



# Accountability Report

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## Human Resources

**Neil Finch, Superintendent of Schools**  
**Alan Nunn, Superintendent of Schools**

**October 16, 2017**

# Accountability Report

## SOURCE DOCUMENTS:

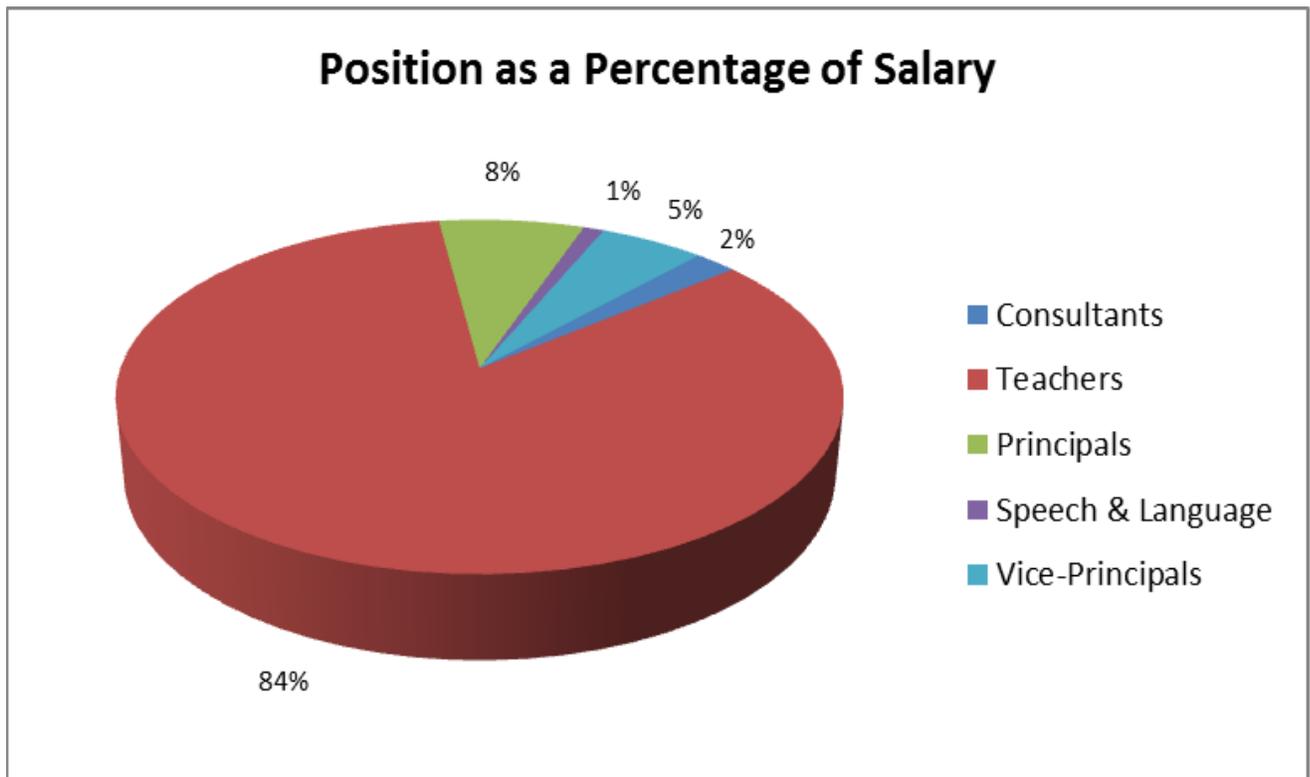
1. SRPSD Policy 16 states the following *“all staff is to be hired to assist the Board in carrying out its vision, mission, and goals”*.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
  - 3.0 Personnel Management**
  - 3.1 Has overall authority and responsibility for all personnel-related 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 2016-2017 school year, the number of teachers in classrooms was maintained at the **551.4 FTE** mark; this includes 31 principals and 25 vice-principals. In addition there were 26.0 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 \$49.5M, the following is the 2016-2017 staffing breakdown:



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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 25<sup>th</sup>, 2017, this was pushed back two weeks this year due to the pressures put on by the provincial budget and senior administration having to present a balanced budget. 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 38 maternity leaves this year (a higher number than normal and it put a lot of pressure on our sub list).

Thirty-six teachers applied for the one-time only enhanced Early Resignation Incentive and then between March and June, five other teachers resigned to move to other employment. This is a modest turnover of 3%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and still do some teacher hiring even in an extremely tough budget year.

The monitoring and evaluation of staff is completed 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 15 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. This year the two programs will be the responsibility of Superintendent John Schultz.

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 are utilized to improve student learning through teacher growth. The amount of PD Funds allocated 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 \$80,000.00 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2015-2016 school year, the amount provided was divided up among 20 applicants (a lower number this year) and only spent \$48,441.00 of the allotment.

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 0.4 FTE was approved.

The recruitment of teaching staff is a yearlong focus but culminates in January and February with SRPSD attending three career fairs - University of Regina, University of Saskatchewan and University of Ottawa. 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 interviews are scheduled 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 hired 24 graduates from the career fairs or those who interned with us; they came from SUNTEP (11), U of S (7), U of R (4), University of Ottawa (1) and First Nations University of Canada (1). Overall, last spring we saw 65 staffing changes (new contracts internal or new hires) not including

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transfers. Teacher transfers are outlined in Administrative Procedure 443; this year we had the usual number of teachers ask for a transfer and we were able to move 30 (one of our larger shifts).

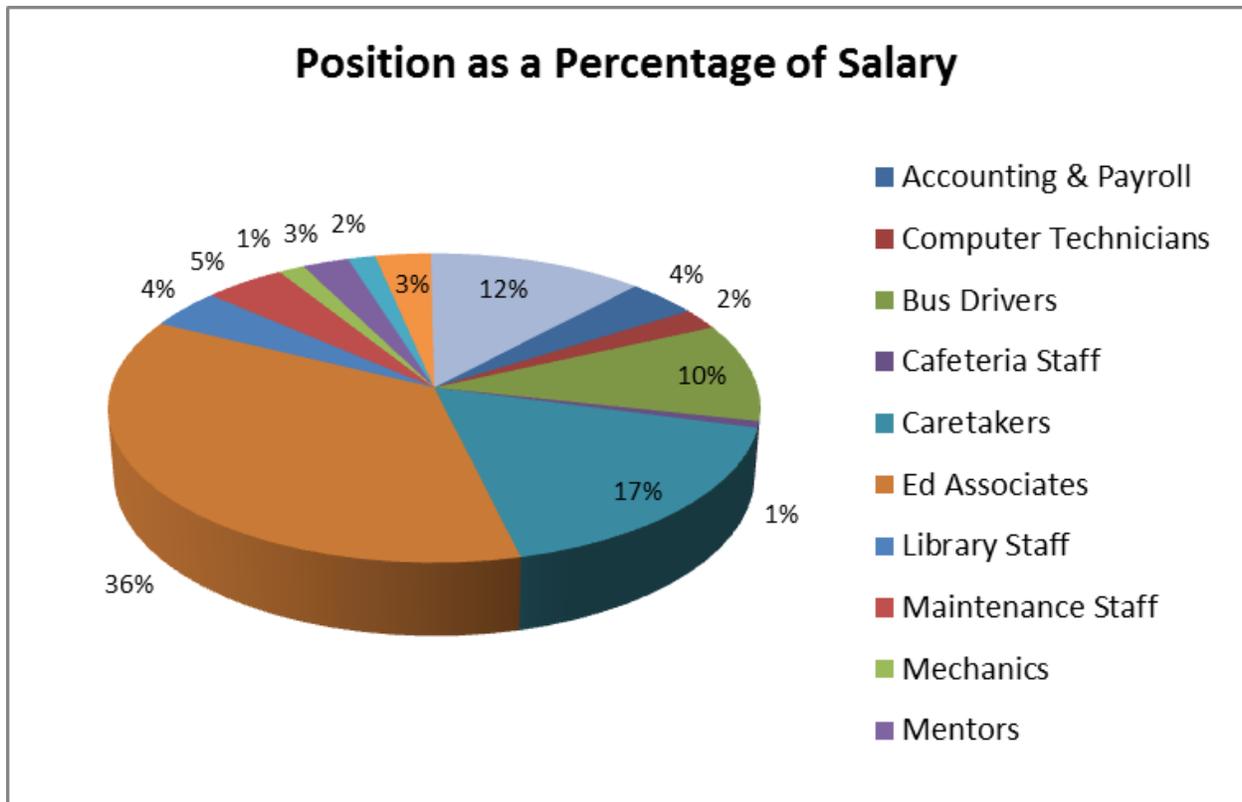
Human Resources tries to maintain the sub list at about 150 teachers; this is made up of 100 teachers and about 50 superannuated teachers. We managed to keep the sub list well populated by having over 40 interviews for potential subs; about 15 of these names came from career fairs. This fall we added 35 names to the list.

In summary for the 2016-2017 school year, we interviewed approximately 120 candidates for all teaching positions.

## B. CUPE

During the 2016-2017 school year, the number of CUPE employees was at 456.88 FTE; this includes 205.50 educational associates (EAs) who make up the highest number of CUPE employees. SRPSD has 30 individuals (13 Mentors, 10 KidsFirst, 6 Literacy Camp, 1 French Monitor) that are non-CUPE members and are under contract or considered employees through separate funding arrangements. The 30 individuals referred to does not include our 27 Out of Scope personnel (8 Managers, 2 Assistant Managers, 3 Administrative Assistants, 6 Superintendents, 3 Payroll Clerks, Director, CFO, 2 IT, Facilities) which include seven LEADS members.

The total salary for non-teacher employees \$22.4 M, the following is the 2016-2017 staffing breakdown:



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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 yearlong 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. A positive as a result of this process is that we are starting to see less misses in securing subs when staff are away (please see other information below).

SRPSD has a strong relationship with Saskatchewan Polytechnic and takes on many practicum students. In 2016-2017, the Division had 23 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 17 EA transfers, 3.0 FTE were a force transfer based on reduced staffing, and the rest were based on happy form requests. Seventeen of our EAs on temporary contracts were offered another contract for the fall of 2017.

Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are held every second month. CUPE brought forward two grievances in the 2016 -2017 school year, one grievance has been resolved.

Staffing for CUPE for the 2016-2017 school year went well and was completed by late June 2017. 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 2016-2017 school year. Over the past years, we have had the following:

Year	Number of Incidents	Lost Days
2012	16 Time Loss incidents	1154 lost days
2013	17 Time Loss incidents	483 lost days
2014	12 Time Loss incidents	888 lost days
2015	12 Time Loss incidents	1508 lost days
2016	19 Time Loss incidents	1609 lost days
2017	6 Time Loss incidents reported (as of June 30, 2017)	222 lost days

Note - The increase in time loss in 2015 and 2016 was due to the fact that some employees in the lost days column were on a WCB claim that started prior to 2015 or 2016 but their days lost are still recorded in the total.

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**Other information:**

DESCRIPTION	TOTAL (as of June 26/15)	TOTAL (as of June 30/16)	TOTAL (as of June 30/17)
Total number of EAs on Substitute List	109	116	129
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/ TERMINATIONS (July 1, 2016 to June 30, 2017)	374	<b>682 (out of this total, 310 were layoff/recall letters)</b>	<b>643 (out of this total, 312 were layoff/recall letters)</b>
Number of days we were unable to secure EA subs	249	291	155
New to EA Substitute List	35	43	52
Number of grievances from CUPE	10	3	2
Total number of practicum experiences	25	13	23

**C. All Human Resources**

In 2016-2017, human resources handled 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. As a part of attendance management, we will monitor Medical Leaves more closely for employees to ensure, when possible, medical appointments are made outside of working hours. See Appendix A Flow Chart for medical leave.

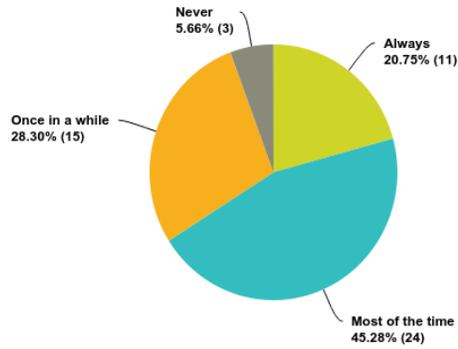
Human resources continues to implement an electronic exit survey for all employees. For 2016-2017, we had 85 employees invited to fill out the survey and 53 responded, which is a 62% response rate.

Sample Exit Survey results:

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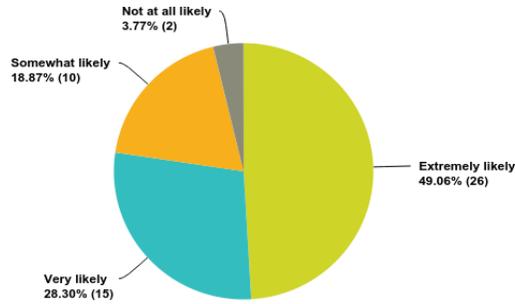
## Q5 How often did you feel your contributions were recognized?

Answered: 53 Skipped: 0



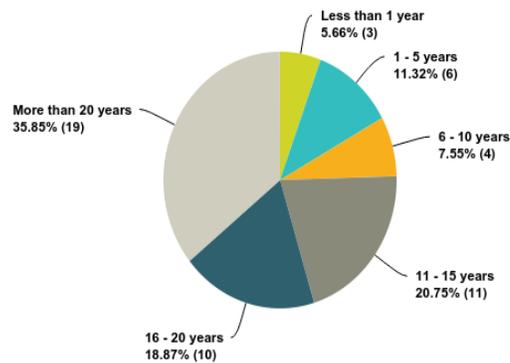
## Q10 How likely are you to consider Sask. Rivers Public School Division if you're looking for employment in the future?

Answered: 53 Skipped: 0



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

Answered: 53 Skipped: 0



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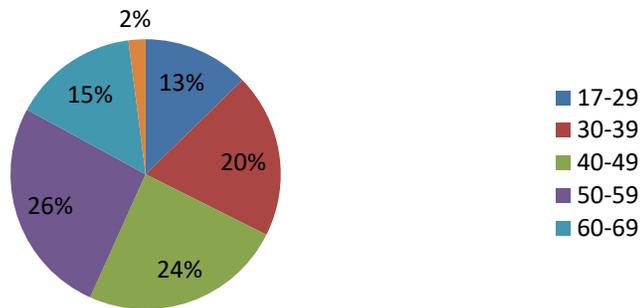
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In 2016-2017, we had 1565 teacher and CUPE employees including subs, the following graphs show some of the demographics of those SRPSD employees:

## Female/Male Staffing Ratio



## Staff Numbers By Age Category



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

Metis: 146  
Status/Non Status/Treaty: 17

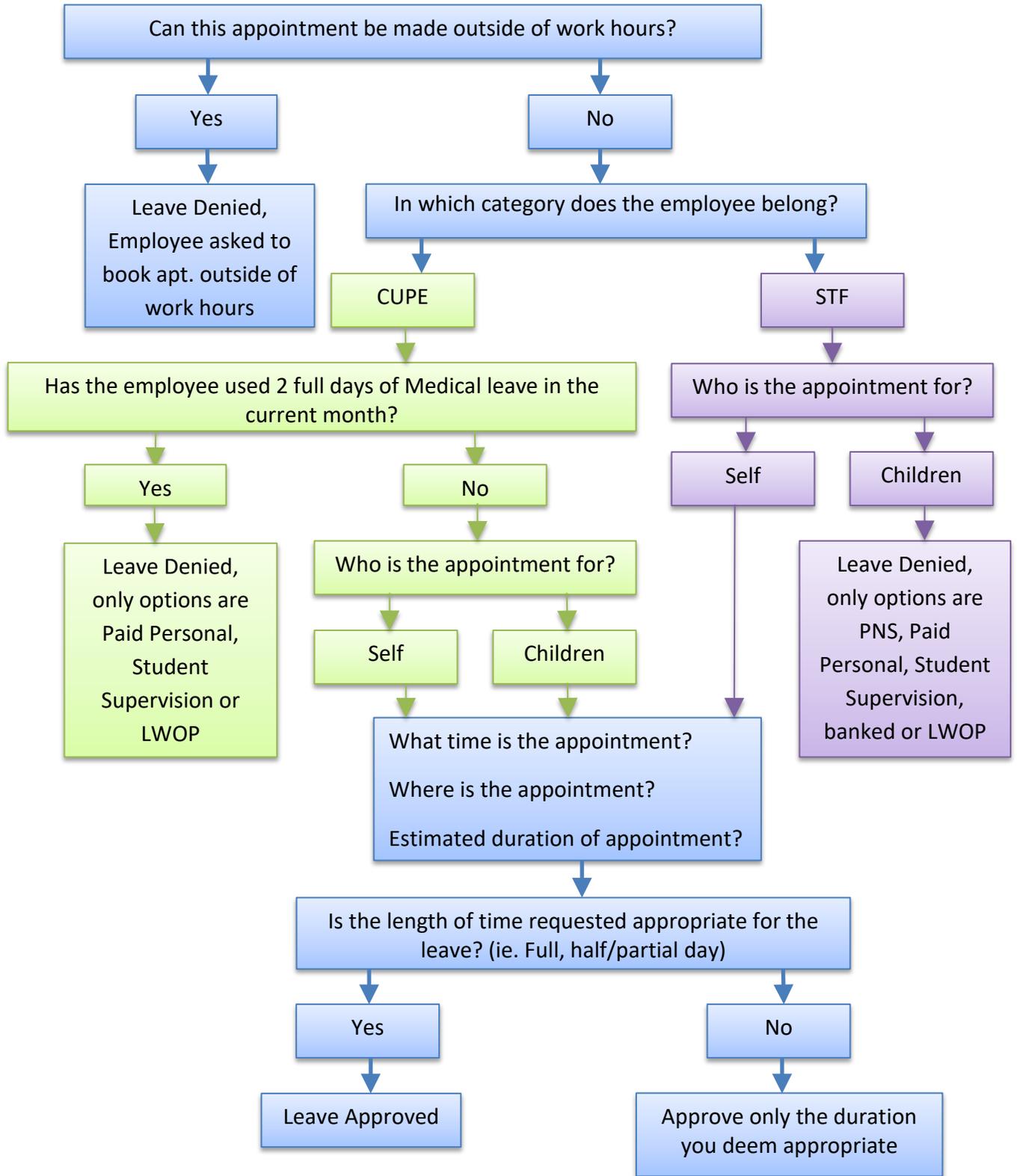
30.9% of SRPSD teachers declare FNM status.

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Appendix A on the following page.

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If you have any questions please contact the appropriate Human Resources Personnel, Alan Nunn-teachers. Neil Finch - EAs. Jamie Henry – all Non EA CUPE employees

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## **ADMINISTRATIVE IMPLICATIONS:**

### **A. Successes**

Again, the one-time enhanced Early Teacher Resignation incentive allowed us to avoid redundancy and contract cuts.

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. We also were able to accommodate six "late intern requests" from the U of S, which gave us added interns and highlighted how our administrators support this concept.

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'. In 2017, we did the round table in April versus May for the third year in a row that allowed us to be a month ahead in our staffing process.

With our recruitment process, we were able to fill all French Immersion positions early and not lose them to other Divisions.

With 2017-2018 being a tight budget year we were impressed with the creativity of the SRPSD team to stay away from staffing cuts at the classroom level as much as possible.

### **B. Challenges**

We anticipate next spring's provincial budget to be reduced again - avoid cuts that impact the classroom directly.

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

## **GOVERNANCE IMPLICATIONS**

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