



Accountability Report

Human Resources

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SOURCE DOCUMENTS:

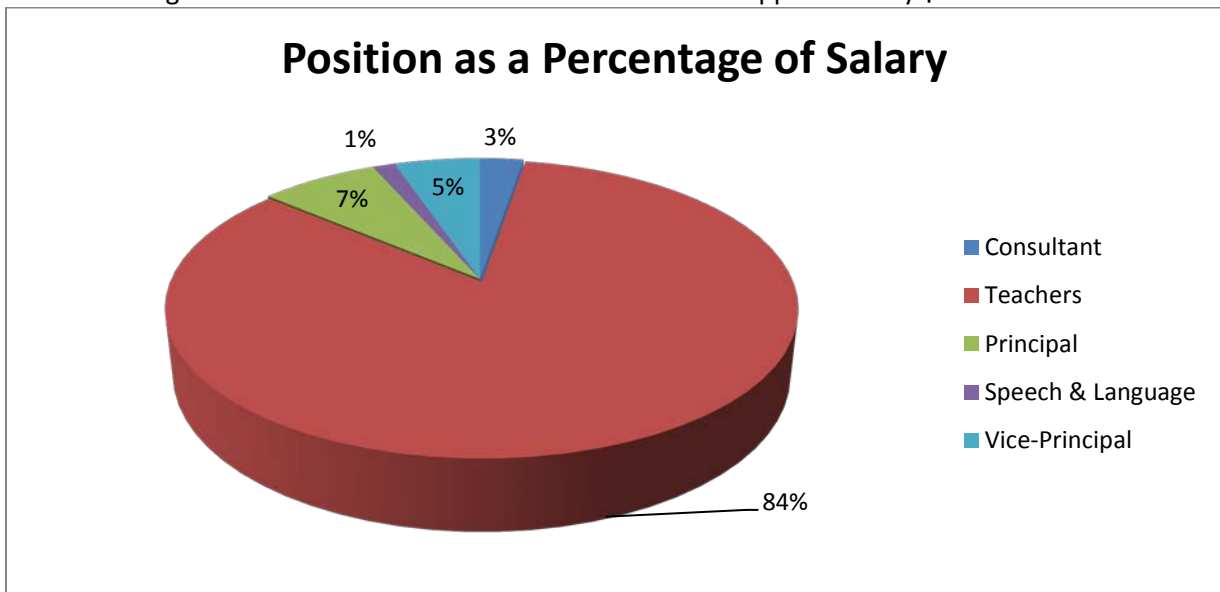
1. SRPSD Policy 16 states the following “*all staff is to be hired to assist the Board in carrying out its vision, mission, and goals*”.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
 - 3.0 Personnel Management**
 - 3.1 Has overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
 - 3.2 Monitors and improves the performance of all staff.
3. The role for Human Resources is outlined in Administrative Procedure 400; with the procedures outlined for recruitment, selection and placement of all teaching staff. This includes the assigning of all teacher contracts.

EVIDENCE:

A. Teachers

During the 2015-2016 school year, the number of teachers in classrooms was kept at the **545.0 FTE** mark; this includes 31 principals and 25 vice-principals. In addition there were 30.8 FTE’s who work out of the Education Centre; this includes Educational Psychologists, Speech and Language Pathologists, consultants, coaches, a Teacher Librarian at the TRC and a COR/Hub Educational Representative.

The total budget for the above teachers and administrators is approximately **\$51 000 000**.



All contracts given to teachers are bound and determined by *The Education Act* and the *Provincial Collective Bargaining Agreement* which is monitored by the Saskatchewan Teachers’ Federation (STF). After the Round Table meeting of April 13th, 2016; many different moves were made which includes new teacher hires, changes in temporary and replacement contracts, transfers and new positions being filled at the Education Centre. We dealt with approximately 25 maternity leaves.

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We saw 11 teachers apply for the Early Resignation Incentive (6 for the Option A and 5 for Option B) and then between March and June we had 6 other teachers resign to move to other employment. This is a modest turnover of 3%. The Early Resignation Incentive plays a major role in allowing us to recruit strong candidates and offer contracts.

The monitoring and evaluation of staff is done in accordance to Administrative Procedure 428 and 430. All teachers are required to submit a Professional Growth Plan to their principal (vice-principals are often part of the process) by October 15th of each school year. This outlines their professional goals and ensures they are aligned with the school and Division goals. The teacher will meet two more times during the year to monitor progress and look at school data.

Our Division runs a very successful First and Second Year Program; all 'rookie' teachers belong to the First Year Program; they meet five times during the year and have four formal classroom visits. The second year education fair day was a success.

All teaching staff are eligible to access Professional Development Funds (PD) from their school's Decentralized PD Fund which is administered at the school level. These funds can be used to improve student learning through teacher growth. The amount of PD Funds given to a school and how they are accessed is outlined in the *Teacher Local Bargaining Agreement - Article 4*.

Our division offers educational bursary support to a maximum of \$80 000 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2015-2016 school year, the amount provided was divided up among 22 regular applicants and the 14 taking the GDI Master's program-Cohort 1. We had two other programs the bursaries supported; 14 SRPSD teachers taking the GDI Masters' program-Cohort 2 and 6 teachers who are taking the PAA classes in partnership with GDI also.

Our division also offers an educational leave amounting to a maximum of 2.0 FTE/year as outlined in the *Teacher Local bargaining Agreement - Article 5*. This year, a total allotment equaling 1.0 FTE was approved.

The recruitment of teaching staff is a yearlong focus but culminates in January and February with SRPSD attending three career fairs U of R and U of S and the Halifax career fair. These Career Fairs allow us to make contacts with graduating education students and recruit the best for our division. Interested students submit a resume and we set up interviews at the two Saskatchewan university campuses. This year we made contact with over 80 graduating students. SRPSD has a strong relationship with SUNTEP campus in Prince Albert, and their interns within our schools. We ended up hiring 21 graduates from the career fairs or those who interned with us; they came from SUNTEP (5), U of S (9), U of R (4), Minot State (2) and one from FNUC. Overall, last spring we saw 79 staffing changes (new contracts internal or new hires) not including transfers. Teacher transfers are outlined in Administrative Procedure 443; this year we had 30 teachers ask for a transfer and we were able to move 11 (34%).

Human Resources try to maintain the sub list at about 150 teachers; this is made up of 100 teachers and about 50 superannuated teachers. We managed to keep the sub list well populated by having over 40 interviews for potential subs; about 15 of these names came from career fairs. This fall we added 30 names to the list.

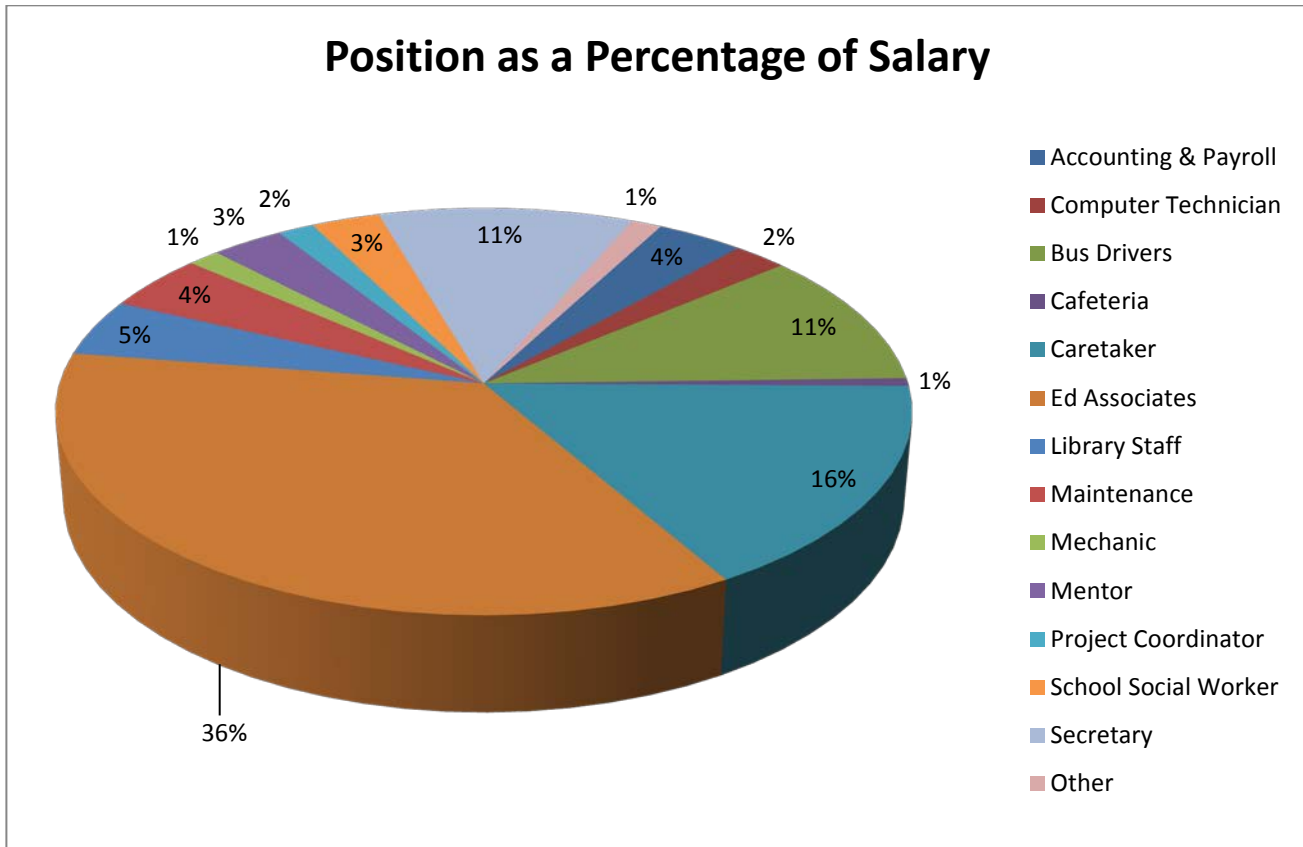
In summary for the 2015-2016 school year, we interviewed approximately 120 candidates for all teaching positions.

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B. CUPE

During the 2015-2016 school year, the number of CUPE employees was at 477.14 FTE; this includes 205.50 educational associates (EAs) who make up the highest number of CUPE employees. SRPSD has 28 individuals that are non CUPE members and are either under contract or considered employees through separate funding arrangements. The 28 individuals referred to does not include our 27 Out of Scope personnel which include 7 LEADS members.

The total budget for non-teacher employees is approximately \$ 23 000 000. The following is the 2015/16 budgeted staffing breakdown:



All contracts given to CUPE are bound and determined by *The Education Act, 1995* and the *CUPE 4195 Local Bargaining Agreement*.

The recruitment of CUPE staff is a year-long focus and we are working towards increasing our substitute list in many of our CUPE classifications. Continuous advertisements for substitute now run year round. A round of interviews takes place once every 4-8 weeks to continually increase the number of casual employees.

SRPSD has a strong relationship with SIAST and take on many practicum students. In 2015-2016, the Division had 13 practicum students in many classifications work with our students.

CUPE transfers are outlined in the local agreement. For the most part EAs have the most movement. We had 14 EA transfers and only 1.0 FTE was a force transfer based on reduced staffing and the rest

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were based on happy form requests. Eighteen of our EAs that were on temporary contracts were offered another contract for the fall of 2016.

Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are held every second month. CUPE brought forward 3 grievances in the 2015-2016 school year. 2 grievances have been resolved and were closed by July, 2016. One grievance from 2016 is ongoing in the fall of 2016.

Staffing for CUPE for the 2015-2016 school year went well and was completed by early July, 2016. We are constantly staffing throughout the year as employees leave for different reasons at all times of the school year.

The Division continued to focus on Return to Work over the 2015-2016 school year. Over the past 5 years we have had the following:

2012	16 Time Loss incidents	1154 lost days
2013	18 Time Loss incidents	483 lost days
2014	15 Time Loss incidents	888 lost days
2015	15 Time Loss incidents	1508 lost days
2016	10 Time Loss incidents reported to date (goes until Dec 31, 2016)	757 lost days

Note - The increase in time loss in 2015 was due to one main factor - six employees in the lost days column were on a WCB claim that started prior to 2015 but their days lost are still recorded in the total. The total for the six employees was at 1035 days lost, out of the 1508 total as shown.

Other information:

DESCRIPTION	TOTAL 2014/15	TOTAL 2015/16
Total number of EAs on Sub. List (as of the end of the school year)	109	116
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (annually July 1 to June 30)	374	682 (out of this total, 310 were layoff/recall letters)
Number of grievances from CUPE (annually July 1 to June 30)	10	3
Total number of practicum experiences to (annually July 1 to June 30)	25	13

C. All Human Resources

In 2015/16, human resources handle over 4300 different types of leave request. Teacher, CUPE and out of scope employees are all included in the leave request count. The different types of leaves are outlined in Administrative Procedure 405.

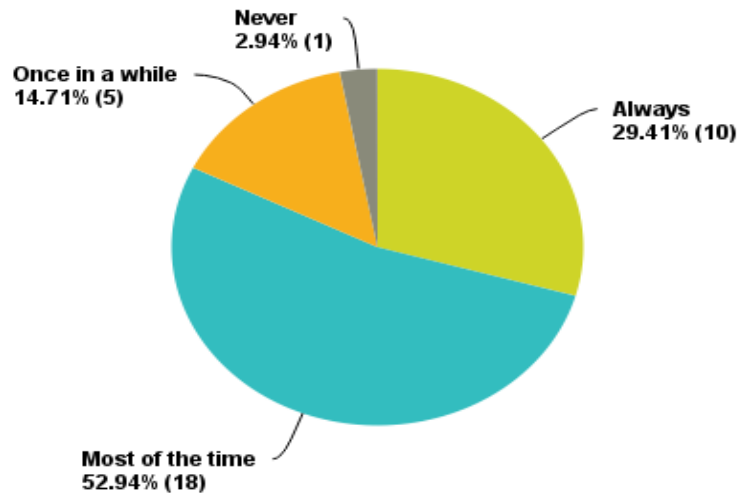
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Human resources have also implemented an electronic exit survey for all employees. For 2015-16 we had 55 employees invited to fill out the survey and 34 responded, which is a 62% response rate.

Sample Exit Survey results:

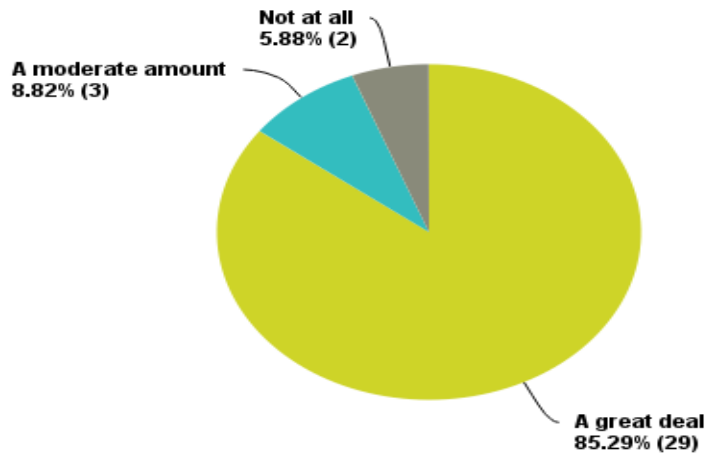
Q5 How often did you feel your contributions were recognized?

Answered: 34 Skipped: 0



Q8 Overall, how much did you like working here?

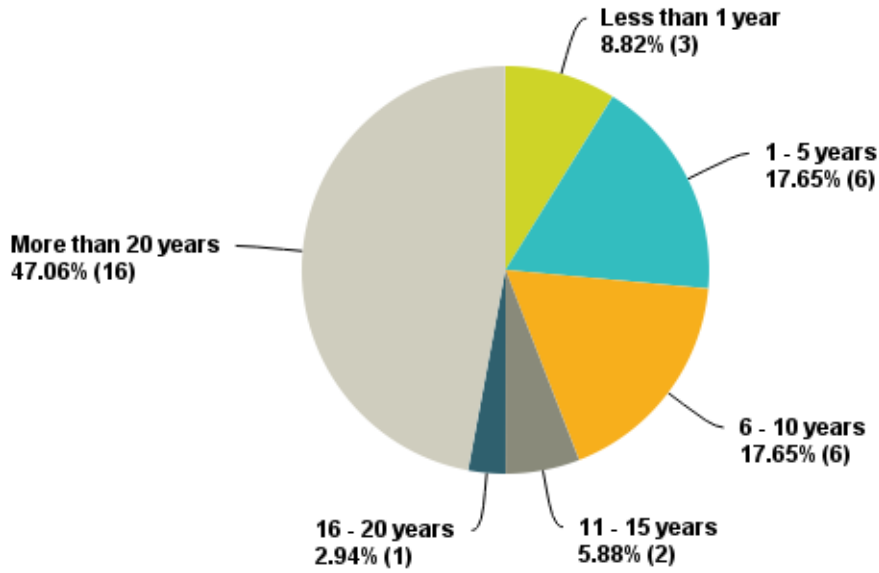
Answered: 34 Skipped: 0



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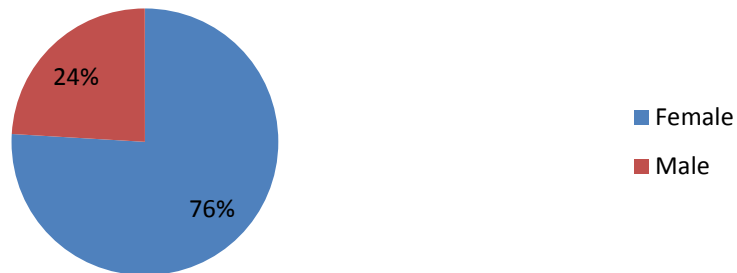
Q2 How long have you been an employee of Sask. Rivers Public School Division?

Answered: 34 Skipped: 0

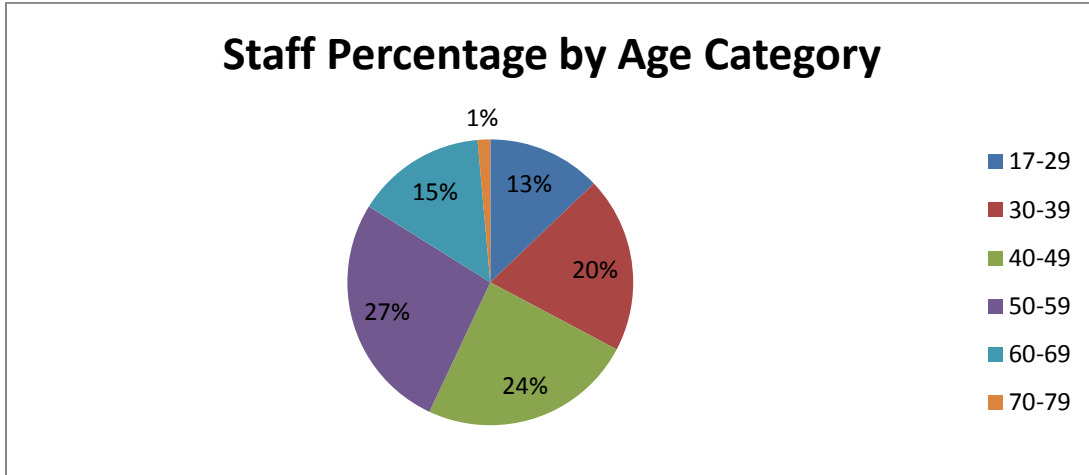


In 2015/16 we had 1609 teacher and CUPE employees including subs, the following graphs show some of the demographics of those SRPSD employees:

Female/Male Staffing Ratio



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The following shows the breakdown of self-declared FNM teaching staff, we have a total of 562 teachers that chose to declare their status:

Metis: 146
Status/Non Status/Treaty: 17

29% of SRPSD teachers declare FNM status.

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ADMINISTRATIVE IMPLICATIONS:

A. Successes

We are able to place interns in our schools from the two universities and SUNTEP which provides us with a 'leg up' in recruiting teachers. These interns are with the division for a four month placement which allows the principals and cooperating teachers to have a sound knowledge on the caliber of these interns.

The 'Round Table' meeting will continue where all principals attend to discuss staffing needs, suitable candidates, possible transfers, strong interns and substitutes. This process assists HR with being able to look at the 'total Division perspective'. We did the round table in April versus May for the second year in a row in 2016 which allowed us to be a month ahead in our staffing process.

The CUPE agreement was negotiated and a 5 year agreement was ratified in the spring of 2016 with a ratification vote of over 95%.

B. Challenges

WCB time lost continues to be a challenge; our return to work focus has decreased the amount of time employees are away from work. We will continue to focus on getting our employees back to work by accommodating them back as quickly as possible. We are working with employees and supervisors to investigate accidents that occur in order to prevent future injuries.

We must continue to receive the early resignations from teachers as this allows us to recruit the best teachers at the career fairs and offer continuing contracts to graduates who are required in the rural areas for the specialty subject areas (for example, this year senior Chemistry and Biology in Big River High and French Immersion at Debden School). The recruitment of French Immersion teachers is something we need to work on for the whole Division; especially with the Arthur Pechey expansion and any possible growth.

We also need to ensure that we have adequate sub teachers and CUPE employees available.

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended the Board maintain current direction for ensuring staff budget remains at level that best serves our students.