



Accountability Report

Human Resources

Jeff Court, Superintendent of Schools
Cory Trann, Superintendent of Schools

August 26, 2024

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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.

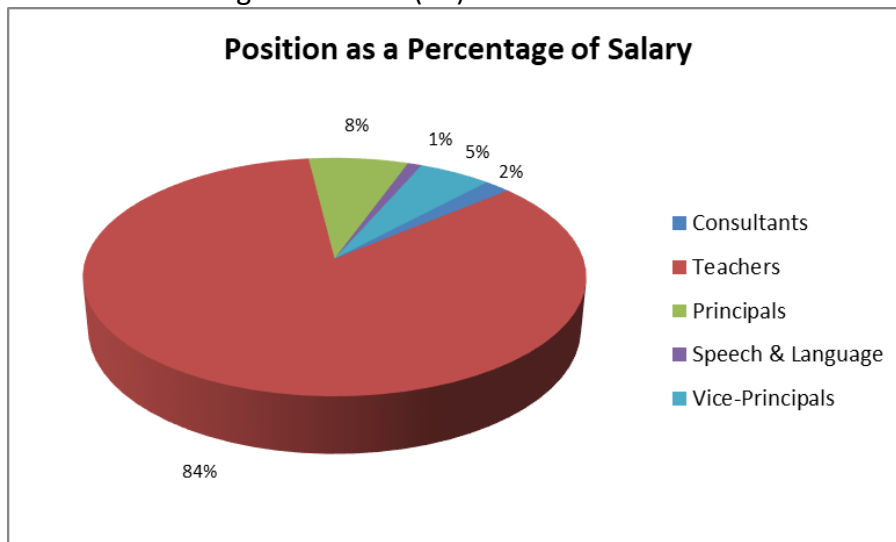
4. The SRPSD Strategic Plan 2024-2030 with Learning and Innovation (LI), Mental Health and Well-Being (MH), Inclusion and cultural responsiveness (INC), Citizenship and relationships (CR) and Governance and leadership as our priorities (GL). Please note the abbreviations given will be utilized throughout the document to show connection to the strategic plan.

EVIDENCE:

Teachers

During the 2023-24 school year, the number of teachers in classrooms was 553 FTE; this includes 32 principals and 25 vice-principals. We had 18 female and 14 male principals and 17 female and 7 male vice-principals in 2023-2024. In addition, there were 25 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 \$52.2M, the following is the 2023-2024 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 includes new teacher hires, changes in temporary and replacement contracts and transfers.

We saw 10 teachers apply for the Early Resignation- (6 Option A, 4 Option B) Incentive and 6 teachers retire that did not qualify for the incentive. Between March and June, we had 11 other teachers on continuing contracts resign. This is a modest turnover of 4.9%. The early resignation incentive plays a major role in allowing us to avoid redundancy and teacher hiring efficiently.

The total teacher allocation was reduced 8.0 FTE teachers for the 2023-2024 school year through our budget allocation and is directly related to our enrolment. Board allocated funds provided for 8.0 school-based literacy coaches, and additional funding provided 2.0 teachers for 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 to Administrative Procedure 428: Evaluation of Employees and 430: Supporting Professional Practices (Teachers, In-School Administrators and Consultants). 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. 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. (LI, GL)

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. In the 2024-25 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 2023-24 school year, we had 56 applicants for the school year and paid out a total of \$52,217.40.

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 2023-24 school year, one .5 FTE teacher was approved for the year.

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

During the 2023-24 school year, a new Automated Dispatch System (ADS) was implemented to attend to the callout and acceptance process for substitute teacher assignments. The ADS system intrinsically integrates the teacher leave of absence process with an automated call out process to find replacement teachers for future absences and day of absences.

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

Please note - In 2024-25, we will have five new administrators, three principals and two vice-principals. Also, the transfers above do not include teachers on temporary contracts or returning from a leave and being placed in a different school. The transfer number is calculated from those that are currently at work and on a continuing contract. (LI & MH)

Teacher/Sub absences

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
Number of times we were unable to secure Teacher subs	81.5	374.5	724.5	358.5	655.5

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Absence Comparison for Teachers

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

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

CUPE

During the 2023-24 school year, the number of CUPE employees was at 489 FTE; this includes 233 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 26, 2024. SRPSD has 62 FTE (36 Mentors, 2 Grad/Mentor Support Coaches, 5 KidsFirst employees, 2 Literacy Camp Coordinators, 1 French Monitor, 9 Nutrition Coordinators, 4 Before & After School Coordinators, 3 Family Resource Centre Coordinator/Facilitators) that are non CUPE members and are either under contract or considered employees through separate funding arrangements. The 62 FTE referred to does not include our 26 Out of Scope personnel (7 Managers, 2 Assistant Managers, 3 Administrative Assistants, 1 Office Assistant, 3 Payroll Clerks, 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*.

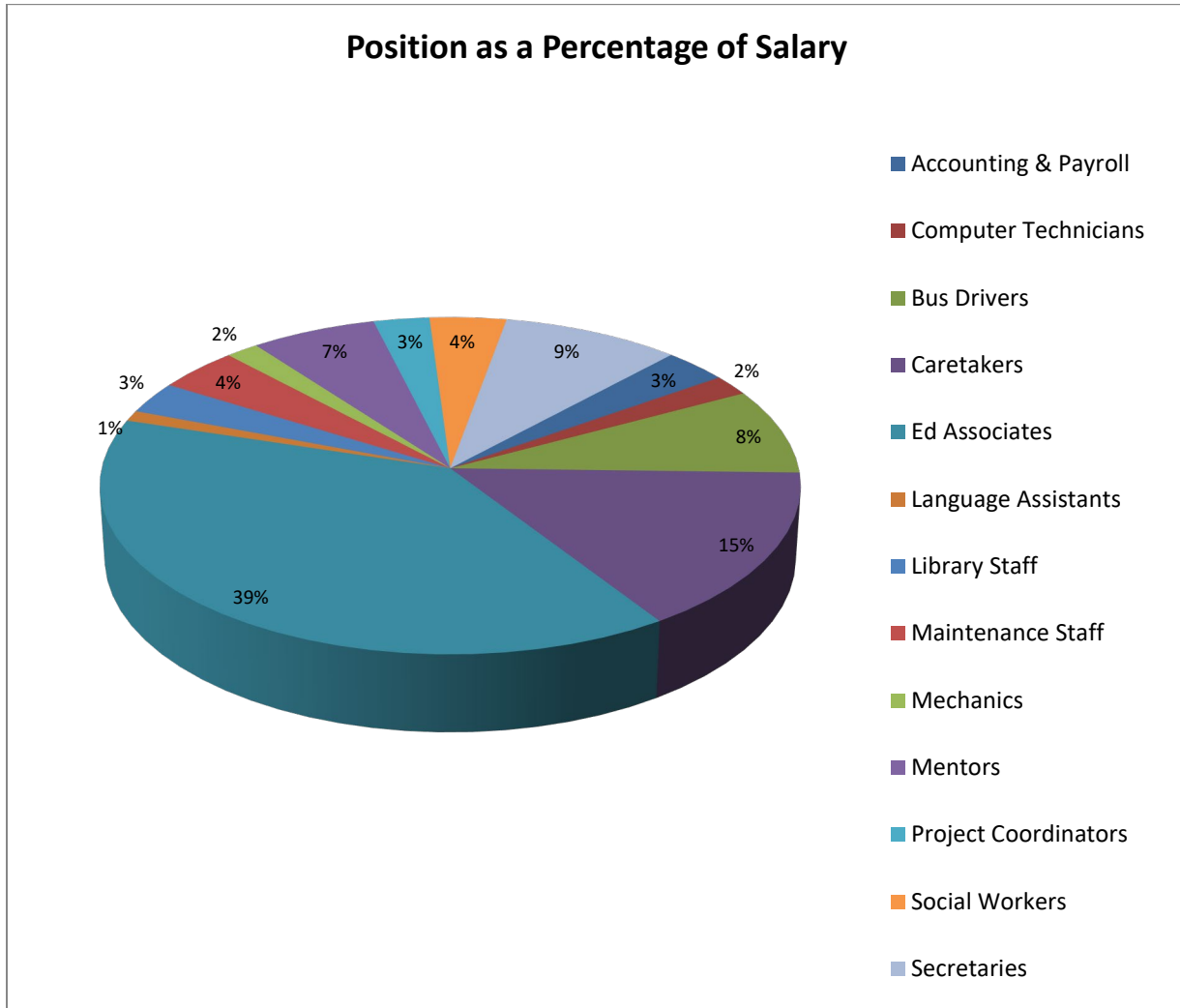
The recruitment of CUPE staff is a year-long focus and are working towards increasing our substitute list in many of our CUPE classifications. Continuous advertisements and interviews run year-round to increase the number and availability of casual employees (CR).

SRPSD takes on practicum students from Saskatchewan Polytechnic, University of Saskatchewan and First Nations University. In 2023-24, the Division had 45 practicum students in many classifications work with our students (LI).

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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 sixth year in a row, which is a celebration. Since 2013 we have had 22 grievances and are proud of the relationships we have built with CUPE and strive to solve issues prior to them being grieved (CR).

The total salary for non-teacher employees \$21.9M, the following is the 2023-2024 staffing breakdown (GL):



Staffing for CUPE for the 2024-25 school year went well and was completed by mid-July, 2024. We are constantly staffing throughout the year as employees leave for different reasons at all times of the school year. Delays in EA staffing this year were connected to late confirmation of Jordan's Principle funding for additional EA support.

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The Division continued to focus on Return to Work over the 2023-24 school year. Over the past years we have had the following (MH):

2018	15 Time Loss incidents	826 lost days
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	3 Time Loss incidents – Please note this is only until June 30, 2024	294 lost days

Other information (GL & CR):

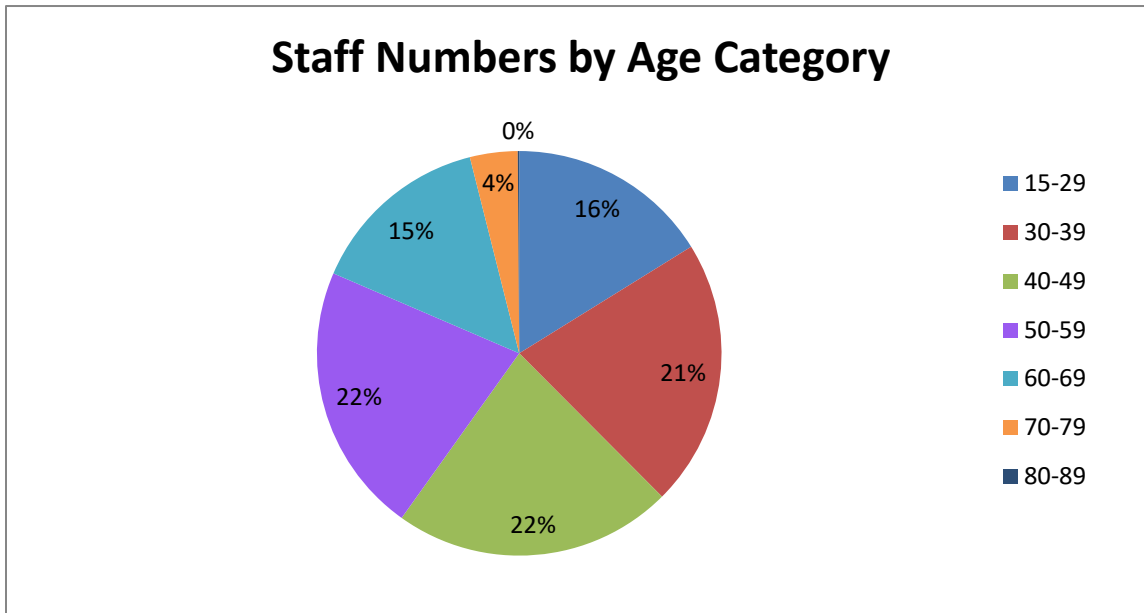
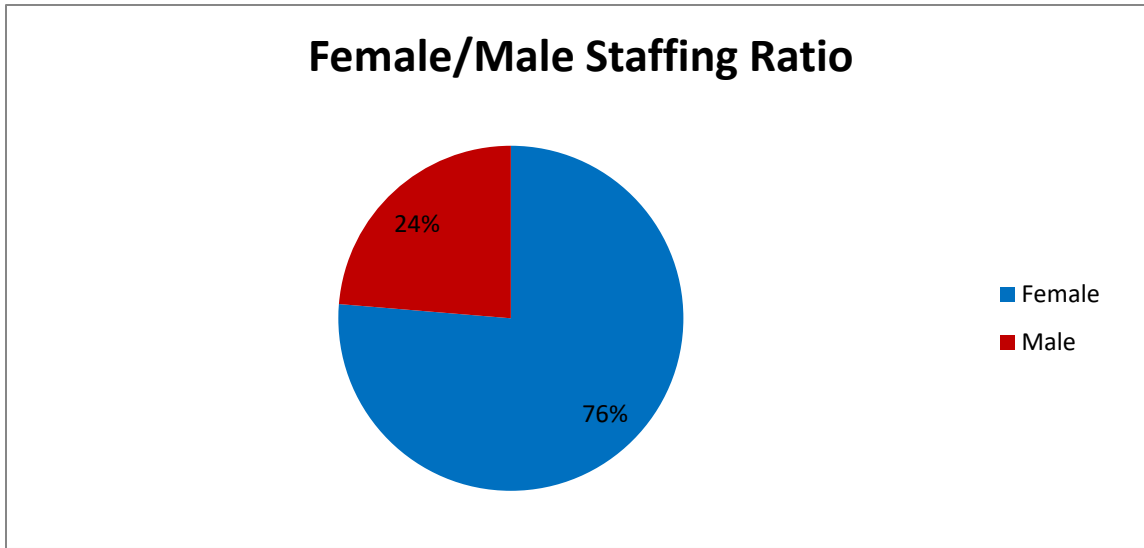
DESCRIPTION	Total as of June 30/20	Total as of June 30/21	Total as of June 30/22	Total as of June 30/23	Total as of June 30/24
Total number of EAs on Sub List	156	169	169	197	203
Number of CUPE Assignment Changes including NEW HIRES (PERM & TEMP)/ LEAVES/RESIGNATIONS/RETIREMENT S/TERMINATIONS (July 1 to June 30 each year)	503	412	423	506	488
Number of times we were unable to secure EA subs	109	131.5	453.5	279.5	505.5
New to EA Sub List	102	68	94	106	105
CUPE employees on the sub list (all non EAs)	134	138	126	133	130
Number of grievances from CUPE	0	0	0	0	0
Total number of practicum experiences	7	26	35	40	45

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C. All Human Resources

Employee satisfaction survey process is under review by the HR department during the 2024-2025 school year.

In 2023-2024 we had 1732 employees as of June 25, 2024. This number includes teachers, CUPE, Non-CUPE Support, OOS, and subs, the following graphs show some of the demographics of those SRPSD employees (INC):



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Number of FNMI educators on contract with Saskatchewan Rivers SD 119.

FNMI Status	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Metis	159	158	157	166	163	155	164
First Nation	18	21	19	23	22	26	26
Total FNMI Educators	177	179	176	189	185	181	190
Total Number of Educators	592	592	582	592	584	567	583

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

We will ensure that the Human Resources supports the reduction of risk to the organization in all areas outlined in 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 2017 and on:

30-Sep-17	30-Sep-18	30-Sep-19	30-Sep-20	30-Sep-21	30-Sep-22	30-Sep-23	30 – Sep – 24 Projected
9157	8991	8916	Data not reliable	8969	8874	8614	8777

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. 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 2023-24 school year, we had 26 interns join us. We also had 60+ 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 into our schools. These students help teachers and staff facilitate health and wellness programming in the schools. The number of practicum students continues to grow year after year. (LI)

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With our recruitment process, we were able to fill all French Immersion, Cree language and other difficult to fill positions early and not lose them to 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 providing assurance for school staffing needs. (GL)

Our staff consistently exemplify true professionalism in everything they do. Their support and dedication for our students demonstrates itself in countless ways and is visible in 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)

B. Challenges

The quantity of behavioural and learning needs of our students continue to increase each year. Our staffing process offers a wide variety of supports effectively and efficiently for our students, however with the increased needs it seems like more could always be utilized to benefit students.

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