or disability.

23.6 In the event of the death of a member of the teaching staff eligible for a retirement, the lump sum will be paid to his estate.

23.7 In no case may the lump sum exceed \$3,000.

23.8 By mutual agreement, the CÉF will pay the amount of the teacher's retirement premium directly into an RRSP authorized by the CÉF .

24- Union negotiations

24.1 In the spirit of maintaining a dynamic partnership and constructive dialogue in any negotiations surrounding the local agreement between ALEF and CÉF, the members of the Negotiating Committee (refer to Appendix 2) will undergo a training session, with a trainer duly qualified in conflict resolution to the satisfaction of the parties, before assuming their duties.

24.2 A member of the teaching staff mandated by his local association to negotiate, mediate, conciliate or arbitrate the agreement shall not suffer any loss of salary when absent from his classroom.

24.3 This article applies to a maximum of five (5) members of the CÉF teaching staff. and up to a maximum of five (5) school days per teacher.

24.4 The CÉF will cover the cost of substitute teachers for a maximum of five weeks. (5) school days.

24.5 Each party is responsible for paying the participation and training costs of its members.

24.6 All other costs will be shared equally t.

25- Redundancy

A situation of redundancy can only exist within the CÉF when there are more teaching staff employed by the CÉF than teaching positions established by the CÉF.

25.1 A redundancy situation cannot be officially declared by the CÉF before the 1st June of each year.

25.2 When redundancy occurs, CÉF commits to a process to identify which contract will be terminated based on the following criteria: student needs, school needs and seniority.

25.3 To facilitate the resolution of a redundancy situation within the CÉF, a teaching staff member may request a personal leave of absence without pay from the CÉF. Such a leave will require an agreement signed by both (2) parties guaranteeing the return of the teaching staff member to the same or a similar position after one (1) or two (2) years by mutual agreement.

25.4 When a teacher loses his or her job due to redundancy, he or she can ask the CÉF to place him or her on a waiting list for a position that becomes available. In such a situation, no interview is required. By mutual agreement, he could appear before the selection committee of the school in question for an informal exchange l.

26- Transfer of a teaching staff member

The transfer of a teaching staff member constitutes a move to another CÉF school; it may also entail a change in the subject(s) or grade level(s) to be taught.

26.1 The transfer of a member of the teaching staff may be requested:

- a) or by the CÉF, no later than June 7 of each school year, except in exceptional circumstances;
- b) or by the teacher until May 1st of each school year.

26.2 In order to facilitate internal transfers, the CÉF will distribute job offers in the schools five (5) working days before announcing them to the public.

26.3 Any transfer, whether initiated by the teacher or by the CÉF, requires :
- a formal meeting between the teacher and the school management

- or his delegate;
- a written agreement signed by both parties.

26.4 Transfer initiated by CÉF :

26.4.1 When teachers are transferred to another FMC school, they must be offered the opportunity to move their belongings from their original school to the school where they will assume their new duties.

26.4.2 When the EFC requests a transfer that requires a move of more than 35 km from the teacher's residence to the new school, the EFC must pay the moving costs according to the following criteria:

26.4.2.1 Treasury will evaluate estimates from three (3) moving companies.

26.4.2.2 The lowest price up to a maximum of \$5,000 will be reimbursed with presentation of supporting documents.

26.4.3 When a teacher accepts a transfer initiated by the CÉF during a school year, the CÉF must allow the teacher planning time, up to a maximum of five (5) consecutive working days, before assuming his or her new duties.

26.4.4 When a teacher accepts a transfer initiated by the CÉF and the new position requires training, the CÉF will provide support in the form of scholarships, time off from the classroom or resources as needed.

26.4.5 A teacher who accepts a transfer initiated by the CÉF, in response to a specific need in a school, may ask to include in the transfer agreement a return to his or her position or to a similar position in his or her school of origin.

26.4.6 When the CÉF asks a member of the teaching staff to accept a transfer to another CÉF school, he will give her 7 consecutive days to make her decision.

26.4.7 The CÉF and teachers understand that the refusal of a transfer to a school within the CÉF is subject to the provisions of the *1995 Education Act*.

26.5 Teacher-initiated transfer:

26.5.1 When a teacher expresses an interest in transferring to a CÉF school, if he or she is considered, no interview is required.

26.5.1.1 By mutual agreement, he may meet with CÉF representatives in an informal setting.

26.5.2 When the CÉF grants a transfer initiated by a member of the teaching staff, it will have two (2) business days to accept or decline the CÉF's offer.

26.5.3 When a member of the teaching staff requests a transfer, the CÉF is not obliged provide financial assistance for a move.

27- Grievance procedure

A grievance is any disagreement concerning the interpretation or application of the collective agreement between the CÉF and one or more members of the ALEF.

27.1 A grievance committee is set up at the beginning of each school year (see Appendix 1). This committee operates by consensus.

27.2 Each party is responsible for the expenses of the members it chooses.

27.3 The procedure to follow is :

27.3.1 The teaching staff member consults his or her school representative.

27.3.2 The teaching staff member consults with the Chair of the Negotiating Committee to solve the problem.

27.3.3 Any disagreement not resolved administratively at local level is submitted in writing to the grievance committee.

27.3.4 The grievance committee shall meet within 21 days of receipt of the written notice from the grievance.

27.3.5 The grievance committee makes recommendations and submits them to the two (2) parties.

27.3.6 If the recommendations do not satisfy either party, a notice of arbitration may be filed in accordance with the provisions of the *Education Act, 1995*, section 261.

28- ALEF Congress

The CÉF will grant one day of congress to ALEF members.

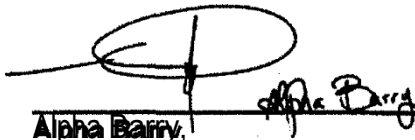
28.1 As part of the school calendar process each spring, the CÉF will consult with the ALEF executive on the most suitable day for the ALEF congress during the new school year.

28.2 Travel by members of the teaching staff between their homes and the ALEF Congress venue will be paid for by ALEF.

In view of this, the two parties have signed this collective agreement:

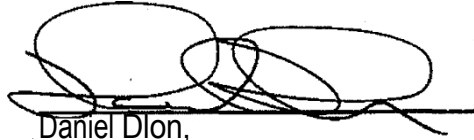
For the Conseil des écoles francophones

Pour l'Association locale des enseignantes et francophones teachers



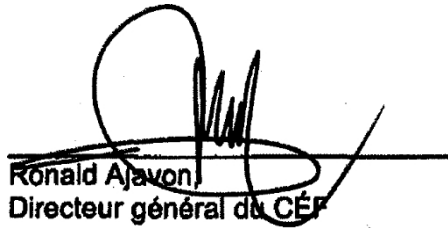
Alpha Barry,

Président of the Conseil scolaire francophone *




Daniel Dion,

President of ALEF



Ronald Ajavon,
Directeur général du CEF



Dominic Rivard,
Président du Comité de négociations de l'ALEF

Date: August 22, 2023.

Date : 21 août 2023

LETTER OF AGREEMENT

Consultation committee on the application of the collective agreement

In the spirit of a living agreement, CÉF and ALEF propose to set up a consultation committee (see appendix). Both parties agree, at the request of either party, to consult with the aim of clarifying the application of a particular article.


It is strongly recommended that any meeting of the consultation committee, whether formal or informal, take place within the framework of negotiations to the satisfaction of the parties.

It is agreed that delegates appointed to the consultation committee must have sat on the negotiation of the current agreement.

When there are delegates appointed to the Consultation Committee who have not yet sat on the Local Agreement Negotiating Committee, it is recommended that the Consultation Committee invite two members of the previous team (a member of the teaching staff and a member of the counselling team) to come and explain the benefits of negotiation to the satisfaction of the parties.

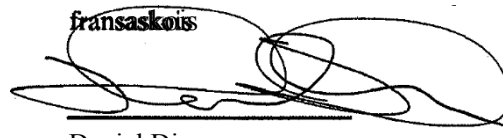
In witness whereof both parties sign this letter of agreement:

For the Francosaskois School Board


Alpha Barry,
President, Conseil scolaire francosaskois


Ronald Ajaoui,
Directeur de l'éducation du CÉF
Editor-in-Chief

For the local Teachers' Association

~~francosaskois~~

Daniel Dion,
President of ALEF


Dominic Rivard,
Chairman of the ALEF Negotiations Committee

Date: August 22, 2023.

Date: August 21, 2023.

MEMORANDUM OF UNDERSTANDING NO. 1

Annual time allotted to the ALEF President to carry out his t8ches

In order to respect the time required to accomplish the tasks associated with the position of president of the Association des enseignantes et enseignants fransaskois (ALEF), from 20% to 25% of teaching time is granted to the president to fulfill these tasks, which include

- chairing all meetings of the General Meeting, Steering Committee and Liaison Committee;
- preparing reports for the Annual General Meeting, for APEF and ALEF members;
- the organization of meetings throughout the year;
- organization of the annual ALEF congress;
- the media spokesperson;
- replacing the advisors;
- consultant to the Saskatchewan Teachers' Federation;
- signature of all orders;
- liaison between CEF and FES;
- preparation of documents to be sent to schools to keep ALEF members well informed.

The allocation of released time for the coming year will be determined before May 1^{of} the current year.

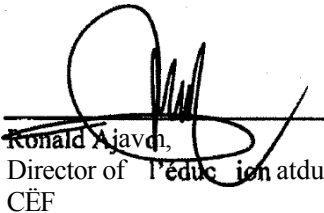
The CEF will assume 40% of the costs associated with replacing the presidency to fulfill the above tasks.

In witness whereof both parties sign this memorandum of understanding:

For the Conseil des écoles fransaskoises

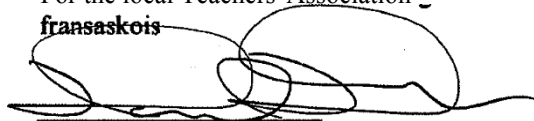


Alpha Bayrv.
President, Conseil scolaire fransaskois



Ronald Ajavon,
Director of l'Éducation atdu
CEF

For the local Teachers' Association
fransaskois



Daniel Dion,
President of ALEF



Dominic Rivard,
Chairman of the ALEF Negotiations Committee

Date: August 22, 2023.

T'mtc. August 21, 2023.

MEMORANDUM OF UNDERSTANDING N°2


Impact of the CÉF's mission on the professional role of teaching staff and the impact of the professional role of teaching staff on the CÉF's mission

ALEF and CÉF commit to :

- i. jointly lead an in-depth study of the professional role of teachers in a minority setting, including the 2009 Archambault Report, as well as any other documents relevant to *these* issues:
- ii. establish a joint working committee mandated to :
 - analyze recent writings related to the Mahé decision and any other studies or writings relevant to the professional role of teachers in a minority setting;
 - identify the impact of CÉF's mission of academic success, identity and community on francophone education in Saskatchewan in relation to the school and extracurricular programming of CÉF and its schools;
 - explore the impact of the CÉF mission on the professional role of teaching staff members and the impact of the professional role of teaching staff members on the CÉF mission
 - review the recommendations of the Archambault Report (2009), assess their relevance in 2011 and for the future, and propose new recommendations that reflect a common understanding of the professional role of teachers;
 - identify ways in which CÉF's mission could be reflected in future CfiF-ALEF collective agreements.
- iii. follow up with ALEF members, CSF members, CÉF employees and Saskatchewan Education stakeholders to establish a common understanding of the professional role of CÉF teaching staff.

In witness whereof the two parties sign this memorandum of understanding:

For the Council of francophone schools


Pour le Conseil des écoles
Alpha Barry,
President, Conseil scolaire francophone


Ronald Ajavon
Director of Education, CÉF

Dated August 22, 2023.

For the Local Teachers' Association
fransaskois


Daniel Dion,
President of ALEF


Dominic Rivard,
Chairman of the FTAA Negotiating Committee

Dated August 21, 2023.

MEMORANDUM OF AGREEMENT No. 3 (taken from the Collective Bargaining Agreement from July 1, 2011 to December 31, 2011)

June 20, 2014) (*) For information only) Preamble**

During negotiation of the Collective Agreement (ALEF-CÉF) (August 27, 2007 to June 30, 2009)

"... it was agreed to set up a reference committee, with the support of a resource person, who would initiate consultation with key stakeholders and conduct research to feed into the committee's work. (See CONSULTATION AND RESEARCH REPORT, prepared by René Archambault, resource person, January 2009)

The Reference Committee's terms of reference included :

- Better understand the role of teachers in the delivery of CÉF programming.
- The need to clarify teachers' professional expectations in relation to the CSF's triple mandate of academic, identity and community success.
- Among other things, the reference committee was asked to consider :
 - Programming elements related to identity building.
 - Programming elements associated with community success.
 - The roles of provincial divisional activities.
 - Programming elements affecting school success.
 - Professional expectations of teachers and employers.

Based on the results of the consultation, the following recommendations were made:

- That a guiding document be drafted that describes the triple mandate of the Conseil scolaire fransaskois and the professional expectations of management and teaching staff in relation to this mandate.
- That comprehensive training be offered to teachers regarding the mandate and specific requirements of the Fransaskois education system, and that this training be available annually for new teachers.
- The mandate must be clearly explained and presented as a condition of employment.
- That as many teachers as possible be encouraged to participate in extracurricular activities.
- That some form of compensation be allocated not only for provincial divisional activities, but also for participation in other extracurricular activities.
- Principals should be more careful not to assign too many diversified courses to the same school. no one.
- That the contribution of time donated to extracurricular activities by members of the teaching staff be taken into account when allocating preparation time.

During the (reasoned) negotiations of the new Collective Agreement for July 1^{er} 2011 to June 30 2014, members of both parties, ALEF and CÉF, continually took into account the "Archambault Report 2009". In doing so, they recognized, firstly, the important implications of the findings and recommendations emanating from the 2008-2009 consultation (Archambault Report 2009) and, secondly, the fact that many of the CÉF staff as well as key education stakeholders in Saskatchewan (from the Ministry of Education, the FES (Saskatchewan Teachers' Federation), the SSBA(Saskatchewan School Boards Association) ...) need more time to fully explore the professional role of the FSC teaching staff, in relation to the FSC mission and the legislative framework (the Education Act, the Federation Act, Section 23 of the Charter of Rights, and any other legislation relevant to these issues) that defines the professional role of the teaching staff, including collective agreements at the provincial and local levels.

Agreement

With the aim of :

- better explore the findings and recommendations of the Archambault Report and other documents that study the professional role of teachers in a minority setting;
- ensure that the professional role of teachers in the FSC is well understood by the FSC, by all FSC staff members and by key education stakeholders in Saskatchewan.

Through this new memorandum of understanding, ALEF and CÉF commit to :

- iv. jointly lead an in-depth study of the professional role of teachers in a minority setting, including the 2009 Archambault Report, as well as any other documents relevant to these issues;
- v. establish a joint working committee mandated to :
 - review recent literature related to the Mahé decision and any other studies or writings relevant to the professional role of teachers in a minority setting;
 - identify the impact of the CÉF's mission of academic success, identity and community on francophone education in Saskatchewan in relation to the school and extracurricular programming of the CÉF and its schools;
 - explore the impact of the CÉF mission on the professional role of teaching staff members, and the impact of the professional role of teaching staff members on the CÉF mission;
 - review the recommendations of the Archambault Report (2009), assess their relevance in 2011 and for the future, and propose new recommendations that reflect a common understanding of the professional role of teachers;
 - identify ways in which CÉF's mission could be reflected in future CÉF-ALEF collective agreements.
- vi. Follow up with ALEF members, CSF members, CÉF employees and key education stakeholders in Saskatchewan to establish a common understanding of the professional role of CÉF teaching staff.

APPENDIX

List of committees

Negotiations Committee

Composition: A maximum of (3) school trustees, the Director of Education (or his/her delegate), the Chief Financial Officer and a maximum of five (5) teachers' representatives.

Consultation committee

Composition: The chair of the ALEF negotiating committee (or his/her delegate), a member of the teaching staff, the director of education (or his/her delegate), a member of the CSF.

Scholarship Committee

Composition: One (1) school counsellor, the Director of Education (or his delegate) and two (2) teaching staff representatives.

Grievance Committee

Composition: Four (4) members: two (2) appointed by ALEF and two (2) appointed by CÉF.

Organizational Committee for Professional Development

Membership: The Director of Education (or designate) and four (4) ALEF representatives, including two (2) principals, the ALEF Professional Development Chair and one (1) other teacher.

A current list of committee members is available at the Régina Administrative Office or by mail, communicating with the ALEF presidency.