



Jane Massy  
**President**

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Good Afternoon,

Thank you for the opportunity to present this report to you today. Equity - that is a word I hear often at meetings I attend - whether I'm at a Board Meeting or in an Equity Committee meeting and I know that equity among schools is a consideration as we move forward as a District. There are a multitude of reasons why equity can be difficult to achieve and I am writing to you today to consider a more equitable formula be used when allocating clerical hours to the Schools' Clerical Budgets. The office is often considered a hub of the school and to have it working to the best of its ability provides better service for all students, parents and staffs.

The Secretary-Treasurer in her presentation last Monday, thank you for that Kim, expressed that during these uncertain times - and what is Covid if it isn't constantly changing and bringing uncertainty- that the district would maintain a status-quo budget. While I understand there may be some valid reasons for maintaining a status quo budget - there are also reasons to consider some changes that have not been dealt with in many years.

One of these is the inequity of clerical representation in schools - I do not know how old the current staffing formula is - at the very minimum it dates back to 2004. This formula needs an update! While we appreciate the autonomy of Principal's with respect to their schools - this had led to a vast inconsistency of how hours are allocated. Some schools use these hours for a Library Clerk, others for an Account Clerk. School Assistants may work in the office - other SA hours are added to EA schedules and often worked outside of bell hours. There are no guidelines to follow with respect to the allocation of clerical time within schools.

Since 2004 there are many tasks have either been introduced or were downloaded from the district that have directly increased the workload of clerical staff in the school office - and no additional time given. Coupled with Admin having the full authority to assign hours as they feel the need - causing even more inequity. These tasks include, but are not limited to - The Registration and Transfer Process and all the associated apps used to track students and the additional registrations protocols; school websites, criminal record checks, driver's licence checks, SR system, ADS schedules, Strong Start, 3 different Electronic Report Cards, MyED - a more time consuming Student Information System that its predecessor, the Remedy and D35 time, these are just some of the duties added to our staff without consideration for additional time.

I appreciate that time that the Superintendent and her staff have given to the team of SAA3s that have been reviewing this subject - but to know that we are going to go another year without a change is more than disappointing. We began this discussion back in 2015 at our Labour Management meetings - and here we are in 2020 with no changes. Clerical staff are integral to the smooth running of the school - this was clearly evidenced as we were the first ones back into the building during this Pandemic with our Admin teams. We love our jobs but we need help - I have too many times had to remind our members that they must not provide unpaid work - but unfortunately they feel they are letting down the school and its staff if they don't 'get things done.

We need to address these inequities - high schools have the most clerical support, followed by middle and elementary. However, the allocation of hours is inconsistent within each level of school. Our high school clerical staff have incredibly important roles - from the work they do with schedules and recording marks to ensure graduation, a large budget to work with and large funds in the non-public accounts, just to name a few - they have a great team. The elementary SAA3s are in the vast majority of schools the only full-time position - at the middle and high school level they have separate Account Clerks, SIS Operators, Secretarial Clerks - often full time. In every school, the SAA3 is also the nurse, the receptionist, all while being constantly interrupted. I would also mention that the office is often a place where students who are not coping are sent.

The current formula (2004) breaks clerical need by level of school, instead of by population. To give you an example - an elementary school with an enrollment of 500 hours receives a maximum of 60 per week of clerical support, a middle school with an enrollment of 500 receives 80 hours of clerical support, and a high school with this population receives 105 hours of support - at both the middle and high school levels the office support increases with enrollment. The amount of School Assistant time follows a similar trajectory.

The fact that at all levels - our School Admin Assistants are not replaced until the fourth day only adds to the workload when they return and often causes them to come into work unwell. Our District has issues maintaining an EA spareboard for reasons you have all heard, if we were to replace our School Admin staff from day 1 not only would that alleviate the pressures in the office it would also provide work and thus enable a more robust clerical spareboard.

Every school is different in terms of responsibilities. We need to provide consistent support at every level so that the workload is balanced. Much of what we do is driven by enrollment numbers - the area of clerical support to the school should be too.

I would be happy to discuss this further as I cannot do justice to what is needed by our support staff in one report. We are dealing with an archaic formula that we have been addressing at various levels of management in the district for over 5 years and the time to address this is now. Thank you again for your time.

Jane Massy  
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