



Accountability Report

Human Resources

Neil Finch, Superintendent of Schools

August 30, 2021

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SOURCE DOCUMENTS:

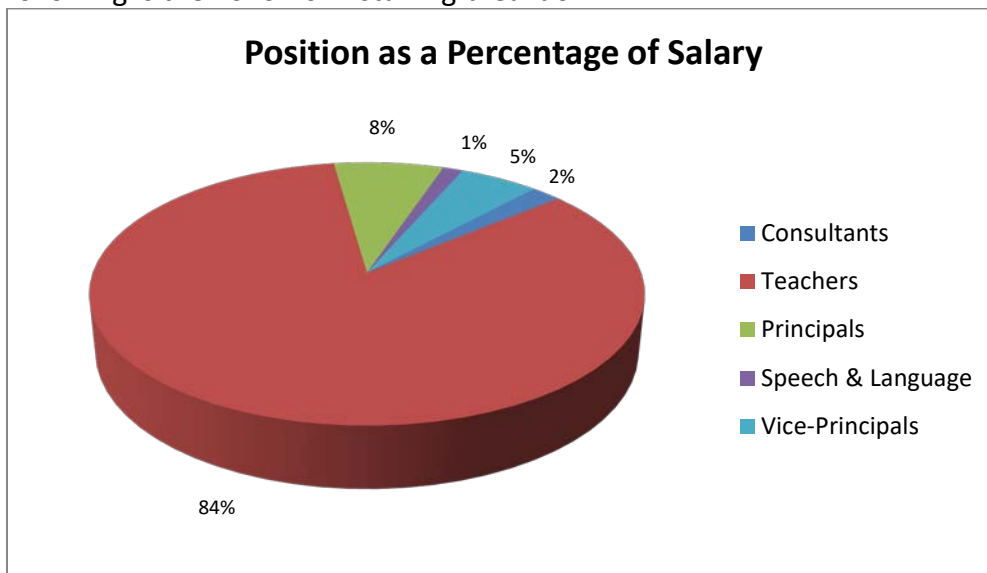
1. SRPSD Policy 16 states the following “*all staff is to be hired to assist the Board in carrying out its vision, mission, and goals*”.
2. SRPSD Policy 13, item 3, states the following for the Director’s role:
3.0 Personnel Management
 - 3.1 Has overall authority and responsibility for all personnel-related 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 2020-2021 school year, the number of teachers in classrooms was 537.35 FTE; this includes 33 principals and 25 vice-principals. We applied and were approved for an additional 13 teachers to help support the Distance Learning Centre through additional COVID funding. We had 16 female and 17 male principals and 16 female and 9 male vice-principals in 2020-2021. In addition, there were 29 FTE’s who work out of the Education Centre; this includes Educational Psychologists, Speech and Language Pathologists, consultants, coaches and a teacher librarian at the TRC.

The total budget for the above teachers and administrators is approximately \$49.9M, the following is the 2020-2021 staffing breakdown:



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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 includes new teacher hires, changes in temporary and replacement contracts and transfers.

We saw five teachers apply for the Early Resignation Incentive and four teachers retire that did not qualify for the incentive. Between March and June, three other teachers including an SLP resigned to move to other employment. This is a modest turnover of 2%. The Early Resignation Incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

We are down 24.85 FTE teachers for the 2021-2022 school year through our budget allocation. This decrease is directly related to our enrolment drop. We will not feel the full impact of this decrease because of additional funds that we have in place for this school year. Those increases in funding include 10 school-based literacy coaches, 1 division based mental health coach and 1 literacy coach, 2 social workers and 3 EAs funded by COVID supports. We also have 2.0 teachers for Michif language and culture, 3.25 for FTV and 1.0 Kids First Coach.

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 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. Continuing this year will be conversations related to AP 443: Teacher Transfers. This allows for an early discussion with all teachers regarding transfers. This will enhance the pre thinking that is required regarding where the next school experience might be for individual teachers.

Our Division runs a very successful First and Second Year Program. All 'new' teachers belong to the First Year Program. Both first and second year teachers meet formally throughout the year. They also have formal classroom visits from the superintendent in charge of the program. This year the two programs will be the responsibility of Superintendent Cory Trann.

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 2020-2021 school year:

- We had 19 applicants for April 1 and we had 39 applicants in October.
- For the school year, we paid out a total of \$58,372.82.
- Our budget last year was \$84,523.46 because we overspent by just over \$400 the year prior.
- In comparison in 2019-2020, we paid out \$93,476.54.
- It is hard to predict year-to-year how many applicants we will get but it interesting to compare the last few years.

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, we had two applicants that were approved for the school year.

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The recruitment of teaching staff is a year-long 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. In 2020-2021, we attended the fairs virtually. These career fairs allow us to make contacts with graduating education students and recruit the best for our division. SRPSD has a strong relationship with SUNTEP campus in Prince Albert and their interns within our schools.

Human resources try to maintain the sub list at about 200 teachers; this is typically made up of 120 teachers and about 80 superannuated teachers. This past year we really struggled to maintain an adequate sub list. The two main issues included more teachers on leave because of self-isolation orders and subs unwilling to be in schools because of COVID fears. For the first time ever we were able to add teacher candidates that were finished their internship to our sub list. This was a saving grace as we added 25+ subs that we typically would not have been able to.

For the 2020-2021 school year, we interviewed approximately 75 candidates for all school-based administration and teaching positions.

Transfer history:

Year (spring of)	APPROX # of transfers (Staff Survey)	APPROX # of Transfers (AP 443)	APPROX Total number of transfers	Number of admin transferred
2014-15	12	12	24	2
2015-16	17	7	24	4
2016-17	20	13	33	10
2017-18	20	25	45	17
2018-19	15	24	39	16
2019-20	34	18	52	3
2020-21	40	15	55	14

Please note in 2021-2022, we will have three new administrators, 1 principal and 2 vice-principals. Also, the transfers include teachers returning from a leave and being placed in a different school as well as full time teachers that were .5 between two buildings but is now full time in one of those schools.

Principal and Vice Principal Pool - During the 2020-2021 school year we had 17 people in the VP pool and 13 in the P pool that we had access too. As we enter the 2021-2022 school year, we have 16 in the VP pool and 12 in the P pool. Out of the 28 people in the two pools, three have been added to the pool from out of the division.

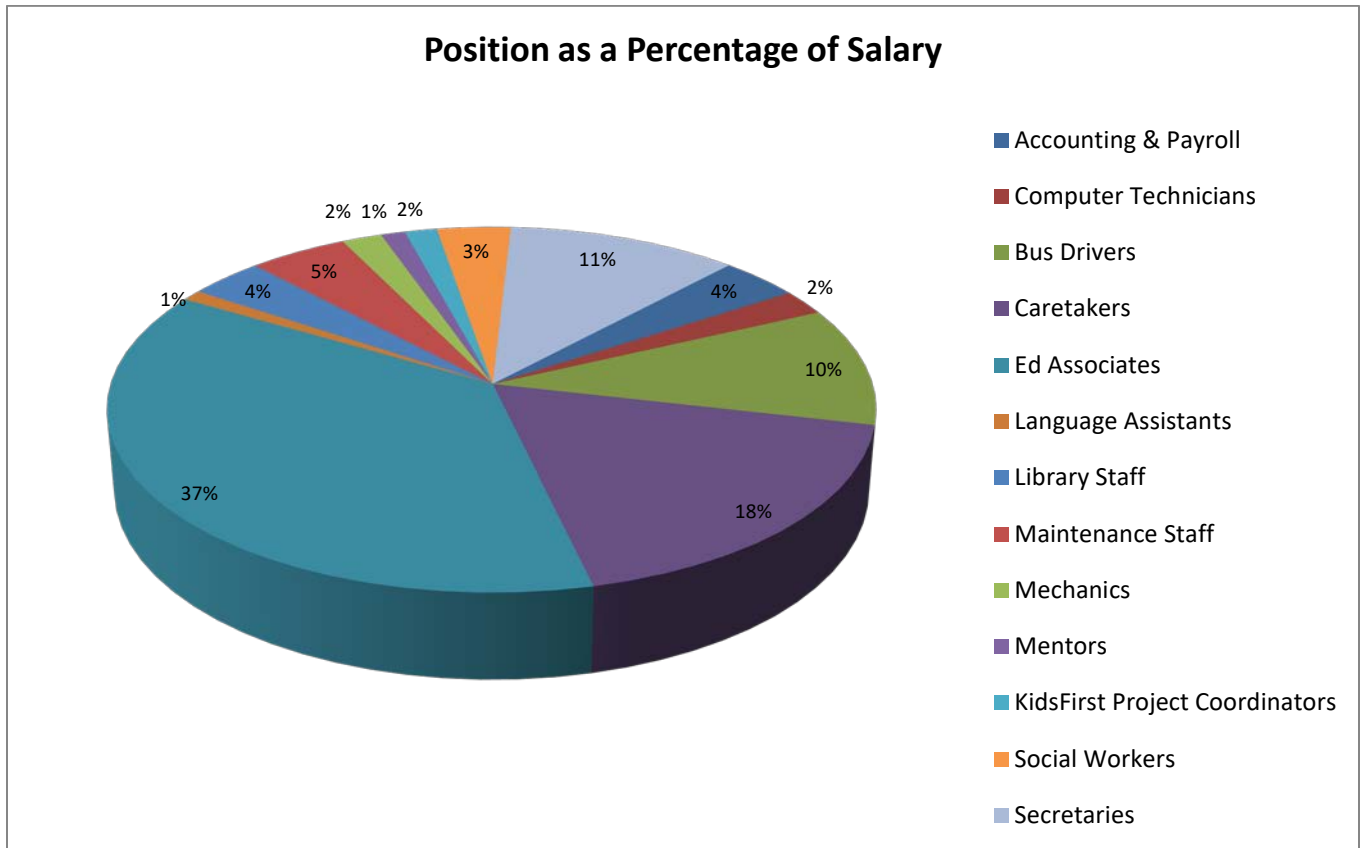
B. CUPE

During the 2020-2021 school year, the number of CUPE employees was at 413.793 FTE; this includes 204.50 educational associates (EAs) who make up the highest number of CUPE employees. SRPSD has 30 individuals (16 Mentors, 4 Grad/Mentor Support Coaches, 7

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KidsFirst, 2 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 24 Out of Scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistant, 4 Superintendents, 3 Payroll Clerks, Director, CFO, 2 IT, Facilities) which include 5 LEADS members.

The total salary for non-teacher employees \$18.9 M, the following is the 2020-2021 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. A positive as a result of this process is that we are starting to see less misses in securing subs when staff are away. COVID hindered our success rate in regards to misses but we still had success with our processes (please see other information below).

SRPSD takes on practicum students from Saskatchewan Polytechnic. In 2020-2021, the Division had 26 practicum students in many classifications work with our students.

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Interaction with CUPE resulted in discussions multiple times throughout the year. Labour Management meetings are scheduled every second month and take place when required. CUPE did not bring forward any grievances for the fourth year in a row, which is a celebration. Since 2013 we have had 22 grievances, are proud of the relationships we are building with CUPE and hope we continue to solve items prior to it being grieved.

Staffing for CUPE for the 2021-2022 school year went well and was completed by late June 2021. 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 2020-2021 school year. Over the past years, we have had the following:

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	15 Time Loss incidents	826 lost days
2019	19 Time Loss incidents	585 lost days
2020	8 Time Loss incidents	667 lost days
2021	7 Time Loss claims reported and WCB approved (as of June 30/21)	266 lost days

Other information:

DESCRIPTION	TOTAL as of June 30/16)	TOTAL as of June 30/17	Total as of June 30/18	Total as of June 30/19	Total as of June 30/20	Total as of June 30/21
Total number of EAs on Sub List	116	129	134	146	156	169
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENTS/TERMINATIONS (July 1 to June 30 each year)	682 (out of this total, 310 were layoff/recall letters)	643 (out of this total, 312 were layoff/recall letters)	371	456	503	412
Number of days we were unable to secure EA subs	291	125	102.50	130	109	131.5
Number of days we were unable to secure Teacher subs	N/A	83	66.50	61	81.5	374.5
New to EA Sub. List	43	52	51	65	102	68
CUPE employees on the sub list (all non EAs)	150	123	140	147	134	138
Number of grievances from CUPE	3	2	0	0	0	0
Total number of practicum experiences	13	23	11	5	7	26

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C. All Human Resources

Human resources implemented a staff satisfaction survey in 2018-2019. Results were brought to the Board in the spring of 2019. As a reminder, the four areas of commitment will be:

- Enhance equitable, consistent, and fair hiring and transfer processes;
- Strengthen professional development opportunities and other supports to better respond to diverse student learning needs;
- Promote, communicate, and investigate how employees can have meaningful input into decisions that affect their work; and
- Conduct another employee satisfaction survey by the end of the 2021-2022 school year.

Human Resource Strategies to enhance equitable, consistent and fair hiring and transfer processes.

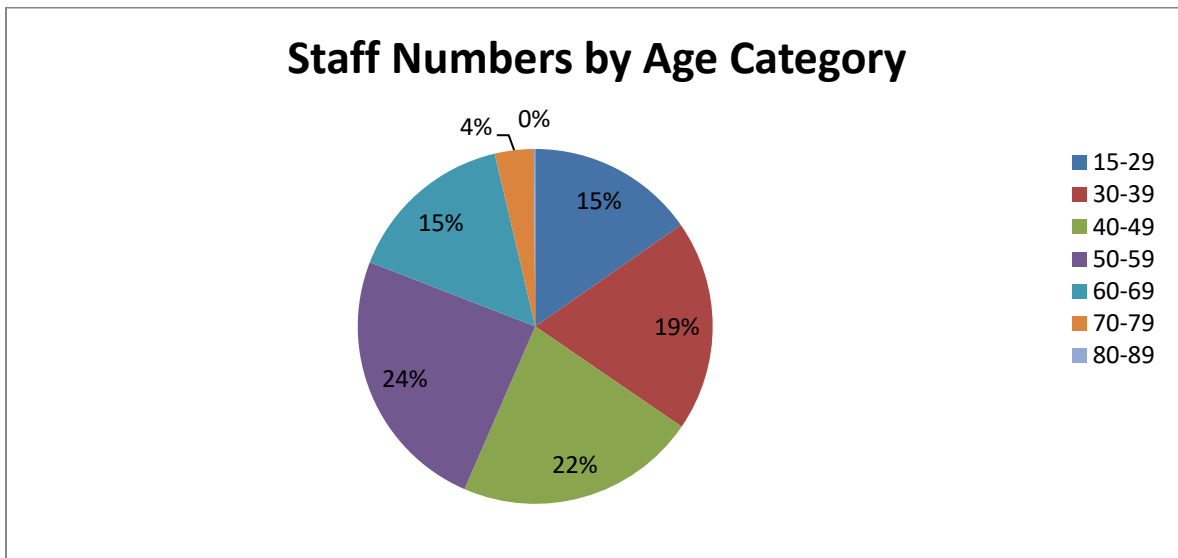
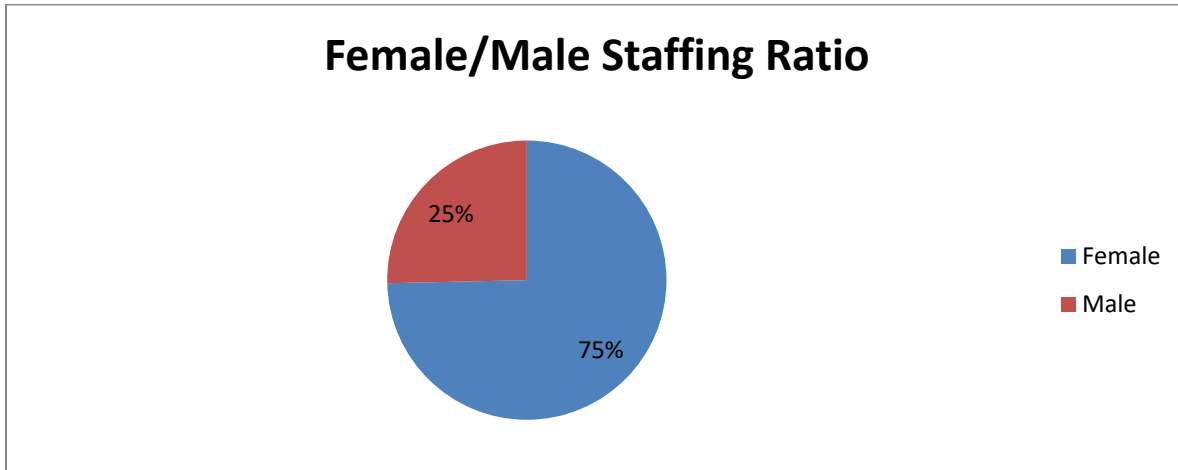
In order to achieve our goal we starting tracking some items that we are doing that is new, different, or enhanced (this is not an all-inclusive list):

- Send an email once a year to our administrators outlining hiring practices so that there is more transparency (new). This enhances transparency so our leaders understand the process of hiring.
- Include the resume of the applicant that is successful to the supervisor gaining a new employee (new), carbon copy (cc) the vice principal and potentially the secretary depending on situation as an information piece. This enhances the understanding as to why the person we are hiring is a good fit for that situation/position.
- Update of AP 443: Teacher Transfer was completed October 2019. The Board, Administrative Council, principal and PAATA voice was utilized to put together the final draft. The intent was to be clear on process, continue to find different opportunities for teachers in their career but soften the anxiety of having to move schools for teachers (enhanced).
- 55+ teacher transfers communicated in the spring of 2021. A result that was appreciated and gave us some affirmation was that we received positive feedback from a majority of teachers who were transferred. This is not typically received until the fall in which the transfer takes place (enhanced). There is still work to do for a small percentage of teachers and we will continue to do so.
- There continues to be positive feedback regarding the Superintendent overseeing Human Resources in having direct conversations with teachers regarding transfers. This was a change from the past as the process was to have principals have the direct transfer conversations. Principals still have preamble conversations during PGPs but when the transfer is taking place, they are removed from the conversation.
- Teacher hiring practice - to hire continuing contracts effective February 1 instead of the second temporary for those that we were sure about and had room for created less anxiety in the spring staffing season (new).
- HR survey requesting feedback from principal/supervisors (37 out of 39 participated) for the most part was quite positive. This was done the year after the staff satisfaction survey was completed in May 2020 (new and enhanced).
- We continue to get out in front of our language-based programs. We are hiring Cree Language and French Immersion teachers at times a year or more ahead of when we will need them. We have also learned that we are seeking great teachers that have an interest in these areas versus

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someone with the skill set of the language but potentially not as skilled in the art of teaching and learning.

In 2020-2021, we had 1716 employees as of June 25, 2021. This number includes teachers, CUPE, Non-CUPE Support, OOS, and subs, the following graphs show some of the demographics of those SRPSD employees:



Number of FNMI Educators Saskatchewan Rivers SD 119 2015-16 to 2020-21

FNMI Status	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Metis	147	156	159	158	157	166
First Nation	17	17	18	21	19	23
Total FNMI Educators	164	173	177	179	176	189
Total Number of Educators	596	603	592	592	582	592

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Saskatchewan Rivers Public School Division Teacher Transfer Survey – Summary Report

The teacher survey was sent out in June 2021 to all teachers and administrators that were transferred for the 2019-20, 2020-21 and 2021-22 school years. In total 168 teachers received the survey and 143 teachers participated. Eighty-three percent (83%) of the participants were teachers and 17% were administrators. It was voluntary and the individual submissions remain anonymous. The response rate is appreciated as well as the constructive and open feedback that was shared. Below you will find a summary of the data collected and the positive path forward as a result of the feedback.

Comments from teachers:

Common Phrase/Message	Number of times mentioned by different respondents
Be open to the opportunity as it is a learning experience so embrace the new experience	41
Change is good, there is value for professional growth	34
There was an opportunity to discuss the transfer with open communication, it was supportive and teacher thoughts are considered	31
Transfers should come from teacher request(s) and the explanation for the transfer is important	20
I am happy and have built great new relationships	18
Communications and conversations need to take place	18
Ensure transfers are fair and teachers have options	9
Transfers can be stressful and create anxiety	6

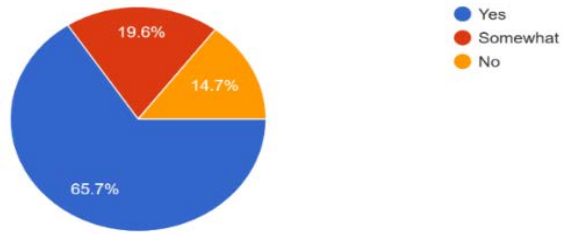
Most common words used, the larger the word the more often it was communicated:



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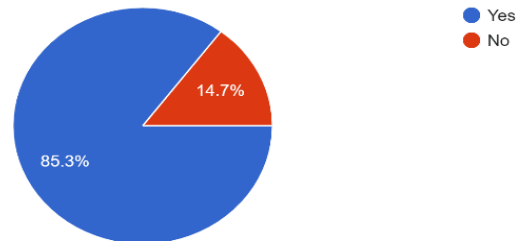
Do you feel you were treated in a fair and equitable manner?

143 responses



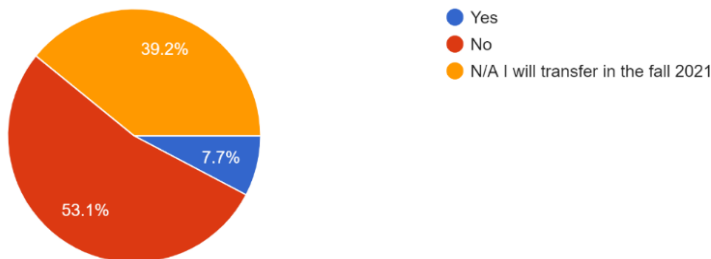
Do you feel there is value in teachers serving students in a variety of school communities throughout their careers?

143 responses



Now that you have been in your position for awhile do you wish you would have remained in your previous school?

143 responses



Positive Path Forward

Using information gathered from the 2021 Teacher Transfer Survey, **Saskatchewan Rivers Public School Division** commits to:

- Enhance equitable, consistent, and fair transfer processes;
- Ensure the transfer process continues to have open and supportive communication between teachers, in school administrators and human resource personnel;
- Continue to help teachers find comfort in the value of transfers and professional growth opportunities that exist as a result of new experiences;
- Celebrate the positives that come from the transfer process while at the same time being cognizant of improvements that will help support teachers that are anxious about transferring

Your voices matter as we pursue *Excellence for Every Learner!*

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ADMINISTRATIVE IMPLICATIONS:

A. Successes

We are able to place teacher candidate interns in our schools from the multiple universities, including SUNTEP, U of S, U of R, Minot and FNUC, which provides us with a 'leg up' in recruiting teachers. These interns are with the division for a four-month placement that allows the principals and cooperating teachers to have a sound knowledge regarding the strengths of these interns. For the 2020-2021 school year, we had 39 interns joining us. We also had 62 first, second and third year student teaching opportunities for teacher candidates within SRPSD.

With our recruitment process, we were able to fill all French Immersion position early and not lose them to other Divisions. We typically hire in November/December for the upcoming year but have to consider earlier.

Overall, our staff were true professionals during an unprecedented COVID time this past year. They were resilient in so many ways. We were reminded that our staff truly care for our students regardless of what we are faced with.

B. Challenges

We had to deal with a major decrease in budget due to enrolment drop. As a result, staff are impacted as that is the largest portion of our budget. 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. Last school year was a tough year when it came to how many teacher misses we had. We are hopeful that it was directly related to COVID and we take strides in the right direction in the 2021-2022 school year.

I believe this is coming to an end or at least a better place than last year but ensuring we stay on top of the ever-changing direction regarding COVID. We received many forms of communication giving us direction throughout the pandemic that impact staff and students. With every communication, we ensure we adjust how we operate as a school division.

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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.