



Regina Roman Catholic Separate School Division # 81

Personnel and Employee Relations 7221 <hr/> Operational Guidelines for the Hiring and Transfer of Teachers and Education Support Professional Staff in the Regina Catholic School Division	Administrative Application	
	Effective:	January 27, 2015
	References:	ER-2 Treatment of Staff and Volunteers
	Status:	Operational

Preamble

The hiring and transfer of staff in the Regina Catholic School Division is an ongoing process. Staff are allocated based on enrolments, students' needs, program requirements and teacher needs, strengths and qualifications. Staff are hired for the school division, the site each employee is assigned to could change. The Human Resource Services Superintendent and Manager work collaboratively with other senior administrators and principals to staff the school division.

Application

1. Role of Human Resource Services Department

- a. Accumulate data on the number of vacancies in all job categories that occur during the year so needs can be anticipated.
- b. Maintain current statistics of the representation of various minorities in the job categories within the school division. The data should include the total number of applicants and the number who did not meet the minimum criteria.
- c. Determine the criteria for each of the available positions within the school division in consultation with staff who will be responsible for the supervision of that person with reference to the job description.
- d. Assume responsibility for any required revisions of application forms, the interview process, or other procedures that might be necessary.
- e. Solicit applications for all permanent openings through all available means: internal posting of positions, external advertisements on our web site – www.rcsd.ca, newspaper advertisements, university recruiting, career fairs, and any other means necessary to recruit the most qualified individuals.
- f. Within ten working days of the receipt of an application, acknowledge its receipt and indicate its disposition within a given period.



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- g. Prepare a list of applicants' qualifications of whose references and personal attributes identify them as potential employees.
- h. In consultation with the appropriate personnel, prepare a short list of applicants for the supervisor (school administrators, senior administrators, and supervisors) to interview for vacancies in their areas of responsibility.
- i. To initially screen the candidates, conduct initial interviews with suitable applicants.
- j. Provide in-service for all persons who will be involved in selection procedures so that the guidelines recommended in the current literature, the *Canadian Charter of Human Rights*, and the *Saskatchewan Human Rights Code* are respected.
- k. Inform unsuccessful candidates of the results of the selection process and be prepared to provide information as to the rationale for the selection upon applicant request.
- l. After hiring, complete all paperwork necessary to the employment process.
- m. Assume responsibility for the employment and placement of all professional and educational support staff within the schools and central office.
- n. In March/April of each year, consult with principals to develop preliminary estimates, of specific staffing requirements, and possible vacancies for the next school year.
- o. Coordinate the key staffing tasks each year in accordance with the following **approximate** timelines.
 - i. **December 31**
 - (1) Teacher Career Planners are due from principals and vice-principals which may be a transfer request or consideration should an opening occur during the next school year.
 - (2) Provide retirement information to all staff.
 - ii. **January**
 - (1) Voluntary letters of intent regarding school year end resignations are due for all instructional and education support professional staff.
 - iii. **February- April**
 - (1) Interview process determined for all in-school administration positions for the upcoming year.
 - (2) All staff are notified of the deadline for the Teacher Career Planners/ ESP Preference forms.
 - (3) Assignment of principal and vice-principal placements.
 - (4) Placement change requests received.



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(5) Request for submission of leave requests for upcoming year.

iv. **May**

(1) Assignment of Education Centre academic staff and education leaders assignments completed.

(2) Deadline for receipt of requests for leaves, resignations and superannuation for the upcoming school year.

v. **June**

(1) Final confirmation of assignments (letters) for staff whose assignments have changed.

vi. **Ongoing**

(1) Staffing adjustments according to the school division needs.

Note:

In keeping with the timelines which call for voluntary letters of intent regarding resignations by January 31 and the return of transfer requests in April, advertise/post any known school-based vacancies within the school division. This process may be repeated later.

p. After the receipt of placement change requests, provide each principal with a list of those staff members who have requested a transfer to or from their school.

q. Between May 1 and June 10 of each year, provide school administrators with names of qualified candidates to be considered for any vacancies. These may include qualified current employees, staff returning from leaves, external candidates, persons on replacement contracts, or persons on temporary contracts.

Note:

In exceptional circumstances, adjustments to the process outline may be required.

2. **Role of Education Services**

Senior Administrators are responsible to collaborate with the Superintendent/Manager of Human Resource Services to access the staffing needs in their areas of responsibility.

- a. Collaborate with the Superintendent/Manager of Human Resource Services on staffing needs.
- b. Understand staffing needs in the schools/department they are responsible for working collaboratively with the school based administrators and coordinators.
- c. Participate on interview committees as needed (Including and not limited to school based administrators, coordinators, and consultants.)
- d. Participate in the University of Regina interviews.



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- e. Recommend candidates and the placement of staff based on supervisory reports and/or school and staff needs.
- f. Provide support in determining the staff members who should/may be considered for a continuing contract.
- g. Update job descriptions in areas of responsibility as needed.
- h. Depending on the job description of the coordinator and the direction provided by the appropriate senior administrator, a coordinator may assist the appropriate Senior Administrator and/or the Superintendent of Human Resource Services with staffing in the area of responsibility.

3. Role of the School Based Administrator

- a. Cooperate with the senior administrator by providing information with respect to general and specific staff requirements.
- b. During the school year, discuss staff replacement requirements with the designated senior administrator as early as possible before the occurrence of the vacancy.
- c. Cooperate with the senior administrator in the staffing process by coordinating the school-based placement process when requested and ensure that school staff and others who may assist in this process are aware of, and follow, hiring guidelines.
- d. Recommend candidates for assignment to the school to the senior administrator based on supervisory reports, school and staff needs.
- e. Provide support and assistance to staff assigned to their school in order to ensure a successful placement.
- f. Cooperate with the overall system staffing by ensuring all staff, including administrators follow the proper protocol, such as early placement discussions and transfers.

4. Teacher/ Education Support Professional Employment, Placement, and Transfer Protocol

- a. Beginning in March/April, principals provide information the Human Resource Services Superintendent/Manager or the senior administrator staffing needs for the following school year. Consideration is given to:
 - i. Anticipated retirements or resignations.
 - ii. Teaching expertise at particular grade levels and in specific curriculum areas.
 - iii. Extra-curricular and co-curricular program needs.
 - iv. The nature of the school community.
 - v. Projected needs of the school division.
- b. Senior administrators review the information provided by school-based administrators taking into consideration the areas of need of the previous year.



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- c. Applications are solicited from the University of Regina, University of Saskatchewan, and other universities with emphasis on the areas of need.
- d. Unsolicited applications received through universities, on-line applications, or applications forwarded to Human Resource Services, Regina Catholic School Division will be reviewed by the Human Resource Services Superintendent/ Manager. The review includes academic achievement, internship report, breadth of academic background (including religion classes), flexibility in assignment, additional skills, anticipated staffing requirements and work experiences in education or related to education.
- e. Applicants are required to provide a parish priest reference.
 - i. Following receipt of a parish priest reference, the Human Resource Services Superintendent /Manager interview highly-ranked applicants.
 - ii. Applicant interviews are scheduled annually in March at the university. The Human Resource Services Superintendent/Manager will interview appropriate applicants at other times during the year at the Catholic Education Centre. Principles of employment equity are followed.
 - iii. If the interview indicates a strong candidate, references are carefully reviewed.
- f. Applicants are identified as potential employees of the school division by the preceding process. A number of these candidates apply for status as a substitute teacher/education support professional and are placed on the substitute teacher/education support professional list.
- g. After the initial enrolment projections are completed, anticipated resignations, leaves, and secondments are reviewed in mid-March. A number of top-ranked candidates in anticipated areas of demand may be offered positions in mid-April.
- h. In March/April, Educational Services Senior Administrators review with the school-based administrator the staff complement at each school site. Program requirements such as curricular expertise, Learning Resource Program, the nature of the community, as well as expertise in grade levels, technology, liturgy, fine arts, extra-curricular, Core French and special education are considered in the process.
- i. As openings are identified in May and June annually for the next school year, hiring will be done after a review of:
 - i. Permanent staff who have expressed an interest in a transfer
 - ii. Newly hired teachers/education support professionals (April hiring)
 - iii. Permanent staff who may require a transfer as a result of enrolment changes, school-based program needs or administrator requests
 - iv. Highly-ranked candidates on replacement contracts/temporary contracts
 - v. Highly-ranked candidates (including those on the substitute list).



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It is understood that the needs of schools/ programs and school division priorities will be a major consideration in hiring.

- j. As openings occur during the school year, schools submit criteria for the position and files of appropriate candidates are reviewed. Where there are a number of strong candidates, several applicant files are given to school-based administrators for their consideration. The school-based administrators may recommend a candidate for the position.
- k. Regina Catholic School Division transfer process is as follows:
 - i. A transfer is when an employee's assignment is changed from one location to another. It is hoped that a transfer could provide staff with the opportunity for professional growth by experiencing a variety of different educational settings. Over the course of an employee's career (could be in excess of 30 years) she or he may expect to be employed on average at four to six sites. (this includes teaching staff and education support professionals)
 - ii. Transfer requests for all teachers and ESP staff will be solicited in March / April. They shall be received not later than the date fixed for their return. Administrator transfer requests are due, with completed Career Path Planners by December 31st.
 - iii. Staff will be placed based on student and program needs. The strengths, needs, and skills of staff members will be taken into account. Staff may be transferred based on need without a transfer request. When a Teacher Career Planner/ESP Preference Form is submitted, all considerations will be given to any requests; those will be processed based on availability and needs, not all requests may be granted.
 - iv. A list of transfer requests shall be provided to the principals.
 - v. Teacher transfers may be considered if the transfer of a particular teacher meets the needs of the school.
 - vi. In the event that a transfer becomes necessary mid-year, the employee will be given at least three days' notice.