



Accountability Report

Human Resources

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September 8, 2025

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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. 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.
4. 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 assignment of all teacher contracts.
5. The SRPSD Strategic Plan 2024-2030 with Learning and Innovation (LI) , Mental Health and Wellbeing (MH), inclusion and cultural responsiveness (INC), citizenship and relationships (CR), and governance and leadership as our priorities (GL). Please note that the abbreviations provided will be used throughout the document to indicate connections to the strategic plan.

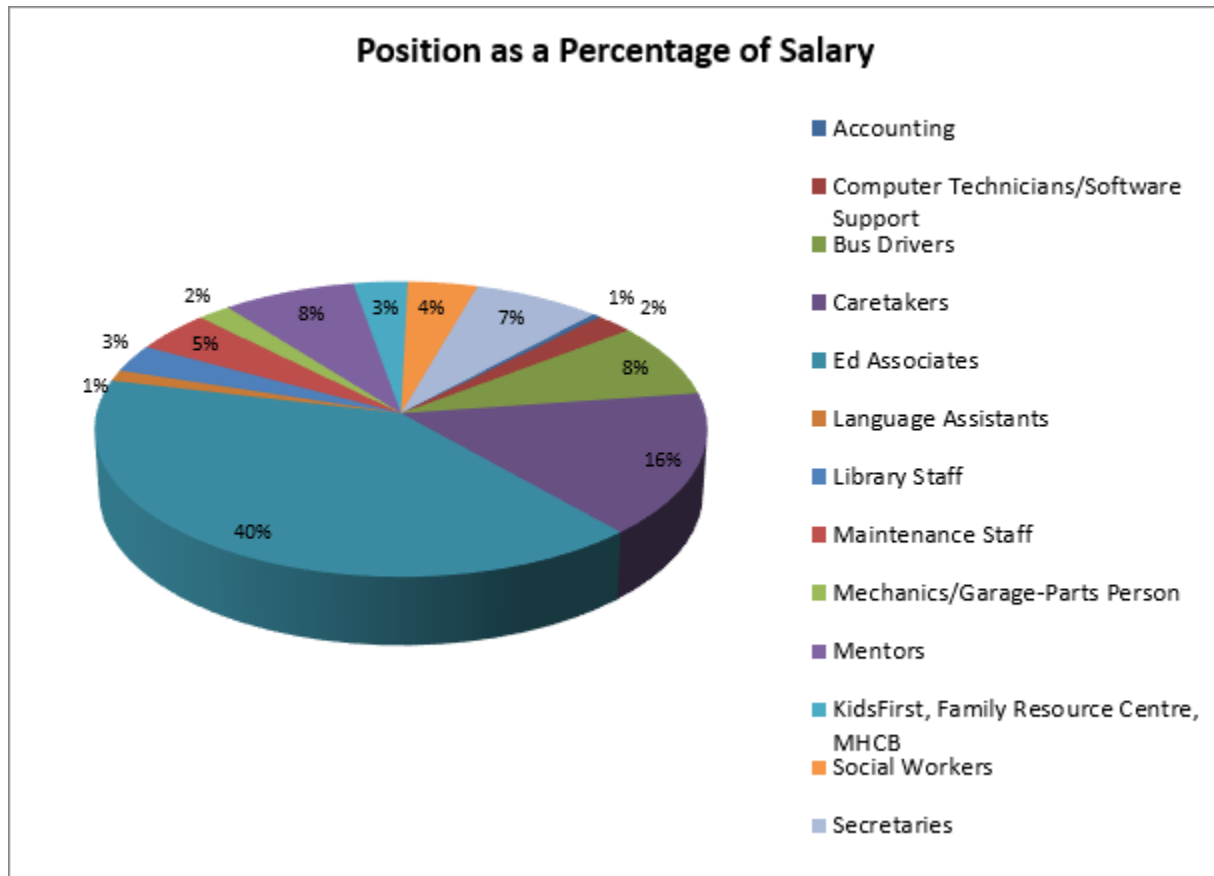
EVIDENCE:

Teachers

During the 2024-25 school year, the number of teachers in classrooms was 548 FTE; this includes 32 principals and 23 vice-principals. We had 19 female and 13 male principals and 16 female and 7 male vice-principals in 2024-2025. In addition, there were 28 FTE’s who work out of the Education Centre; this includes speech and language pathologists, consultants, coaches, and a teacher librarian at the TRC.

The total budget for teachers and administrators is approximately \$52.2 M the following is the 2024-2025 staffing breakdown (GL):

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All contracts given to teachers are bound and determined by *The Education Act, 1995*, and the *Provincial Collective Bargaining Agreement*, which is monitored by the Saskatchewan Teachers' Federation (STF). Many different moves were made, which include new teacher hires, changes in temporary and replacement contracts, and transfers.

We saw 7 teachers apply for the Early Resignation- (4 Option A, 3 Option B) Incentive, and 6 teachers retired who did not qualify for the incentive. Between March and June, we had 20 other teachers on continuing contracts resign. This is a modest turnover of 6.4%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

The total teacher allocation was increased by 4.0 FTE teachers for the 2024-2025 school year through our budget allocation and is directly related to our enrollment. Board allocated funds provided for 4.0 school-based literacy coaches, and additional funding provided 2.0 Teachers for the Michif language and culture, 3.5 for Following Their Voices programming, 0.5 Family Resource Centre program designer, and a 0.5 Kids First Coach.

The monitoring and evaluation of staff is done in accordance with Administrative Procedure 428: Evaluation of Employees and 430: Supporting Professional Practices (Teachers, In-School Administrators and Consultants). All teachers must submit a Professional Growth Plan to their principal by October 15 each year. The plan aligns with school and Division priorities and includes at least two follow-up meetings during the year to monitor progress using school data. Continuing this year will be conversations related to AP 443: Teacher Transfers. This allows for an early discussion with all teachers

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regarding transfers. This will enhance the pre-thinking that is required regarding where the next school experience might be for individual teachers. (LI, GL)

Our Division runs a very successful Early to the Profession Teacher Program. If you are early in your career and in your first or second year with SRPSD, you will take part in this program. They also have formal classroom visits from the superintendent in charge of the program and the school-based administrators. During the 2024-25 school year, we had 22 teachers take part in their first year, with 19 continuing employment with SRPSD for the 2025-26 school year. In the 2025-26 school year, this program will continue to be the responsibility of Superintendent Jeff Court. (LI)

Our Division offers educational bursary support to a maximum of \$85,000.00 as outlined in the *Teacher Local Bargaining Agreement - Article 7*. For the 2024-25 school year, we had 29 applicants for the school year and paid out a total of \$32,506.47.

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*. For the 2024-25 school year, one .5 FTE teacher was approved for the year.

The recruitment of teaching staff is a year-long focus but is most active January through March, 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 the division to make contact with graduating education students and recruit the best for our division. SRPSD has a strong relationship with the SUNTEP campus in Prince Albert and their interns within our schools. Being connected helps us with the recruitment of the tougher to fill positions like Cree Language, French Immersion, Senior Science/Math, and early years, for example. (INC, CR & GL)

Human resources endeavours to maintain the substitute teacher list at about 200 teachers. Over the past couple of years, we have had difficulty maintaining an adequate sub-list. SPTRB has allowed us to add teacher candidates to our sub list who have finished their internship but not their education degree. This has been of great value both for SRPSD and teacher candidates.

Transfer history:

Year (spring of)	APPROX # of transfers (Staff Survey)	APPROX # of Transfers (AP 443)	APPROX Total number of transfers	Number of admin transferred
2018-19	15	24	39	16
2019-20	34	18	52	3
2020-21	40	15	55	14
2021-22	41	12	53	10
2022-23	18	14 (includes 7 DLC)	32	9
2023-24	14	10	24	10
2024-25	20	27	47	14

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Please note - In 2025-26, we will have 8 new administrators, 4 principals, and 4 vice-principals. Also, the transfers above do not include teachers on temporary contracts or returning from leave and being placed in a different school. The transfer number is calculated from those who are currently at work and on a continuing contract. (LI & MH)

Absence Comparison for Teachers

The chart below outlines the total absences per month for teachers. It includes all types of absences and all teachers, including administrators, principals, consultants, and coaches. (MH)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
September	722.5	688	1103	1156.5	987.5	945.55
October	1231.25	1314	1347	1436.5	1347	1329.5
November	1133.5	1601.5	1399	1529.5	1613	1299.55
December	850.5	910	893.5	988.5	1157	963
January	1235	817.2	1728.5	1263.5	1059	1185.5
February	981.7	726.5	1133.6	1137	1225	1053
March	787	1228	1790.9	1542.5	1566	1427
April	124.5	1012.5	1219	957.5	1196	1152
May	196.5	1403	1736.5	1554.5	1760	1552.5
June	381.8	1605.75	1767.5	1588	1395	1407
	7644.25	11306.45	14118.5	13154	13303	12314.5

CUPE / Non-teaching staff

During the 2024-25 school year, the number of CUPE employees was 473 FTE; this includes 243.50 educational associates (EAs), who make up the highest number of CUPE employees. These numbers are based on the last day of work for EAs, which was June 25, 2025. SRPSD has 77 employees (41 Mentors, 2 Grad/Mentor Support Coaches, 6 KidsFirst employees, 3 Literacy Camp Coordinators, 2 French Monitors, 12 Nutrition Coordinators, 7 Before & After School Coordinators, 4 Family Resource Centre Facilitators) who are non-CUPE members and are either under contract or considered employees through separate funding arrangements. The 77 employees referred to do not include our 27 out-of-scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistants, 1 Office Assistant, 3 Payroll Clerks, 1 Occupational Therapist, 2 IT, 1 CFO, 5 Superintendents of Schools, 1 Superintendent of Facilities, 1 Director), which include 6 LEADS members.

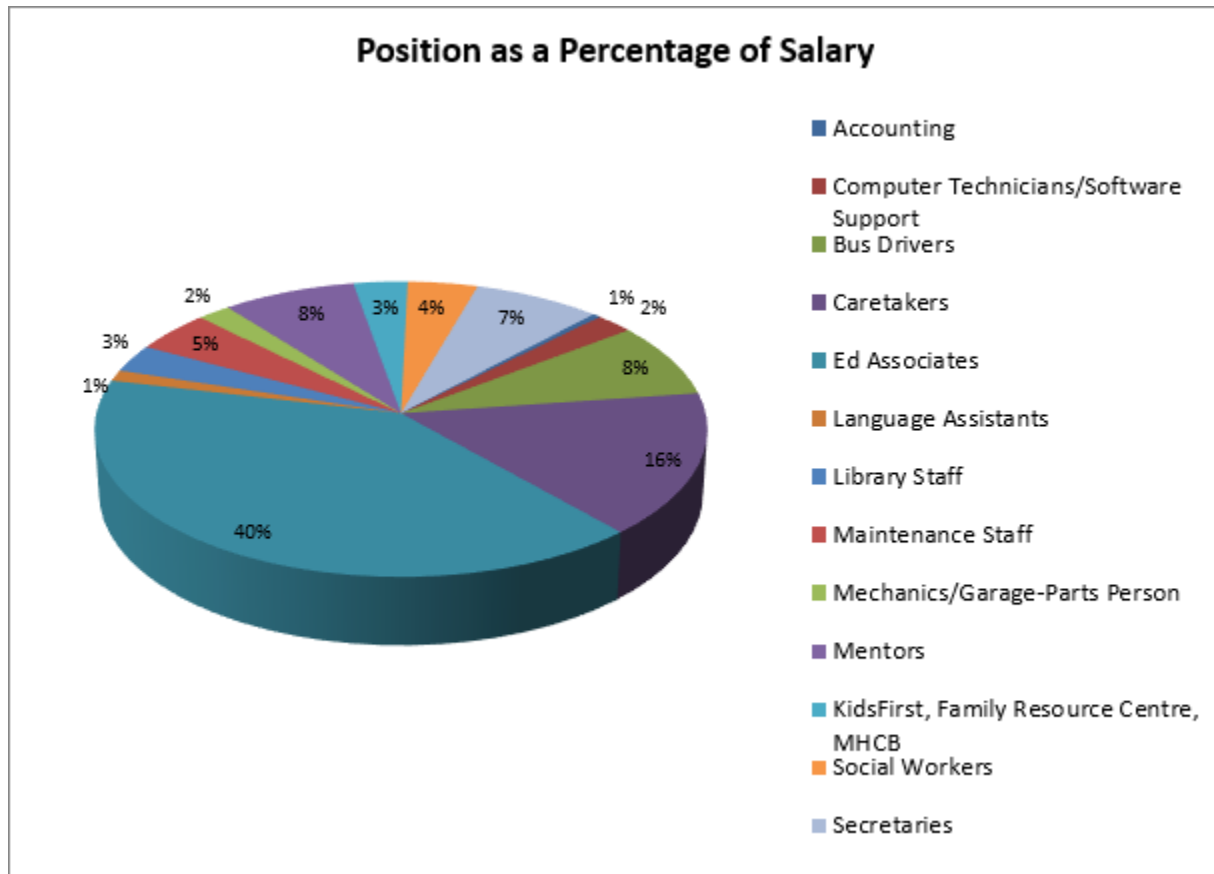
All contracts given to CUPE are bound and determined by *The Education Act, 1995*, and the *CUPE 4195 Local Bargaining Agreement*.

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 and interviews run year-round to increase the number and availability of casual employees (CR).

We met with CUPE several times over the year as issues came up. Labour Management meetings are set for every other month and held as needed. CUPE filed four grievances in 2024-25; three were dropped, and one is currently in abeyance. We also received an estoppel notice on a few items ahead of bargaining. Since 2013, there have been 26 grievances. We value the working relationship with CUPE and aim to resolve issues before they reach the grievance stage. (CR)

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The total salary for non-teacher employees **\$22.9M**. The following is the 2024-2025 staffing breakdown (GL):



Staffing for CUPE positions for the 2024-25 school year was completed by mid-July. We continue to staff throughout the year as employees leave or move for various reasons. The main delay in EA staffing this year was due to the late confirmation of Jordan's Principle funding for additional support.

The Division continued to focus on Return to Work over the 2024-25 school year. Over the past years, we have had the following:

2019	18 Time Loss incidents	585 lost days
2020	8 Time Loss incidents	667 lost days
2021	12 Time Loss incidents	474 lost days
2022	16 Time Loss incidents	270 lost days
2023	10 Time Loss incidents	307 lost days
2024	14 Time Loss incidents	592 lost days
2025	9 Time Loss incidents - Please note this is only until June 30, 2025	237 lost days

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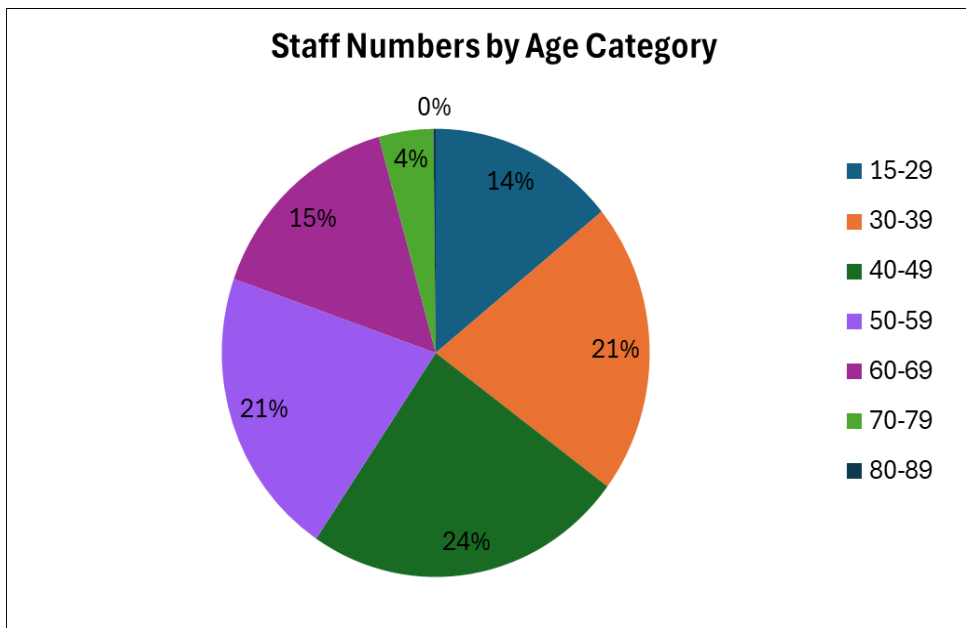
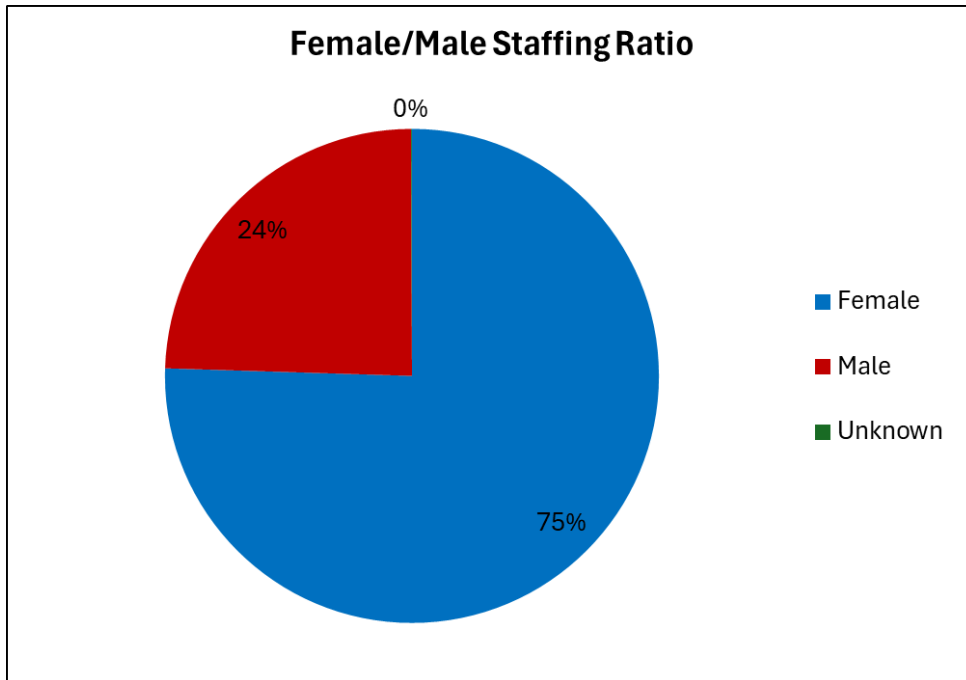
Other information (GL & CR):

DESCRIPTION	Total as of June 30/20	Total as of June 30/21	Total as of June 30/22	Total as of June 30/23	Total as of June 30/24	Total as of June 30/25
Total number of EAs on sub List	156	169	169	197	203	201
Number of CUPE Assignment Changes, including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (July 1 to June 30 each year)	503	412	423	506	488	493
New to the EA sub list	102	68	94	106	105	128
CUPE employees on the sub list (all non-EAs)	134	138	126	133	130	119
Number of grievances from CUPE	0	0	0	0	0	4
SRPSD takes on practicum students from Saskatchewan Polytechnic, the University of Saskatchewan, and First Nations University. Students from various programs worked across SRPSD in multiple roles. (LI)	7	26	35	40	45	43
Total number of practicum experiences						

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All Human Resources

In 2024-2025, we had 1726 employees (active and inactive) as of June 25, 2024. This number includes all teachers, CUPE, contracted employees, OOS, and subs. The following graphs show some of the demographics of those SRPSD employees (INC):



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ADS Audit Report August 1, 2024 - June 30, 2025				
	Acceptances	Refusals	No Answers	Total Calls
Sub Teachers	2,164	5,797	20,974	28,935
Sub CUPE	1,641	3,203	21,453	26,297
Totals	3,805	9,000	42,427	55,232

Number of FNMI educators on contract with Saskatchewan Rivers SD 119 as of September 30, 2024.

FNMI Status	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Metis	158	157	166	163	155	164	162
First Nation	21	19	23	22	26	26	28
Total FNMI Educators	179	176	189	185	181	190	190
Total Number of Educators	592	582	592	584	567	583	580

Risk Management (LI, MH, INC, CR & GL):

We will ensure that Human Resources supports the reduction of risk to the organization in all areas outlined in the SRPSD risk register. Specifically, a focus continues to be on Division Expectations and Staff Engagement as well as student enrolment. As a Division by recruiting, training, and supporting staff in student learning, we enhance the engagement of our staff and students. The impact on enrolment will continue to be positive if we find ways to tell our story and truly provide a learning experience that is *Excellence for Every Learner*. Once students join us, we strive to have them stay with us throughout their PreK-12 experience.

September 30 enrolment from 2018 and on:

30-Sep-18	30-Sep-19	30-Sep-20	30-Sep-21	30-Sep-22	30-Sep-23	30 – Sep – 24 Projected
8991	8916	Data not reliable	8969	8874	8614	8777

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ADMINISTRATIVE IMPLICATIONS:

Successes

We can place teacher candidate interns in our schools from multiple universities, including SUNTEP, U of S, U of R, Minot, and FNUC. These interns are with the division for a four-month placement, which allows the principals and cooperating teachers to have a sound knowledge regarding the strengths of these interns. We also recruited teachers from within the province and across Canada. For the 2024-25 school year, we had 36 interns join us. We also had 70+ first, second, and third-year student teaching opportunities for teacher candidates within SRPSD. (LI)

We have worked with the College of Nursing to place nursing practicum students in our schools. These students assist teachers and staff in facilitating health and wellness programs in the schools. The number of practicum students continues to grow year after year. (LI)

Through our recruitment process, we were able to fill all French Immersion, Cree language, and other challenging positions early, preventing them from being filled by other divisions. We typically hire mid-school year for the upcoming year. We find that the earlier we consider our staffing needs, the more effective the staffing process becomes while assuring school staffing needs. (GL)

Our staff consistently exemplifies true professionalism in everything they do. Their support and dedication for our students demonstrate themselves in countless ways and are visible in the commitment our staff have for our students, regardless of the challenges or situations that arise. Their dedication is appreciated, and it is a crucial part of the responsive and joyful learning environment we strive to maintain for our students' growth and well-being. (CR)

Challenges

The range and intensity of behavioural, medical, and learning needs among our students continue to grow each year. While our staffing process, at the school and divisional levels, provides a broad array of supports designed to meet these needs as effectively and efficiently as possible, the rising level of complexity makes it clear that school-based and divisional-based resources continue to be required to enhance student success. Staffing challenges are compounded by the reduced availability of substitute teachers, which limits our flexibility to respond to both planned and unexpected staffing needs.

We need to continue to focus on maintaining an adequate sub-list for all classifications. It has been more difficult to fill some positions, but it is starting to get better as time goes on.

GOVERNANCE IMPLICATIONS

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