



Accountability Report

Human Resources

Neil Finch, Superintendent of Schools

September 10, 2018

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SOURCE DOCUMENTS:

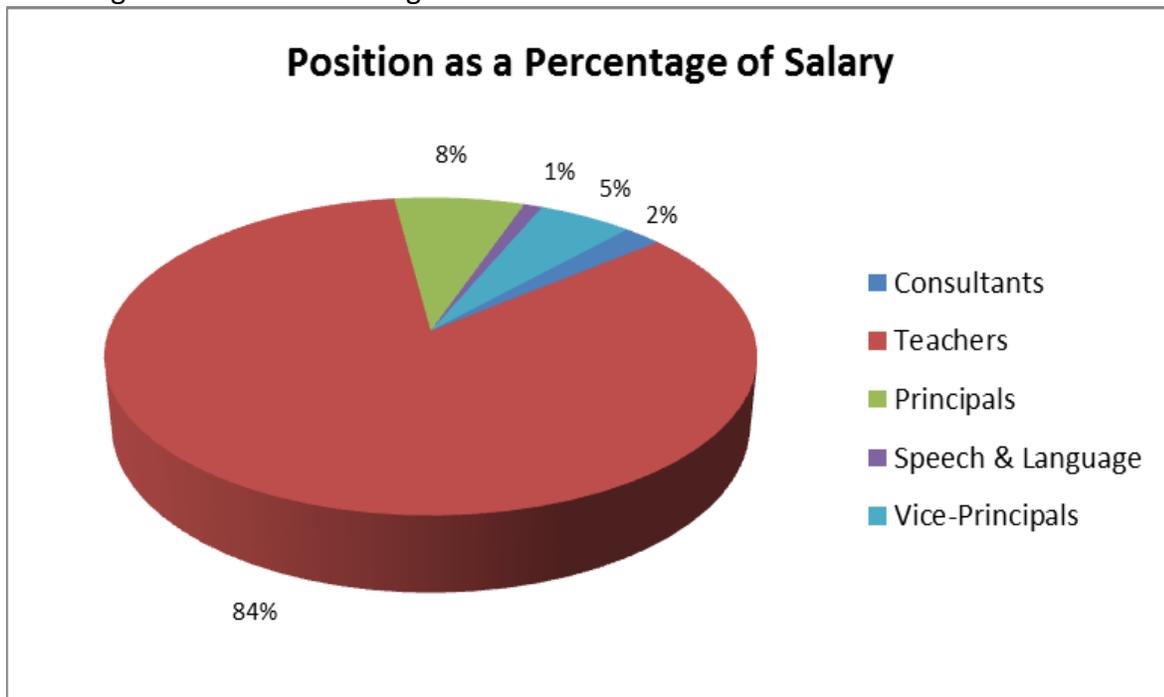
1. SRPSD Policy 16 states the following “*all staff is to be hired to assist the Board in carrying out its vision, mission, and goals*”.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
 - 3.0 Personnel Management**
 - 3.1 Has overall authority and responsibility for all personnel-related 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 2017-2018 school year, the number of teachers in classrooms was **547.5 FTE**; this includes 31 principals and 25 vice-principals. In addition there were 31.5 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 \$47.4 M, the following is the 2017-18 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 25th, 2018; this was pushed back again by two weeks this year due to the pressures put on by the provincial budget and Administrative Council 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 37 maternity leaves this year (a higher number than normal which can put pressure on our substitute list).

We saw only six teachers apply for the Early Resignation Incentive and then between March and June, we had 12 other teachers and consultants (SLP/Ed Psy) resign to move to other employment. This is a modest turnover of 3.1%. 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 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 'new' teachers belong to the First Year Program; they meet four times during the year and have a minimum of two formal classroom visits. The second year education fair day was a success once again. This year the two programs will be the responsibility of Superintendent Cory Trann.

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 2017-2018 school year, the amount provided was divided up among 55 applicants (one of our highest numbers ever) and \$66 000 of the allotment was used.

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 two consistent career fairs University of Regina (U of R) and University of Saskatchewan (U of S) and sometimes other fairs when required. These career fairs allow us to make contacts with graduating education students and recruit the best for our division. SRPSD

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has a strong relationship with SUNTEP campus in Prince Albert, and their interns within our schools. We ended up hiring 23 graduates from the career fairs or those who interned with us; they came from SUNTEP (8), U of S (9) and U of R (6). Overall, last spring we saw over 70 staffing changes (contract changes or new hires) not including 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 45 (one of our larger shifts).

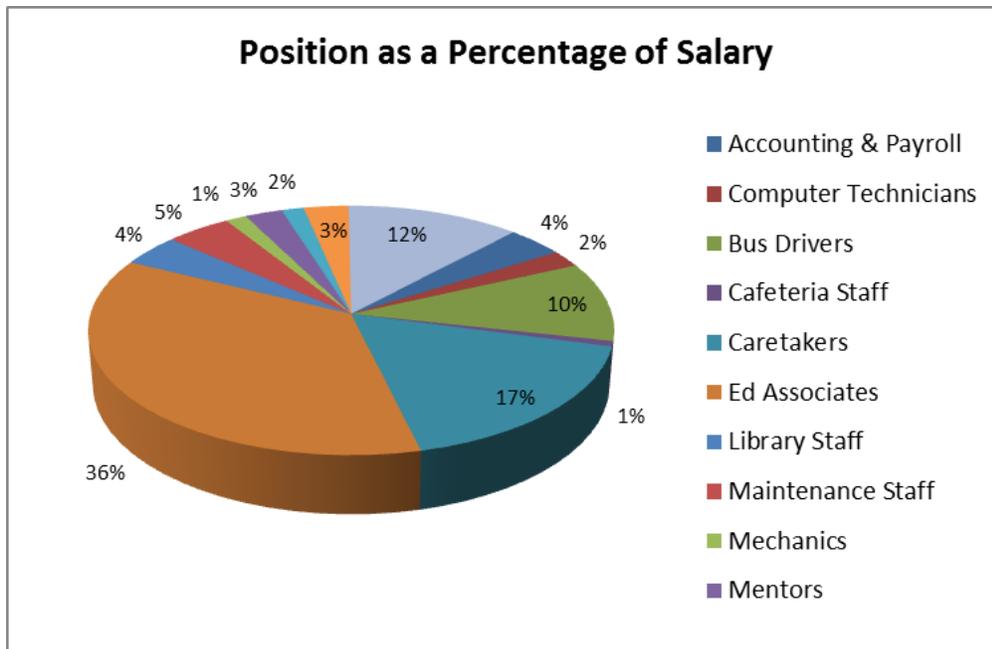
Human resources try to maintain the sub list at about 200 teachers; this is made up of 120 teachers and about 80 superannuated teachers. We managed to keep the sub list well populated by having over 60 interviews for potential subs; about 25 of these names came from career fairs. This fall we added 35 names to the list.

In summary for the 2017-2018 school year, we interviewed approximately 90 candidates for all school-based admin and teaching positions.

B. CUPE

During the 2017-2018 school year, the number of CUPE employees was at 451.88 FTE; this includes 203.50 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 either under contract or considered employees through separate funding arrangements. The 30 individuals referred to does not include our 26 Out of Scope personnel (8 Managers, 2 Assistant Managers, 3 Administrative Assistants, 5 Superintendents, 3 Payroll Clerks, Director, CFO, 2 IT, Facilities) which include 6 LEADS members.

The total salary for non-teacher employees \$18.8 M, the following is the 2017/18 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 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. 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 SIAST and take on many practicum students. In 2017-2018, the Division had 11 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 15 EA transfers with the majority being based on happy form requests (three were forced transferred based on budget). Twenty-five (25) of our EAs that were on temporary contracts were offered another contract for the fall of 2018 this is up from 17 last year.

Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are held every second month. CUPE did not bring forward any grievances, which is a celebration. Since 2013 we have had 22 grievances, we are proud of the relationships we are building with CUPE and we hope we continue to solve items prior to it being grieved. The result from arbitration was in the favor of the employer. We have the right to lay off employees even if for a short period of time. The arbitration and grievance as a result had a favorable outcome for the employer. We have not heard from CUPE re: the second grievance regarding layoffs. We have since signed an LOU that states the amount of days we have reduced for 10 month CUPE employees.

Staffing for CUPE for the 2017-2018 school year went well and was completed by late June, 2018. 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 2017-2018 school year. Over the past years, we have had the following:

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	12 Time Loss incidents	628 lost days
2018	9 Time Loss incidents reported (as of June 30, 2018)	382 lost days

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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.

Other information:

DESCRIPTION	TOTAL as of June 26/15)	TOTAL as of June 30/16)	TOTAL as of June 30/17	Total as of June 30/18
Total number of EAs on Sub. List	109	116	129	134
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/ TERMINATIONS (July 1, 2017 to June 30, 2018)	374	682 (out of this total, 310 were layoff/recall letters)	643 (out of this total, 312 were layoff/recall letters)	371
Number of days we were unable to secure EA subs	249	291	125	102.50
Number of days we were unable to secure Teacher subs			83	66.50
New to EA Sub. List	35	43	52	51
New CUPE employees to the sub list (all non EAs)	112	150	123	140
Number of grievances from CUPE	10	3	2	0
Total number of practicum experiences	25	13	23	11

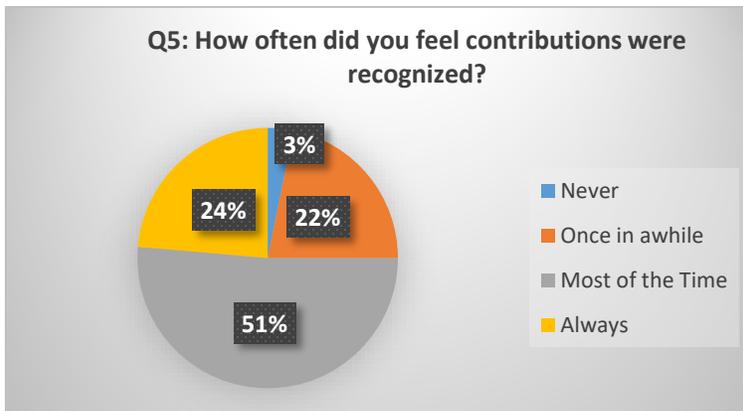
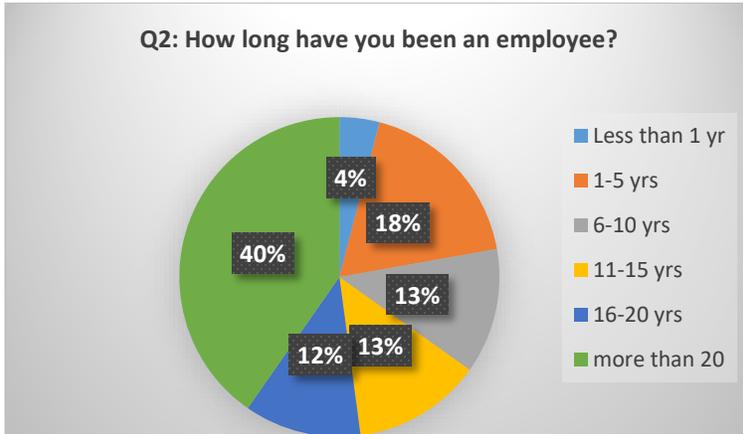
C. All Human Resources

In 2017-2018, human resources handle over 4200 different types of leave requests. 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 monitor medical leaves for employees to ensure when possible medical appointments are made outside of working hours. See Appendix A – results after year 1 of following the Flow Chart for medical leave.

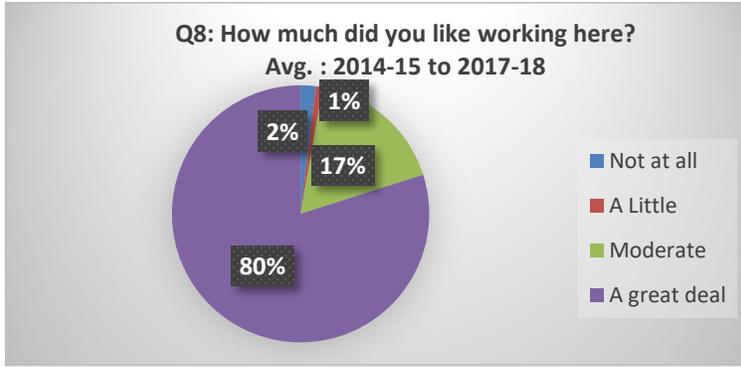
Human resources continues to implement an electronic exit survey for all employees. We have utilized this survey for the past four years and have had 167 out of 287 employees fill it out as they have left our employ. For 2017-2018, we had 55 employees invited to fill out the survey and 24 responded. The number of employees that left our employ was down by 30 from the 2016-2017 school year.

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Sample Exit Survey results with the four years combined are below (167 respondents):



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In 2018/19, we will administer a staff satisfaction survey. Saskatchewan Education Leadership Unit (SELU) will distribute the survey between October 1 to 12, 2018. They will compile the data and then we will be able to look at what are staff are telling us and respond to it. Please see below the questions that will be asked:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Pertain to Me
1. People in my workplace:					
(a) Freely make suggestions for improvements	<input type="checkbox"/>				
(b) Communicate openly and honestly	<input type="checkbox"/>				
(c) Focus on student needs	<input type="checkbox"/>				
2. In my workplace people receive appropriate recognition for their efforts.	<input type="checkbox"/>				
3. I am committed to doing high quality work.	<input type="checkbox"/>				
4. I have access to the information that I require to do my job well.	<input type="checkbox"/>				
5. I have positive relationships with my supervisor(s) in my workplace.	<input type="checkbox"/>				
6. I have positive working relationships with my co-workers.					
7. I have opportunities for career growth within SRPSD.	<input type="checkbox"/>				
8. The process of filling a position is done fairly.	<input type="checkbox"/>				
9. I have opportunities to provide meaningful input into decisions that affect my work.	<input type="checkbox"/>				
10. I feel that my work-related stress is high.	<input type="checkbox"/>				
11. I know what is expected of me at work.	<input type="checkbox"/>				
12. I have access to the materials required to do my job well.	<input type="checkbox"/>				
13. Safety is made a priority in my workplace.	<input type="checkbox"/>				
14. I believe that I contribute to the motto, 'Excellence for Every Learner', through my work.	<input type="checkbox"/>				
15. I am proud to tell people I work for SRPSD.	<input type="checkbox"/>				

As a division, what are we doing well?

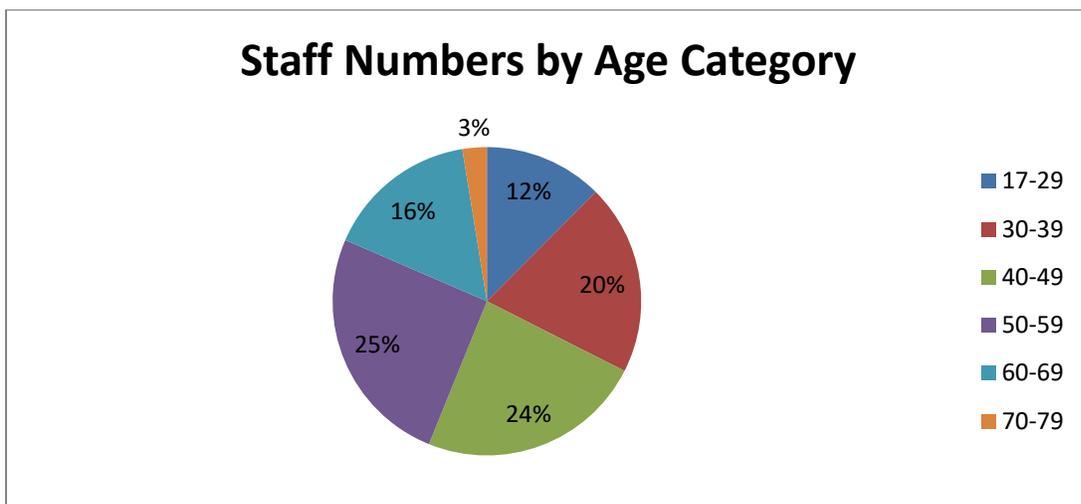
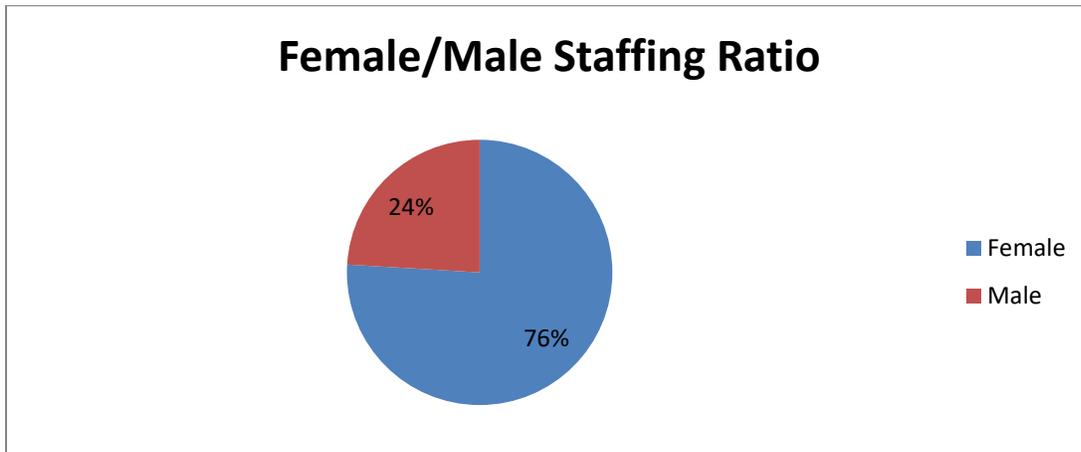
What would make our division even better?

If there is anything else that you would like to tell us please do so here.

We will have the ability to look at some employee groups as well, once the data is collated.

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In 2017/2018, we had 1605 teacher and CUPE employees including subs, the following graphs show some of the demographics of those SRPSD employees:



The following shows the breakdown of self-declared FNM teaching staff, we have a total of 592 teachers that chose to declare their status:

Metis: 159

Status/Non Status/Treaty: 18

29.9% of SRPSD teachers declare FNM status.

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Appendix A Medical Leave comparison after year one of medical leave flow chart:

YEARLY COMPARISON				
	Sept 1/16 - June 30/17	Sept 1/17 - June 30/18	Difference	Approx. Savings
CUPE				
Total Absences	2172	1909	263	
Total Hours	8113.23	6702.69	1410.54	\$31,000
Teachers				
Total Absences	1952	1660	292	
Total 1/2 Days	1029	992	37	
Total full Days	923	668	255	\$75,000

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 not continue as we have found more efficient ways to have the voice of principals when it comes to hiring practices and another meeting is not required.

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

We have started a change in culture where our supervisors are asking questions about medical appointments and as a result, more appointments are being booked outside of the workday. We are cognizant that medical appointments can be out of the employees' control.

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B. Challenges

We anticipate the provincial budget to continue to be tight. We will continue to try and avoid cuts that impact the classroom directly and find ways to increase resources where necessary to ensure achievement of Provincial and SRPSD goals.

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 the Board maintain current direction for ensuring staff budget remains at level that best serves our students.