

2020 EMPLOYEE WELL-BEING REPORT

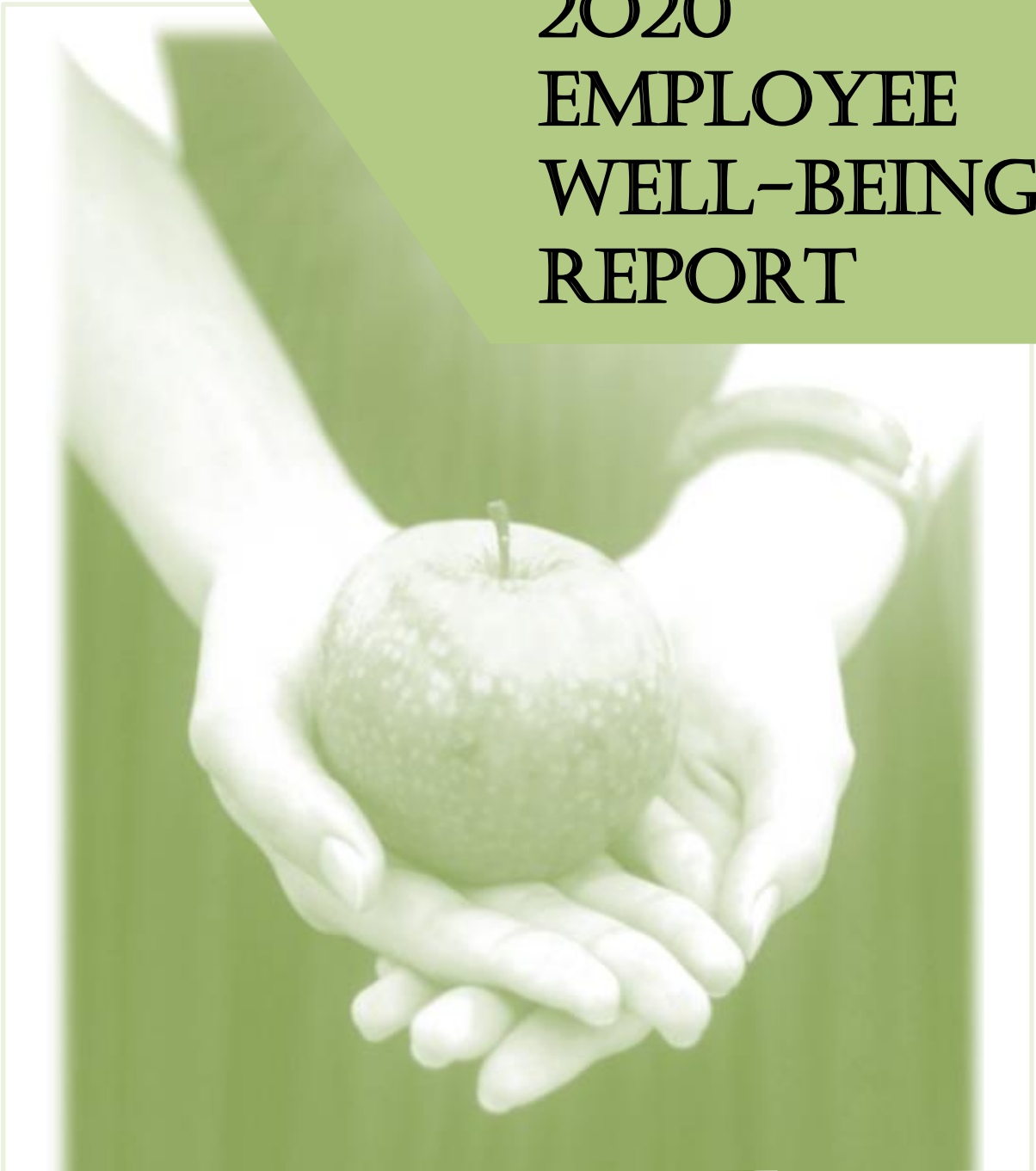


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Executive Summary

Overview of the Surrey School District Employee Well-Being Survey

This report provides the results of the Surrey School District Employee Well-Being Survey completed by 1,967 Surrey School District employees. The survey was sent to all employees in the district on June 26th, 2020 and was closed on July 6th, 2020.

The 11-item survey includes a mix of quantitative Likert scale and open-ended questions and statements with the objective of gathering information regarding employees in the following areas: 1) well-being; 2) challenges faced; 3) accessibility and utility of resources and supports; and 4) barriers and needed resources and supports.

Data was split into three groups and analyzed. The first was by Employee Group, which includes: 1) Teachers (STA); 2) Support Staff (CUPE); 3) Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents; and 4) EPEG (including Managers, Directors) employees. The second grouping was by the age cohort respondents worked with most of the time: 1) Elementary School or Secondary School. The third grouping was by Area School including: 1) City Centre; 2) Cloverdale and Clayton; 3) Guildford; 4) Newton/Fleetwood; and 5) Panorama/Sullivan; and 6) South Surrey and White Rock. Below is a summary of results.

Results of the Comparative Analysis of Data Collection Instruments

The recommendations below are based on an analysis of the data, accompanied by our interpretations. We recognize that the reader may draw different or additional recommendations. We also recognize that not all recommendations are possible and some may already be in place or in the planning stage.

Participation Background

By Employee Group

- Approximately 1,035 Teachers, 802 Support Staff, 86 Administrators, and 44 EPEG employees provided responses on the Surrey School District Employee Well-Being Survey.

By Elementary School and Secondary School

- Approximately 1,154 employees working Elementary Schools and 580 employees work in Secondary Schools provided responses on the Surrey School District Employee Well-Being Survey.



By Area School

- Among the employees working in schools who provided responses on the Surrey School District Employee Well-Being Survey, 239 are in City Centre schools, 299 are in Cloverdale and Clayton schools, 311 are in Guildford schools, 393 are in Newton and Fleetwood schools, 131 in Panorama and Sullivan, and 291 in South Surrey and White Rock.

Calm and Confidence Levels

By Employee Group

- The majority of employees in each group felt they are calm and confident the majority of the time, including six in ten Teachers, three-quarters of Support Staff and EPEG employees, and nine in ten Administrators.

By Elementary School and Secondary School

- The majority of both groups felt they are calm and confident the majority of the time, including two-thirds of Elementary employees and more than three-quarters of Secondary School employees.

By Area School

- About seven in ten employees in all Area Schools felt they are calm and confident the majority of the time.

Challenges Faced

By Employee Group

- Teachers were the only group that had a majority of respondents indicating they were experiencing at least five challenges.
- About half of all Teachers and Support Staff, four in ten Administrators, and one in ten EPEG employees experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.
- About one-third of Teachers and one-quarter of Support Staff experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner, while one in ten Administrators and two in ten EPEG employees felt this was a challenge.
- Nearly eight in ten Teachers, four in ten Support Staff, six in ten Administrators, and seven in ten EPEG employees find the intensity of the workload to be challenging some or most of the time.



- About half of all Teachers and four in ten Support Staff experience feeling isolated and lonely some or most of the time, while two in ten Administrators and one-third of EPEG employees felt this was a challenge.
- Nearly three-quarters of Teachers, four in ten Support Staff, and six in ten Administrators and EPEG employees find it difficult balancing work and life some or most of the time.
- Close to three-quarters of Teachers and six in ten Support Staff and EPEG employees find it challenging dealing with stress and anxiety some or most of the time. Close to four in ten Administrators feel this is a challenge for them.
- An even greater challenge was the uncertainty around expectations Teachers felt with eight in ten (83%) indicating they faced this challenged some or most of the time. About six in ten Support Staff, four in ten Administrators, and nearly half of all EPEG employees felt this was challenging.
- Of the eight challenges, the majority of Teachers faced challenges with seven. The majority of Support Staff, Administrators, and EPEG employees on the other hand faced challenges with only one or two. Most Support Staff faced challenges dealing with stress and anxiety and managing the uncertainty about expectations. Most Administrators faced challenges with balancing work and life and managing the intensity of the workload, the latter being the only challenge that the majority of EPEG experienced.

By Elementary School and Secondary School

- More than half of both groups indicated they face at least five challenges. About half of both groups experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.
- Close to one-third of Elementary School employees and three in ten Secondary School employees experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner.
- About six in ten employees from both groups find the intensity of the workload to be challenging some or most of the time.
- About four in ten employees from both groups experience feeling isolated and lonely some or most of the time, while roughly six in ten employees from both groups find it difficult balancing work and life some or most of the time.
- Close to seven in ten Elementary School employees and two-thirds of Secondary School employees find it challenging dealing with stress and anxiety some or most of the time.
- Approximately three-quarters of Elementary School employees and seven in ten Secondary School employees feel uncertainty around expectations.



- Of the eight challenges, the majority of Elementary School employees faced challenges with only two. Most employees faced challenges with receiving adequate and timely health and safety information and feeling isolated and lonely. There was a majority of Secondary School employees in four categories challenges.

By Area School

- Between 50% and 60% of employees in most Area Schools indicated they face at least five challenges, with slightly less than half of employees in City Centre Schools experiencing at least five challenges.
- Around half of employees in all Area Schools experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.
- About three in ten employees working in all Area Schools experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner.
- About six in ten employees working in all Area Schools find the intensity of the workload to be challenging some or most of the time.
- About half of the employees working in all Area Schools experience feeling isolated and lonely some or most of the time.
- About seven in ten employees in all Area Schools find it difficult balancing work and life some or most of the time.
- About seven in ten employees in most Area Schools find it challenging dealing with stress and anxiety some or most of the time, while it was eight in ten employees in Cloverdale and Clayton schools.
- About seven in ten employees working in all Area Schools feel uncertainty around expectations.
- Of the eight challenges, the majority of employees working in City Centre and South Surrey and White Rock Schools faced between four to 5 challenges. Whereas there was a majority of employees in Cloverdale and Clayton and Guildford schools who found it challenging across six of the eight categories. Additionally, the majority of Newton and Fleetwood and Panorama and Sullivan schools found it challenging across seven of the eight categories.

Resources and Supports Found Useful

By Employee Group

- All employee groups found the health and safety FAQ and Guidelines and weekly video messages by the superintendent as two of the top three most helpful resources and supports offered.



Teachers, Support Staff, and Administrators also found regular staff meetings led by administrators most helpful, while EPEG employees also valued resources provided in weekly newsletters.

- Six in ten Teachers, Support Staff and EPEG employees, as well as four in ten Administrators utilized between one to three resources and supports they found helpful.
- Only one-third of Teachers and one-fifth of Support Staff feel prepared for the new academic year, while close to seven in ten Administrators and six in ten EPEG employees indicated they felt prepared. About four in ten Teachers and half of all Support Staff felt their personal health and safety had been taken into account and had the information to do their job. On the other hand, between 70% and 80% of Administrators and EPEG employees felt their personal health and safety had been taken into account and that they had the information to do their job.
- Nearly three-quarters of each employee group were in agreement and found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

By Elementary School and Secondary School

- The top three resources and supports that employees from both groups found most helpful include regular staff meetings led by administrators, weekly video messages by the superintendent, and the Health and Safety FAQ and Guidelines.
- Six in ten employees from both groups utilized between one to three resources and supports they found helpful.
- Approximately one-quarter of Elementary School employees and three in ten Secondary School employees feel prepared for the new academic year. About three in ten Elementary School employees and one-quarter of Secondary School employees feel their personal health and safety had been taken into account.
- About four in ten Elementary School employees and more than half of Secondary School employees believe they had the information to do their job.
- Nearly three-quarters of employees from both groups found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

By Area School

- The top three resources and supports that employees working in most Area Schools found most helpful include regular staff meetings led by administrators, weekly video messages by the superintendent, and the Health and Safety FAQ and Guidelines. Panorama and Sullivan schools also found the regular staff meetings and weekly video messages to be valuable, but resources provided



in weekly newsletters was selected at a higher percentage than Health and Safety FAQ and Guidelines.

- About six in ten employees working in all Area Schools utilized between one to three resources and supports they found helpful.
- Close to three in ten employees working in City Centre and South Surrey and White Rock Schools and about two in three employees in Cloverdale and Clayton, Guildford, Newton and Fleetwood and Panorama and Sullivan schools feel prepared for the new academic year. About four in ten employees working in all Area Schools feel their personal health and safety had been taken into account and believe they had the information to do their job.
- Around seven in ten employees working in all Area Schools found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

Resources and Supports that are Needed

By Employee Group

- The most needed information that Teachers, Administrators, and EPEG employees believe would help them in their work was related to *roles, workloads, and scheduling*, while the most needed information Support Staff identified to help them in their work was related to *health and safety protocols and practices*.

By Elementary School and Secondary School

- The most needed information that employees from both groups believe would help them in their work was related to the theme of *roles, workloads, and scheduling*. The sub-theme with the greatest single number of mentions was related to *safety protocols, practices, and personnel*.

By Area School

- The most needed information that employees from all Area Schools believe would help them in their work was the theme of *roles, workloads, and scheduling*. The sub-theme with the greatest single number of mentions across most Area Schools was *safety protocols, practices, and personnel*. Only employees working in Cloverdale and Clayton schools had made more mentions towards the sub-theme, *consideration of workload and scheduling*.



Recommendations

The following recommendations include a set of additional activities and can be found in Section 5.0 of this report. The recommendations are based on an analysis of the data, accompanied by our interpretations. We recognize that the reader may draw different or additional recommendations. We also recognize that not all recommendations are possible and some may already be in place or in the planning stage.

Health and Safety Protocols and Practices

Materials and Equipment

- Identify potential communication systems and procedures that ensures timely consistent and clear information is provided to and received by Surrey School District employees families and students
 - Recommended Activity A: Ensuring each district facility has an inventory of personal protective equipment and resources that is accessible to school district employees, students, and visitors entering school district sites, including: 1) face masks; 2) gloves; 3) sanitary wipes; 4) hand sanitizer; 5) plexiglass; 6) handwashing/cleaning stations; and 7) any other approved health and safety equipment.
 - Recommended Activity B: Implementing a systematic and streamlined process for distribution and tracking of personal protective equipment.
 - Recommended Activity C: Identifying and appropriating an equitable amount of materials and resources appropriate to the level of risk of virus exposure, including: 1) educators working in close proximity to students; 2) administrators and staff who come into frequent contact with students and families; 3) custodial staff; and 4) all other school district employees working in close proximity to colleagues.

Effective and Regular Communication

- Ensure timely, consistent, and clear health and safety information is provided to and received by Surrey School District employees, families, and students
 - Recommended Activity A: Continue to deliver health and safety information and updates to school district employees, students, and students while identifying areas for improvement to ensure information is received in a timely, consistent and clear fashion.
 - Recommended Activity B: Implement a system-wide communication procedure that can: 1) deliver health and safety information to school district employees, families, and students in a clear, consistent, and timely fashion; 2) identify and define roles within the



communication system that clarifies and makes transparent who delivers information; 3) provide specific sources who employees and families can contact for information.

- Recommended Activity C: Continue providing health and safety information, updates, and protocols to district employees, students and their families to ensure there is understanding of roles, responsibilities, and compliance health and safety plans and protocols.
- Recommended Activity D: Use and identify new mediums for delivering information and updates that accounts for language differences (i.e., translated information and updates) and varying levels of access to technology including: 1) email; 2) Superintendent video messages; 3) school district website; hardcopies of handbooks on health and safety; 4) newsletters sent home.
- Recommended Activity E: Continue to acknowledge and appreciate the importance of all employee groups, their specific contributions to maintaining the functions of the school district, while simultaneously continuing to empathize and understand employee concerns.

Safety Protocols, Practices, and Personnel

- Identify guidelines and formalize protocols for ensuring health and safety practices are followed across school district facilities
 - Recommended Activity A: Continue to establish and streamline health and safety practices and procedures to be followed school district-wide that are aligned with Ministry directions and best evidence, best practices including: 1) maintaining social distancing; 2) implemented universal wearing of face masks; 3) numbers of employees and students do not exceed recommended limits; 4) regular cleaning processes are taking place.
 - Recommended Activity B: Continue to widely-distribute a set of formalized practices, procedures, and responsibilities to be followed by employees, students, and families that are aligned with Ministry directions and best evidence, best practices related to: 1) maintaining health and safety; 2) actions taken when a person displays COVID-19 symptoms; and 3) contingency planning for controlling outbreaks.
 - Recommended Activity C: Create a team of health and safety reviewers that will schedule planned and random visits across school district facilities to ensure compliance with established health and safety protocols.
 - Recommended Activity D: Integrate into the communication system a support line for employees to discuss needed materials and resources and to report concerns with non-compliance with established health and safety standards.



Roles, Workloads, and Scheduling

Effective and Regular Communication

- Ensure information and expectations related to roles, responsibilities, and schedules are delivered to and input sought from school district employees, students, and families in a timely, consistent, and clear fashion
 - Recommended Activity A: Continue to deliver information and updates about expectations, classroom instruction and school schedules to district employees, students, and students while identifying areas for improvement to ensure information is received in a timely, consistent, and clear fashion.
 - Recommended Activity B: Ensure district employees, students, and families are informed of where resources and supports can be accessed, including who would be contacted for technology-related support.
 - Recommended Activity C: Ensure the social-emotional needs of students, families, and school district employees are given attention by expanding the amount of resources and supports that can manage anxiety, stress, and burnout.

Roles, Workloads, and Scheduling

- Ensure timely, consistent, and clear expectations and school plans are provided to and received by Surrey School District employees, families, and students
 - Recommended Activity A: Ensure each employee group understands the expectations and is supported in their role in the selected education model.
 - Recommended Activity B: Explore the development of a working group to consider and make recommendations regarding roles and responsibilities in the event that instruction returns to a blended or fully on-line model.
 - Recommended Activity C: Continue to ensure school district employees who submit Accommodation requests are: 1) Treated equitably as opposed to fairly (need-based); 2) given a decision to their request in a timely manner; 3) provided with a rationale if the Accommodation request is denied; and 4) provided potential resources and/or alternatives to the Accommodation.



Professional Development, Training, and Planning

Materials, Resources, and Supports

- Ensure school district employees, students, and families have the resources and supports necessary to carry out their roles and responsibilities confidently and competently
 - Recommended Activity A: Provide teachers and staff resources and supports to carry out instruction in various formats including: 1) frameworks of blended learning; 2) strategies for balancing online and in-class instruction; 3) curricular and assessment resources that have been adapted to an online format; 4) a suggested list of approved online resources, apps, and technologies to manage instruction and assessment.
 - Recommended Activity B: Ensure all district employees and students have access to needed technology (computers, mics, webcams, headsets, software programs) to carry out instruction in an online format.
 - Recommended Activity C: Ensure the school district has the capacity to provide support (e.g., IMS) with the expected influx of district employees working remotely.
 - Recommended Activity D: Provide a support line (phone, online) for families and students to resolve technology issues.

Collaboration, Planning, and Professional Development and Training

- Ensure professional development opportunities and formal and informal training are provided to school district employees, students, and families to support the increased reliance on remote learning
 - Recommended Activity A: Provide professional development and training in the following areas: 1) following healthy and safety practices; 2) implementing and instructing through a remote or blended (hybrid) learning format; 3) integrating assessment practices that align with BC's Student Reporting Policy within a remote or blended (hybrid) learning format; 4) accessing and utilizing online resources effectively (e.g., Teams, Excel, One Note, and other Office 365 applications, Atrive, and MyEd).
 - Recommended Activity B: Ensure that each employee group receives collaboration and planning time to prepare and acclimate to any changes in roles and expectations in the new academic year.
 - Recommended Activity C: Provide families formal and informal training in the use of technology as a means to support their child and their child's teacher.



1.0. About This Report

This report was developed as part of a collaborative effort between the Developing Professional Capacity Department and the Research and Evaluation Department in the Surrey School District.

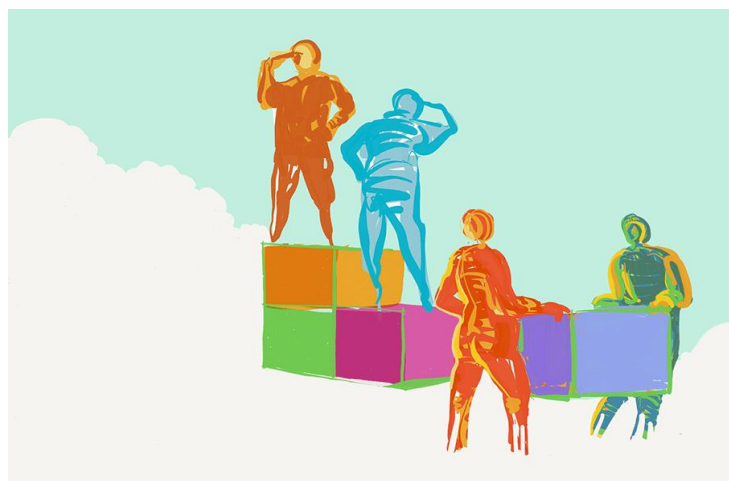
1.1. REPORT DEVELOPMENT TEAM



The **Human Resources Department** provides management for the life cycle of all Surrey School District employees and students. Key aspects of the department are related to admissions, recruitment, and retention activities, employment and student record management, employee training, and policy development and monitoring related to health, safety, and equitable workplace environments.

Role: *The department was responsible for co-developing the Surrey School District Employee Well-Being Survey.*

The **Building Professional Capacity Department** endeavours to create opportunities for Surrey School District teachers, vice principals, principals, directors, managers, and other district staff with either a formal or informal leadership role to develop their leadership capacity. The department does this by identifying and supporting emerging and current leaders and their leadership skills at both the school and district level.



Role: *The department was responsible for co-developing and administering the Surrey School District Employee Well-Being Survey and providing support with data analysis and report development.*



Surrey School District's **Research and Evaluation Department** supports program planning and evaluation, implementation of diverse qualitative and quantitative research methodologies, and skills utilizing a wide-range of data analysis tools. The department supports planning, gathering and analyzing data, and reporting of District-provided programs and supports, including broad student, teacher, and school outcomes in the District.

***Role:** The department was responsible for reviewing and refining the Surrey School District Employee Well-Being Survey, providing analysis of survey data, and developing this report.*

1.2. ORGANIZATION OF THIS REPORT

Section 2.0 of this report provides an overview of the Surrey School District Employee Well-Being Survey, data collection procedures, and analytical treatment of the data. Section 3.0 to Section 5.0 of this report provides the results of the analysis of survey data by:

1. Employee Group: a) Teachers (STA); b) Support Staff (CUPE); c) Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents; and d) EPEG (including Managers, Directors);
2. Elementary Schools and Secondary Schools where employees work; and
3. Area School: a) City Centre b) Cloverdale and Clayton; c) Guildford; d) Newton and Fleetwood; e) Panorama and Sullivan; and f) South Surrey and White Rock

Section 6.0 of this report provides a series of recommendations based on the results of the data analysis. This report concludes with an appendix containing the Surrey School District Employee Well-Being Survey.



2.0. Approach to Understanding Employee Well-Being

This section provides the survey approach to understanding Employee well-being in the Surrey School District, followed by a description of the analytical treatment survey data underwent.

2.1. DATA COLLECTION INSTRUMENT

The 11-item Surrey School District Employee Well-Being Survey (see Appendix A) includes a mix of quantitative (Likert scale) and qualitative (open-ended) questions with the objective of gathering information regarding employees in the following areas: 1) well-being; 2) challenges faced; 3) accessibility and utility of resources and supports; and 4) barriers and needed resources and supports. Questions in the survey included:

1. What is your employee group?
2. Please choose the student age group with whom you work most or all of the time.
3. If you work in a school, which geographic region best describes your location
4. Using the continuum below, choose the descriptor that best describes how you are feeling.
5. In our last survey, we asked what challenges employees were facing. We want to know if you are currently facing the challenges you may have previously identified.
6. If the challenge you currently face is not listed above, please list it briefly.
7. Based on employee responses to the previous Surrey School District Employee Well-being Survey, we implemented resources and supports in a variety of ways. Please select as many resources and supports that you found most helpful.
8. If the challenge you currently face is not listed above, please list it briefly.
9. When considering the partial return to work and schools on June 1, select the options that best reflect how you felt.
10. When thinking about the partial return to work and schools on June 1st, what was most helpful for you? Select all that apply.
11. When thinking about returning to school in September, tell us the information that you would most need to help you in your work.



2.2. DATA COLLECTION PROCEDURES AND ANALYTICAL TREATMENT

The Surrey School District Employee Well-Being Survey was sent to all employees in Surrey Schools on June 26th, 2020 and was closed on July 6th, 2020. Data was compiled into Excel sheets and prepared for analysis.

Approach to Analysis

Quantitative data from close-ended reflectionnaire items (i.e., Likert scale) were split into three groups: 1) Employee Groups; 2) Elementary and Secondary; and 3) Area Schools. Responses from survey participants were calculated and displayed in a series of figures that provide raw counts and percentages.



Qualitative data underwent deductive and inductive analyses borrowed from well-established procedures in qualitative research.¹ Analysis began by first engaging in line-by-line analysis of open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings. The data analysis technique allowed for an examination of alternative explanations of results from each data source, enhancing the strength of findings and related recommendations.

To ensure analysis met standards of rigour and biases were controlled for, a negotiated inter-coder agreement approach was used.² The negotiated agreement process began with three researchers independently coding a random sample of 10% of the qualitative data (e.g., Question 11 of the survey). The researchers met to compare results and to calculate the initial agreement of codes, which yielded a 75% to 78% agreement score. The researchers then identified and reconciled differences in coding, which led to the development of a coding scheme (see Table 1) that was then used by the researchers to independently re-analyze the data. Results of the re-analysis of data achieved a 100% agreement score. The coding scheme was then applied to the rest of the data.

¹ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. URL: <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>

² Campbell, J. L., Quincy, C., Osserman, J., & Pederson, O. K. (2013). Coding in-depth semistructured interviews: Problems of unitization and intercoder reliability and agreement. *Sociological Methods & Research*, 42(3), 294-320.



Table 1. Description of Themes and Sub-Themes Used for Analyzing Employee’s Feedback

Themes	Sub-Themes	Description
Health & Safety Protocols and Practices	a. Materials & Equipment	➤ Physical materials and equipment (e.g., masks, gloves, hand sanitizer, plexiglass)
	b. Effective & Regular Communication	➤ Information requests, having concerns heard, and being asked to provide input on plans related to H & S
	c. Safety Protocols, Practices, & Personnel	➤ Formal safety plans and practices, and personnel (e.g., social distancing, cleaning process, health checks)
Roles, Workloads, & Scheduling	a. Effective & Regular Communication	➤ Information requests, having concerns heard, and being asked to provide input on plans related to roles, workloads, and scheduling
	b. Expectations of Roles & School Structure	➤ Needing expectations to be defined, how to support colleagues, students, families, and how to carry out responsibilities in different instructional environments
	c. Consideration of Workloads, Scheduling, & Where Environment	➤ Expressions of uncertainty with workloads and where work activities will take place (e.g., home, full day face-to-face, ratio of in-class/online instruction); consideration of scheduling
Professional Development, Training, & Planning	a. Materials & Resources	➤ Physical materials and resources for carrying out work activities (e.g., lesson plans, blended learning models)
	b. Collaboration & Planning Time	➤ Requests for collaboration and planning time for work activities
	c. Professional Development & Training	➤ Formal professional development opportunities and formal and informal training for carrying out work responsibilities
General Requests & Recommendations	a. General Communication	➤ General information requests, having concerns heard, and being asked to provide input on plans
	b. General Protocols	➤ General requests for guidelines, plans, and protocols
No Needs Identified	a. No Response (n = 565)	➤ No responses provided
	b. Feels Prepared	➤ Indicates a level of preparedness
	c. Does Not Apply	➤ Indicates the question does not apply to their role.



3.0. Results By Employee Group

The following provides the summary of findings by Employee Group for the Employee Well-Being Report. Sub-sections are broken down by four Employee Groups: 1) Teachers; 2) Support Staff; 3) Principals, Directors of instruction, Vice Principals District Principals, and Assistant Superintendents; and 4) EPEG (including Managers, Directors) employees.

The summary includes the responses of approximately 1,967 respondents, of which 1,035 employees are Teachers, 802 employees are Support Staff, 86 employees are Principals, Directors of instruction, Vice Principals District Principals, and Assistant Superintendents, and 44 employees are EPEG. See Figure 1 below for a breakdown of percentages by employee group.

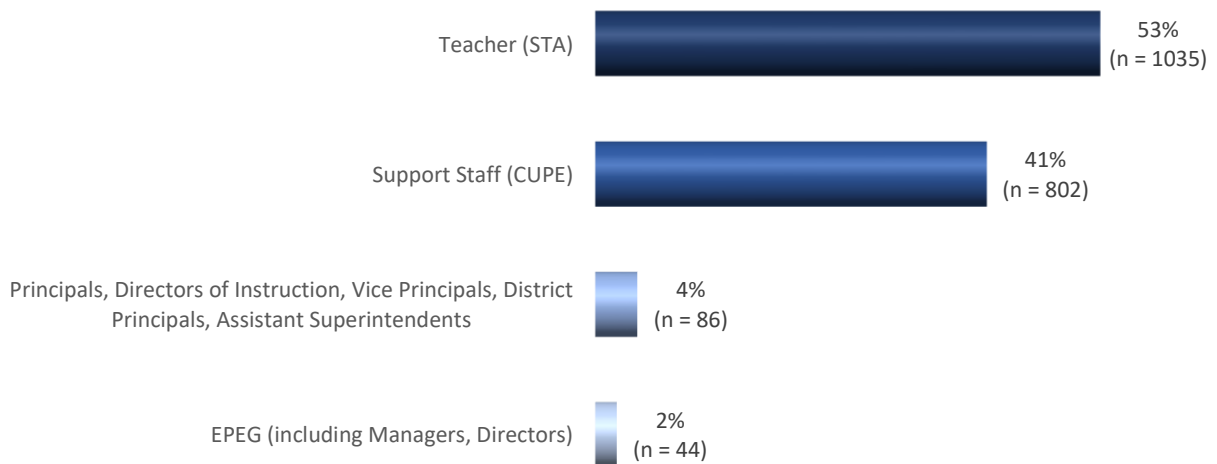


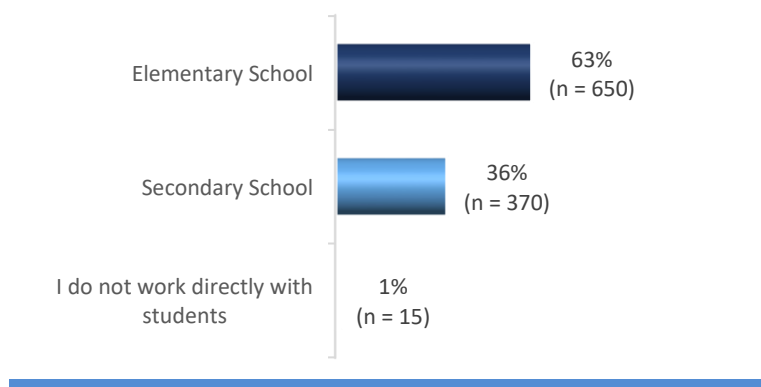
Figure 1. Employee Groups



3.1. EMPLOYEE GROUP RESULTS: TEACHERS

Approximately 1,035 **Teachers** provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 2. Student Age Group Teachers Work With Most or All of the Time



More than six in ten (63%) **Teachers** work with elementary students, while almost four in ten (36%) **Teachers** work with secondary students.

See Figure 2 for a breakdown of the student age group **Teachers** work with most or all of the time.

More than half (54.5%) of **Teachers** participating in the survey represent three School Areas, including Newton and Fleetwood (22%), South Surrey and White Rock (17.5%), and Cloverdale and Clayton (17%).

See Figure 3 for a breakdown of the geographic region where **Teachers** are located.

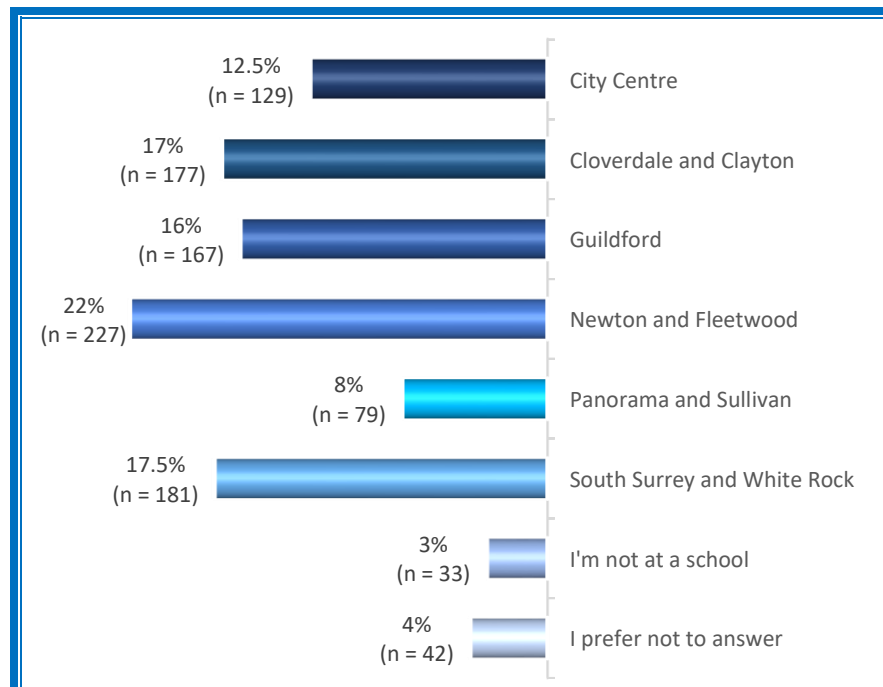
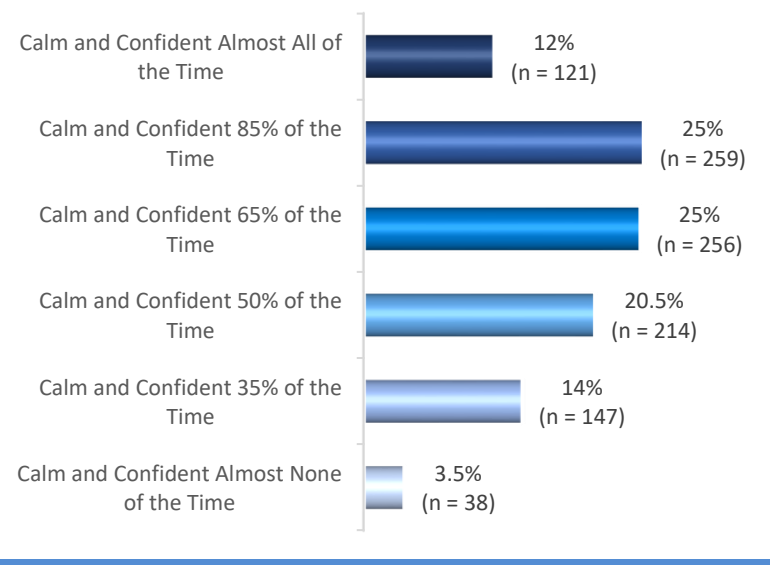


Figure 3. Geographic Region Where Teachers Work



Figure 4. Descriptors Chosen by Teachers that Best Describes How They are Feeling



About six in ten (62%) **Teachers** indicated they are calm and confident 65% or more of the time.

Nearly four in ten (38%) **Teachers** indicated they are calm and confident either half or less than half of the time.

See Figure 4 for a breakdown of the descriptors **Teachers** chose that best describe how they are feeling.

About six in ten **Teachers** (65.5%) **Teachers** indicated they are facing at least five challenges.

About one in ten (9%) **Teachers** indicated they only face one challenge or do not face any challenges.

When factoring in additional challenges that were written in (Question 6), closer to seven in ten (67.5%) **Teachers** are facing five or more challenges.

See Figure 5 for a breakdown of the number of challenges **Teachers** are still facing since the last Well-Being Survey.

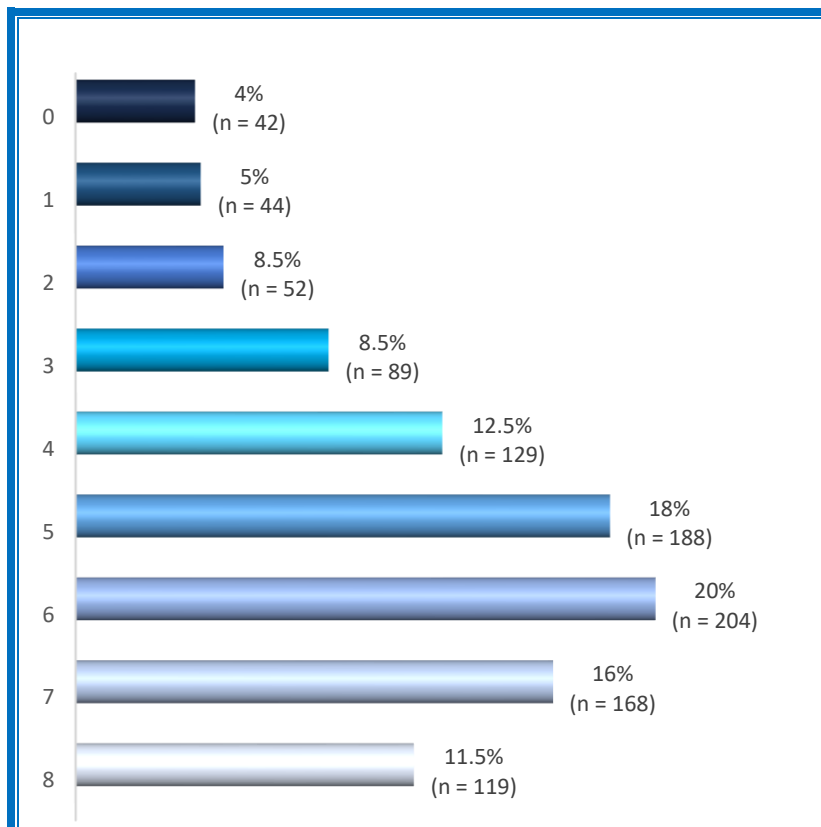


Figure 5. Total Number of Challenges Teachers Face



More than half (56%) of **Teachers** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, more than half (54%) of **Teachers** indicated that technology and hardware issues are challenging some or most of the time. See Figures 6 and 7 for a breakdown of the level of challenges **Teachers** face when using Teams or other software to do work and related to technology and hardware issues.

Figure 6. Level of Teacher Challenge: Using Teams or Other Software to Do Work

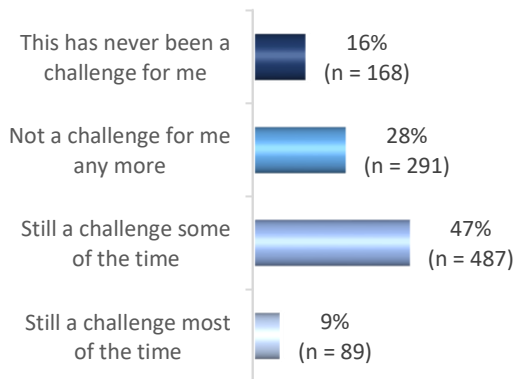


Figure 7. Level of Teacher Challenge: Technology – Hardware Issues

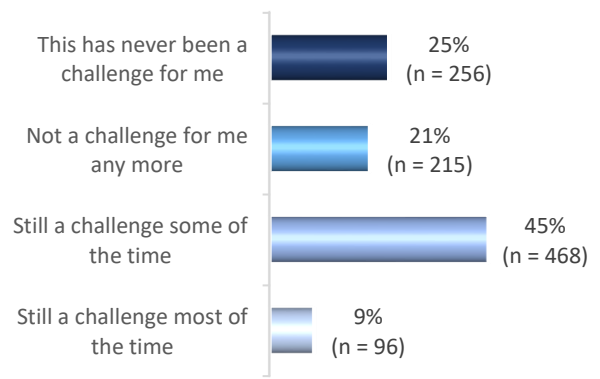


Figure 8. Level of Teacher Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

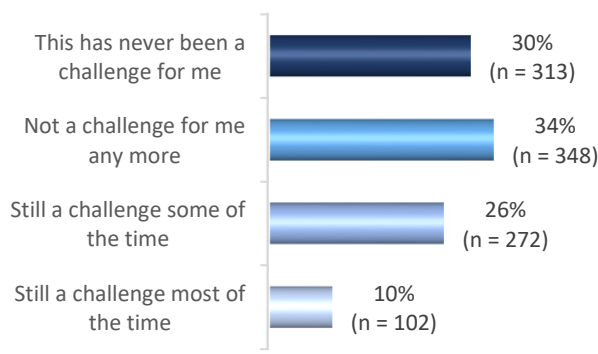
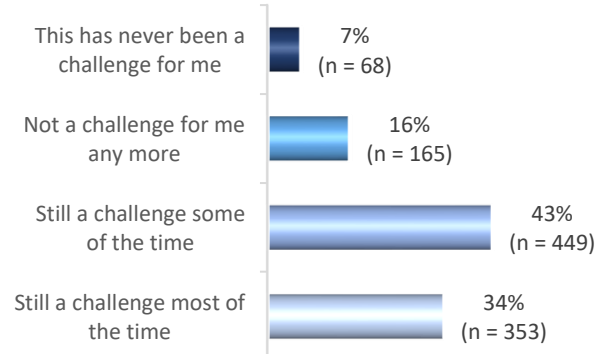


Figure 9. Level of Teacher Challenge: Intensity of Workload



About one-third (36%) of **Teachers** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Twice as many **Teachers** (77%) indicated that the intensity of the workload are challenging some or most of the time. See Figures 8 and 9 for a breakdown of the level of challenges **Teachers** face with receiving adequate information and the intensity of their workload.



About half (51%) of **Teachers** indicated that feeling isolated and lonely has been challenging some or most of the time. Nearly three-quarters (73%) of **Teachers** indicated that balancing work and life has been challenging some or most of the time. See Figures 10 and 11 for a breakdown of the level of challenges **Teachers** face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 10. Level of Teacher Challenge: Feeling Isolated and Lonely

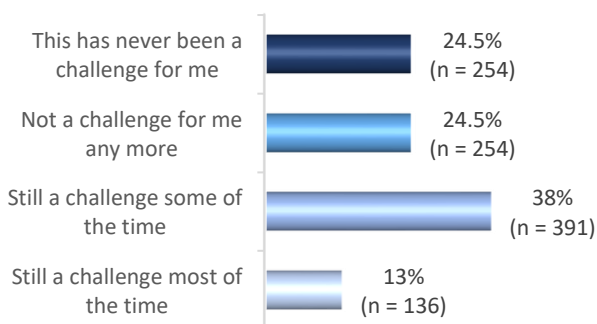


Figure 11. Level of Teacher Challenge: Balancing Work and Life

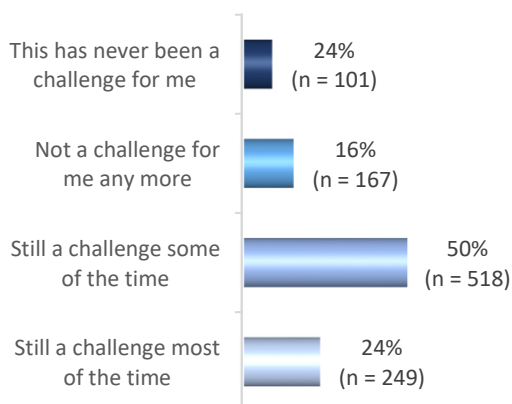
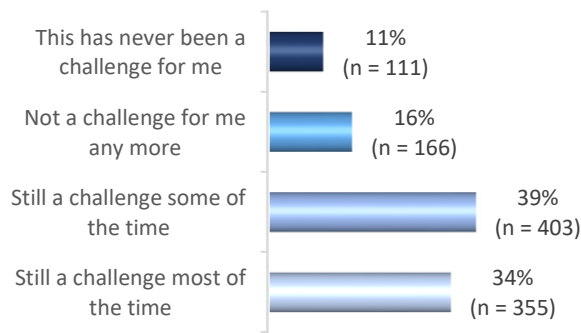


Figure 12. Level of Teacher Challenge: Dealing with Stress and Anxiety

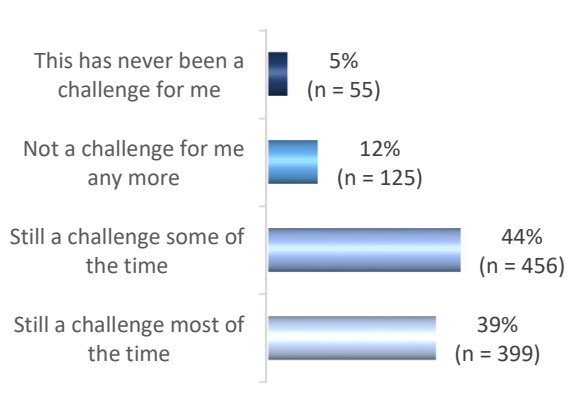


Figure 13. Level of Teacher Challenge: Uncertainty About Expectations

Close to three-quarters (74%) of **Teachers** indicated that dealing with stress and anxiety has been challenging some or most of the time. An even greater challenge was the uncertainty around expectations **Teachers** felt, with eight in ten (83%) indicating they faced this challenged some or most of the time. See Figures 12 and 13 for a breakdown of the level of challenges **Teachers** face when dealing with stress, anxiety, and uncertainty with expectations.



Teacher responses indicating some level of challenges (some or most) were combined as were responses indicating no challenges being experienced.

Only when it came to receiving adequate and timely health and safety information did more **Teachers** not find it challenging (64%). All other statements led to a greater portion of **Teachers** finding the factors challenging compared to the portion of **Teachers** who did not find the factors challenging.

See Figure 14 for a breakdown of challenging-to-not challenging ratios for a series of factors that **Teachers** rated.

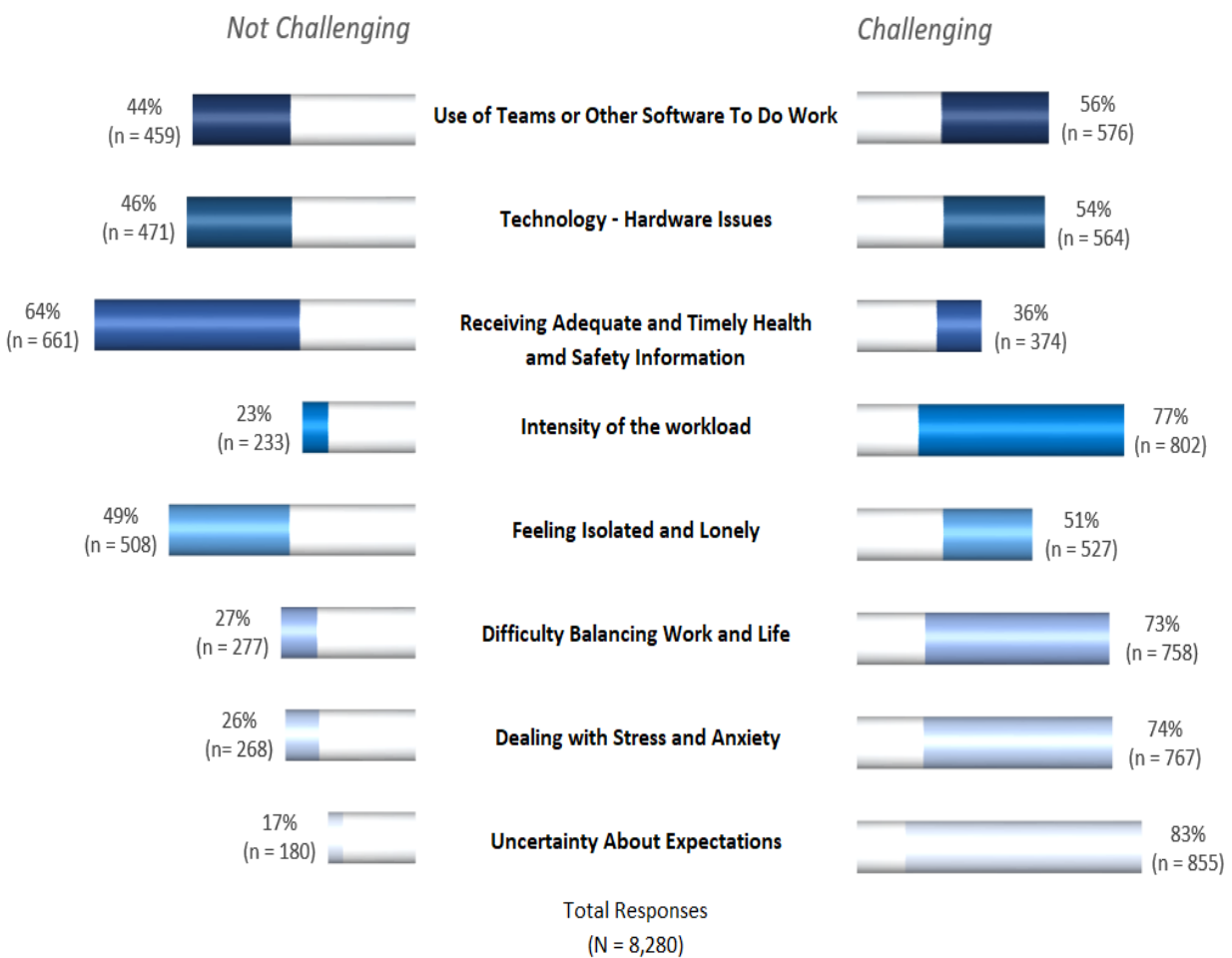


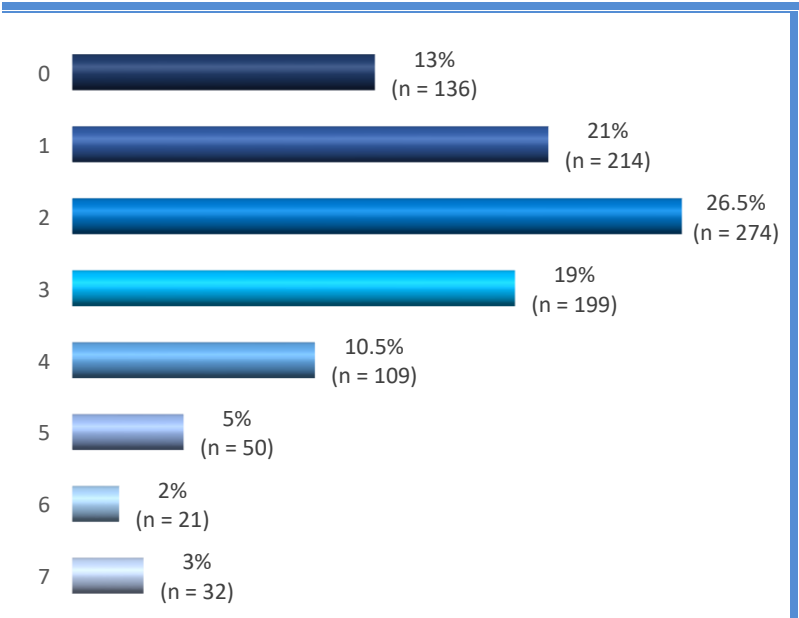
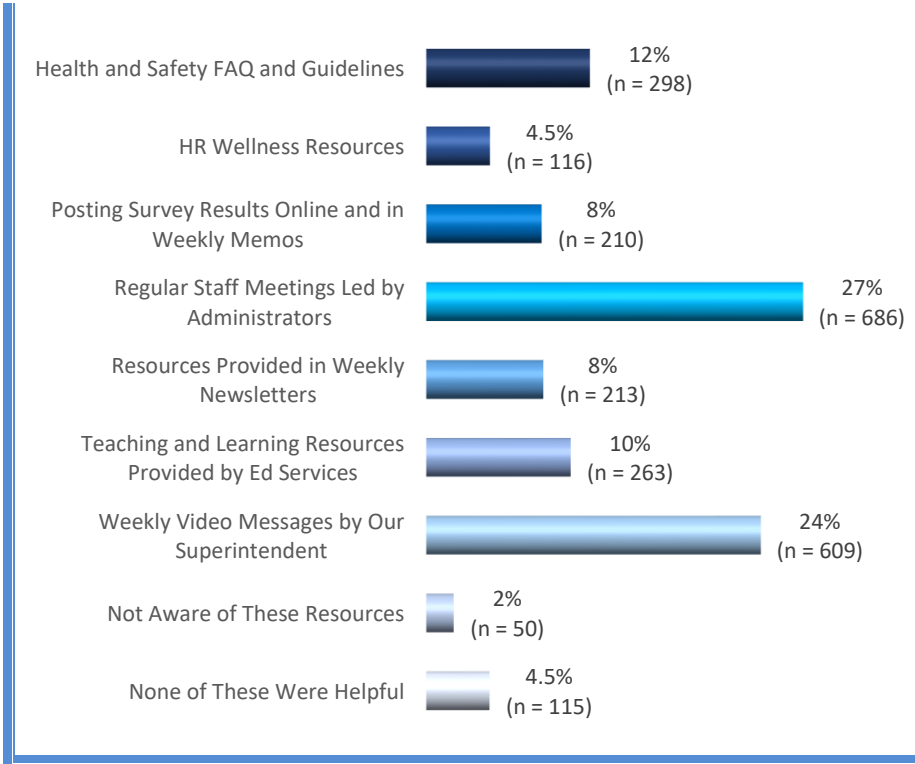
Figure 14. What Teachers Find Challenging and Not Challenging



Figure 15. Resources and Supports Teachers Found Most Helpful

About half (51%) of **Teachers** found regular staff meetings led by administrators (27%) and weekly video messages by the superintendent (24%) to be most helpful.

See Figure 15 for a breakdown of the resources and supports **Teachers** found most helpful.



Approximately two-thirds (66.5%) of **Teachers** utilized between one to three resources and supports while one-fifth (20.5%) of **Teachers** utilized four or more resources and supports

See Figure 16 for a breakdown of the number of resources and supports per **Teacher** that were found most helpful.

Figure 16. Number of Resources and Supports Per Teacher that was Found Most Helpful



Approximately one in five (21%) **Teachers** agreed or totally agreed that they feel prepared while about half (48%) disagreed or totally disagreed. Nearly four in ten (37%) **Teachers** agreed or totally agreed that their personal health and safety has been taken into account, while one-third (32.5%) disagreed or totally disagreed. See Figures 17 and 18 for a breakdown of the level of **Teacher** agreement with feeling prepared and their personal health and safety being taken into account.

Figure 17. Level of Teacher Agreement: Feeling Prepared

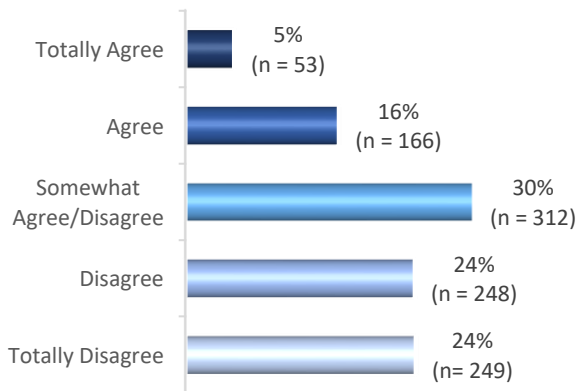


Figure 18. Level of Teacher Agreement: Personal Health and Safety was Taken into Account

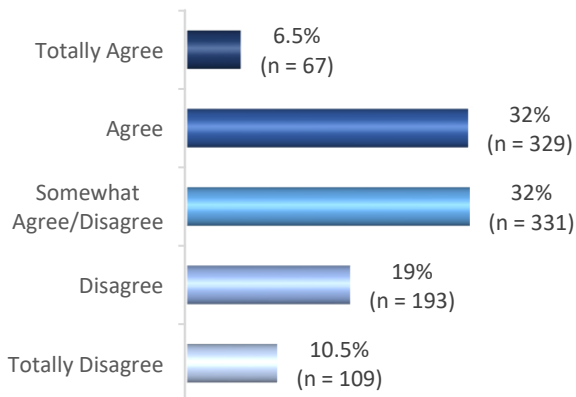
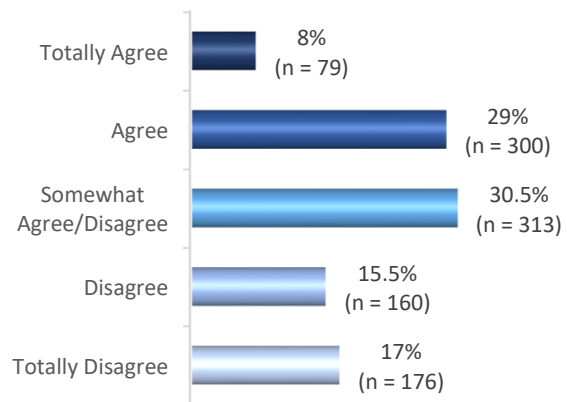


Figure 19. Level of Teacher Agreement: Had the Information to do their Job

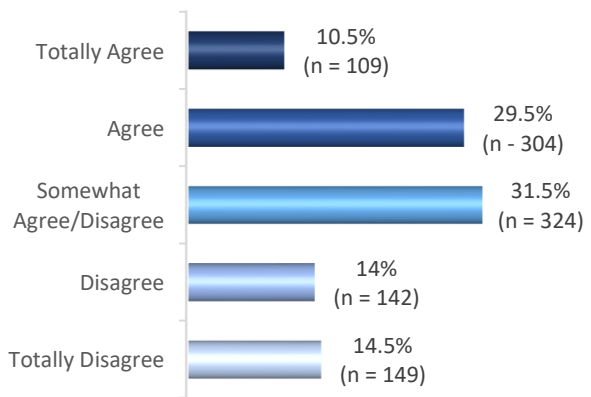


Figure 20. Level of Teacher Agreement: Appreciation of Returning to Face-to-Face in a Blended Model

About four in ten (38.5%) **Teachers** agreed or totally agreed that they had the information to do their job while three in ten (29.5%) disagreed or totally disagreed. Approximately four in ten (40%) of **Teachers** agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while almost three in ten (28.5%) disagreed or totally disagreed. See Figures 19 and 20 for a breakdown of the level of **Teacher** agreement with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, **Teacher** responses of agreement and total agreement were combined as were responses of disagreement and total disagreement.

Only when it came to **Teachers** feeling prepared was there a greater combined disagreement, with nearly seven in ten **Teachers** having some level of disagreement. Still, at least four in ten **Teachers** indicated some level of disagreement when it came to feeling their health and safety was taken into account (47%), had information to do their job (43%), and had appreciated a face-to-face blended model with a view to how it could work in the future.

See Figure 21 for a breakdown of the combined agreements and disagreements for a series of statements posed to **Teachers**.

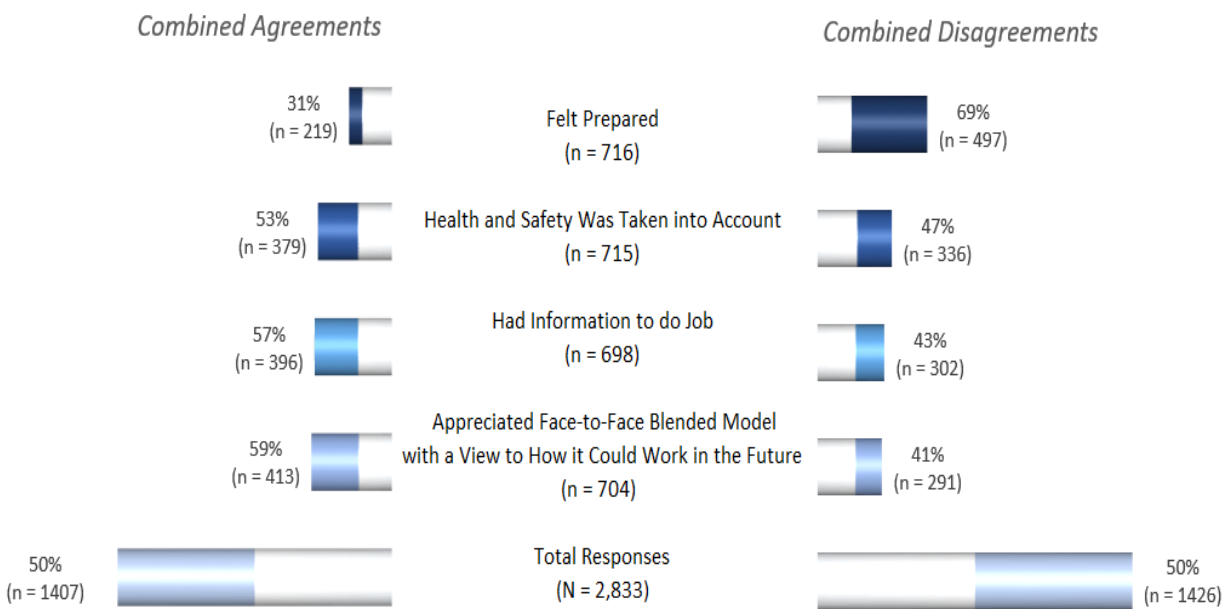


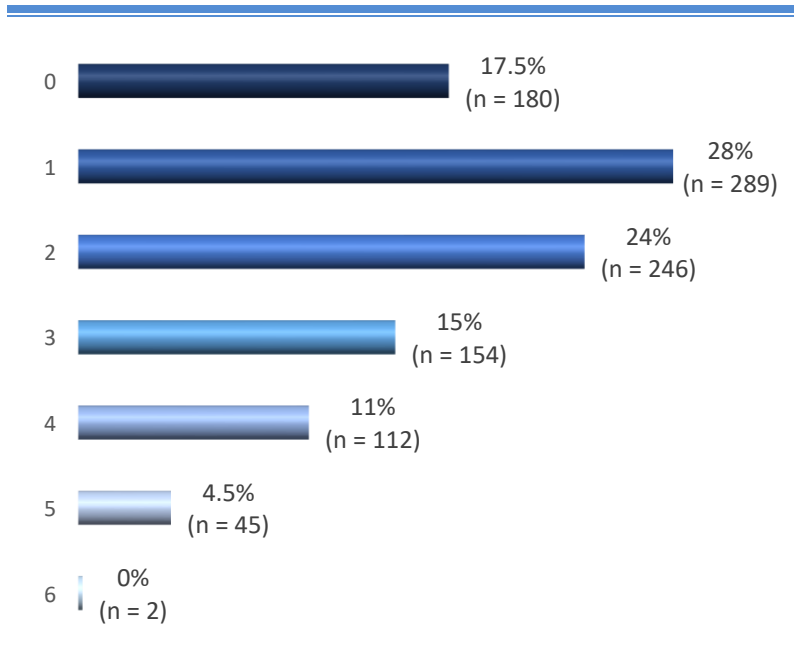
Figure 21. Level of Combined Teacher Agreements and Disagreements



Figure 22. What Teachers Found Most Helpful as Part of the Partial Return to Work and Schools on June 1st

Nearly three-quarters (73%) of **Teachers** indicated that information about the plan (26.5%), opportunity to collaborate (24.5%), and the health and safety orientation (22%) were most helpful as part of their return to work on June 1st.

See Figure 22 for a breakdown of the factors that **Teachers** found helpful as part of their partial return to work on June 1st.



Approximately two-thirds (67%) of **Teachers** found between one to three factors they found most helpful as part of their partial return to work June 1st. About one in ten (15.5%) **Teachers** found four or more factors as helpful.

See Figure 23 for a breakdown of the number of factors per **Teacher** that was found most helpful as part of their partial return to work on June 1st.

Figure 23. Total Number of Factors Per Teacher That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that **Teachers** identified to help them in their work was related to roles, workloads, and scheduling (44%). Effectively and regularly communicating (14.5%) this information (15%) and understanding what the expectations of their roles (15%) will be were also important information to help employees in their work.

See Table 2 for a breakdown of the number of themes, sub-themes, and mentions **Teachers** around information they identified as needing most to help them in their work.

Table 2. Most Important Information Teachers Identified to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 446; 22%)	<i>Materials and Equipment</i>	53 (2.5%)
	<i>Effective and Regular Communication</i>	143 (7%)
	<i>Safety Protocols, Practices, and Personnel</i>	250 (12.5%)
Roles, Workloads, and Scheduling (n = 891; 44%)	<i>Effective and Regular Communication</i>	302 (15%)
	<i>Expectations of Roles</i>	310 (15%)
	<i>Consideration of Workload and Scheduling</i>	279 (14%)
Professional Development, Training, and Planning (n = 425; 21%)	<i>Materials and Resources</i>	163 (8%)
	<i>Collaboration and Planning Time</i>	141 (7%)
	<i>Professional Development and Training</i>	121 (6%)
General Requests and Recommendations (n = 244; 12%)	<i>General Communication</i>	147 (7%)
	<i>General Protocols</i>	97 (5%)
No Needs Identified (n = 7; 0.5%)	<i>No Response</i>	219*
	<i>Feels Prepared</i>	7 (0.5%)
	<i>Does Not Apply</i>	4*
Total		2,013 Mentions

*Approximately 223 of 1,035 (21.5%) **Teachers** either did not provide a response or indicated that the question did not apply to them and were not calculated in the overall percentages.



See Table 3 for a selection of quotes provided by **Teachers** representing each of the themes generated from the analysis.

Table 3. Information Needed by Teachers to Help Them in Their Work

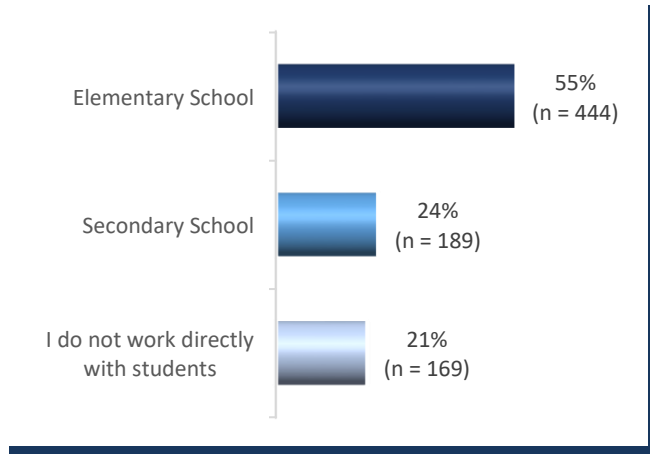
Themes	Quotes
Health and Safety Protocols and Practices	<p><i>Health and safety protocols, janitorial information. floor and wall decals/paint for movement, ability to have input with district officials (not just told "do your best" or "more information to come".</i></p>
	<p><i>I feel that the mixed messaging regarding use of masks or other PPE has been detrimental. Since research has clearly shown that wearing of masks indoors benefits everyone when everyone wears them, then to suggest that they aren't necessary seems misleading.) I will need information that shows that the most current health and safety measures have been implemented.</i></p>
Roles, Workloads, and Scheduling	<p><i>1. We need to be informed and consulted well in advance, not after the release of the information to the media. 2. We need to know how we can balance our workload should there be a hybrid system as the current system of running two learning modules is not sustainable for the teachers -- it is double the workload. 3. Surveys need to go out first thing so we know how many students to expect and we can get them organized. 4. We need to know in advance as the teachers with young children need to arrange for childcare.</i></p>
	<p><i>A clear direction as to what exactly our jobs will look like well in advance of the first day of school. Opportunity to provide input into the structure of the plan and how it will be implemented.</i></p>
Professional Development, Training, and Planning	<p><i>More training on effective distance learning practices. More training on teams. More tools and resources for outdoor education.</i></p>
	<p><i>What does 'blended learning' actually mean? How do we teach ESW students every day face to face while also teaching other students face to face 2 days a week? Which online resources will be available for students?</i></p>



3.2. EMPLOYEE GROUP RESULTS: SUPPORT STAFF

Approximately 802 **Support Staff** provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 24. Student Age Group Support Staff Work With Most or All of the Time



More than five in ten (55%) **Support Staff** work with Elementary School students, while about one-quarter (24%) work with secondary students. Nearly one in five (21%) **Support Staff** members do not work directly with students.

See Figure 24 for a breakdown of the student age group **Support Staff** work with most or all of the time.

Nearly half (48.5%) of **Support Staff** participating in the survey represent three School Areas, including Newton and Fleetwood (19%), Guildford (16%), and Cloverdale and Clayton (13.5%). About one in five (18%) **Support Staff** are not at a school.

See Figure 25 for a breakdown of the geographic region where **Support Staff** are located.

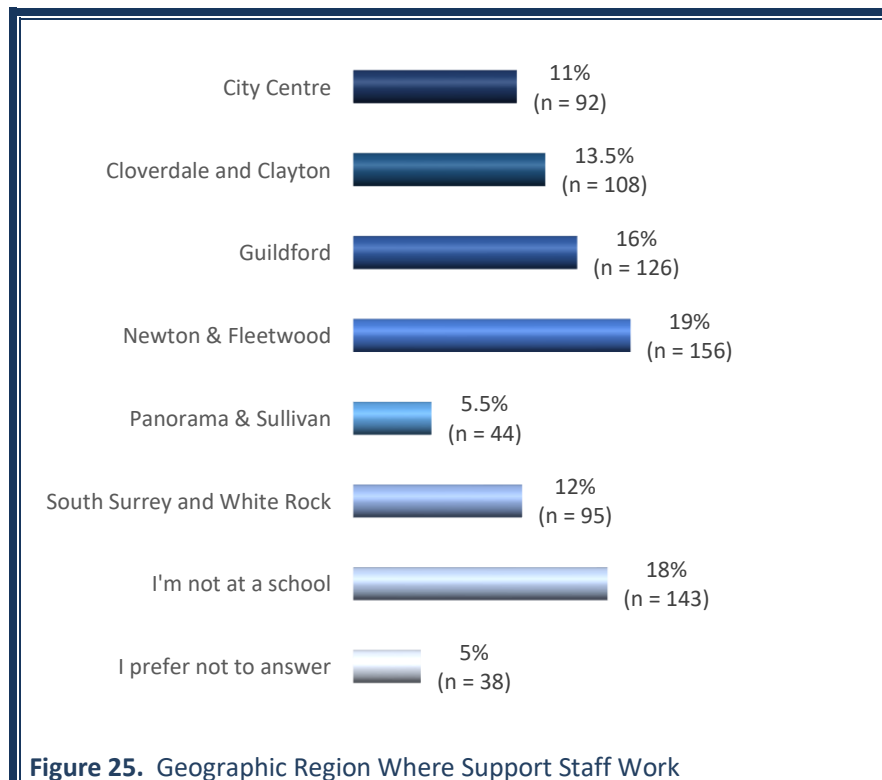


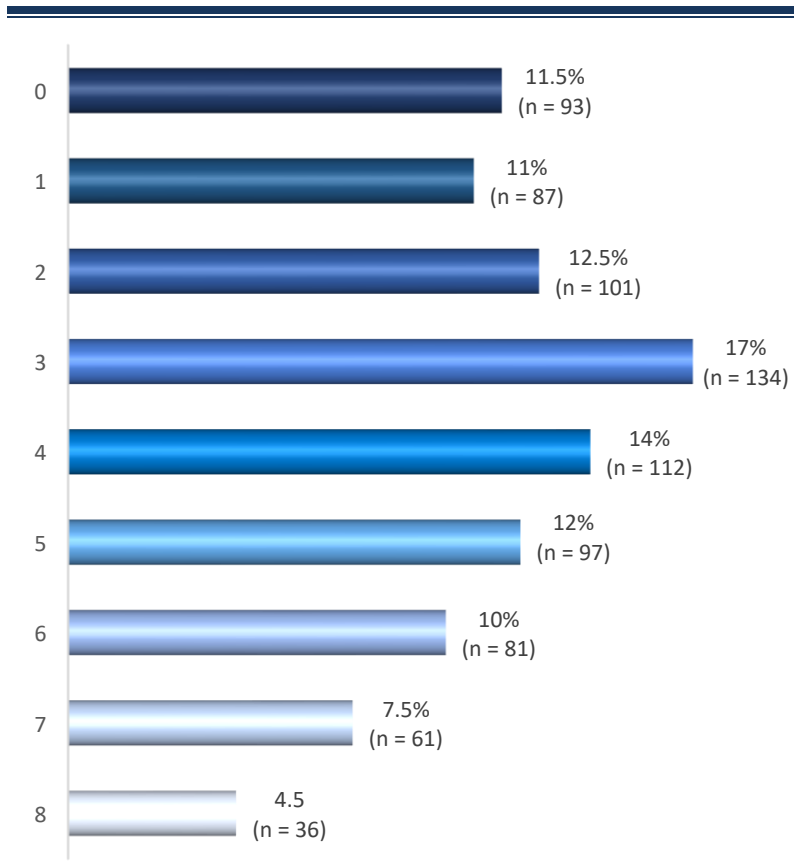
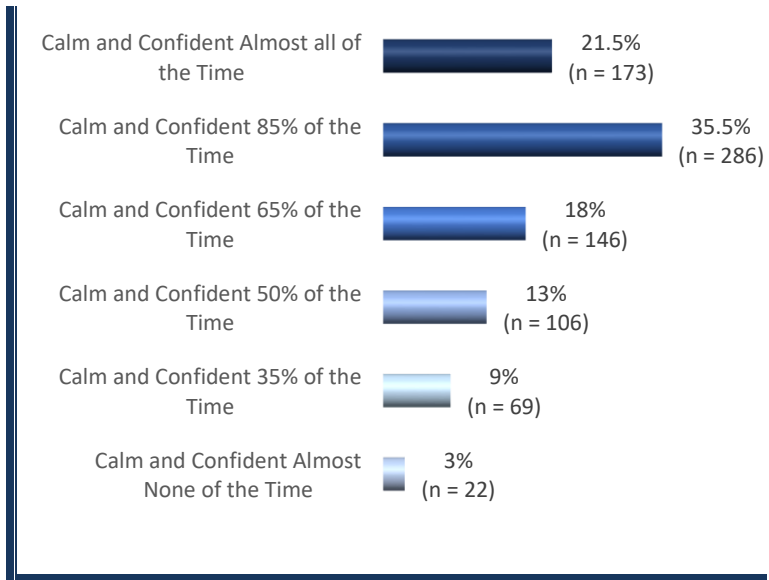
Figure 25. Geographic Region Where Support Staff Work



Figure 26. Descriptors Chosen by Support Staff that Best Describes How They are Feeling

Approximately three-quarters (75%) of **Support Staff** indicated they are calm and confident 65% or more of the time, while one-quarter (25%) of **Support Staff** indicated they are calm and confident either half or less than half of the time.

See Figure 26 for a breakdown of the descriptors **Support Staff** chose that best describe how they are feeling.



About one-third (36%) **Support Staff** indicated they face at least five challenges.

About one in five (22%) **Support Staff** indicated they face one challenge or do not face any challenges.

When factoring in additional challenges that were written in (Question 6), closer to seven in ten (67.5%)

Support Staff face five or more challenges.

See Figure 27 for a breakdown of the number of challenges **Support Staff** are still facing since the last Employee Well-Being Survey.

Figure 27. Total Number of Challenges Support Staff Face



More than half (54%) of **Support Staff** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Close to half (46%) of **Support Staff** indicated that technology and hardware issues are challenging some or most of the time. See Figures 28 and 29 for a breakdown of the level of challenges **Support Staff** face when using Teams or other software to do work and related to technology and hardware issues.

Figure 28. Level of Support Staff Challenge: Using Teams or Other Software to Do Work

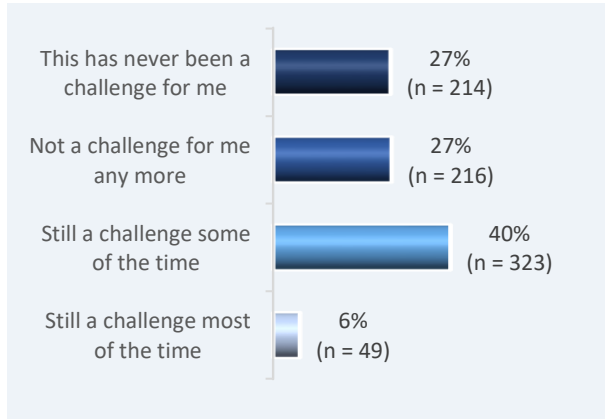


Figure 29. Level of Support Staff Challenge: Technology – Hardware Issues

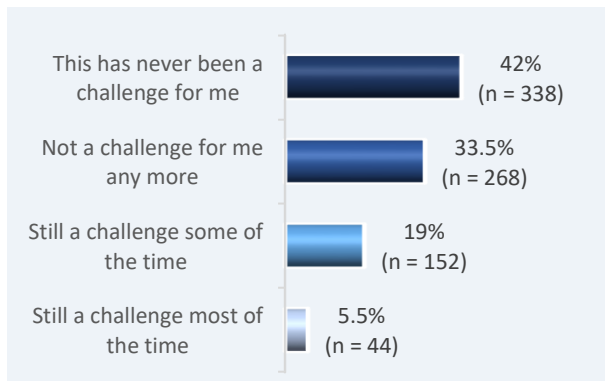
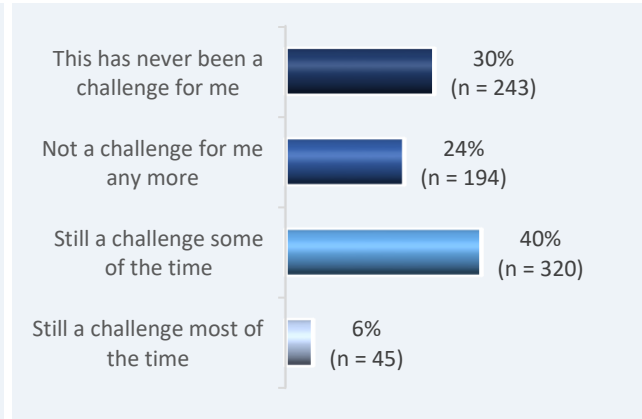


Figure 30. Level of Support Staff Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

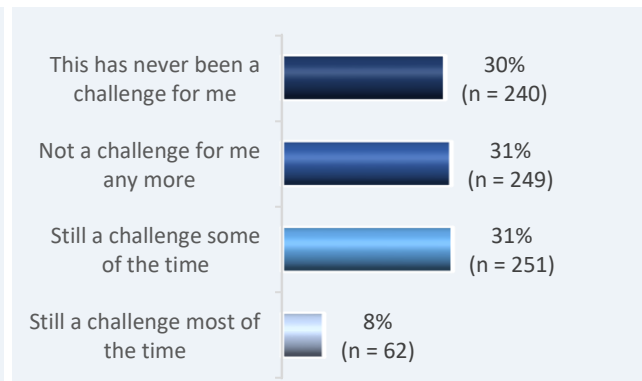
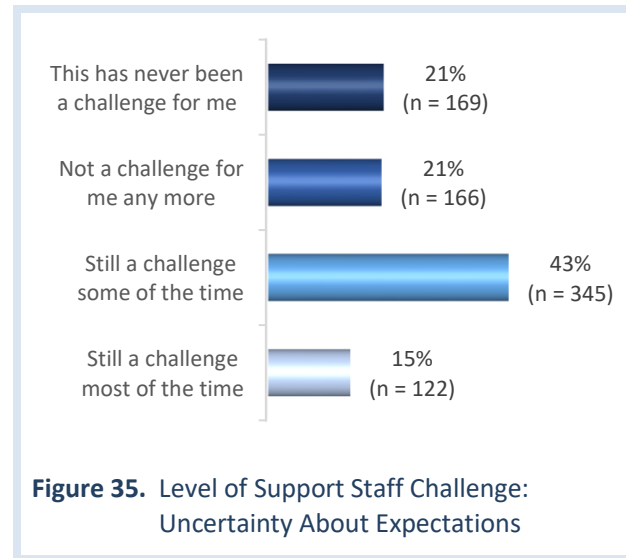
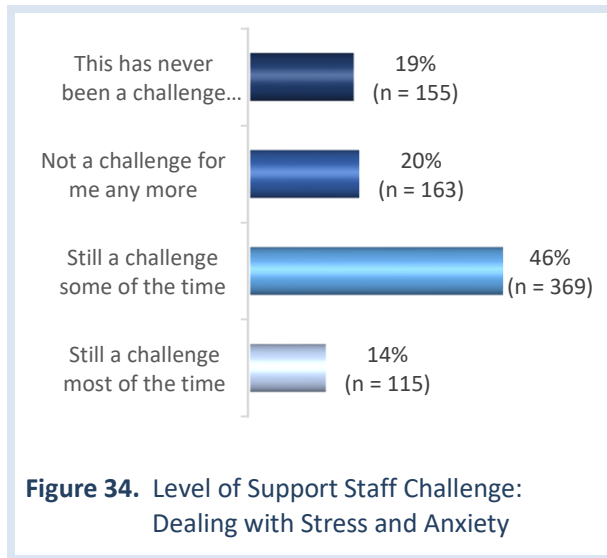
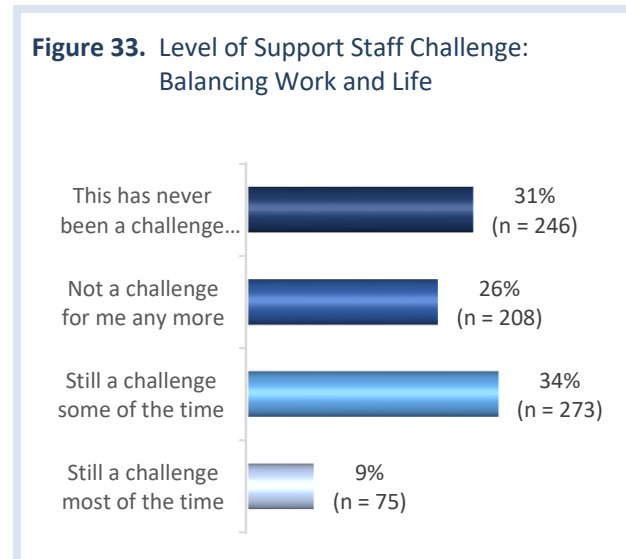
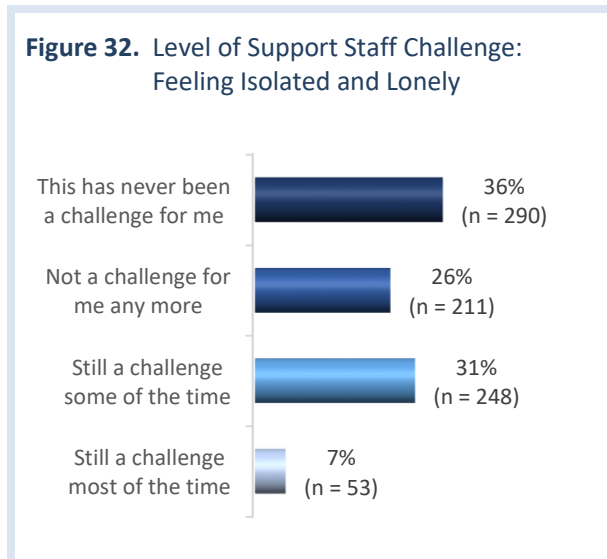


Figure 31. Level of Support Staff Challenge: Intensity of Workload

About one-quarter (24.5%) of **Support Staff** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Nearly four in ten **Support Staff** (39%) indicated that the intensity of the workload are challenging some or most of the time. See Figures 30 and 31 for a breakdown of the level of challenges **Support Staff** face with receiving adequate information and the intensity of their workload.



About four in ten (38%) **Support Staff** indicated that feeling isolated and lonely has been challenging some or most of the time. Similarly, about four in ten (43%) **Support Staff** indicated that balancing work and life has been challenging some or most of the time. See Figures 32 and 33 for a breakdown of the level of challenges **Support Staff** face when feeling isolated and lonely, as well as when they balance their work and life.



Approximately six in ten (60%) **Support Staff** indicated that dealing with stress and anxiety has been challenging some or most of the time. Similarly, almost six in ten (58%) **Support Staff** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 34 and 35 for a breakdown of the level of challenges **Support Staff** face when dealing with stress, anxiety, and uncertainty with expectations.



Support Staff responses indicating some level of challenges (some or most) were combined as were responses indicating no challenges being experienced.

Only when it came to dealing with stress and anxiety (60%) and uncertainty around expectations (58%) did more **Support Staff** find it challenging. All other statements led to a greater portion of **Support Staff** not finding the factors challenging compared to the portion of **Support Staff** who found the factors challenging.

See Figure 36 for a breakdown of challenging-to-not challenging ratios for a series of factors that **Support Staff** rated.

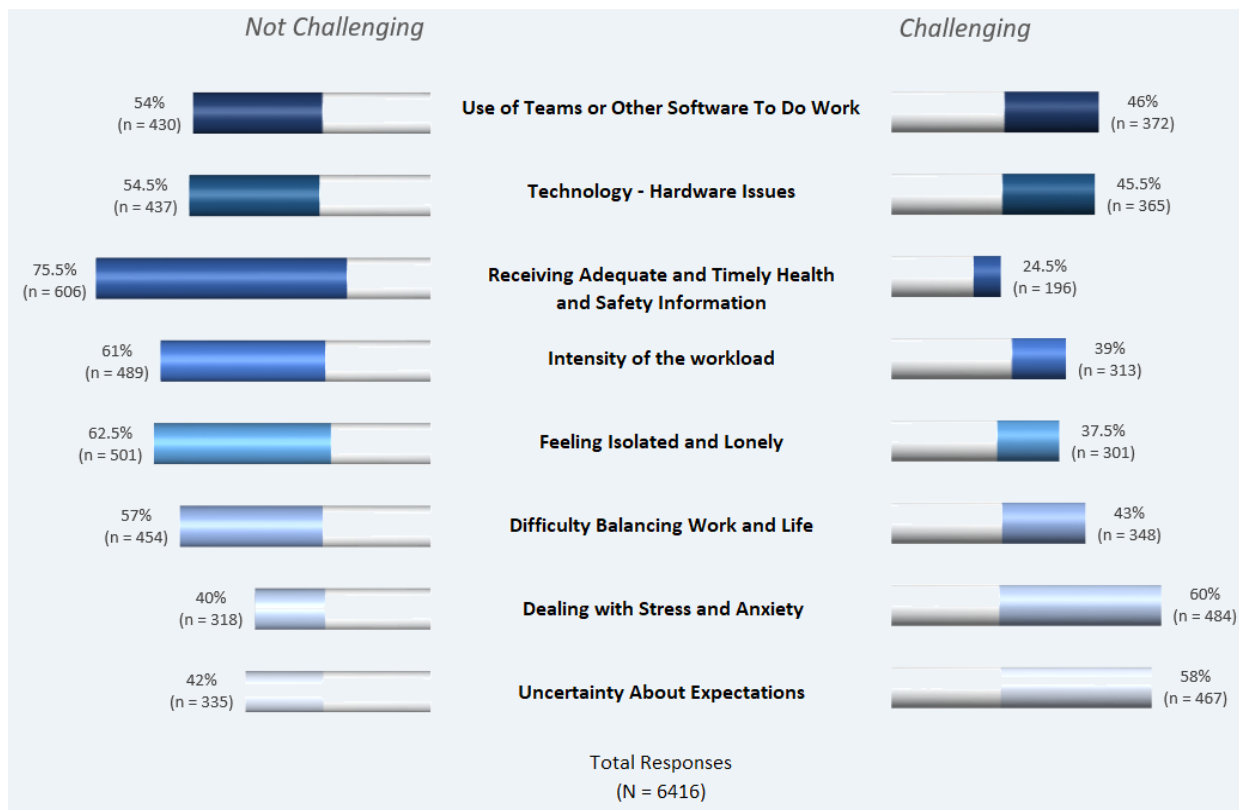


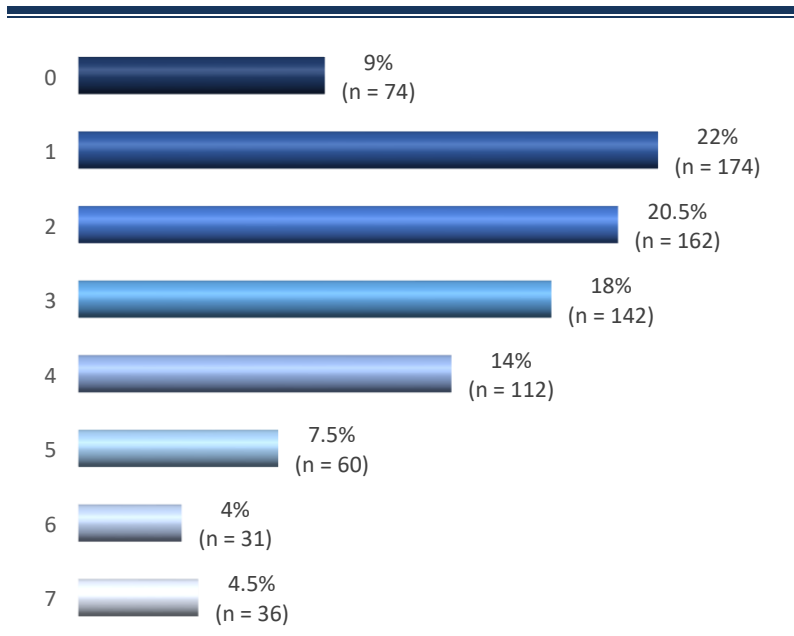
Figure 36. What Support Staff Find Challenging and Not Challenging



Figure 37. Resources and Supports that Support Staff Found Most Helpful

About half (47.5%) of **Support Staff** found regular staff meetings led by administrators (24.5%) and weekly video messages by the superintendent (23%) to be most helpful.

See Figure 37 for a breakdown of the resources and supports **Support Staff** found most helpful.



Approximately six in ten (60.5%) **Support Staff** utilized between one to three resources and supports while three in ten (30%) **Support Staff** utilized four or more resources and supports.

See Figure 38 for a breakdown of the number of resources and supports per **Support Staff** that they found most helpful.

Figure 38. Number of Resources and Supports Per Support Staff That was Found Most Helpful



About one-third (34%) of **Support Staff** agreed or totally agreed that they feel prepared while about three in ten (30.5%) disagreed or totally disagreed. Nearly half (47%) of **Support Staff** agreed or totally agreed that their personal health and safety has been taken into account, while almost one-quarter (23%) disagreed or totally disagreed. See Figures 39 and 40 for a breakdown of the level of **Support Staff** agreement with feeling prepared and their personal health and safety being taken into account.

Figure 39. Level of Support Staff Agreement: Felt Prepared

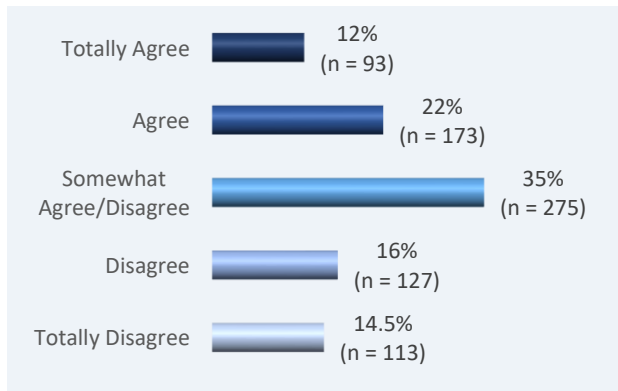


Figure 40. Level of Support Staff Agreement: Personal Health and Safety was Taken into Account

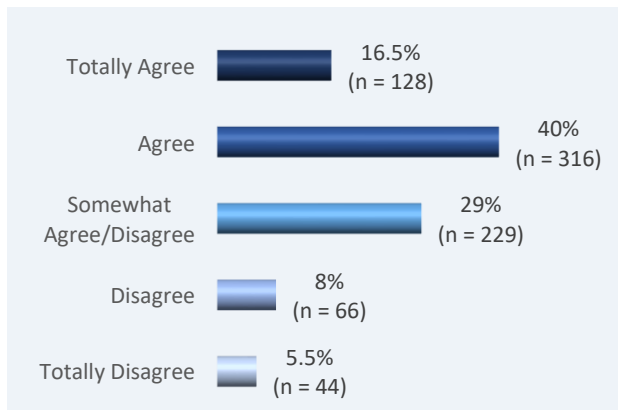
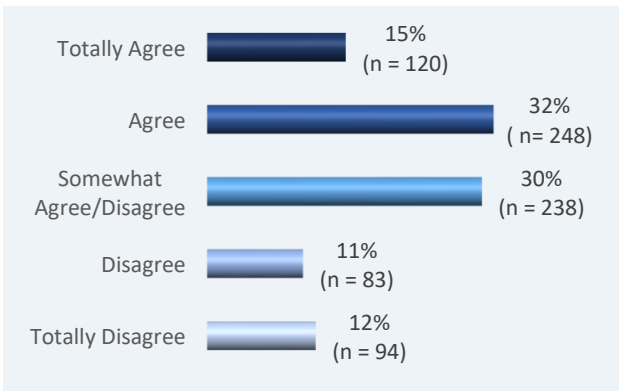


Figure 41. Level of Support Staff Agreement: Had the Information to do their Job

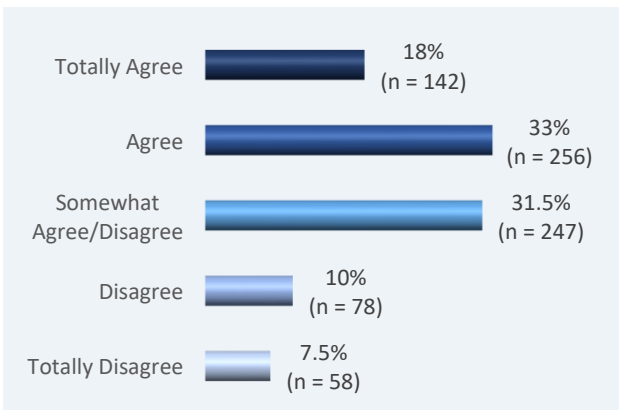


Figure 42. Level of Support Staff Agreement: Appreciation of Returning to Face-to-Face in a Blended Model

More than half (56.5%) of **Support Staff** agreed or totally agreed that they had the information to do their job while about one in ten (13.5%) disagreed or totally disagreed. About half (51%) of **Support Staff** agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while almost two in ten (17.5%) disagreed or totally disagreed. See Figures 41 and 42 for a breakdown of the level of **Support Staff** agreement with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, **Support Staff** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Support Staff were more likely to agree than disagree on all statements. Feeling prepared (52.5%) and feeling their health and safety had been taken into account (67.5%) had the lowest agreement. Still, about seven in ten (69%) **Support Staff** had some level of agreement when combining responses for all statements.

See Figure 43 for a breakdown of the combined agreements and disagreements for a series of statements posed to **Support Staff**.

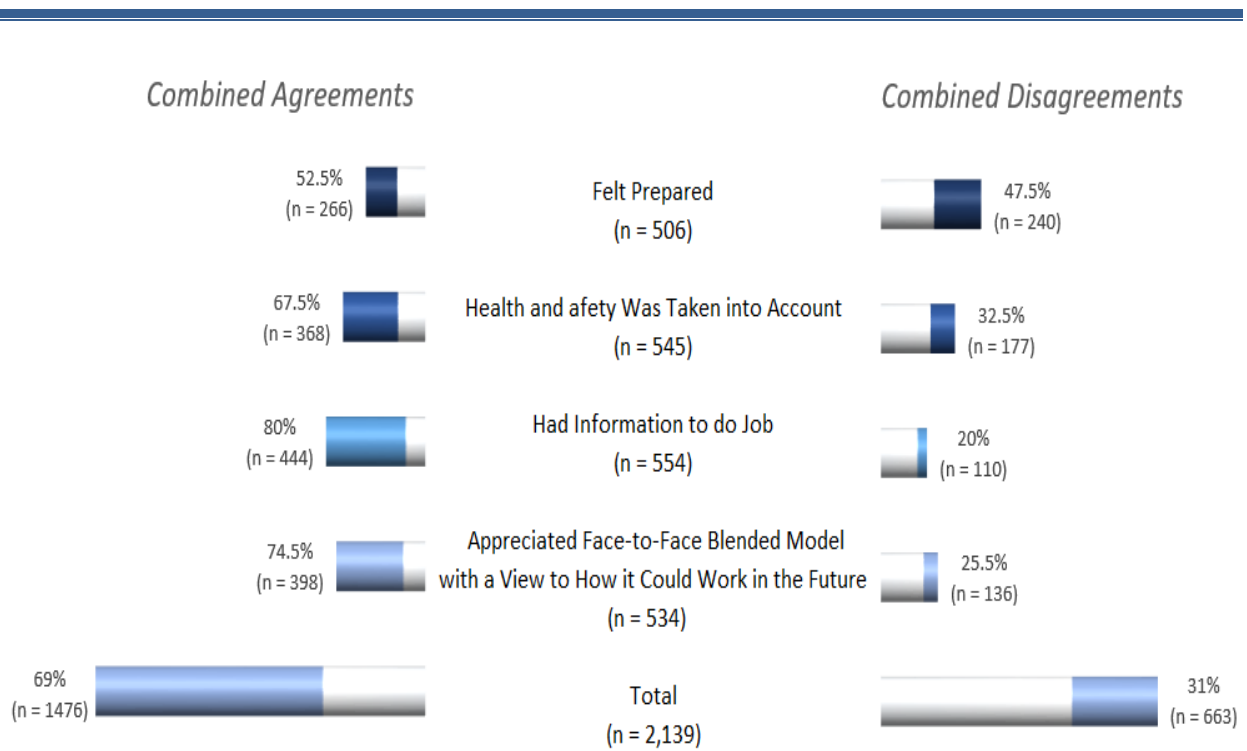


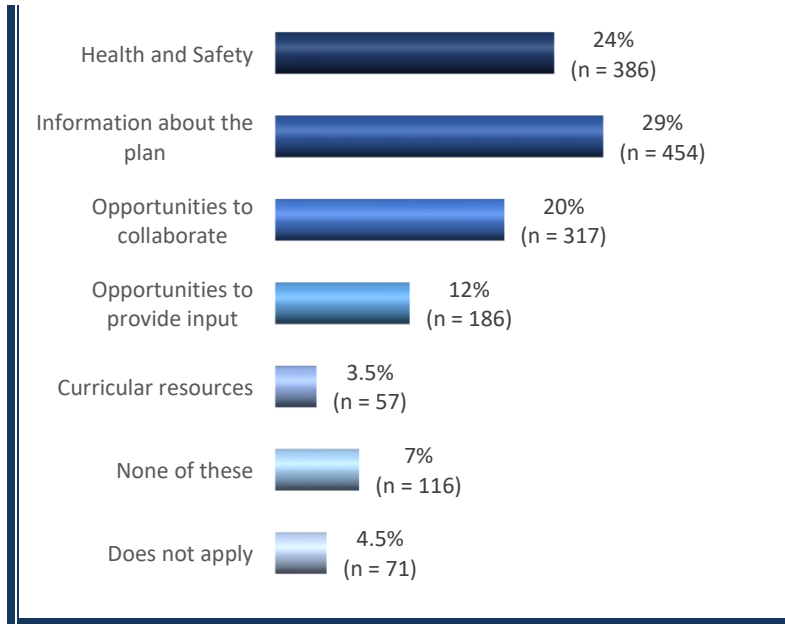
Figure 43. Level of Combined Support Staff Agreements and Disagreements



Figure 44. What Support Staff Found Most Helpful as Part of the Partial Return to Work and Schools on June 1st

Nearly three-quarters (73%) of **Support Staff** indicated that information about the plan (29%), the health and safety orientation (24%) and the opportunity to collaborate (20%) were most helpful as part of their partial return to work on June 1st.

See Figure 44 for a breakdown of the factors that **Support Staff** found helpful as part of their partial return to work on June 1st.



Approximately two-thirds (67%) of **Support Staff** found between one to three factors they found most helpful as part of their partial return to work June 1st. About one in ten (15%) **Support Staff** found four or more factors as helpful.

See Figure 45 for a breakdown of the number of factors per **Support Staff** that was found helpful as part of their partial return to work on June 1st.

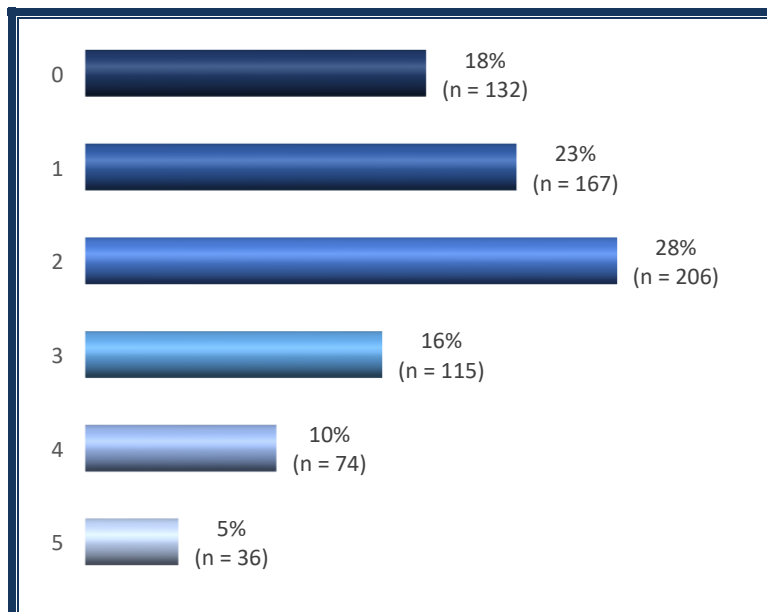


Figure 45. Total Number of Factors Per Support Staff That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that **Support Staff** identified to help them in their work was related to health and safety protocols and practices (50%). The most mentions for any sub-theme was related to safety protocols, practices, and personnel (29%).

See Table 4 for a breakdown of the number of themes, sub-themes, and mentions of most needed information **Support Staff** identified to help them in their work.

Table 4. Most Important Information Support Staff Identified to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 537; 50%)	<i>Materials and Equipment</i>	75 (7%)
	<i>Effective and Regular Communication</i>	149 (14%)
	<i>Safety Protocols, Practices, and Personnel</i>	313 (29%)
Roles, Workloads, and Scheduling (n = 320; 30%)	<i>Effective and Regular Communication</i>	57 (5%)
	<i>Expectations of Roles</i>	104 (10%)
	<i>Consideration of Workload and Scheduling</i>	159 (15%)
Professional Development, Training, Planning, and Resources (n = 90; 8%)	<i>Materials and Resources</i>	52 (5%)
	<i>Collaboration and Planning Time</i>	16 (1%)
	<i>Professional Development and Training</i>	22 (2%)
General Requests and Recommendations (n = 121; 11%)	<i>General Communication</i>	81 (7.5%)
	<i>General Protocols</i>	40 (4%)
No Needs Identified (n = 10; 1%)	<i>No Response</i>	291*
	<i>Feels Prepared</i>	10 (1%)
	<i>Does Not Apply</i>	17*
Total		1,078 Mentions

*Approximately 308 out of 802 (38%) **Support Staff** either did not provide a response or indicated that the question did not apply to them and were not calculated in the overall percentages.



See Table 5 for a selection of quotes provided by **Support Staff** representing each of the themes generated from the analysis.

Table 5. Information Needed by Support Staff to Help Them in Their Work

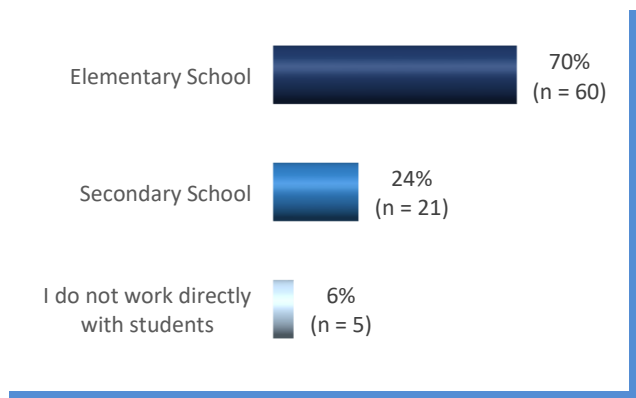
Themes	Quotes
Health and Safety Protocols and Practices	<p><i>Clear communication, guidelines and expectations. Also less options. A more streamlined way of doing things would be good for everyone sake. Feel liked everyone is always doing something different everywhere we turn and in turn it causes more work for other staff.</i></p>
	<p><i>Cleaning and safety protocols at DEC are working with minimum staff. I am concerned with a greater amount of staff returning in September and the disregard many people have regarding safety and masks. I would like to see continued remote working as much as possible and mandatory safety protocols put in place and gently enforced.</i></p>
Roles, Workloads, and Scheduling	<p><i>Communication for Spareboard about steps to protect ourselves when we move around so much. Making sure new hires get proper training and attention.</i></p>
	<p><i>What students who attend five days a week will be doing with EAs if there is no room in their classroom. Also, how support staff will watch [students with special needs] and the children of ESWs at the same time.</i></p>
Professional Development, Training, Planning, and Resources	<p><i>EAs that are expected to support students online should have an assigned district computer like the teachers. Upon my return to school, I was always scrambling to find a district device and I was late to meetings because of it. Which I feel made me appear unprofessional.</i></p>
	<p><i>Further training in Excel, Office 365, Teams, Atrieve.</i></p>



3.3. EMPLOYEE GROUP RESULTS: PRINCIPALS, DIRECTORS, AND ASSISTANT SUPERINTENDENTS

Approximately 86 Principals, Directors of Instruction, Vice Principals, District Principals, and Assistant Superintendents (hereafter referred to as **Administrators**) provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 46. Student Age Group Administrators Work With Most or All of the Time



Approximately seven in ten (70%) **Administrators** work with elementary students, while almost one-quarter (25%) work with secondary students. Another 6% do not work directly with students.

See Figure 46 for a breakdown of the student age group these **Administrators** work with most or all of the time.

About four in ten (41%) of **Administrators** participating in the survey represent the School Areas of City Centre (21%) Guildford (20%).

See Figure 47 for a breakdown of the geographic region where these **Administrators** are located.

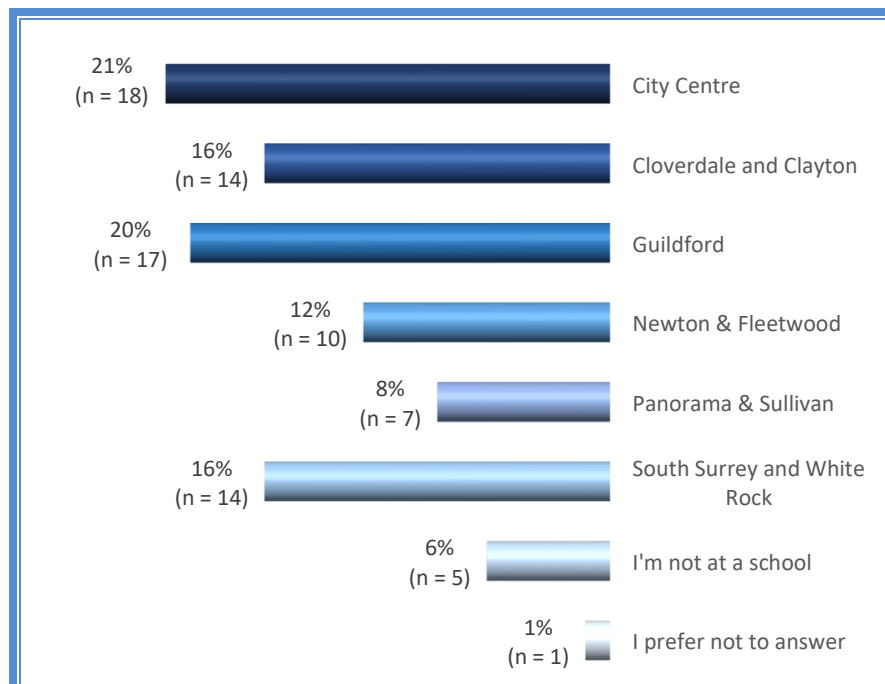
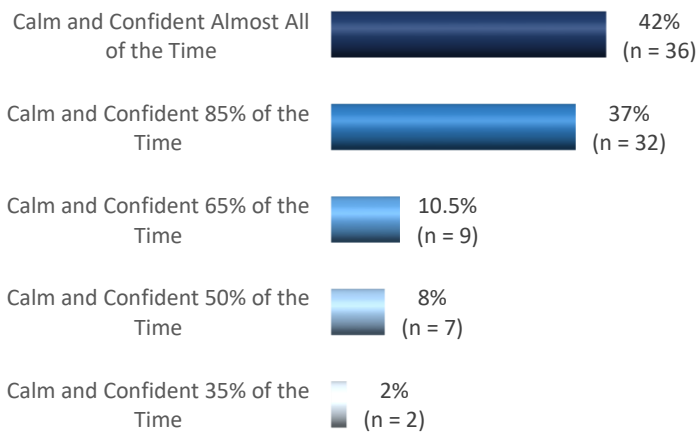


Figure 47. Geographic Region Where Administrators Work



Figure 48. Descriptors Chosen by Administrators that Best Describes How They are Feeling



Nearly nine in ten (89.5%) of **Administrators** indicated they are calm and confident 65% or more of the time, while one in ten (10%) of **Administrators** indicated they are calm and confident either half or less than half of the time.

See Figure 48 for a breakdown of the descriptors **Administrators** chose that best describe how they are feeling.

About three in ten (31.5%) **Administrators** indicated they face at least five challenges.

Three in ten (30%) **Administrators** indicated they face one challenge or do not face any challenges.

See Figure 49 for a breakdown of the number of challenges **Administrators** are still facing since the last Well-Being Survey.

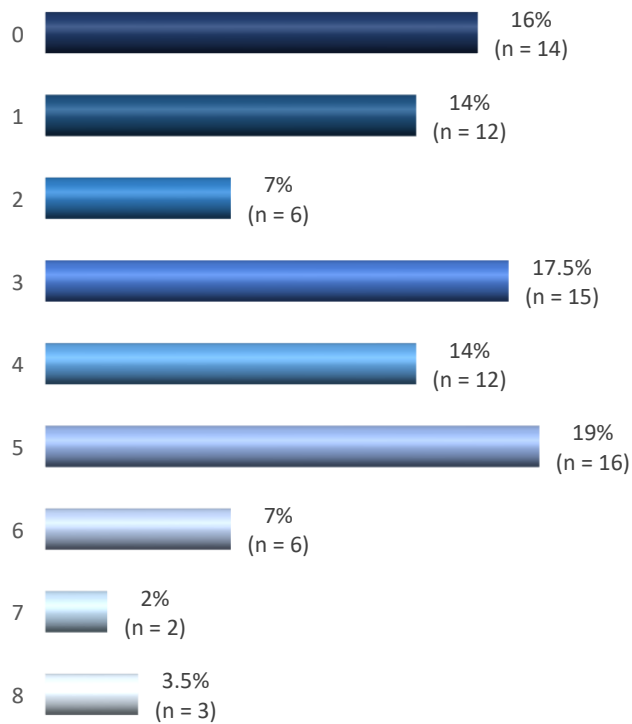


Figure 49. Total Number of Challenges Administrators Selected



Nearly four in ten (37.5%) **Administrators** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, four in ten (39.5%) **Administrators** indicated that technology and hardware issues are challenging some or most of the time. See Figures 50 and 51 for a breakdown of the level of challenges **Administrators** face when using Teams or other software to do work and related to technology and hardware issues.

Figure 50. Level of Administrators Challenge: Using Teams or Other Software to Do Work

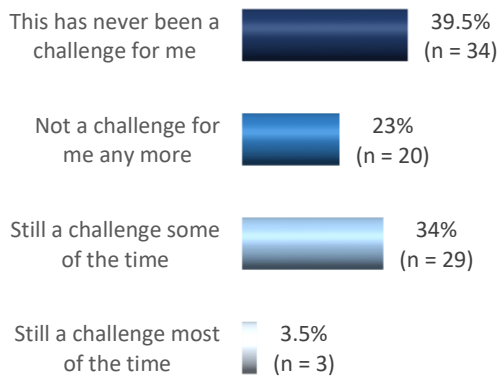


Figure 51. Level of Administrators Challenge: Technology – Hardware Issues

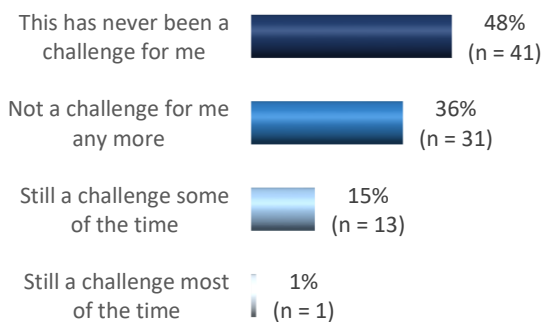
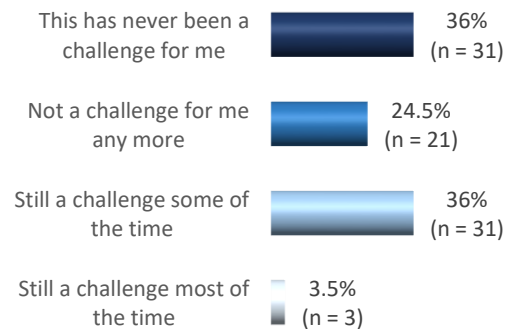
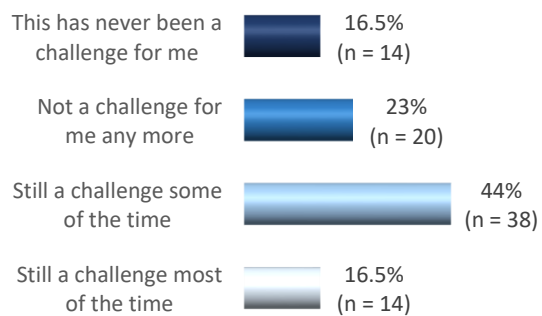


Figure 52. Level of Administrators Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

Figure 53. Level of Administrators Challenge: Intensity of Workload



Close to two in ten (16%) **Administrators** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (60.5%) **Administrators** indicated that the intensity of the workload are challenging some or most of the time. See Figures 52 and 53 for a breakdown of the level of challenges **Administrators** face with receiving adequate information and the intensity of their workload.



Approximately two in ten (20%) **Administrators** indicated that feeling isolated and lonely has been challenging some or most of the time. However, nearly six in ten (59%) **Administrators** indicated that balancing work and life has been challenging some or most of the time. See Figures 54 and 55 for a breakdown of the level of challenges **Administrators** face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 54. Level of Administrators Challenge: Feeling Isolated and Lonely

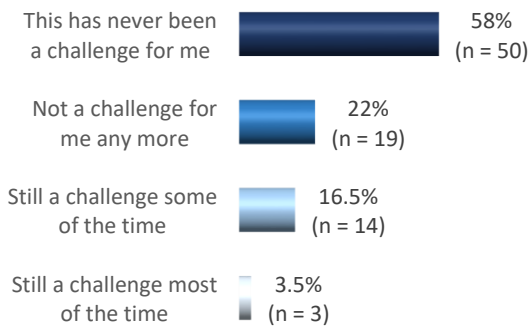


Figure 55. Level of Administrators Challenge: Balancing Work and Life

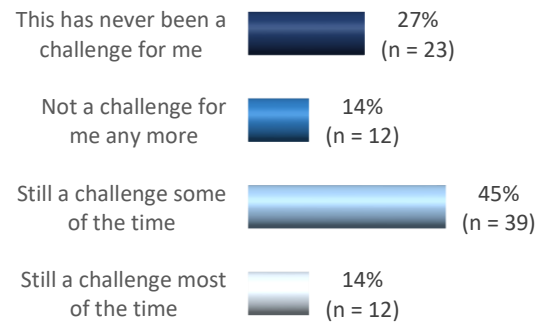


Figure 56. Level of Administrators Challenge: Dealing with Stress and Anxiety

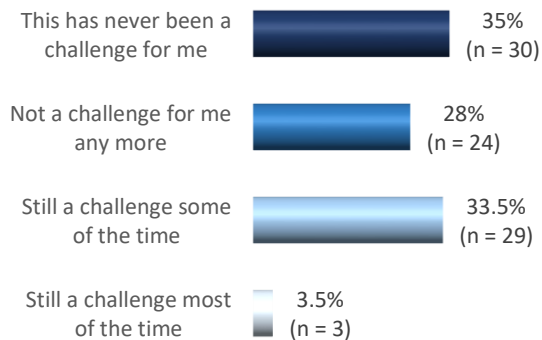
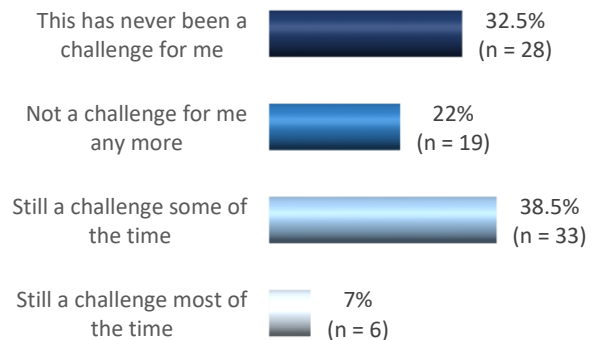


Figure 57. Level of Administrators Challenge: Uncertainty About Expectations



Nearly four in ten (37%) **Administrators** indicated that dealing with stress and anxiety has been challenging some or most of the time. Nearly half (45.5%) of **Administrators** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 56 and 57 for a breakdown of the level of challenges **Administrators** face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, **Administrator** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to the intensity of the workload (60.5%) and difficulty balancing work and life (59%) did more **Administrators** find it challenging. All other statements led to a greater portion of **Administrators** finding the factors not challenging compared to the portion of **Administrators** who found the factors challenging.

See Figure 58 for a breakdown of challenging-to-not challenging ratios for a series of factors that **Administrators** rated.

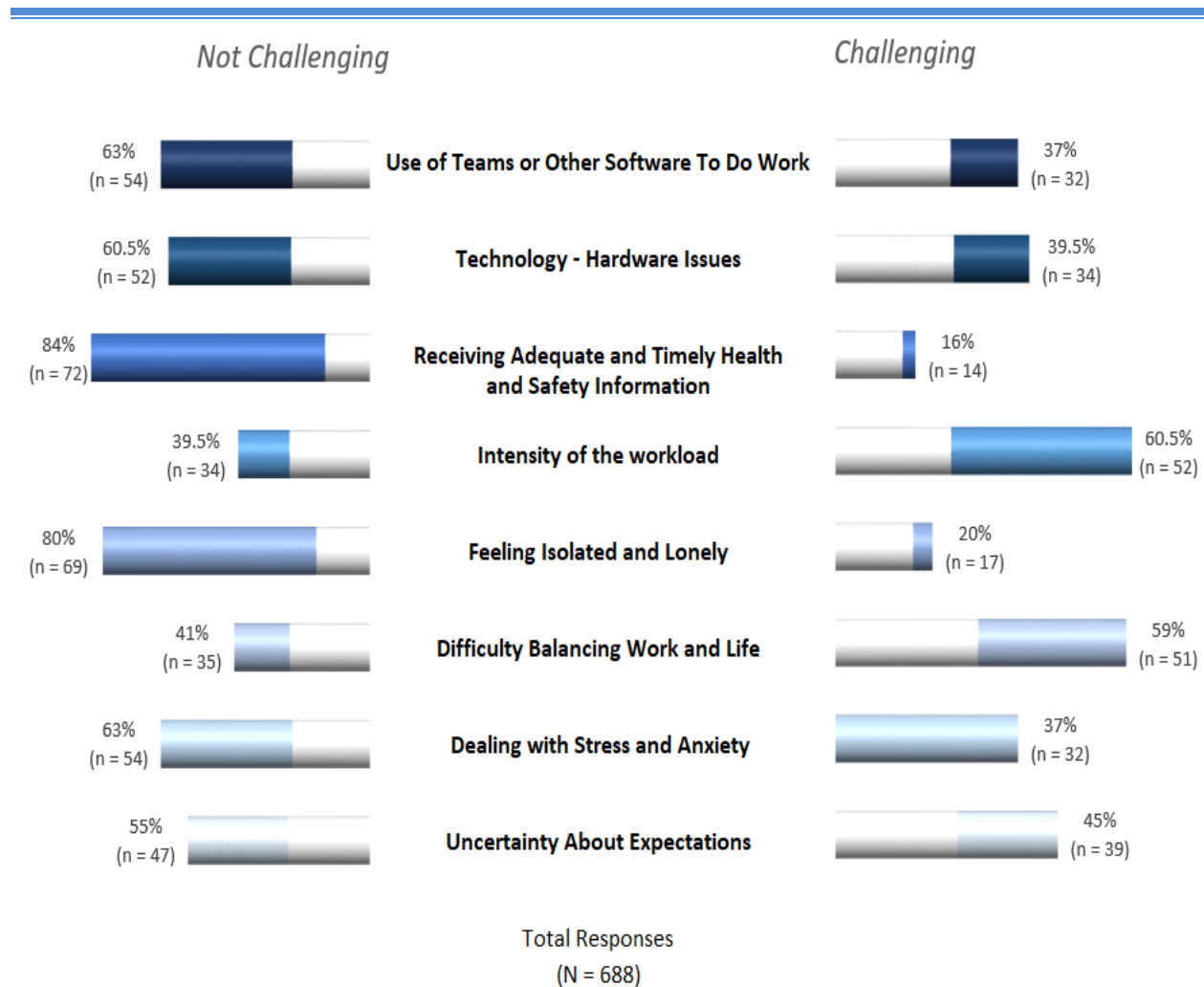


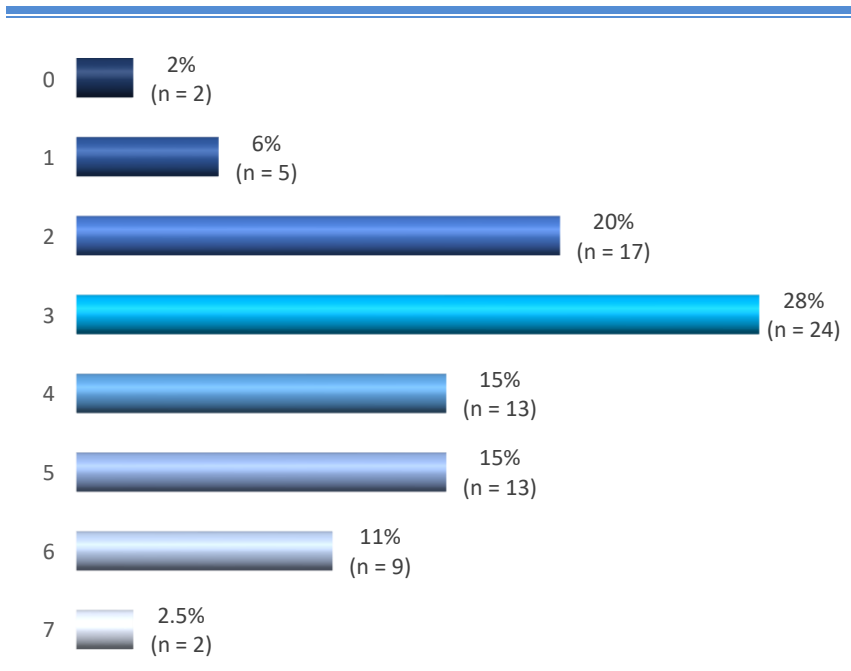
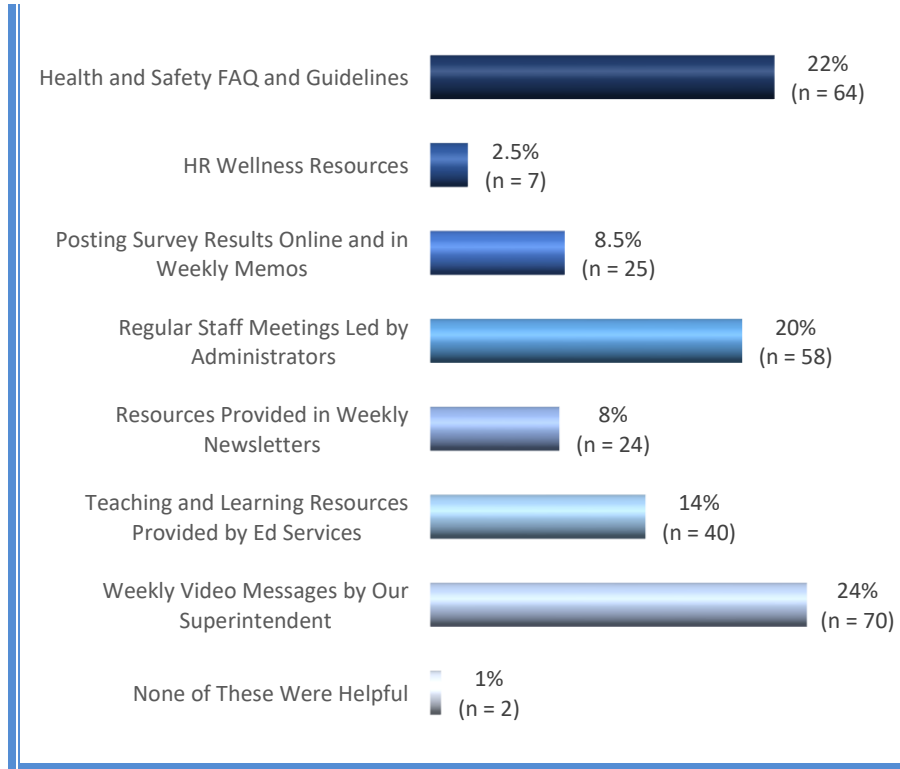
Figure 58. What Administrators Find Challenging and Not Challenging



Figure 59. Resources and Supports Administrators Found Most Helpful

About two-thirds (66%) of **Administrators** found weekly video messages by the superintendent (24%), health and safety FAQ and guidelines (22%), and regular staff meetings led by administrators (20%) to be most helpful.

See Figure 59 for a breakdown of the resources and supports **Administrators** found most helpful.



About half (54%) **Administrators** utilized between one to three resources and supports while about four in ten (43.5%) **Administrators** utilized four or more resources and supports.

See Figure 60 for a breakdown of the number of resources and supports per **Administrator** that they found most helpful.

Figure 60. Total Number of Resources and Supports Per Administrator That was Found Most Helpful



About two-thirds (68.5%) of **Administrators** agreed or totally agreed that they feel prepared while only 2% of the responses indicated some level of disagreement. Approximately eight in ten (80%) of **Administrators** agreed or totally agreed that their personal health and safety has been taken into account, while only 5% of the responses indicated some level of disagreement. See Figures 61 and 62 for a breakdown of the level of **Administrators** agreement with feeling prepared and their personal health and safety being taken into account.

Figure 61. Level of Administrators Agreement: Feeling Prepared

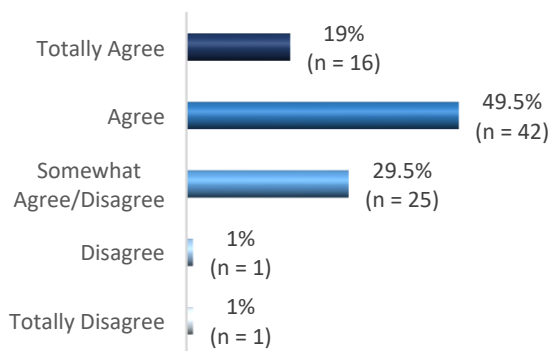


Figure 62. Level of Administrators Agreement: Personal Health and Safety was Taken into Account

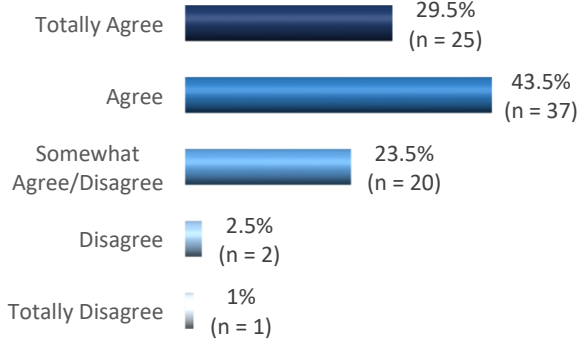
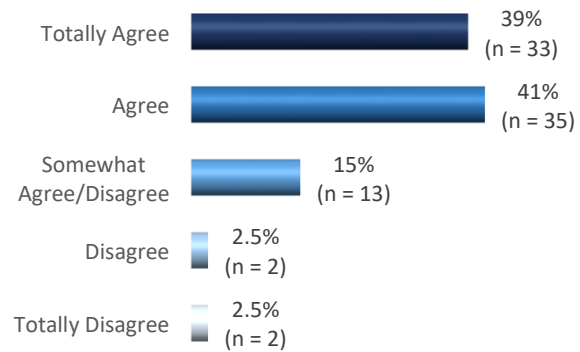


Figure 63. Level of Administrators Agreement: Had the Information to Do Their Job

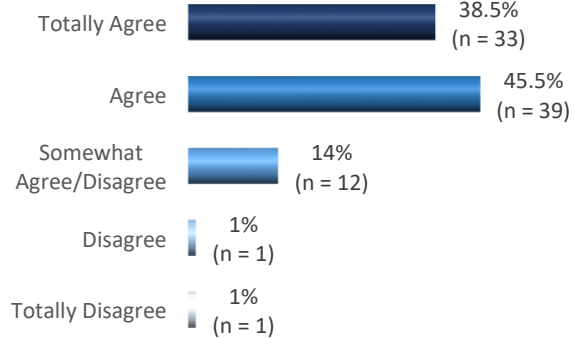


Figure 64. Level of Administrators Agreement: Appreciation of Returning to Face-to-Face in a Blended Model

Nearly three-quarters (72.5%) of **Administrators** agreed or totally agreed that they had the information to do their job while 3.5% of the responses indicated some level of disagreement. About eight in ten (84%) **Administrators** agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while 2% of the responses indicated some level of disagreement. See Figures 63 and 64 for a breakdown of the level of **Administrator** agreement with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, **Administrator** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Administrators were more likely to agree than disagree on all statements. About nine in ten (94% to 97%) of **Administrators** had some level of agreement across all statements.

See Figure 65 for a breakdown of the combined agreements and disagreements for a series of statements posed to **Administrators**.

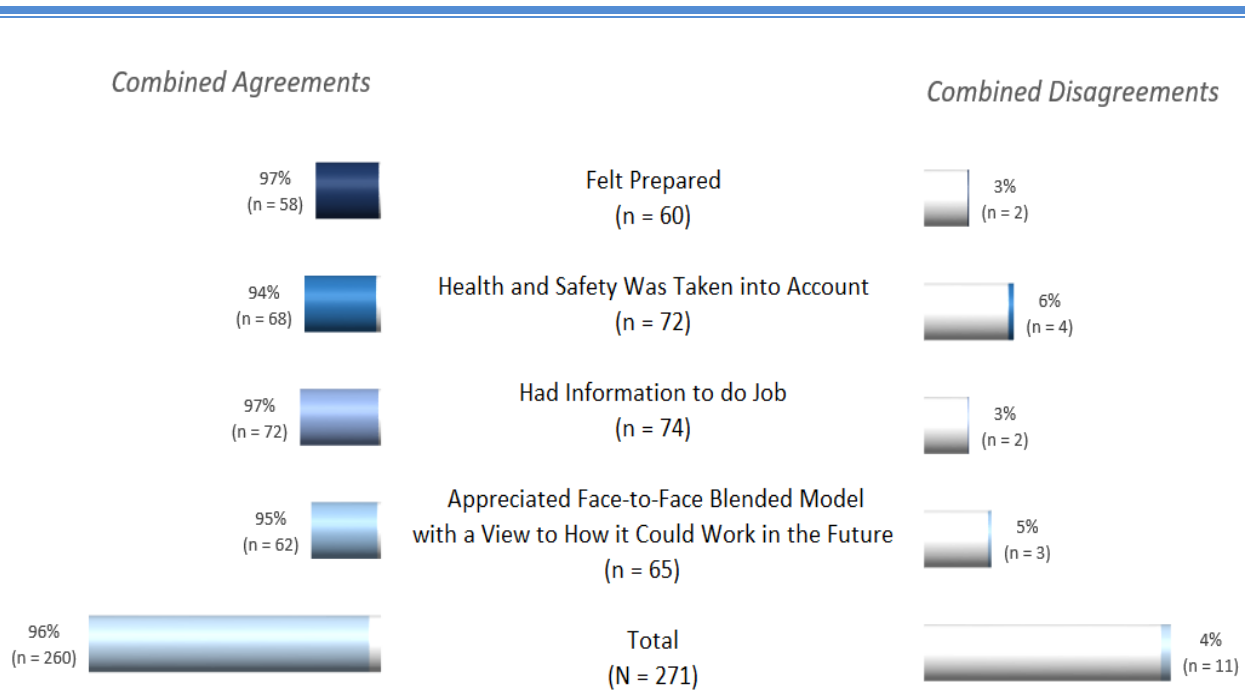


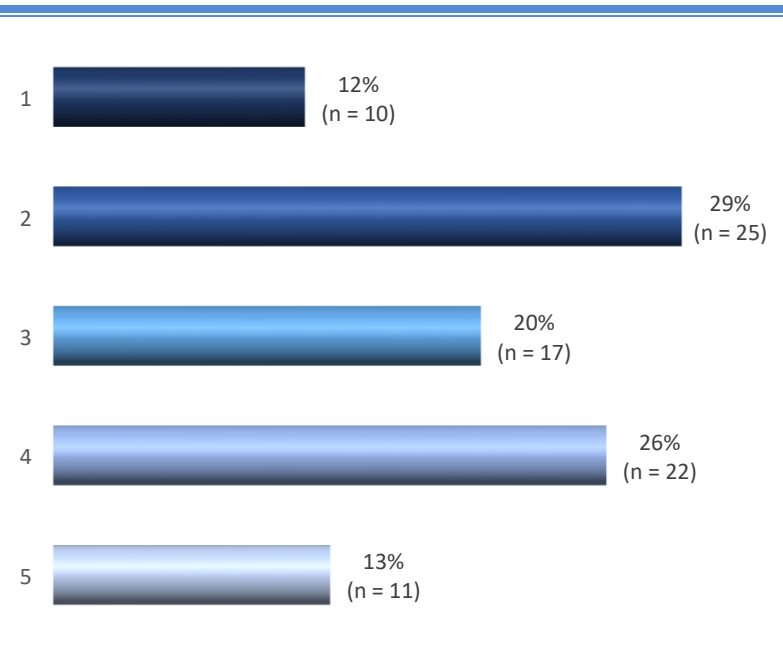
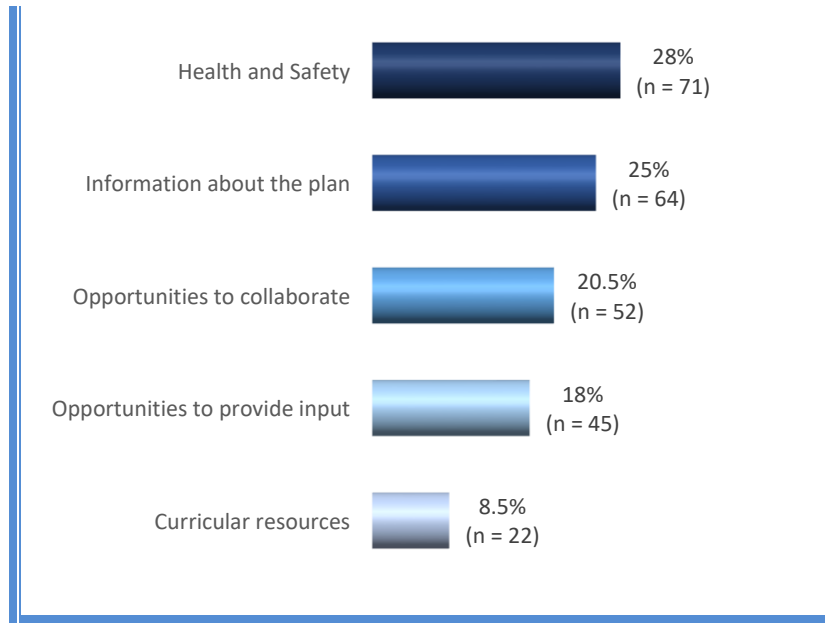
Figure 65. Level of Combined Administrators Agreements and Disagreements



Figure 66. What Administrators Found Most Helpful as Part of the Partial Return to Work on June 1st

Over half (53%) of **Administrators** indicated that the health and safety orientation (28%) and information about the plan (25%) were most helpful as part of their partial return to work on June 1st.

See Figure 66 for a breakdown of the factors that **Administrator** found helpful as part of their partial return to work on June 1st.



Approximately three-quarters (75%) of **Administrators** found between two to four factors they found most helpful as part of their partial return to work June 1st.

See Figure 67 for a breakdown of the number of factors per **Administrator** that was found helpful as part of their partial return to work on June 1st.

Figure 67. Total Number of Factors Per Administrator That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that **Administrators** identified to help them in their work was related to roles, workloads, and scheduling (47%). The most mentions for any sub-theme was related to wanting to know what the expectations of roles will be (21%).

See Table 6 for a breakdown of the number of themes, sub-themes, and mentions of most needed information **Administrators** identified to help them in their work.

Table 6. Most Needed Information Administrators Identified to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 6; 5.5%)	<i>Materials and Equipment</i>	0 (0%)
	<i>Effective and Regular Communication</i>	1 (1%)
	<i>Safety Protocols, Practices, and Personnel</i>	5 (4.5%)
Roles, Workloads, and Scheduling (n = 52; 47%)	<i>Effective and Regular Communication</i>	18 (16%)
	<i>Expectations of Roles</i>	23 (21%)
	<i>Consideration of Workload and Scheduling</i>	11 (10%)
Professional Development, Training, and Planning (n = 36; 32%)	<i>Materials and Resources</i>	14 (12.5%)
	<i>Collaboration and Planning Time</i>	8 (7%)
	<i>Professional Development and Training</i>	14 (12.5%)
General Requests and Recommendations (n = 17; 15.5%)	<i>General Communication</i>	13 (12%)
	<i>General Protocols</i>	4 (3.5%)
No Needs Identified (n = 0; 0%)	<i>No Response</i>	40*
	<i>Feels Prepared</i>	0 (0%)
	<i>Does Not Apply</i>	0*
Total		113 Mentions

*Approximately 40 out of 86 (46.5%) **Administrators** either did not provide a response or indicated that the question did not apply to them and were not calculated in the overall percentages.



See Table 7 for a selection of quotes provided by **Administrators** representing each of the themes generated from the analysis.

Table 7. Information Needed by Administrators to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<i>Another Health & Safety Orientation prior to starting</i>
	<i>Plans for the first week for school as well as safety protocols in advance.</i>
Roles, Workloads, and Scheduling	<i>Need a framework example of what a balance looks like with online and in class instruction. So we can redesign our classes around it and take tips from it. What are the expectations set out with online learning for families. There is a huge inequity piece happening with those with and without.</i>
	<i>HR declining or approving staff accommodation requests before school starts so I can make plans knowing how many staff I can expect in the building.</i>
Professional Development, Training, and Planning	<i>I think my challenge will be scheduling prep and remedy. I would like to receive information on how I can do this well and fairly.</i>
	<i>Clarity around what will need to be school-based decisions and what will be district-based (e.g. Gradual K schedule will be district; 1st week district plans and resources for Wednesday). Support to figure out prep schedules with AB/AB schedule</i>



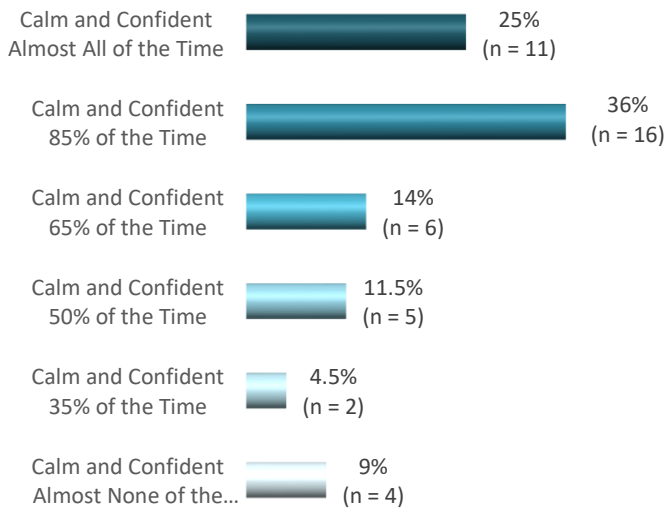
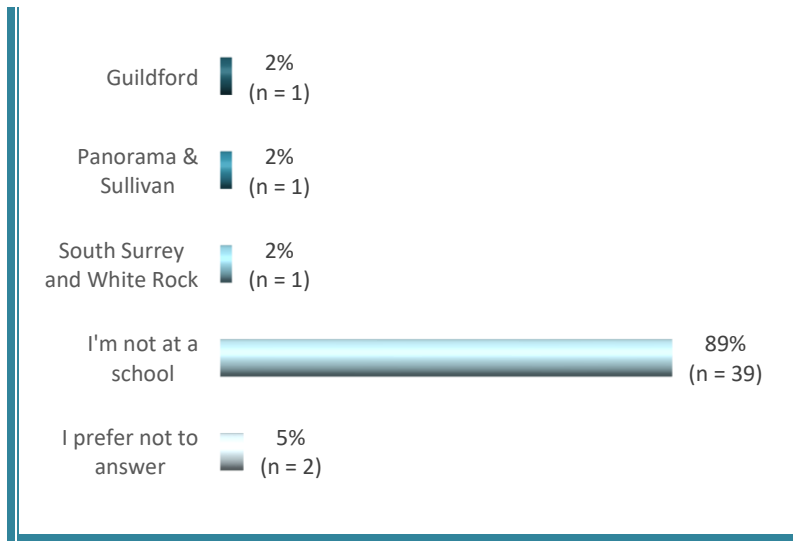
3.4. EMPLOYEE GROUP RESULTS: EPEG

Approximately 44 **EPEG** employees (Managers, Directors) provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 68. Geographic Region Where EPEG Employees Work

Nearly nine in ten (89%) **EPEG** employees do not work in an Area School. Additionally, no **EPEG** employee indicated they work with students in Elementary Schools or Secondary Schools most or all of the time.

See Figure 68 for a breakdown of the Area Schools where the remaining **EPEG** employees are located.



Nearly nine in ten (75%) of **EPEG** employees indicated they are calm and confident 65% or more of the time, while one-quarter (25%) of **EPEG** employees indicated they are calm and confident either half or less than half of the time.

See Figure 69 for a breakdown of the descriptors **EPEG** employees chose that best describe how they are feeling.

Figure 69. Descriptors Chosen by EPEG Employees that Best Describes How They are Feeling

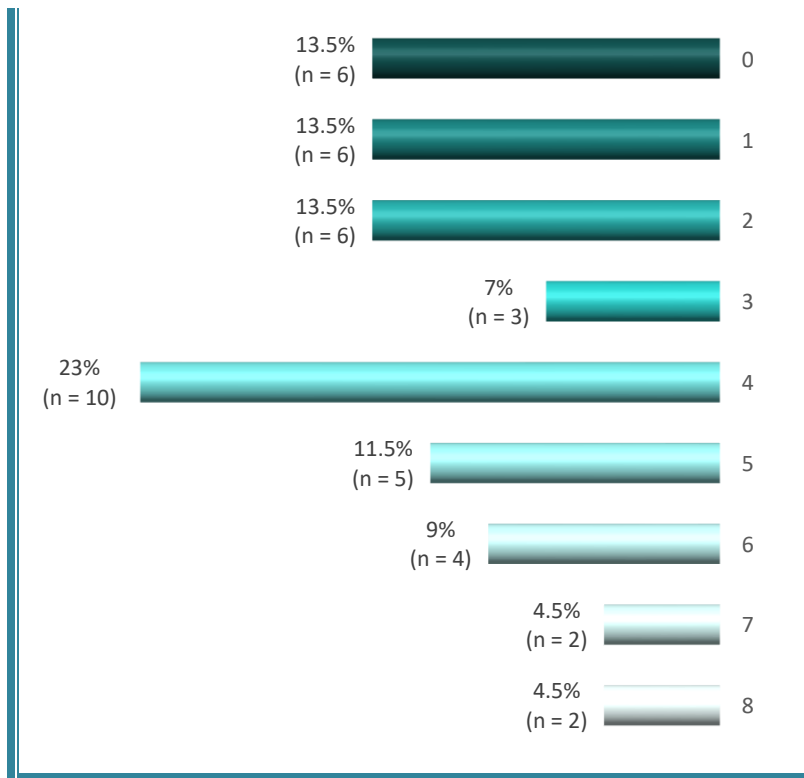


Figure 70. Total Number of Challenges EPEG Employees Selected

Over half (52%) of **EPEG** employees indicated they face at least four challenges, with nearly one-quarter (23%) of employees alone facing four challenges.

Nearly three in ten (27%) **EPEG** employees indicated they face one challenge or do not face any challenges.

See Figure 70 for a breakdown of the number of challenges **EPEG** employees are still facing since the last Well-Being Survey.



Over half (55.5%) of the selections made by **EPEG** employees regarding challenges included workload intensity (21%), difficulty with finding a work and life balance (18%), and dealing with stress and anxiety (16.5%)

See Figure 71 for a breakdown of the most and least faced challenges selected by **EPEG** employees.

Figure 71. Challenges EPEG Employees Face



About one in ten (16%) **EPEG** employees indicated that using Teams or other software to do their work poses a challenge some or most of the time. Close to one-third (32%) of **EPEG** employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 72 and 73 for a breakdown of the level of challenges **EPEG** employees face when using Teams or other software to do work and related to technology and hardware issues.

Figure 72. Level of EPEG Employees Challenge: Using Teams or Other Software to Do Work

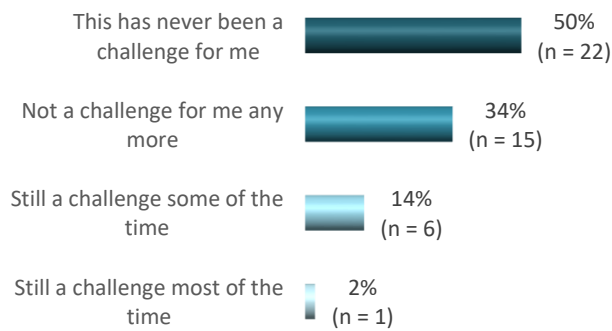


Figure 73. Level of EPEG Employees Challenge: Technology – Hardware Issues

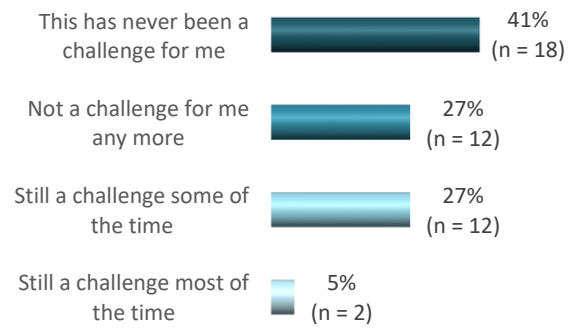


Figure 74. Level of EPEG Employees Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

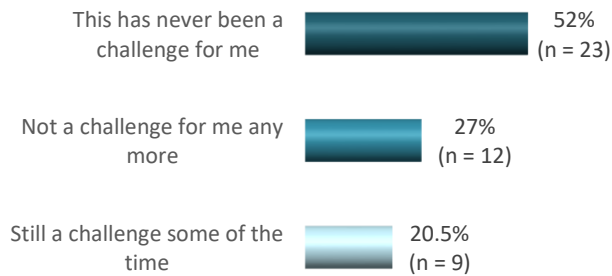
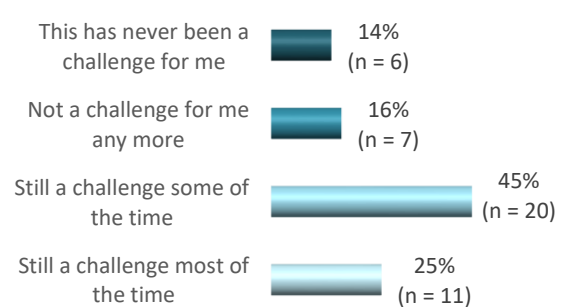


Figure 75. Level of EPEG Employees Challenge: Intensity of Workload



About one-fifth (20.5%) of **EPEG** employees indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Approximately seven in ten (70%) **EPEG** employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 74 and 75 for a breakdown of the level of challenges **EPEG** employees face with receiving adequate information and the intensity of their workload.



About one-third (34%) of **EPEG** employees indicated that feeling isolated and lonely has been challenging some or most of the time. Nearly six in ten (59%) **EPEG** employees indicated that balancing work and life has been challenging some or most of the time. See Figures 76 and 77 for a breakdown of the level of challenges **EPEG** employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 76. Level of EPEG Employees Challenge: Feeling Isolated and Lonely

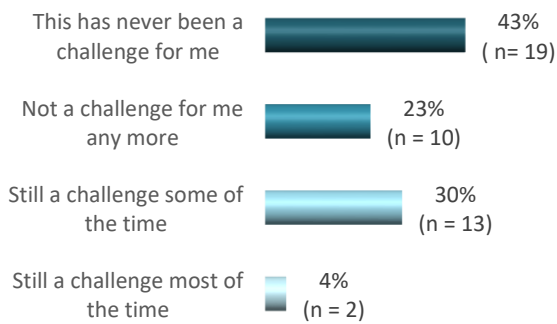


Figure 77. Level of EPEG Employees Challenge: Balancing Work and Life

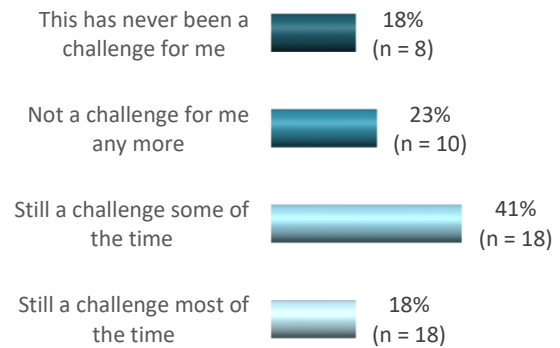


Figure 78. Level of EPEG Employees Challenge: Dealing with Stress and Anxiety

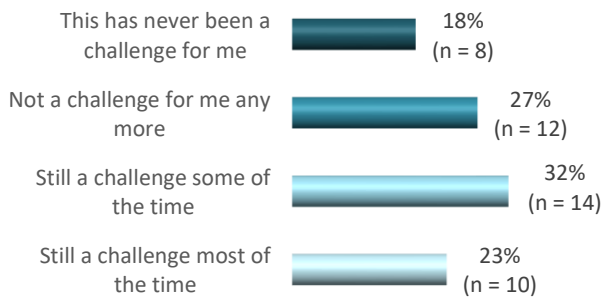
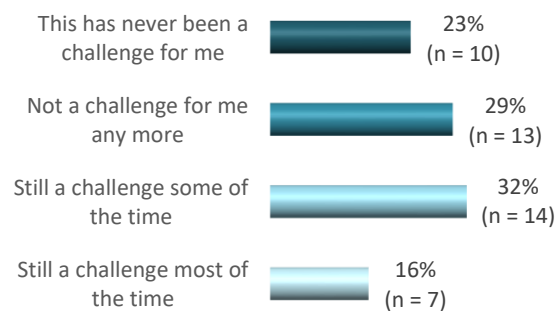


Figure 79. Level of EPEG Employees Challenge: Uncertainty About Expectations



Over half (55%) **EPEG** employees indicated that dealing with stress and anxiety has been challenging some or most of the time. Nearly half (48%) of **EPEG** employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 78 and 79 for a breakdown of the level of challenges **EPEG** employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, **EPEG** employees agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to the intensity of the workload (60.5%) and difficulty balancing work and life (59%) did more **EPEG** employees find it challenging. All other statements led to a greater portion of **EPEG** employees finding the factors not challenging compared to the portion of **EPEG** employees who found the factors challenging.

See Figure 80 for a breakdown of challenging-to-not challenging ratios for a series of factors that **EPEG** employees rated.

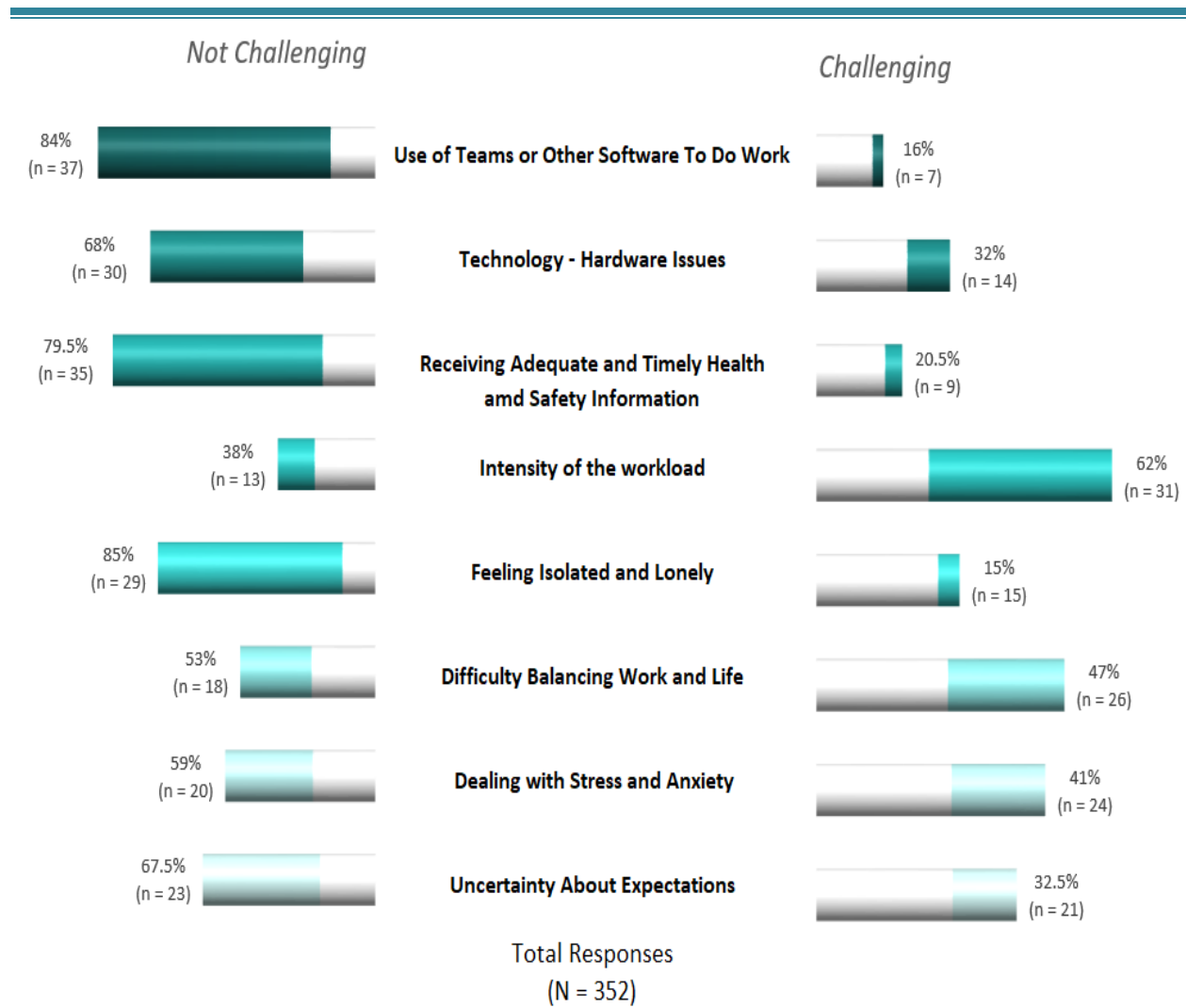


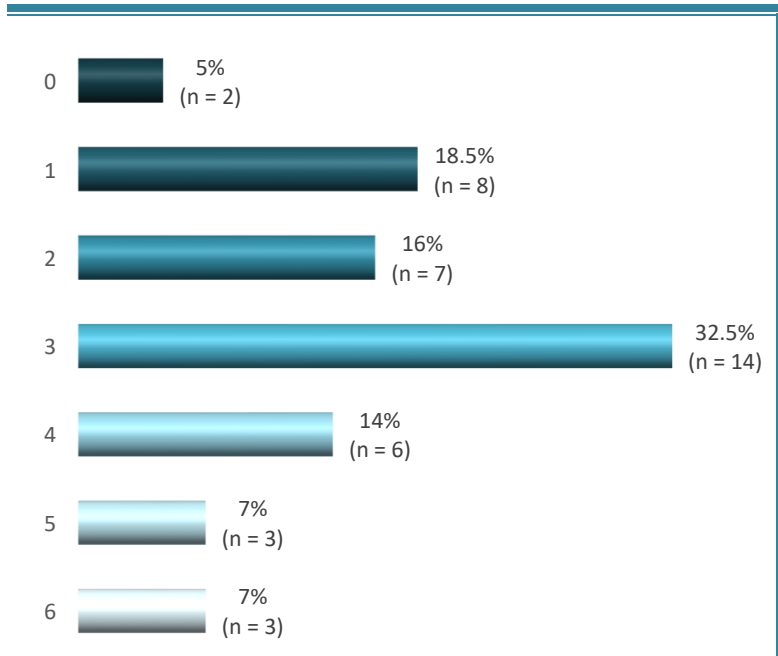
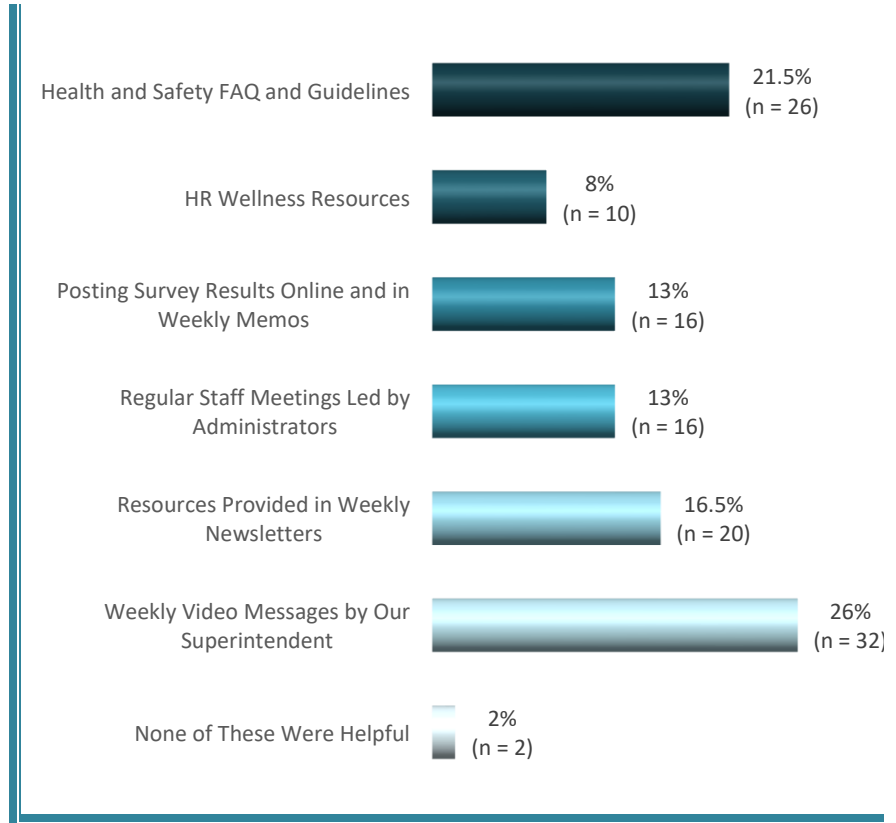
Figure 80. What EPEG Employees Find Challenging and Not Challenging



Figure 81. Resources and Supports EPEG Employees Found Most Helpful

About half (47.5%) of EPEG employees found the weekly video messages by the superintendent (26%) and health and safety FAQ and guidelines (21.5%) to be most helpful.

See Figure 81 for a breakdown of the resources and supports EPEG employees found most helpful.



Approximately two-thirds (67%) of EPEG employees utilized between one to three resources and supports while about three in ten (28%) EPEG employees utilized four or more resources and supports.

See Figure 82 for a breakdown of the number of resources and supports per EPEG employee that they found most helpful.

Figure 82. Total Number of Resources and Supports Per EPEG Employee That was Found Most Helpful



About six in ten (62%) **EPEG** employees agreed or totally agreed that they feel prepared while one in ten (16.5%) of the responses indicated some level of disagreement. Close to three-quarters (72%) of **EPEG** employees agreed or totally agreed that their personal health and safety has been taken into account, while three in ten (30%) of the responses indicated some level of disagreement. See Figures 83 and 84 for a breakdown of the level of **EPEG** employee agreement with feeling prepared and their personal health and safety being taken into account.

Figure 83. Level of EPEG Employee Agreement: Feeling Prepared

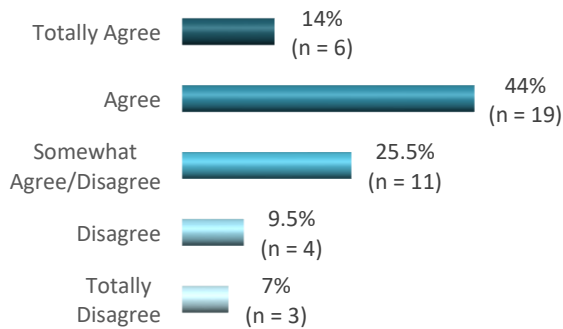


Figure 84. Level of EPEG Employee Agreement: Personal Health and Safety was Taken into Account

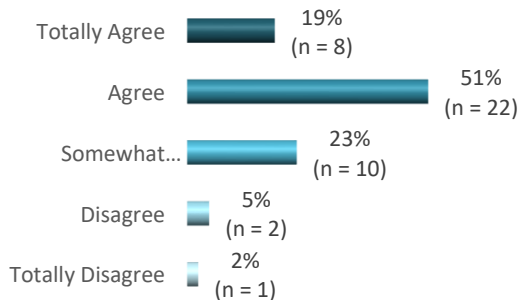
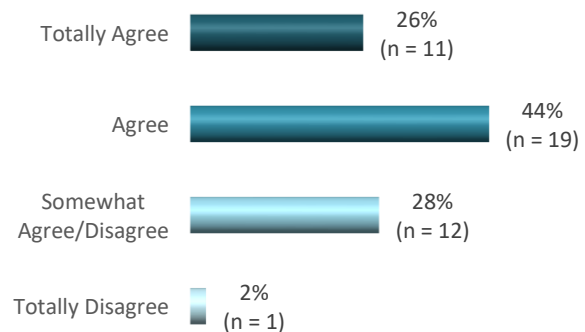


Figure 85. Level of EPEG Employee Agreement: Had the Information to do their Job

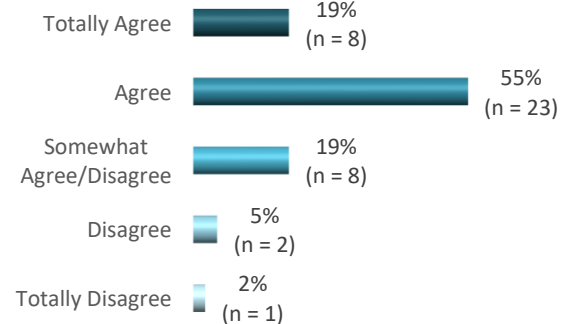


Figure 86. Level of EPEG Employee Agreement: Appreciation of Returning to Face-to-Face in a Blended Model

Approximately seven in ten (70%) **EPEG** employees agreed or totally agreed that they had the information to do their job while 7% of the responses indicated some level of disagreement. About three-quarters (74%) of **EPEG** employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while 7% of the responses indicated some level of disagreement. See Figures 85 and 86 for a breakdown of the level of **EPEG** employee agreement with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, **EPEG** employee agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

EPEG employees were more likely to agree than disagree on all statements. About nine in ten (89%) of **EPEG** employees had some level of agreement across three of the four statements, while feeling prepared had the lowest level of agreement (78%).

See Figure 87 for a breakdown of the combined agreements and disagreements for a series of statements posed to **EPEG** employees.

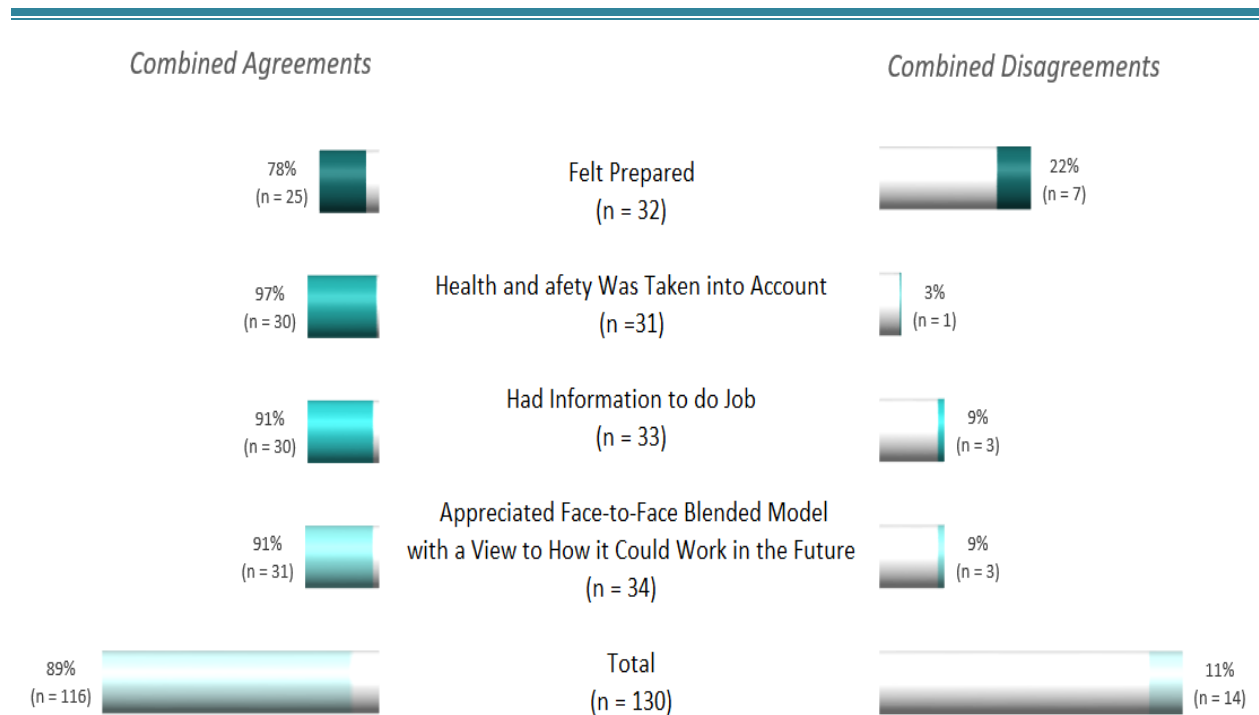


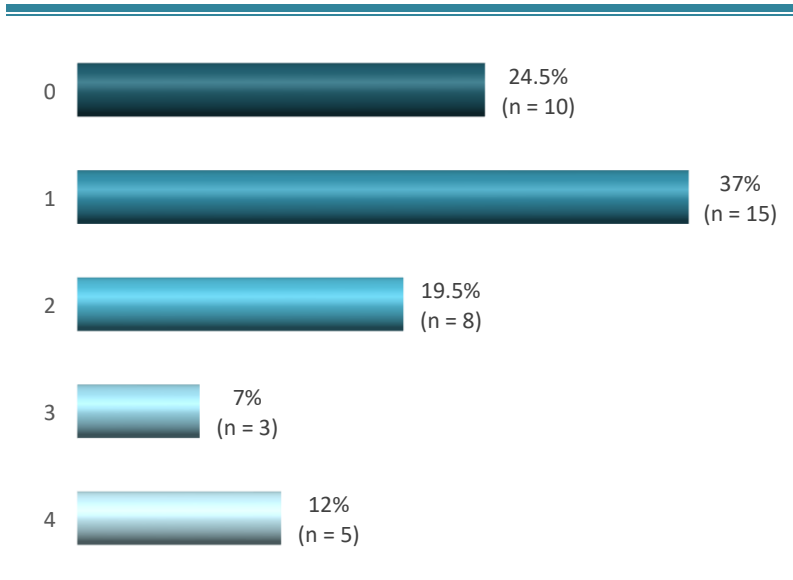
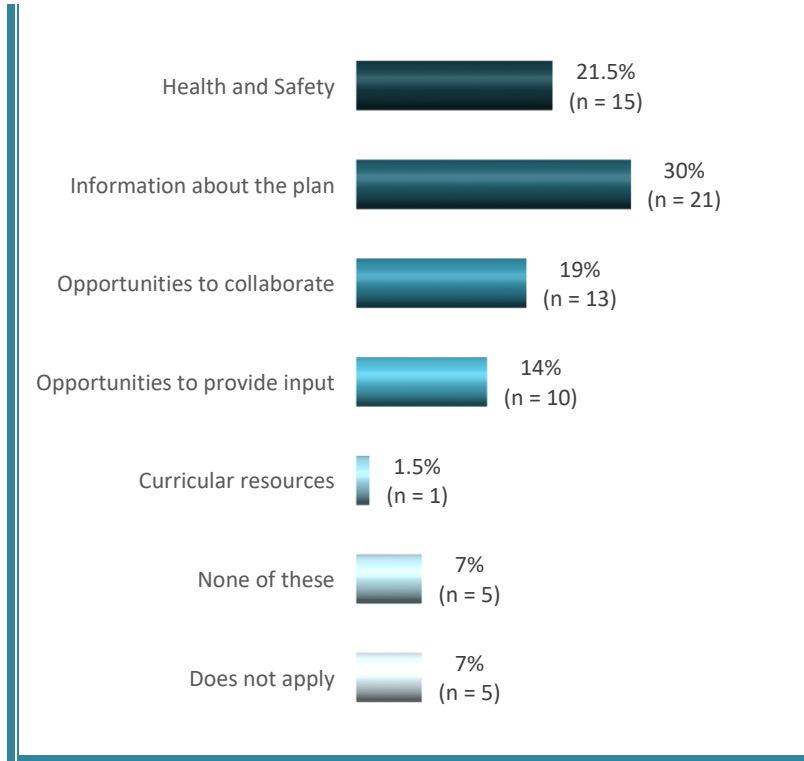
Figure 87. Level of Combined EPEG Employee Agreements and Disagreements



Figure 88. What EPEG Employees Found Most Helpful as Part of the Partial Return to Work on June 1st

Approximately seven in ten (70.5%) EPEG employees indicated that information about the plan (30%), the health and safety orientation (21.5%), and opportunities to collaborate (19%) were most helpful as part of their partial return to work on June 1st.

See Figure 88 for a breakdown of the factors that EPEG employees found helpful as part of their partial return to work on June 1st.



Over half (56.5%) of EPEG employees found one to two factors most helpful as part of their partial return to work June 1st while approximately one-quarter (24.5%) found no factor helpful.

See Figure 89 for a breakdown of the number of factors per EPEG employee that was found helpful as part of their partial return to work on June 1st.

Figure 89. Total Number of Factors Per EPEG Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that **EPEG** employees identified to help them in their work was related to roles, workloads, and scheduling (64.5%). The most mentions for any sub-theme was related to the consideration of workloads and scheduling (29%).

See Table 8 for a breakdown of the number of themes, sub-themes, and mentions of most needed information **EPEG** employees identified to help them in their work.

Table 8. Most Important Information EPEG Employees Identified to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 13; 20%)	<i>Materials and Equipment</i>	0 (0%)
	<i>Effective and Regular Communication</i>	6 (9%)
	<i>Safety Protocols, Practices, and Personnel</i>	7 (11%)
Roles, Workloads, and Scheduling (n = 42; 64.5%)	<i>Effective and Regular Communication</i>	12 (18.5%)
	<i>Expectations of Roles</i>	11 (17%)
	<i>Consideration of Workload and Scheduling</i>	19 (29%)
Professional Development, Training, and Planning (n = 1; 1.5%)	<i>Materials and Resources</i>	0 (0%)
	<i>Collaboration and Planning Time</i>	1 (1.5%)
	<i>Professional Development and Training</i>	0 (0%)
General Requests and Recommendations (n = 9; 14%)	<i>General Communication</i>	8 (12.5%)
	<i>General Protocols</i>	1 (1.5%)
No Needs Identified (n = 0; 0%)	<i>No Response</i>	19*
	<i>Feels Prepared</i>	0 (0%)
	<i>Does Not Apply</i>	2*
Total		65 Mentions

*Approximately 21 of 44 (48%) of **EPEG** employees either did not provide a response or indicated that the question did not apply to them and were not calculated in the overall percentages.



See Table 9 for a selection of quotes provided by EPEG employees representing each of the themes generated from the analysis.

Table 9. Information Needed by EPEG Employees to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<i>Provide a school perspective to district departments on the impact of student and teacher social distancing as it related to student events, student performances, teacher professional learning opportunities. As this all relates to COVID and new protocol on the coordination of gatherings for teachers and students.</i>
	<i>Safety protocols and wearing of masks inside.</i>
Roles, Workloads, and Scheduling	<i>Scheduling information from schools: what students on what days and what times, as well as the daily schedule for the school.</i>
	<i>Communication on expectations and who is doing what and how decisions are being made and by who.</i>
Professional Development, Training, and Planning	<i>Other colleagues around to discuss work matters.</i>



3.5. EMPLOYEE GROUP RESULTS: CONCLUSIONS

Approximately 1,035 Teachers, 802 Support Staff, 86 Administrators, and 44 EPEG employees provided responses on the Surrey School District Employee Well-Being Survey. Below is a summary of results.

Calm and Confidence Levels

The majority of employees in each group felt they are calm and confident the majority of the time, including six in ten Teachers, three-quarters of Support Staff and EPEG employees, and nine in ten Administrators. Only among Teachers was there a majority of respondents who indicated they face at least five challenges.

Challenges Faced

About half of all Teachers and Support Staff and four in ten Administrators experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time. About one in ten EPEG employees face challenges using Teams or other software to do their work while close to one-third experience challenges with technology and hardware issues some or most of the time.

About one-third of Teachers and one-quarter of Support Staff experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner, while one in ten Administrators and two in ten EPEG employees felt this was a challenge. Nearly eight in ten Teachers, four in ten Support Staff, six in ten Administrators, and seven in ten EPEG employees find the intensity of the workload to be challenging some or most of the time.

About half of all Teachers and four in ten Support Staff experience feeling isolated and lonely some or most of the time, while only two in ten Administrators and one-third of EPEG employees felt this was a challenge. Nearly three-quarters of Teachers, four in ten Support Staff, and six in ten Administrators and EPEG employees find it difficult balancing work and life some or most of the time.

Close to three-quarters of Teachers and six in ten Support Staff and EPEG employees find it challenging dealing with stress and anxiety some or most of the time. Close to four in ten Administrators feel this is a challenge for them. An even greater challenge was the uncertainty around expectations Teachers felt with eight in ten (83%) indicating they faced this challenged some or most of the time. About six in ten Support Staff, four in ten Administrators, and nearly half of all EPEG employees felt this was challenging.

Of the eight challenges, the majority of Teachers faced challenges with seven. The majority of Support Staff, Administrators, and EPEG employees on the other hand faced challenges with only one or two. Most Support Staff faced challenges dealing with stress and anxiety and managing the uncertainty about expectations. Most Administrators faced challenges with balancing work and life and managing the intensity of the workload, the latter being the only challenge that the majority of EPEG experienced.



Resources and Supports Found Useful

All employee groups found the health and safety FAQ and Guidelines and weekly video messages by the superintendent as two of the top three most helpful resources and supports offered. Teachers, Support Staff, and Administrators also found regular staff meetings led by administrators most helpful, while EPEG employees also valued resources provided in weekly newsletters.

Six in ten Teachers, Support Staff and EPEG employees, as well as four in ten Administrators utilized between one to three resources and supports they found helpful.

Only one-third of Teachers and one-fifth of Support Staff feel prepared for the new academic year, while close to seven in ten Administrators and six in ten EPEG employees indicated they felt prepared. About four in ten Teachers and half of all Support Staff felt their personal health and safety had been taken into account and had the information to do their job. On the other hand, between 70% and 80% of Administrators and EPEG employees felt their personal health and safety had been taken into account and that they had the information to do their job.

Nearly three-quarters of each employee group were in agreement and found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

Resources and Supports that are Needed

The most needed information that Teachers, Administrators, and EPEG employees believe would help them in their work was related to roles, workloads, and scheduling, while the most needed information Support Staff identified to help them in their work was related to health and safety protocols and practices (50%).



4.0. Results By School Type

The following provides the summary of findings by employees of Elementary Schools and Secondary Schools for the Well-Being Report. The summary includes the responses of approximately 1,734 respondents, of which 1,154 employees work in Elementary Schools most often or all of the time, while 580 employees indicated they work in Secondary Schools most often or all of the time. See Figure 90 for a breakdown of percentages by Elementary School and Secondary School. A series of tables and figures summarizing results of the survey are provided in the sub-section to follow.

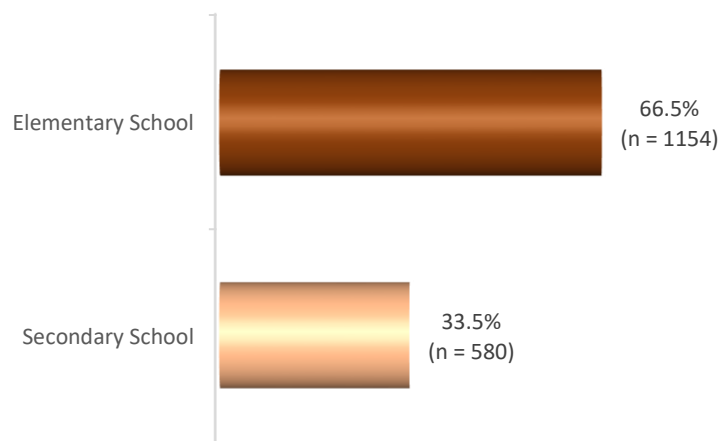


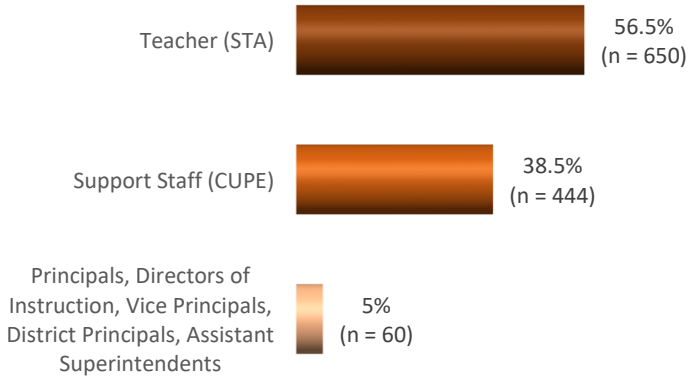
Figure 90. Student Age Group Employees Work With Most or All of the Time



4.1. SCHOOL TYPE RESULTS: ELEMENTARY SCHOOL EMPLOYEES

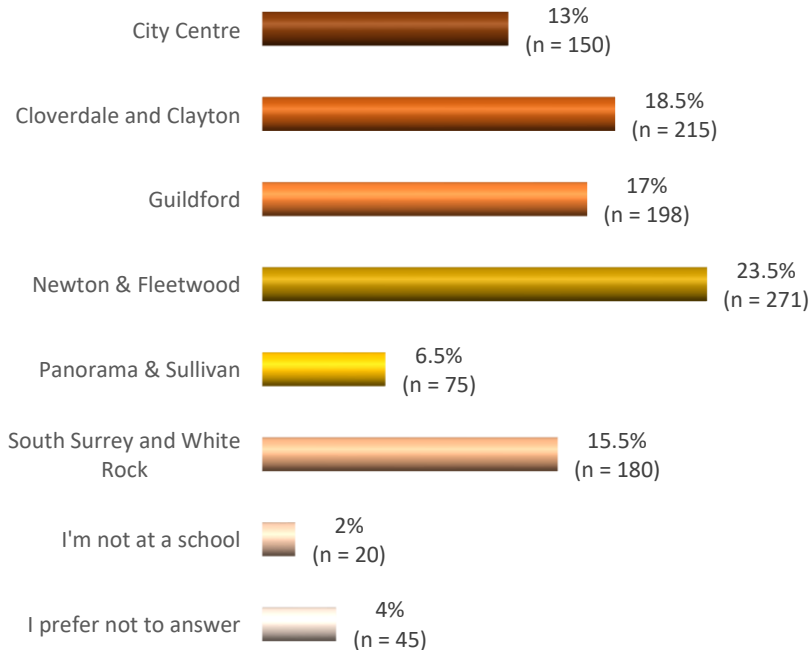
Approximately 1,154 employees working in **Elementary Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 91. Elementary School Employee Groups



More than half (56.5%) of **Elementary School** employees are Teachers, while close to four in ten (38.5%) are Support Staff. Another 5% of survey respondents are Administrators.

See Figure 91 for a breakdown of employee groups within **Elementary Schools**.



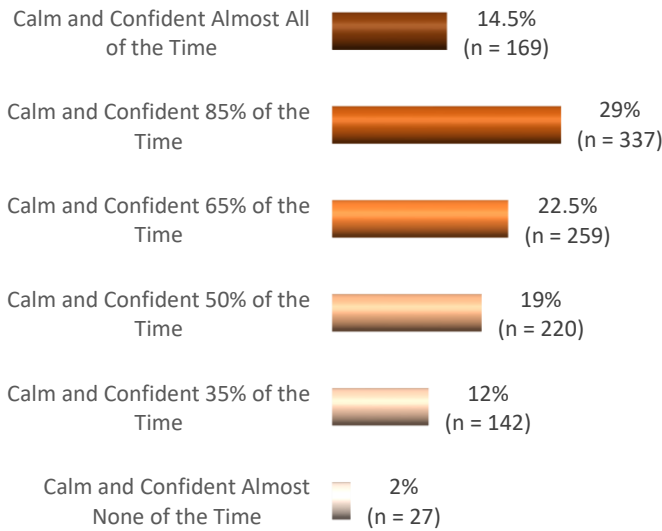
Nearly three-quarters (60.5%) of employees with **Elementary Schools** work in Newton and Fleetwood (25%), Cloverdale and Clayton (18.5%), and Guildford (17%) schools.

See Figure 92 for a breakdown of the School Areas where **Elementary School** employees are located.

Figure 92. Geographic Region Where Elementary School Employees Work

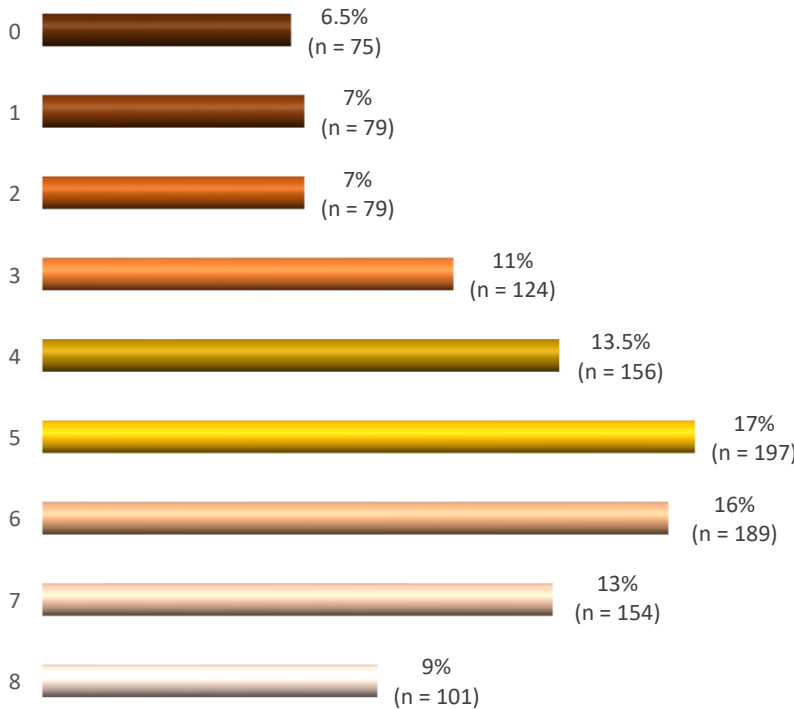


Figure 93. Descriptors Chosen by Elementary School Employees that Best Describes How They are Feeling



Nearly two-thirds (66%) of **Elementary School** employees indicated they are calm and confident 65% or more of the time, while one-third (33%) of **Elementary School** employees indicated they are calm and confident either half or less than half of the time.

See Figure 93 for a breakdown of the descriptors **Elementary School** employees chose that best describe how they are feeling.



More than half (55%) of **Elementary School** employees indicated they face at least five challenges.

About one in ten (13.5%) **Elementary School** employees indicated they face one challenge or do not face any challenges.

See Figure 94 for a breakdown of the number of challenges **Elementary School** employees are still facing since the last Well-Being Survey.

Figure 94. Total Number of Challenges Selected by Elementary School Employees



Over half (54.5%) of **Elementary School** employees indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, over half (54%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 95 and 96 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 95. Level of Challenge Among Elementary School Employees: Use of Teams and Other Software to Do Work

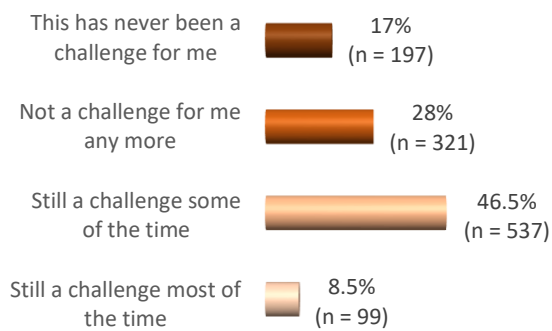


Figure 96. Level of Challenge Among Elementary School Employees: Technology – Hardware Issues

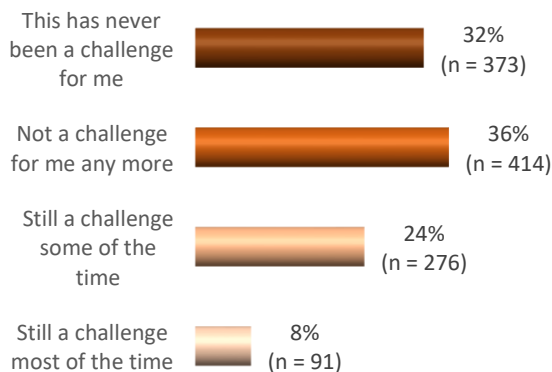
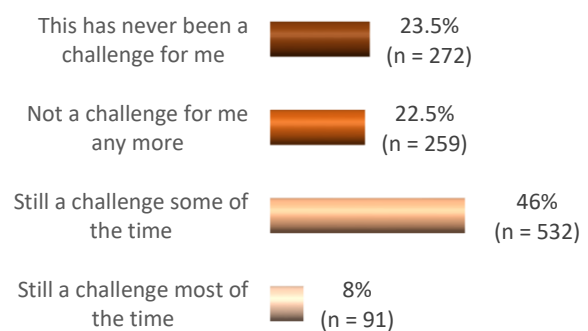


Figure 97. Level of Challenge Among Elementary School Employees: Receiving Adequate Information about Health and Safety in a Timely Manner

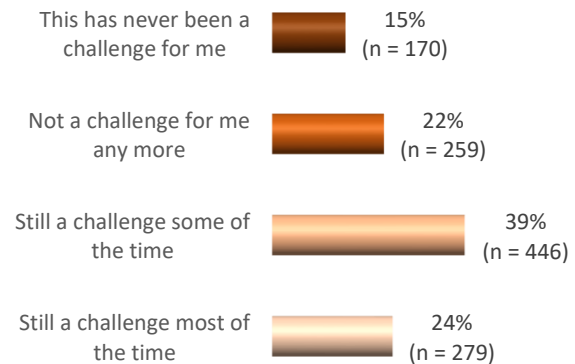


Figure 98. Level of Challenge Among Elementary School Employees: Intensity of Workload

Close to one-third (32%) of **Elementary School** employees indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (63%) employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 97 and 98 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About four in ten (44%) **Elementary School** employees indicated that feeling isolated and lonely has been challenging some or most of the time. Another six in ten (62%) employees indicated that balancing work and life has been challenging some or most of the time. See Figures 99 and 100 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 99. Level of Challenge Among Elementary School Employees: Feeling Isolated and Lonely

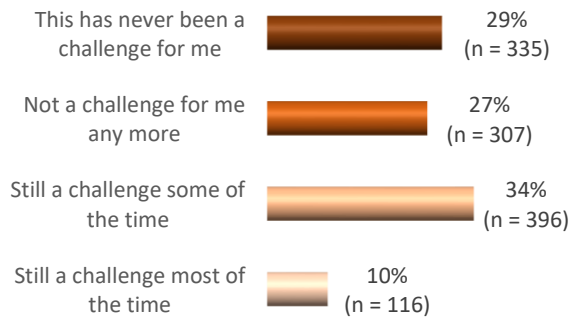


Figure 100. Level of Challenge Among Elementary School Employees: Balancing Work and Life

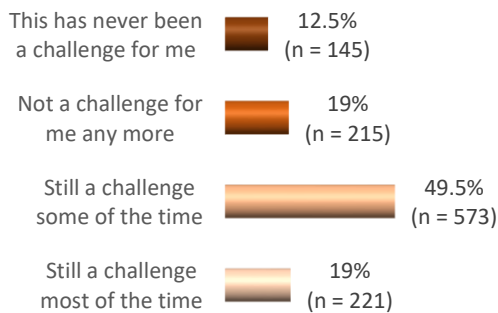
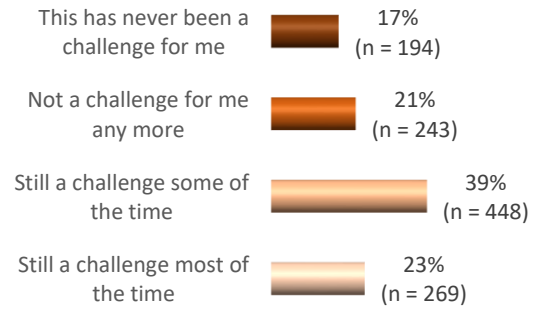


Figure 101. Level of Challenge Among Elementary School Employees: Dealing with Stress and Anxiety

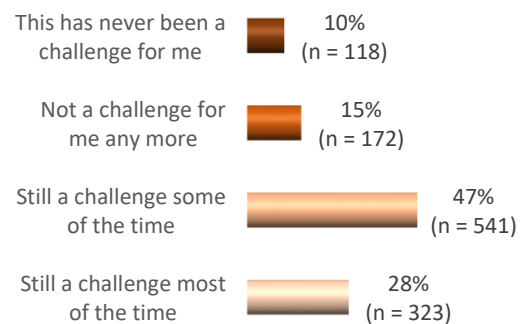


Figure 102. Level of Challenge Among Elementary and Secondary School Employees: Uncertainty of Expectations

More than two-thirds (68.5%) of **Elementary School** employees indicated that dealing with stress and anxiety has been challenging some or most of the time. Approximately three-quarters (75%) of employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 101 and 102 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, **Elementary School** employees agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to receiving adequate and timely health and safety information (68%) and feeling isolated and lonely (55.5%) did more **Elementary School** employees find it challenging. All other statements led to a greater portion of employees not finding the factors challenging compared to the portion of employees who did find the factors challenging.

See Figure 103 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

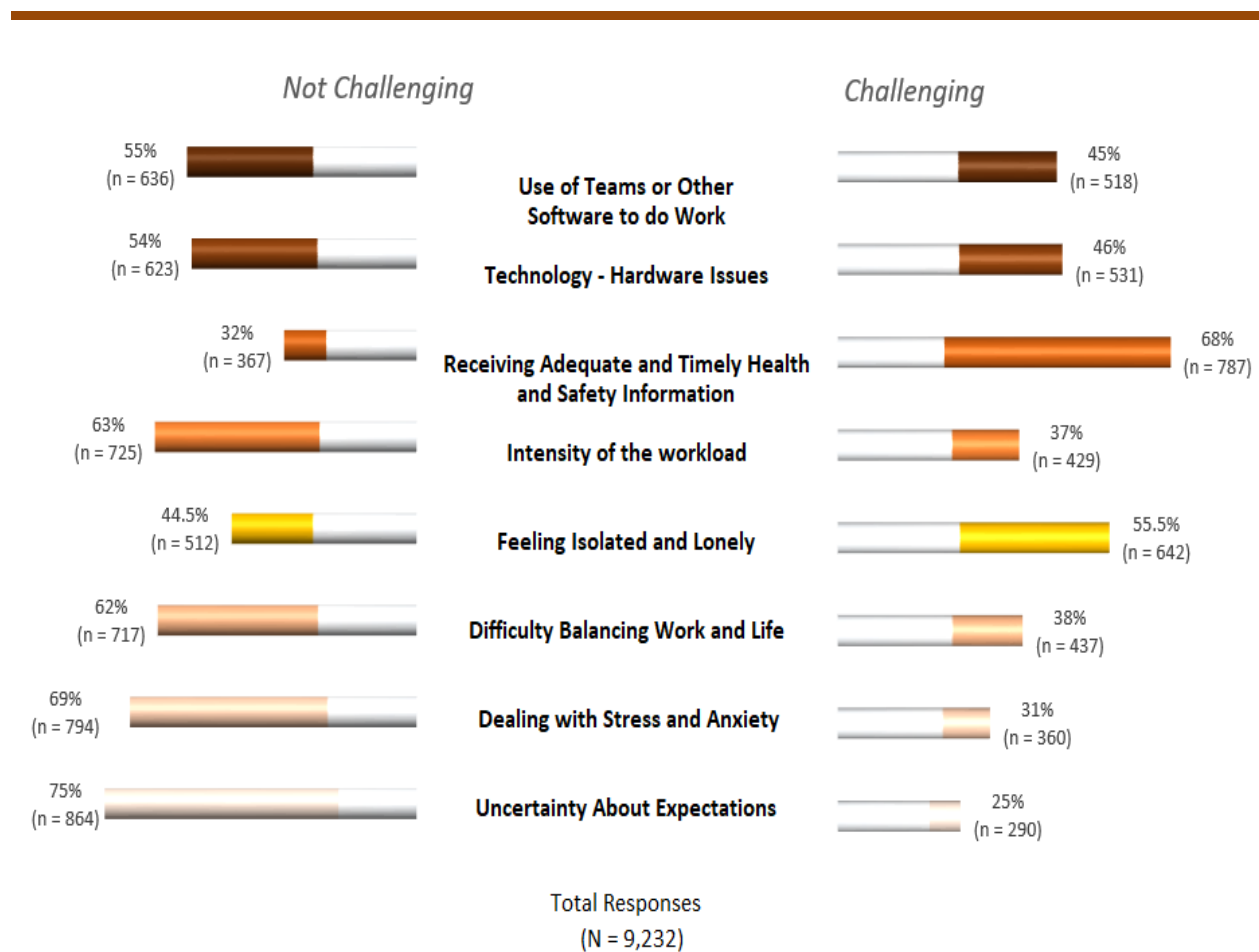
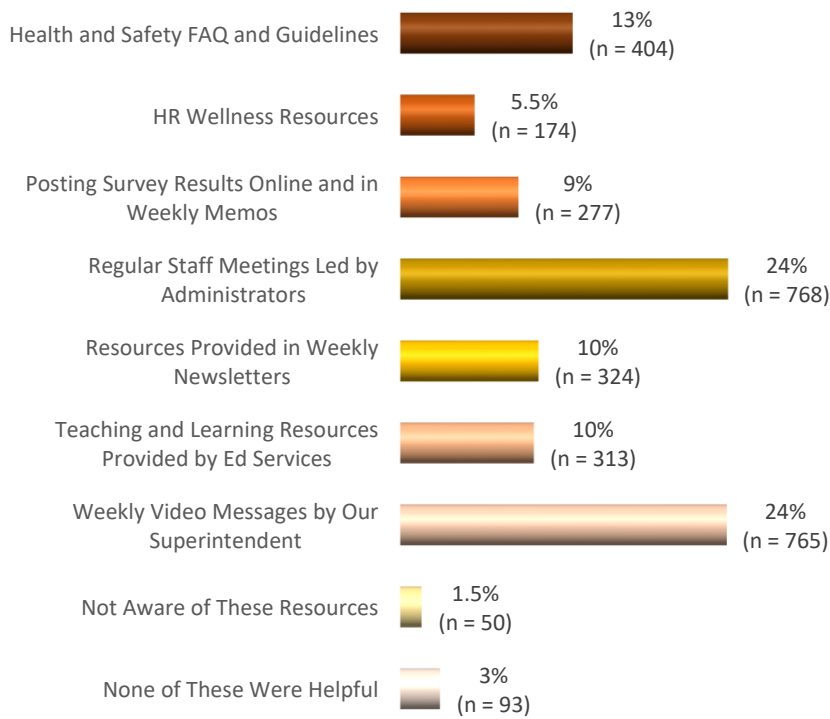


Figure 103. What Elementary School Employees Find Challenging and Not Challenging

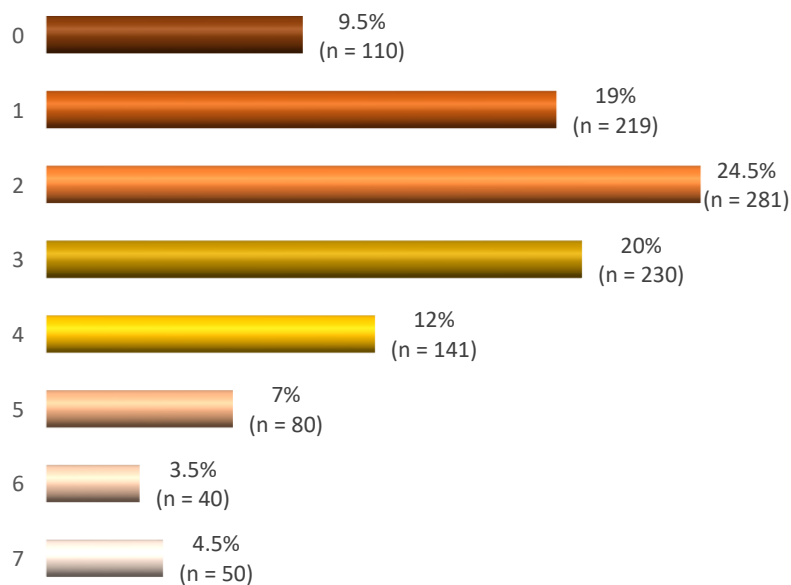


Figure 104. Resources and Supports Elementary School Employees Found Most Helpful



About half (48%) of **Elementary School** employees found regular staff meetings led by administrators (24%) and weekly video messages by the superintendent (24%) to be most helpful.

See Figure 104 for a breakdown of the resources and supports **Elementary School** employees found most helpful.



About six in ten (63.5%) **Elementary School** employees utilized between one to three resources and supports while about one-quarter (26.5%) employees utilized four or more resources and supports.

See Figure 105 for a breakdown of the number of resources and supports per **Elementary School** employee that they found most helpful.

Figure 105. Total Number of Resources and Supports Per Elementary School Employee That was Found Most Helpful



Approximately one-quarter (25%) of **Elementary School** schools agreed or totally agreed that they feel prepared while about four in ten (41.5%) employees indicated some level of disagreement. Nearly three in ten (29%) **Elementary School** employees agreed or totally agreed that their personal health and safety has been taken into account, while four in ten (40.5%) employees indicated some level of disagreement. See Figures 106 and 107 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 106. Level of Agreement Among Elementary School Employees: Feeling Prepared

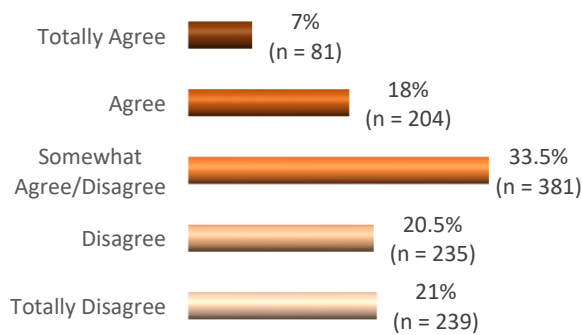


Figure 107. Level of Agreement Among Elementary School Employees: Personal Health and Safety was Taken into Account

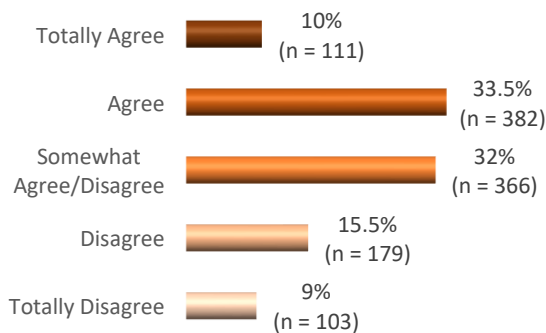
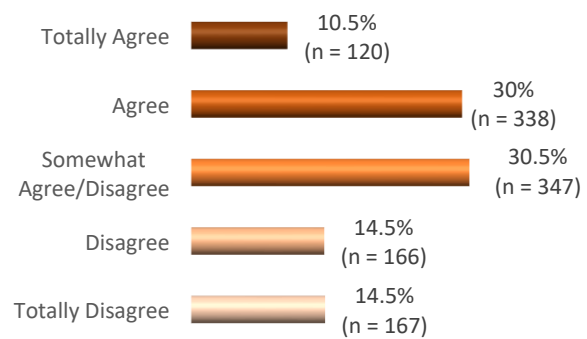
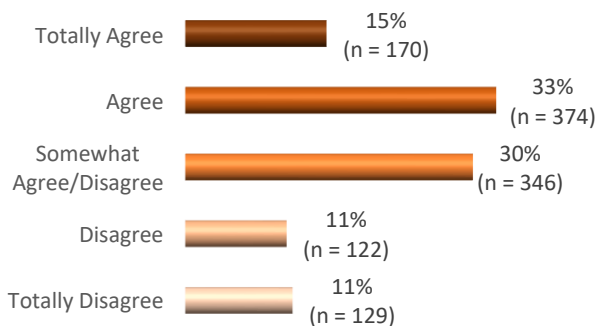


Figure 108. Level of Agreement Among Elementary School Employees: Had the Information to Do Their Job

Figure 109. Level of Agreement Among Elementary School Employees: Appreciation of Returning to Face-to-Face in a Blended Model



About four in ten (43.5%) **Elementary School** employees agreed or totally agreed that they had the information to do their job while one-quarter (24.5%) of employees indicated some level of disagreement. About half (48%) of **Elementary School** employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while about two in ten (22%) employees indicated some level of disagreement. See Figures 108 and 109 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by **Elementary School** employees were combined as were responses of disagreement and total disagreement.

Elementary School employees were more likely to agree than disagree on all statements except for feeling prepared where roughly six in ten (62.5%) employees had some level of disagreement. See Figure 110 for a breakdown of the combined agreements and disagreements for a series of statements posed to **Elementary School** employees.

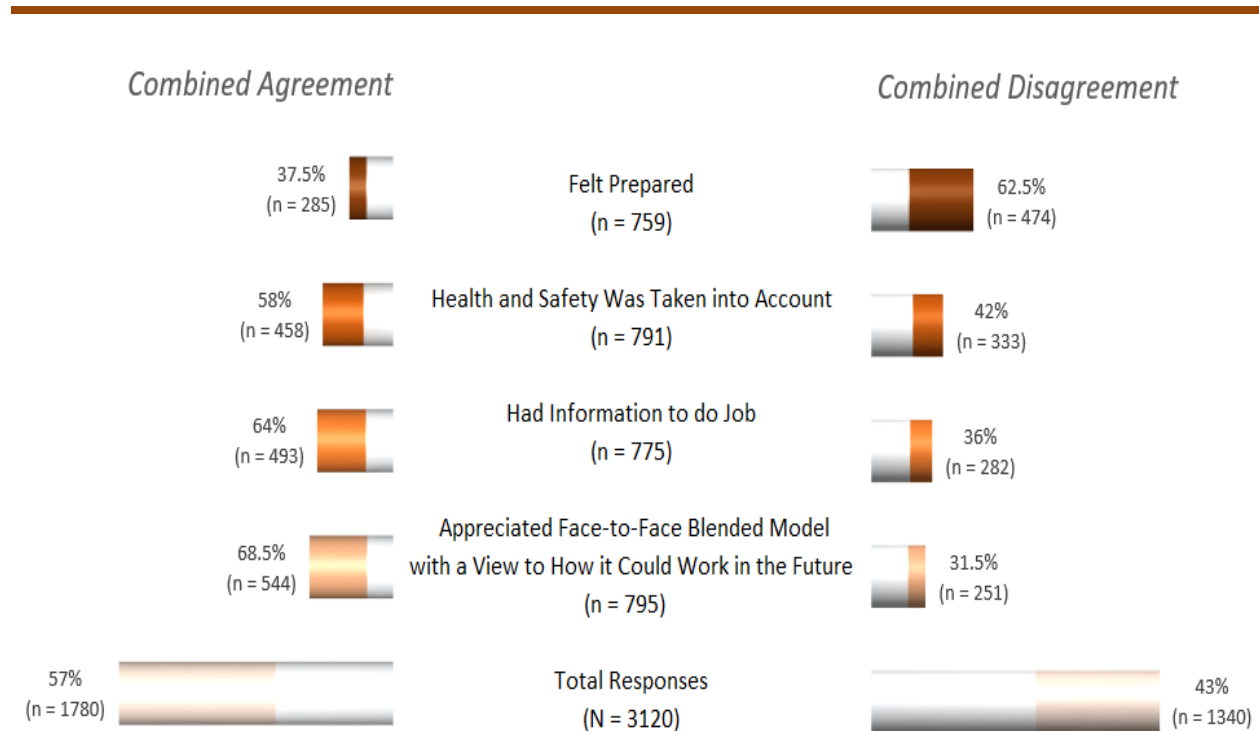
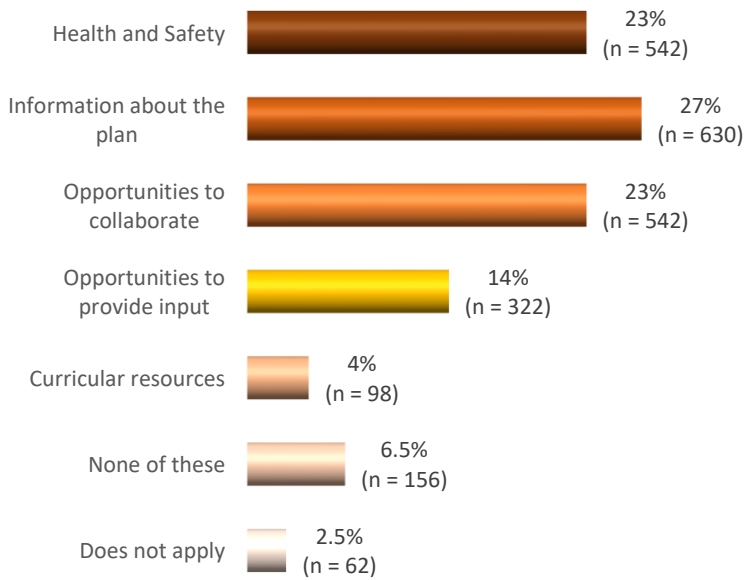


Figure 110. Level of Combined Agreements and Disagreements Among Elementary School Employees

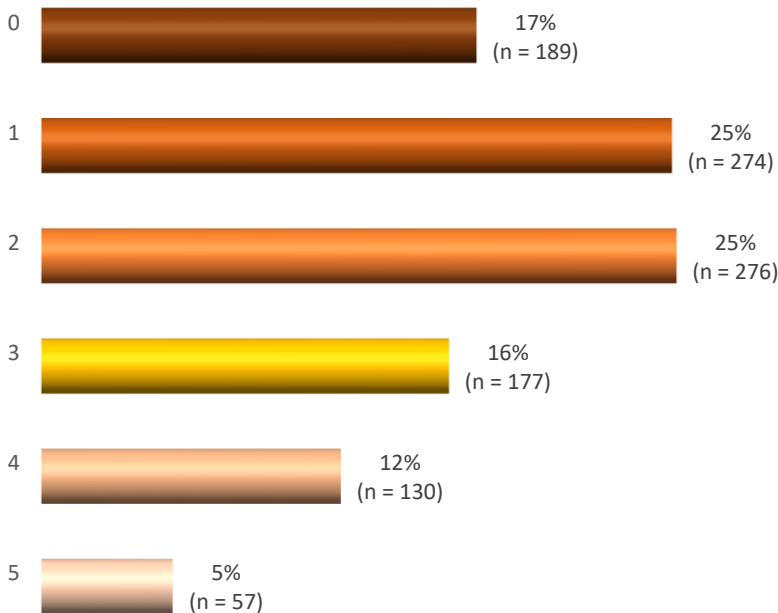


Figure 111. What Elementary School Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



Nearly three-quarters (73%) of **Elementary School** employees indicated that information about the plan (27%), the health and safety orientation (23%), and opportunities to collaborate (23%) were most helpful as part of their partial return to work on June 1st.

See Figure 111 for a breakdown of the factors that **Elementary School** employees found helpful as part of their partial return to work on June 1st.



Approximately half (50%) of **Elementary School** employees found one to two factors most helpful as part of their partial return to work June 1st while close to two in ten (17%) employees found no factor helpful.

See Figure 112 for a breakdown of the number of factors per **Elementary School** employee that was found helpful as part of their partial return to work on June 1st.

Figure 112. Total Number of Factors Per Elementary School Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees working in **Elementary Schools** identified to help them in their work was related to roles, workloads, and scheduling (39%). The most mentions for any sub-theme was related to safety protocols, practices, and personnel (17%).

See Table 10 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **Elementary Schools** identified to help them in their work.

Table 10. Most Important Information Employees in Elementary Schools Identified to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 614; 30%)	<i>Materials and Equipment</i>	87 (4%)
	<i>Effective and Regular Communication</i>	182 (9%)
	<i>Safety Protocols, Practices, and Personnel</i>	345 (17%)
Roles, Workloads, and Scheduling (n = 805; 39%)	<i>Effective and Regular Communication</i>	242 (12%)
	<i>Expectations of Roles</i>	300 (14%)
	<i>Consideration of Workload and Scheduling</i>	263 (13%)
Professional Development, Training, and Planning (n = 391; 19%)	<i>Materials and Resources</i>	165 (8%)
	<i>Collaboration and Planning Time</i>	112 (5.5%)
	<i>Professional Development and Training</i>	114 (5.5%)
General Requests and Recommendations (n = 248; 12%)	<i>General Communication</i>	154 (7.5%)
	<i>General Protocols</i>	94 (4.5%)
No Needs Identified (n = 7; 0%)	<i>No Response</i>	312*
	<i>Feels Prepared</i>	7 (0%)
	<i>Does Not Apply</i>	10*
Total		2,065 Mentions

*Approximately 322 out of 1,154 (28%) employees in **Elementary Schools** did not provide a response and were not calculated in the overall percentages.



See Table 11 for a selection of quotes provided by **Elementary School** employees representing each of the themes generated from the analysis.

Table 11. Information Needed by Elementary School Employees to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols & Practices	<p><i>Firstly, I'd need to know that my room is cleaned properly every day for my health and the health of my students. This was not the case where I work. Also, will we be provided with more people to clean, as well as safety plexiglass for our protection? In my first and only in class week in June, I had a few students in my room, but six different adults coming through my class every day, most not wearing masks.</i></p>
	<p><i>As a Supervision Aide (elementary school), the needed information will be what health/safety protocols are in place for staff and for students; what the lunchtime schedule will be, in terms of managing cohorts of students; and traffic flow within or without the school building.</i></p>
Roles, Workloads, and Scheduling	<p><i>A solid plan for the in school daycare, which is clearly communicated to the entire staff team. This should not be left to EAs to plan and implement.</i></p>
	<p><i>I want them to acknowledge that asking teachers to provide an online program while also teaching full time was not fair nor realistic for teachers...More support for elementary teachers needs to be in place for September. The amount of work we were doing is not sustainable in September and over the course of a school year.</i></p>
Professional Development, Training, and Planning	<p><i>I feel that the district should provide a limited number of different digital platforms (whether it be teams, Weebly, Wix, etc) and provide examples on how to use these with each grade group. Teachers should not be reinventing the wheel...The first week of September should be a week for planning since there had not been any time allotted to developing the framework for September (or bring us back a week early, paid).</i></p>
	<p><i>Region/District support specifically for clerical and attendance. Clerks were not mentioned specifically during videos, instructions or plans for the June 1st start up. There were no resources available to call or check in with regarding how our jobs were affected. I felt that the weight was left on us at the school level to figure it out and hope it worked. The clerks do a lot in the schools yet don't feel supported.</i></p>



4.2. SCHOOL TYPE RESULTS: SECONDARY SCHOOL EMPLOYEES

Approximately 580 employees working in **Secondary Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 113. Secondary School Employee Groups

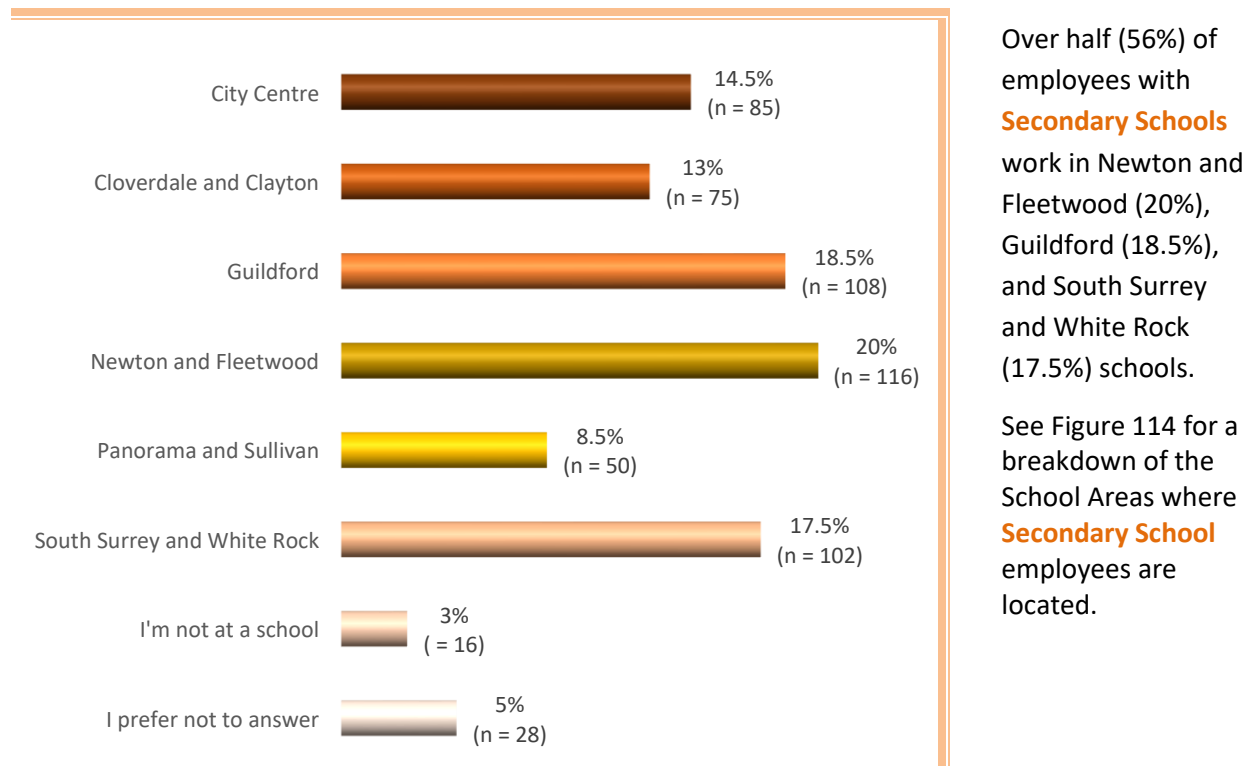
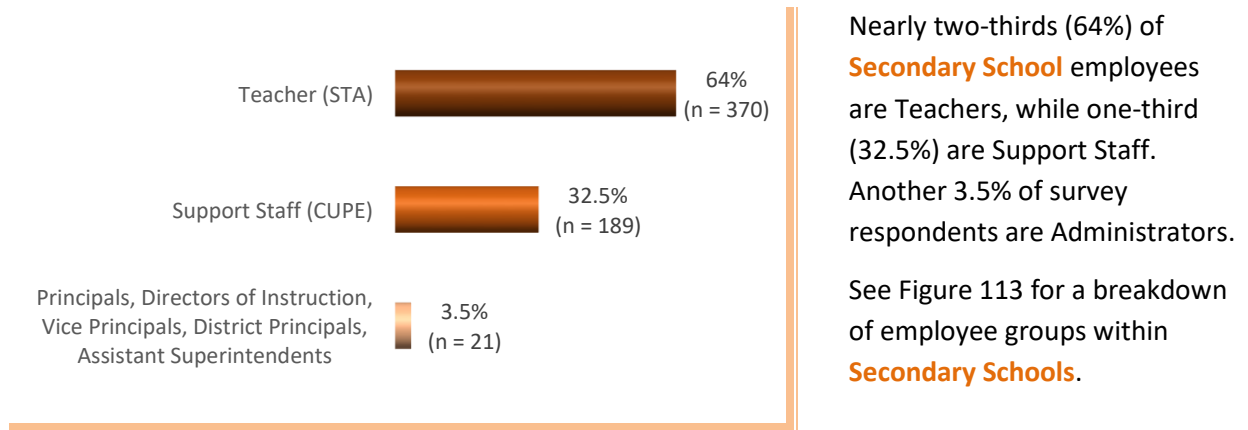
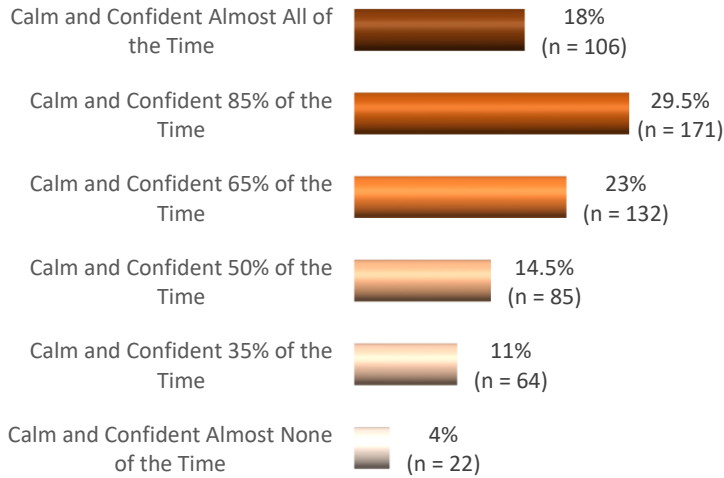


Figure 114. Geographic Region Where Secondary School Employees Work

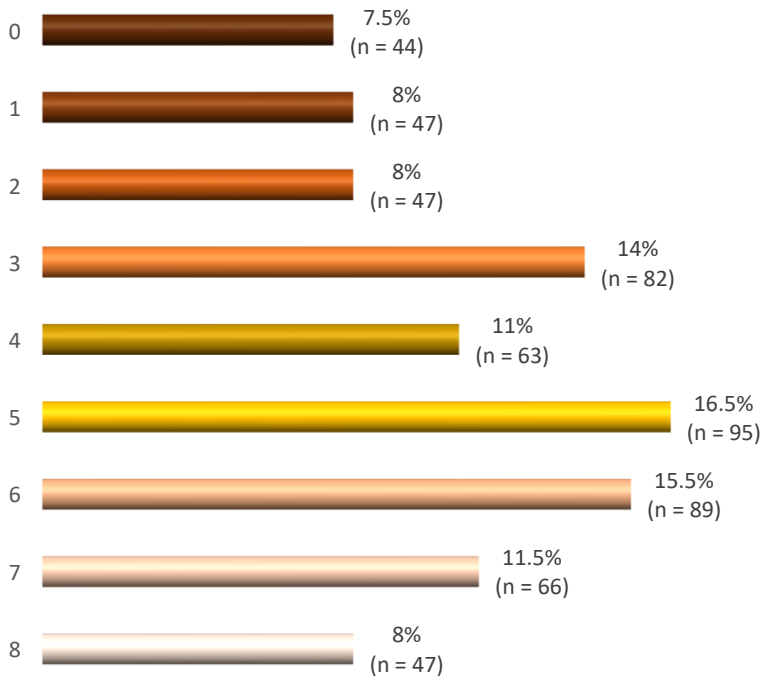


Figure 115. Descriptors Chosen by Secondary School Employees that Best Describes How They are Feeling



Approximately seven in ten (70.5%) **Secondary School** employees indicated they are calm and confident 65% or more of the time, while nearly three in ten (29.5%) **Secondary School** employees indicated they are calm and confident either half or less than half of the time.

See Figure 115 for a breakdown of the descriptors **Secondary School** employees chose that best describe how they are feeling.



More than half (51.5%) of **Secondary School** employees indicated they face at least five challenges.

About one in ten (15.5%) **Secondary School** employees indicated they face one challenge or do not face any challenges.

See Figure 116 for a breakdown of the number of challenges **Secondary School** employees are still facing since the last Well-Being Survey.

Figure 116. Total Number of Challenges Selected by Secondary School Employees



Nearly half (48%) of **Secondary School** employees indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, almost half (49%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 117 and 118 for a breakdown of the level of challenges **Secondary School** employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 117. Level of Challenge Among Secondary School Employees: Use of Teams and Other Software to Do Work

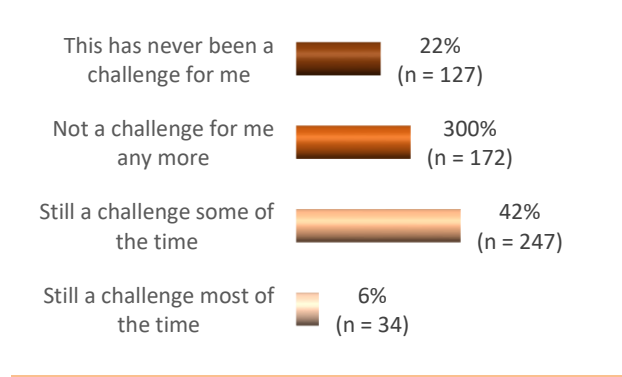


Figure 118. Level of Challenge Among Secondary School Employees: Technology – Hardware Issues

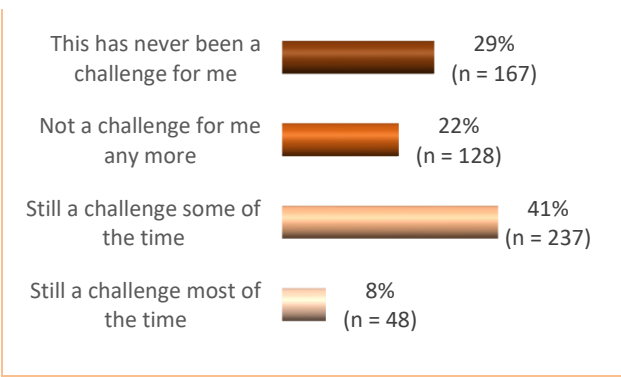


Figure 119. Level of Challenge Among Secondary School Employees: Receiving Adequate Information about Health and Safety in a Timely Manner

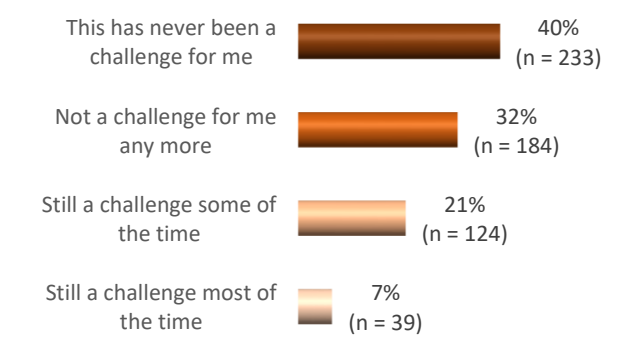
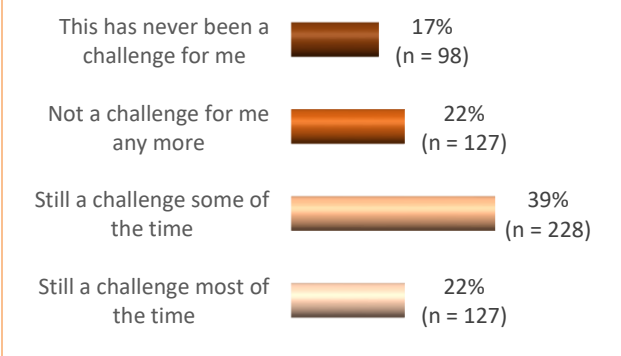


Figure 120. Level of Challenge Among Secondary School Employees: Intensity of Workload



Close to three in ten (28%) **Secondary School** employees indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (61%) employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 119 and 120 for a breakdown of the level of challenges **Secondary School** employees face with receiving adequate information and the intensity of their workload.



About four in ten (44%) **Secondary School** employees indicated that feeling isolated and lonely has been challenging some or most of the time. Another six in ten (62%) employees indicated that balancing work and life has been challenging some or most of the time. See Figures 121 and 122 for a breakdown of the level of challenges **Secondary School** employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 121. Level of Challenge Among Secondary School Employees: Feeling Isolated and Lonely

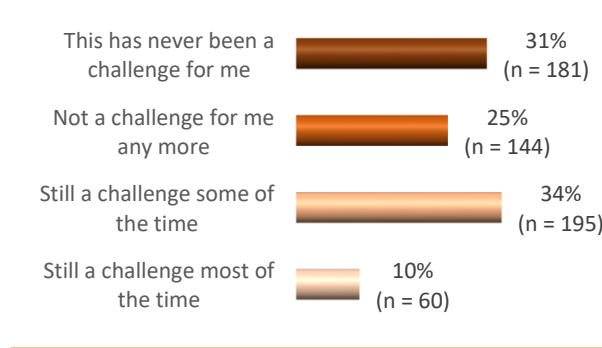


Figure 122. Level of Challenge Among Secondary School Employees: Balancing Work and Life

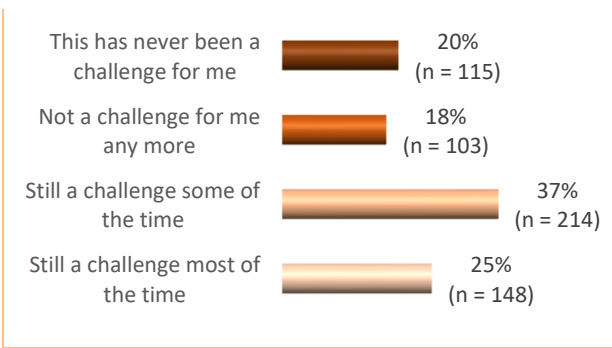


Figure 123. Level of Challenge Among Secondary School Employees: Dealing with Stress and Anxiety

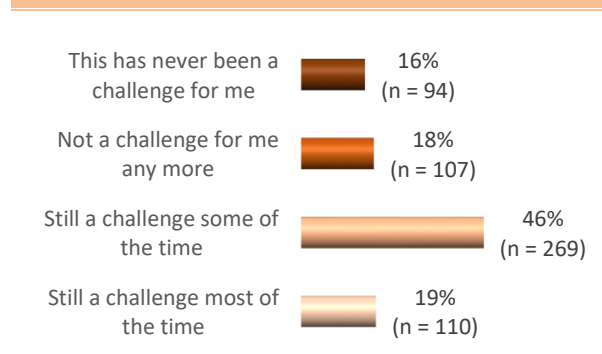
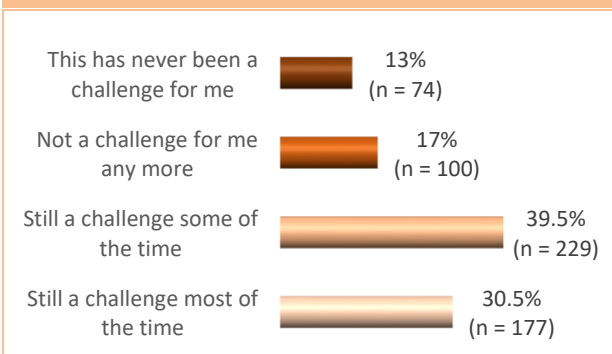


Figure 124. Level of Challenge Among Secondary and Secondary School Employees: Uncertainty of Expectations



About two-thirds (65%) of **Secondary School** employees indicated that dealing with stress and anxiety has been challenging some or most of the time. Approximately seven in ten (70%) employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 123 and 124 for a breakdown of the level of challenges **Secondary School** employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, **Secondary School** employees agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

When it came to using Teams or other software to do work (51.5%), technology – hardware issues (51%) receiving adequate and timely health and safety information (72%), and feeling isolated and lonely (56%) more **Secondary School** employees found it challenging than not. All other statements led to a greater portion of employees not finding the factors challenging compared to the portion of employees who did find the factors challenging.

See Figure 125 for a breakdown of challenging-to-not challenging ratios for a series of factors that **Secondary School** employees rated.

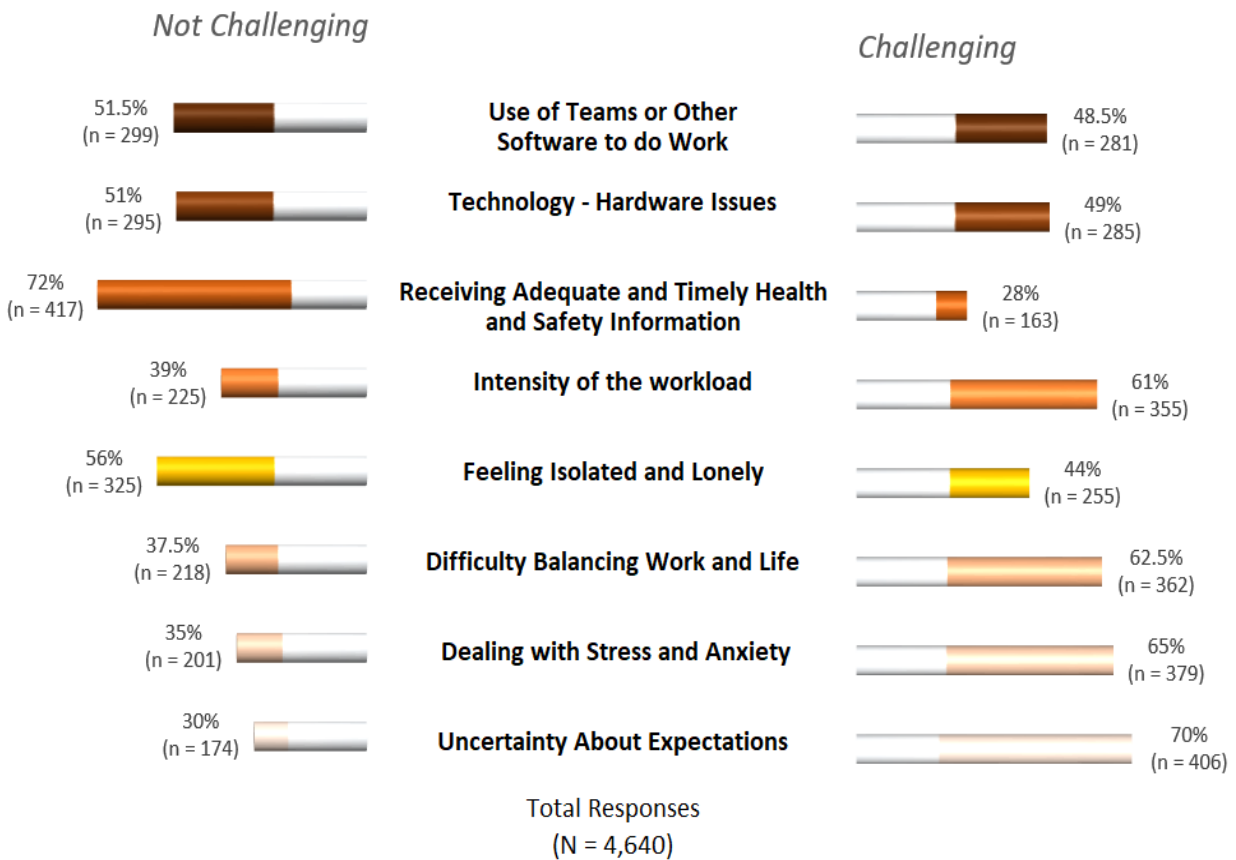
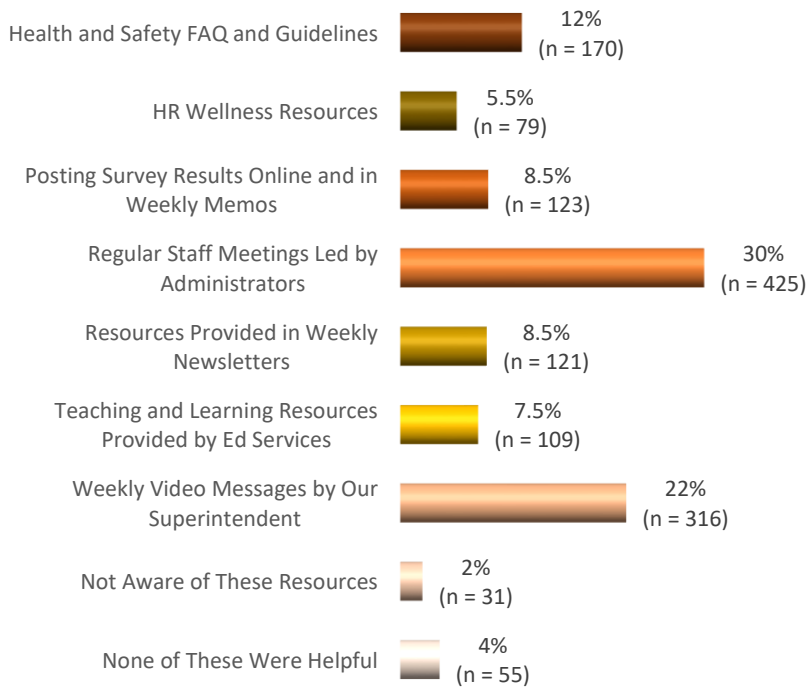


Figure 125. What Secondary School Employees Find Challenging and Not Challenging

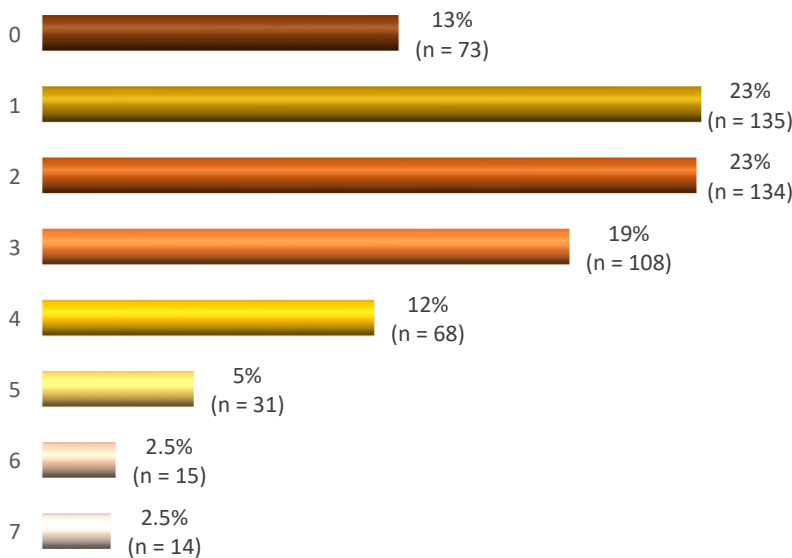


Figure 126. Resources and Supports Secondary School Employees Found Most Helpful



Over half (52%) of **Secondary School** employees found regular staff meetings led by administrators (30%) and weekly video messages by the superintendent (22%) to be most helpful.

See Figure 126 for a breakdown of the resources and supports **Secondary School** employees found most helpful.



Nearly two-thirds (65%) **Secondary School** employees utilized between one to three resources and supports while about two in ten (22%) employees utilized four or more resources and supports.

See Figure 127 for a breakdown of the number of resources and supports per **Secondary School** employee that they found most helpful.

Figure 127. Total Number of Resources and Supports Per Secondary School Employee That was Found Most Helpful



Approximately three in ten (30.5%) **Secondary Schools** agreed or totally agreed that they feel prepared while nearly four in ten (39%) employees indicated some level of disagreement. About four in ten (46%) **Secondary School** employees agreed or totally agreed that their personal health and safety has been taken into account, while about one-quarter (24%) of employees indicated some level of disagreement. See Figures 128 and 129 for a breakdown of the level of agreement **Secondary School** employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 128. Level of Agreement Among Secondary School Employees: Feeling Prepared

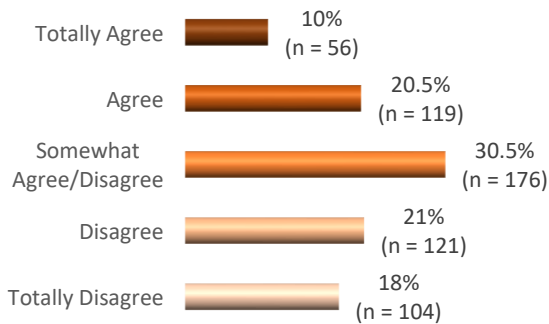


Figure 129. Level of Agreement Among Secondary School Employees: Personal Health and Safety was Taken into Account

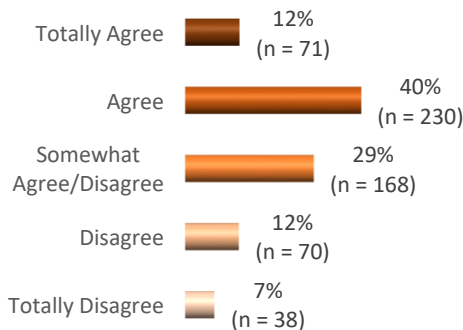
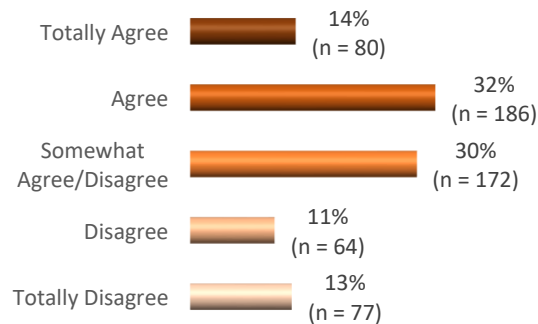


Figure 130. Level of Agreement Among Secondary School Employees: Had the Information to Do Their Job

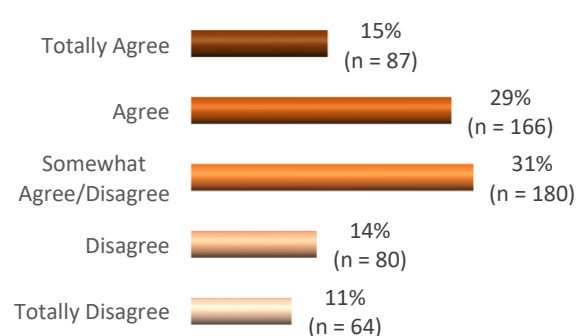


Figure 131. Level of Agreement Among Secondary School Employees: Appreciation of Returning to Face-to-Face in a Blended Model

More than half (52%) of **Secondary School** employees agreed or totally agreed that they had the information to do their job while nearly two in ten (19%) employees indicated some level of disagreement. About four in ten (44%) **Secondary School** employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while one-quarter (25%) of employees indicated some level of disagreement. See Figures 130 and 131 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by **Secondary School** employees were combined as were responses of disagreement and total disagreement.

Secondary School employees were more likely to agree than disagree on all statements except for feeling prepared where six in ten (65%) employees had some level of disagreement. See Figure 132 for a breakdown of the combined agreements and disagreements for a series of statements posed to **Secondary School** employees.

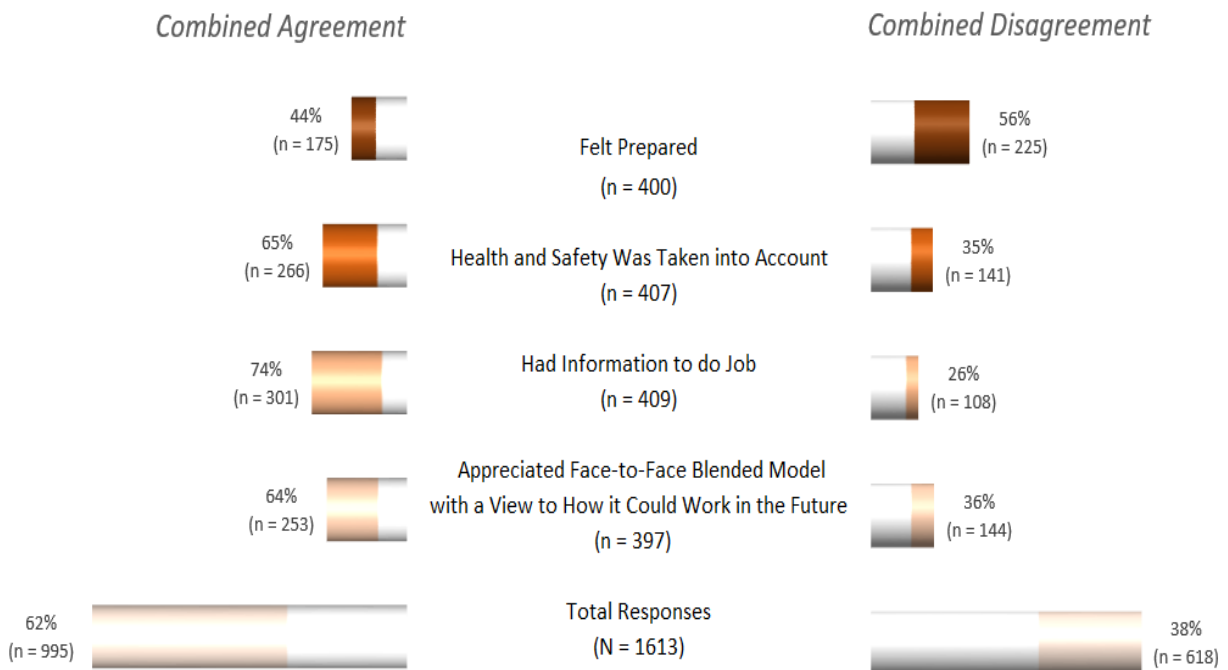
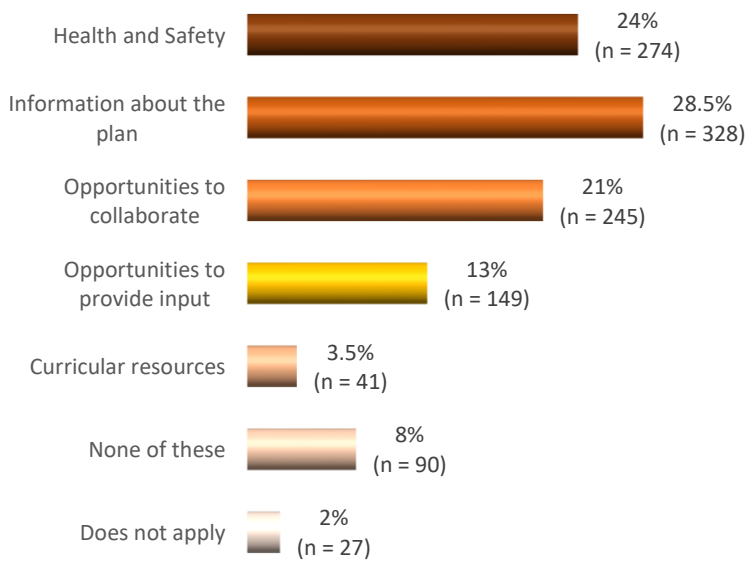


Figure 132. Level of Combined Agreements and Disagreements Among Secondary School Employees

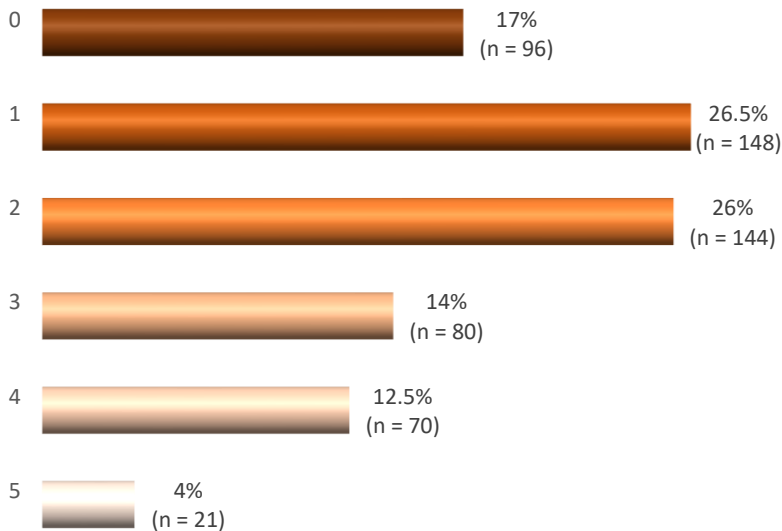


Figure 133. What Secondary School Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



Nearly three-quarters (73.5%) of **Secondary School** employees indicated that information about the plan (28.5%), the health and safety orientation (24%), and opportunities to collaborate (21%) were most helpful as part of their partial return to work on June 1st.

See Figure 133 for a breakdown of the factors that **Secondary School** employees found helpful as part of their partial return to work on June 1st.



Over half (52.5%) of **Secondary School** employees found one to two factors most helpful as part of their partial return to work June 1st while close to two in ten (17%) employees found no factor helpful.

See Figure 134 for a breakdown of the number of factors per **Secondary School** employee that was found helpful as part of their partial return to work on June 1st.

Figure 134. Total Number of Factors Per Secondary School Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees working in **Secondary Schools** identified to help them in their work was related to roles, workloads, and scheduling (41%). The most mentions for any sub-theme was related to safety protocols, practices, and personnel (18%).

See Table 12 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **Secondary Schools** identified to help them in their work.

Table 12. Most Important Information Needed by Employees in Secondary Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 283; 30.5%)	<i>Materials and Equipment</i>	33 (3.5%)
	<i>Effective and Regular Communication</i>	85 (9%)
	<i>Safety Protocols, Practices, and Personnel</i>	165 (18%)
Roles, Workloads, and Scheduling (n = 377; 41%)	<i>Effective and Regular Communication</i>	117 (13%)
	<i>Expectations of Roles</i>	115 (12%)
	<i>Consideration of Workload and Scheduling</i>	145 (16%)
Professional Development, Training, and Planning (n = 151; 16%)	<i>Materials and Resources</i>	64 (7%)
	<i>Collaboration and Planning Time</i>	48 (5%)
	<i>Professional Development and Training</i>	39 (4%)
General Requests and Recommendations (n = 106; 11.5%)	<i>General Communication</i>	63 (7%)
	<i>General Protocols</i>	43 (4.5%)
No Needs Identified (n = 9; 1%)	<i>No Response</i>	103*
	<i>Feels Prepared</i>	9 (1%)
	<i>Does Not Apply</i>	6*
Total		926 Mentions

*Approximately 156 of 580 (27%) employees in **Secondary Schools** did not provide a response and were not calculated in the overall percentages.



See Table 13 for a selection of quotes provided by **Secondary School** employees representing each of the themes generated from the analysis.

Table 13. Information Needed by Secondary School Employees to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<p><i>Personal safety is paramount. The schedule should be consistent across the school district for all secondary if possible. Return to school should be mandatory for teachers and students. PPEs should be provided to teachers. Masks should be worn by students. More stringent cleaning protocols with more numbers in September.</i></p>
	<p><i>With an emphasis on safety how are secondary students going to return to the classroom and maintain safe distance practices at all times?</i></p>
Roles, Workloads, and Scheduling	<p><i>How the district will help by reinforcing the schedules, academic standards, and expectations of teachers. Ensuring parents know what is expected and support our efforts.</i></p>
	<p><i>I teach Sp. Ed. We have been told that they can come back full-time, yet our teacher time and EA time have been decimated. I do not know how we will support so many students, with so little staff, and it is stressing me out. I also don't know where I will put everyone. BASES kids can't social distance, and the district doesn't seem to care about that at all, so there is a lot of anxiety in my dept. But then we're told we have to have them back full-time. Which is super unfair, to both the staff and the students, because of the exposure and the lack of staff to care for all the students.</i></p>
Professional Development, Training, and Planning	<p><i>Having students being able to effectively access TEAMS so that they are confident in being able to see, understand, and able to complete assignments. Many claimed they were ill prepared to feel that they were successfully able to do work. Many students had to share technology in their families therefore have enough time to complete or meet deadlines was causing anxiety. Even though teachers were not necessarily being strict about dated deadlines.</i></p>
	<p><i>Ongoing support and in-service for maintaining a digital classroom.</i></p>



4.3. SCHOOL TYPE RESULTS: CONCLUSIONS

Approximately 1,154 employees working Elementary Schools and 580 employees work in Secondary Schools provided responses on the Surrey School District Employee Well-Being Survey. Below is a summary of results.

Calm and Confidence Levels

The majority of both groups felt they are calm and confident the majority of the time, including two-thirds of Elementary employees and more than three-quarters of Secondary School employees.

Challenges Faced

More than half of both groups indicated they face at least five challenges. About half of both groups experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

Close to one-third of Elementary School employees and three in ten Secondary School employees experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner. About six in ten employees from both groups find the intensity of the workload to be challenging some or most of the time.

About four in ten employees from both groups experience feeling isolated and lonely some or most of the time, while roughly six in ten employees from both groups find it difficult balancing work and life some or most of the time.

Close to seven in ten Elementary School employees and two-thirds of Secondary School employees find it challenging dealing with stress and anxiety some or most of the time. Approximately three-quarters of Elementary School employees and seven in ten Secondary School employees feel uncertainty around expectations.

Of the eight challenges, the majority of Elementary School employees faced challenges with only two. Most employees faced challenges with receiving adequate and timely health and safety information and feeling isolated and lonely. There was a majority of Secondary School employees in four categories challenges.

Resources and Supports Found Useful

The top three resources and supports that employees from both groups found most helpful include regular staff meetings led by administrators, weekly video messages by the superintendent, and the Health and Safety FAQ and Guidelines.



Six in ten employees from both groups utilized between one to three resources and supports they found helpful.

Approximately one-quarter of Elementary School employees and three in ten Secondary School employees feel prepared for the new academic year. About three in ten Elementary School employees and one-quarter of Secondary School employees feel their personal health and safety had been taken into account. About four in ten Elementary School employees and more than half of Secondary School employees believe they had the information to do their job.

Nearly three-quarters of employees from both groups found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

Resources and Supports that are Needed

The most needed information that employees from both groups believe would help them in their work was related to the theme of roles, workloads, and scheduling. The sub-theme with the greatest single number of mentions was related to safety protocols, practices, and personnel.



5.0. Results By School Area

The following provides the summary of findings by School Area for the Well-Being Report. Sub-sections are broken down by six Area Schools: 1) City Centre; 2) Cloverdale and Clayton; 3) Guildford; 4) Newton and Fleetwood; 5) Panorama and Sullivan; and 6) South Surrey and White Rock.

The summary includes the responses of approximately 1,664 respondents, of which nearly one-quarter (23.5%) of employees work in Newton and Fleetwood schools. The second and third most represented Area Schools include Guildford (19%) and Cloverdale and Clayton (18%) schools.

See Figure 135 for a breakdown of percentages by Elementary School and Secondary School. A series of tables and figures summarizing results of the survey are provided in the sub-section to follow.

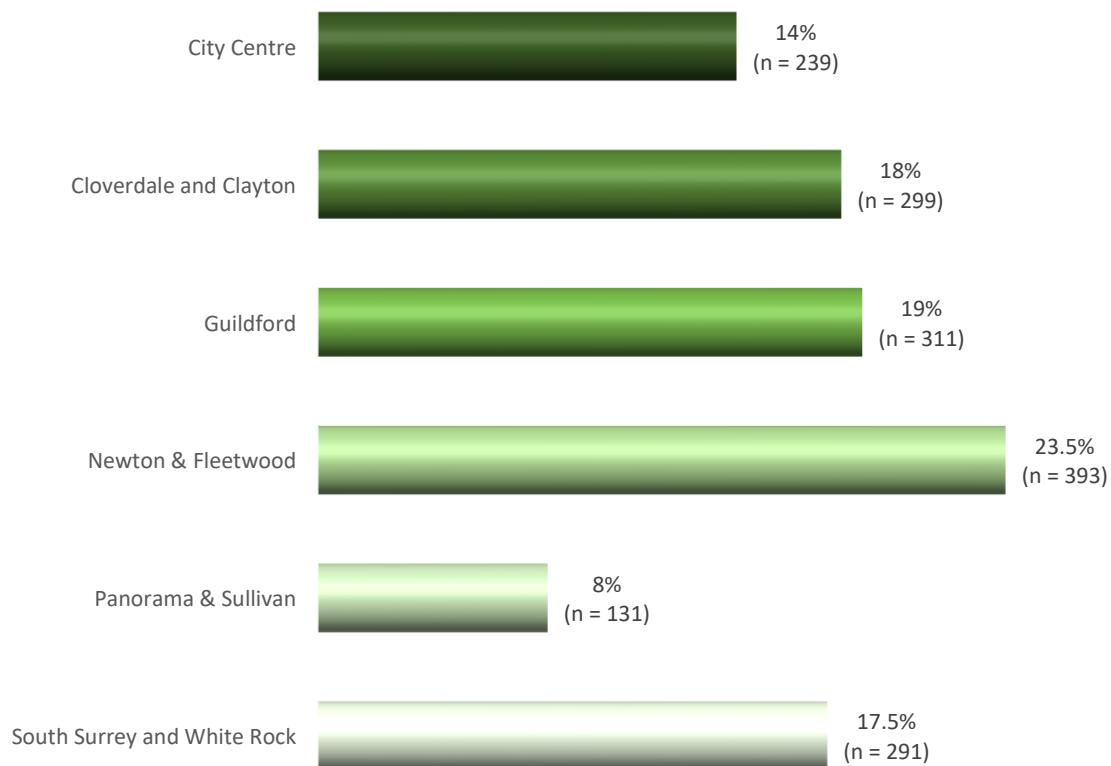


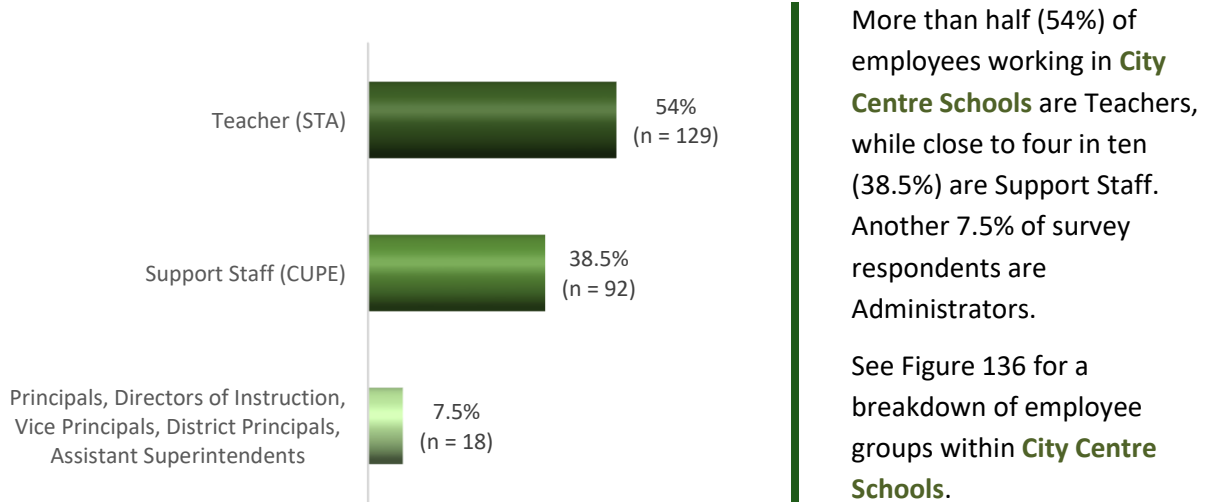
Figure 135. Geographic Region Where City Centre School Employees Work



5.1. CITY CENTRE SCHOOLS

Approximately 239 employees working in **City Centre Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 136. Employee Groups in City Centre Schools



Nearly three-quarters (72%) of employees with Cloverdale and Clayton schools (21%) work with elementary students, while one-quarter (25%) work with secondary students.

See Figure 137 for a breakdown of the student age group employees work with most or all of the time.

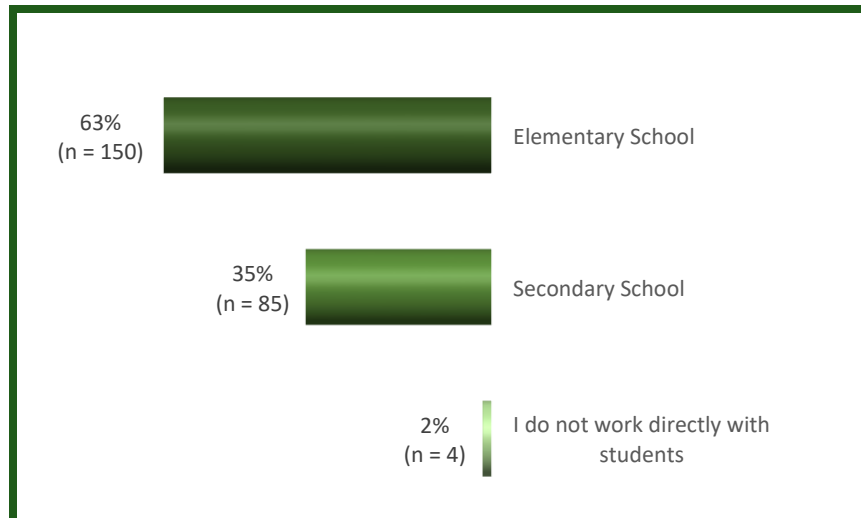
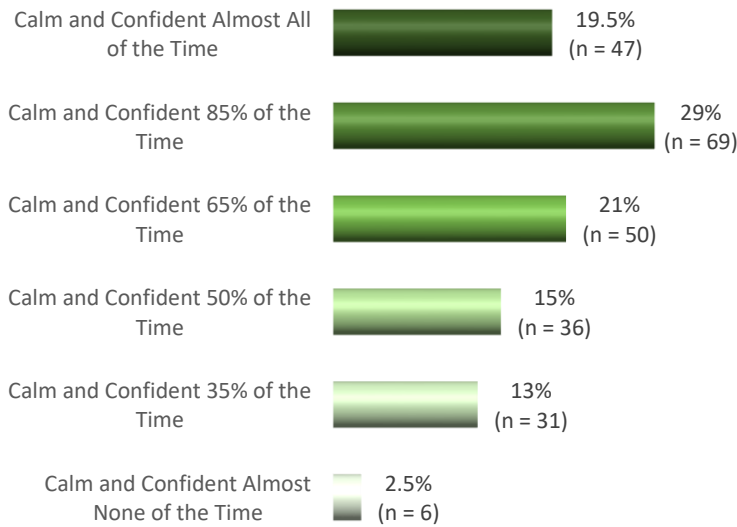


Figure 137. City Centre Schools: Student Age Group Employees Work With Most or All of the Time



Figure 138. Descriptors Chosen by Employees in City Centre Schools that Best Describes How They are Feeling



Nearly seven in ten (69.5%) employees with **City Centre Schools** indicated they are calm and confident 65% or more of the time, while three in ten (30.5%) employees indicated they are calm and confident either half or less than half of the time.

See Figure 138 for a breakdown of the descriptors employees chose that best describe how they are feeling.

Almost half (49%) of employees with **City Centre Schools** indicated they face at least five challenges.

Almost two in ten (18%) employees with **City Centre Schools** indicated they face one challenge or do not face any challenges.

See Figure 139 for a breakdown of the number of challenges employees are still facing since the last Employee Well-Being Survey.

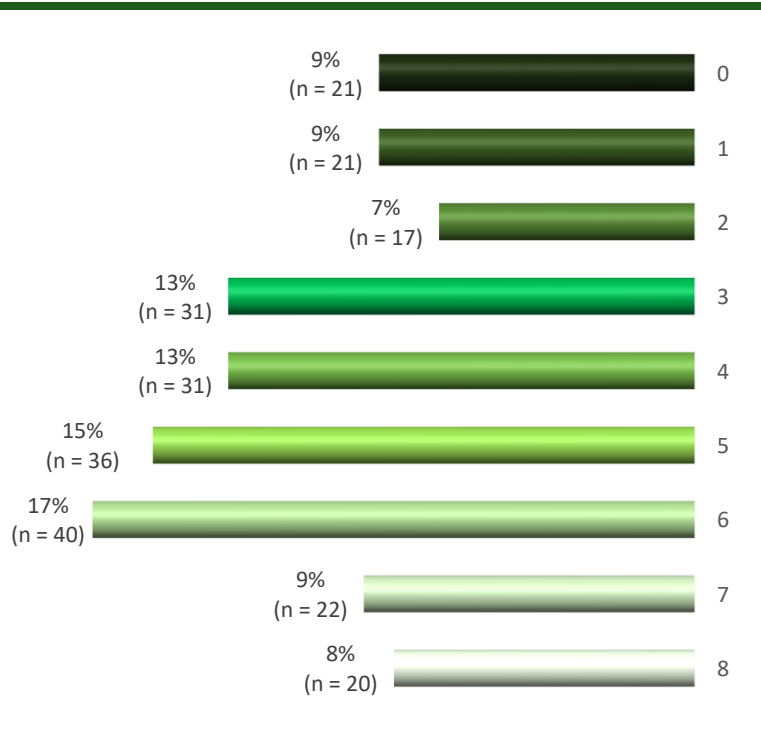


Figure 139. City Centre Schools: Total Number of Challenges Selected



Almost half (47%) of employees with **City Centre Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, nearly half (49%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 140 and 141 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 140. Level of Challenge Among Employees in City Centre Schools: Using Teams or Other Software to Do Work

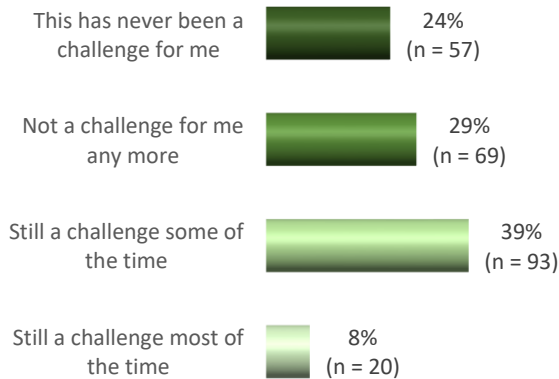


Figure 141. Level of Challenge Among Employees in City Centre Schools: Technology – Hardware Issues

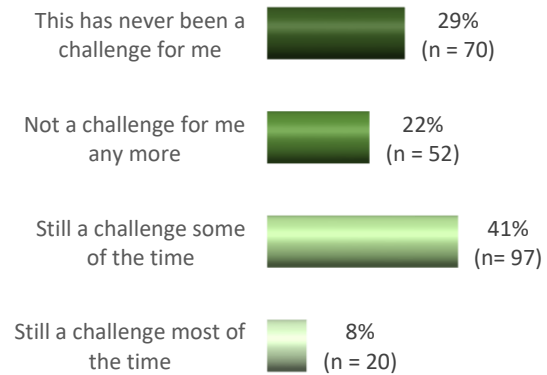


Figure 142. Level of Challenge Among Employees in City Centre Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

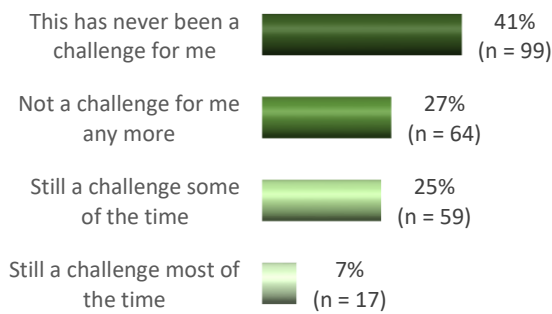
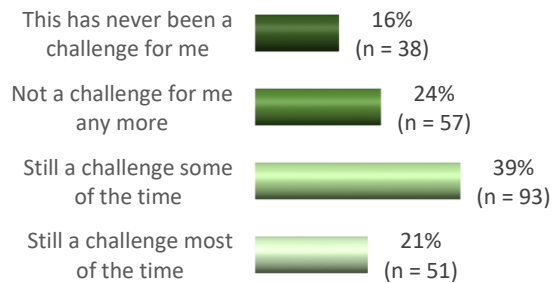


Figure 143. Level of Challenge Among Employees in City Centre Schools: Intensity of Workload



Close to one-third (32%) of employees with **City Centre Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Approximately six in ten (60%) employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 142 and 143 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About four in ten (41.5%) employees with **City Centre Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Nearly six in ten (59%) employees indicated that balancing work and life has been challenging some or most of the time. See Figures 144 and 145 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 144. Level of Challenge Among Employees in City Centre Schools: Feeling Isolated and Lonely

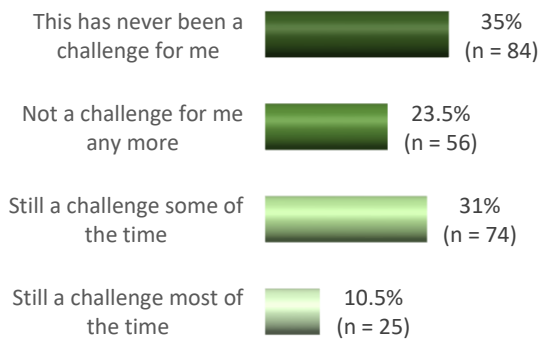


Figure 145. Level of Challenge Among Employees in City Centre Schools: Balancing Work and Life

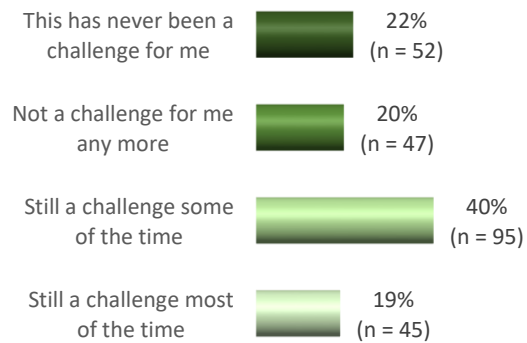


Figure 146. Level of Challenge Among Employees in City Centre Schools: Dealing with Stress and Anxiety

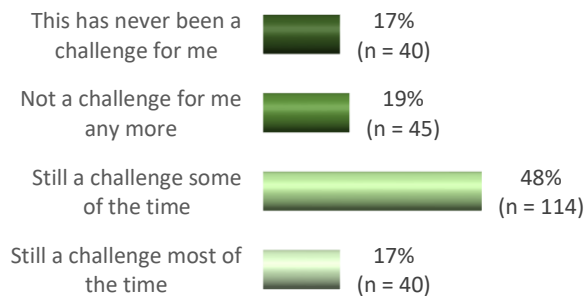
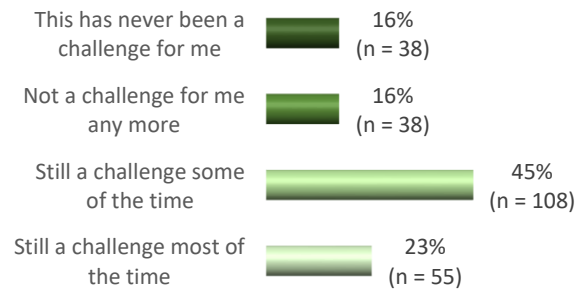


Figure 147. Level of Challenge Among Employees in City Centre Schools: Uncertainty of Expectations



Nearly two-thirds (65%) of employees with **City Centre Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. More than two-thirds (68%) of employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 146 and 147 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with **City Centre Schools** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

When it came to the use of Teams or other software to do work (53%), technology – hardware issues (51%), receiving adequate and timely health and safety information (68%) and feeling isolated and lonely (58.5%), more employees with **City Centre Schools** did not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 148 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

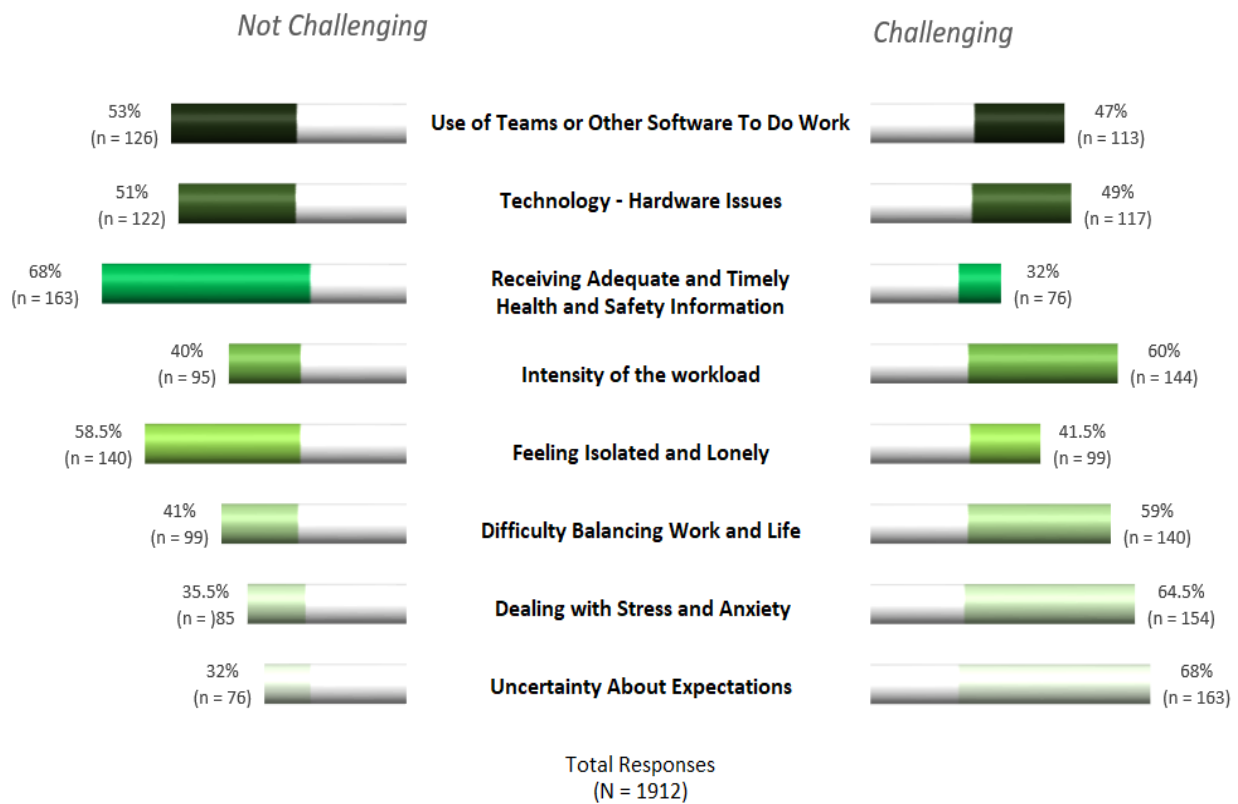
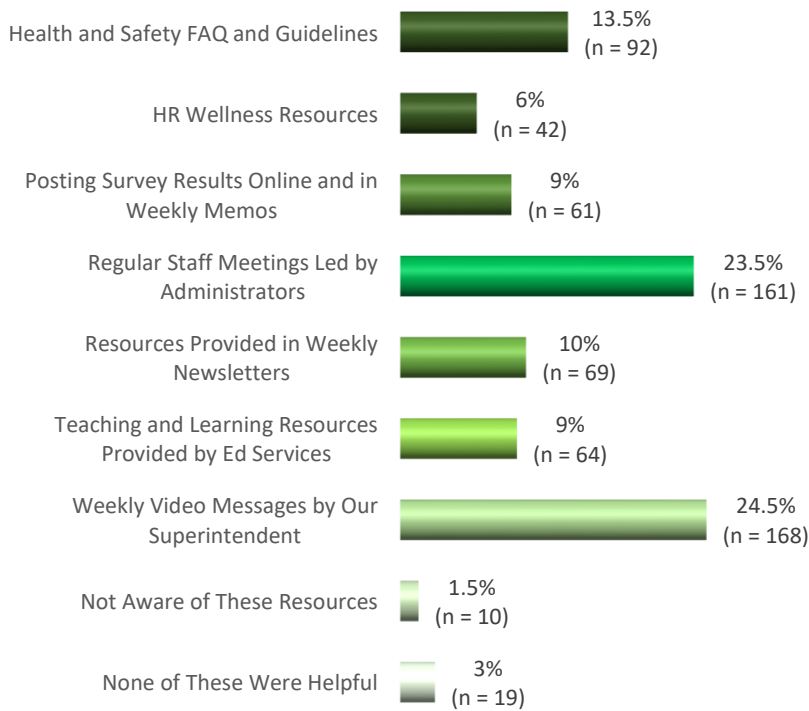


Figure 148. City Centre Schools: What Was Found Challenging and Not Challenging



Figure 149. City Centre Schools: Resources and Supports Found Most Helpful



About half (48%) of employees working in **City Centre Schools** found weekly video messages by the superintendent (24.5%) and regular staff meetings led by administrators (23.5%) to be most helpful.

See Figure 149 for a breakdown of the resources and supports employees working in **City Centre Schools** found most helpful.

About six in ten (59%) employees working in **City Centre Schools** utilized between one to three resources and supports while about one-third (32%) of employees utilized four or more resources and supports.

See Figure 150 for a breakdown of the number of resources and supports per employee working in **City Centre Schools** that they found most helpful.

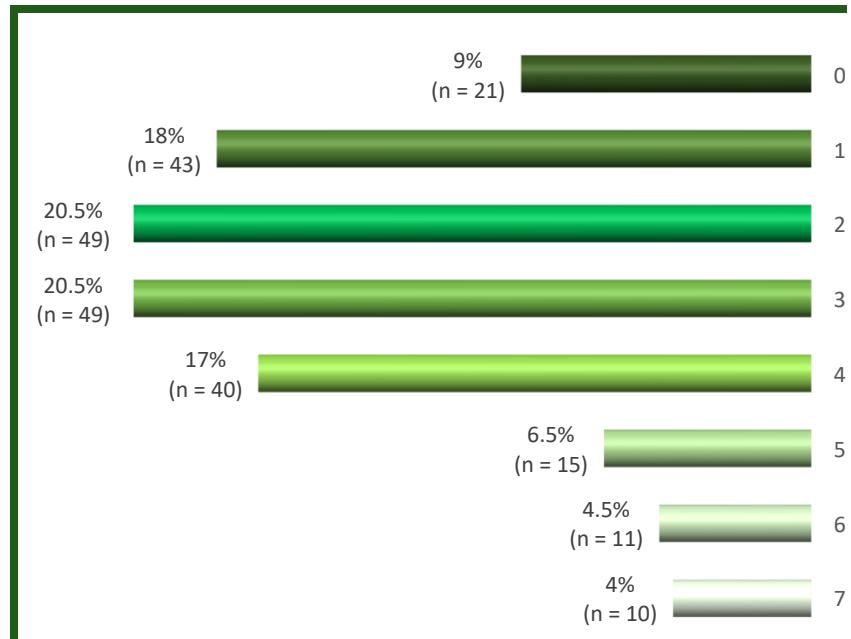


Figure 150. City Centre Schools: Total Number of Resources and Supports Per Employee That was Found Most Helpful



About one-third (34%) of employees with **City Centre Schools** agreed or totally agreed that they feel prepared while more than one-third (35%) indicated some level of disagreement. Almost half (45%) of employees agreed or totally agreed that their personal health and safety has been taken into account, while close to three in ten (28%) employees indicated some level of disagreement. See Figures 151 and 152 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 151. Level of Agreement Among Employees in City Centre Schools: Feeling Prepared

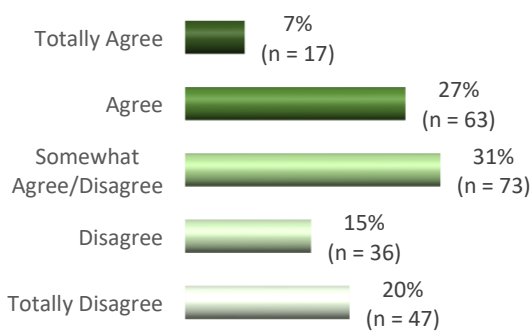


Figure 152. Level of Agreement Among Employees in City Centre Schools: Personal Health and Safety was Taken into Account

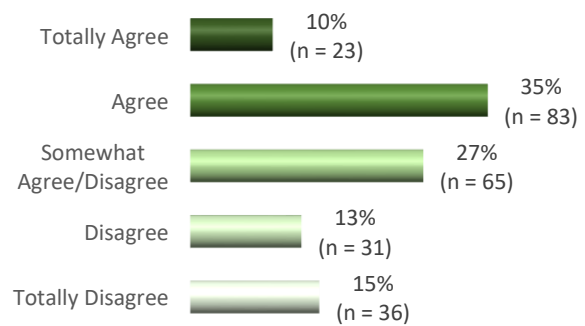


Figure 153. Level of Agreement Among Employees in City Centre Schools: Had the Information to Do Their Job

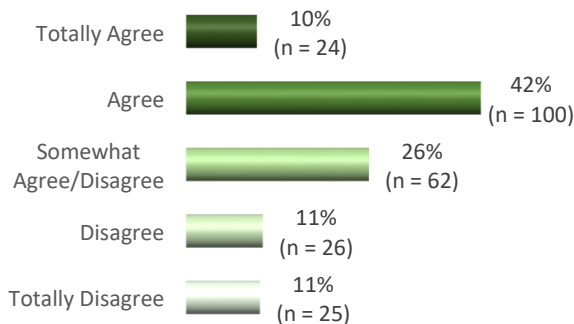
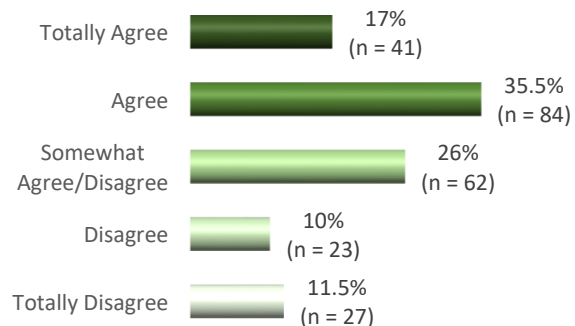


Figure 154. Level of Agreement Among Employees in City Centre Schools: Appreciation of Returning to Face-to-Face in a Blended Model



More than half (52%) of employees with **City Centre Schools** agreed or totally agreed that they had the information to do their job while about two in ten (22%) employees indicated some level of disagreement. More than half (52.5%) of the employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while about two in ten (21.5%) employees indicated some level of disagreement. See Figures 153 and 154 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with **City Centre Schools** were combined as were responses of disagreement and total disagreement.

Employees with **City Centre Schools** were more likely to agree than disagree on all statements except for feeling prepared where slightly more than half (51%) of employees had some level of disagreement. See Figure 155 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with **City Centre Schools**.

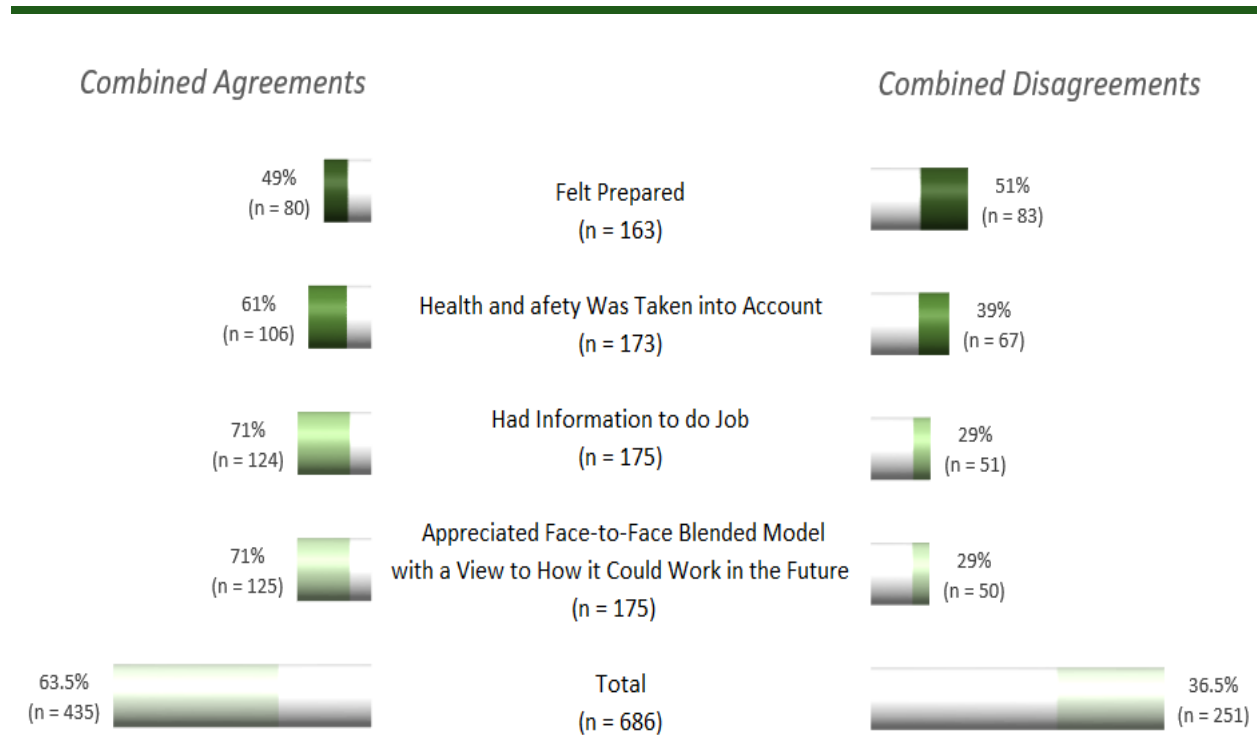


Figure 155. Level of Combined Agreements and Disagreements Among Employees in City Centre Schools



Figure 156. City Centre Schools: What Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



About seven in ten (71%) employees working in **City Centre Schools** indicated that information about the plan (26.5%), health and safety (25.5%) and opportunities to collaborate (19%) were most helpful as part of their partial return to work on June 1st.

See Figure 156 for a breakdown of the factors that employees working in **City Centre Schools** found helpful as part of their partial return to work on June 1st.

About six in ten (64%) employees working in **City Centre Schools** found one to three factors most helpful as part of their partial return to work June 1st while about two in ten (22%) employees found no factor helpful.

See Figure 157 for a breakdown of the number of factors per employee working in **City Centre Schools** that were found helpful as part of their partial return to work on June 1st.

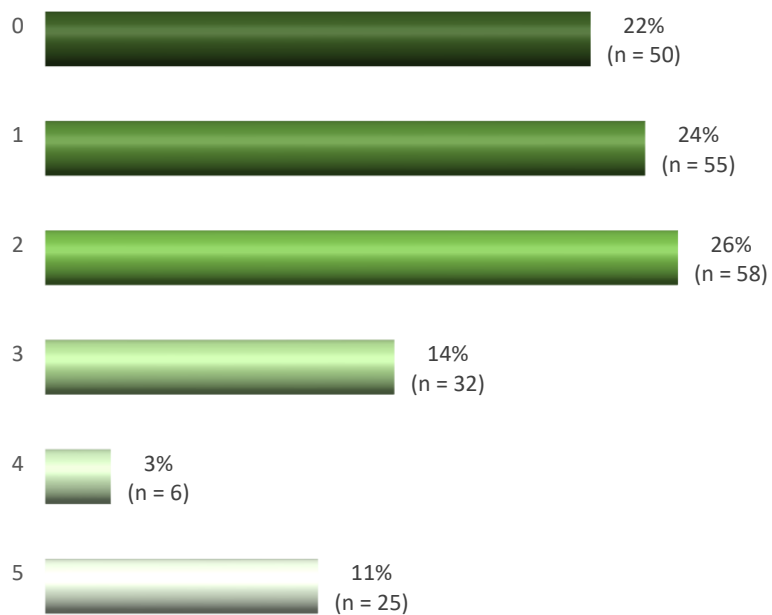


Figure 157. City Centre Schools: Total Number of Factors Per Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information employees working in **City Centre Schools** identified to help them in their work was related to roles, workloads, and scheduling (35.5%). The most mentions for any sub-theme was related to safety protocols, practices, and personnel (21%).

See Table 14 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **City Centre Schools** identified to help them in their work.

Table 14. Most Important Information Needed by Employees in City Centre Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 142; 33%)	<i>Materials and Equipment</i>	19 (4.5%)
	<i>Effective and Regular Communication</i>	32 (7.5%)
	<i>Safety Protocols, Practices, and Personnel</i>	91 (21%)
Roles, Workloads, and Scheduling (n = 152; 35.5%)	<i>Effective and Regular Communication</i>	38 (9%)
	<i>Expectations of Roles</i>	56 (13%)
	<i>Consideration of Workload and Scheduling</i>	58 (13.5%)
Professional Development, Training, and Planning (n = 79; 18.5%)	<i>Materials and Resources</i>	35 (8%)
	<i>Collaboration and Planning Time</i>	18 (4%)
	<i>Professional Development and Training</i>	26 (6%)
General Requests and Recommendations (n = 52; 12%)	<i>General Communication</i>	32 (7.5%)
	<i>General Protocols</i>	20 (4.5%)
No Needs Identified (n = 5; 1%)	<i>No Response</i>	69*
	<i>Feels Prepared</i>	5 (1%)
	<i>Does Not Apply</i>	5*
Total		430 Mentions

*Approximately 74 out of 239 (31%) of employees in **City Centre Schools** did not provide a response and were not calculated in the overall percentages.



See Table 15 for a selection of quotes provided by employees working in **City Centre Schools** representing each of the themes generated from the analysis.

Table 15. Information Needed by Employees Working in City Schools to Help Them in Their Work

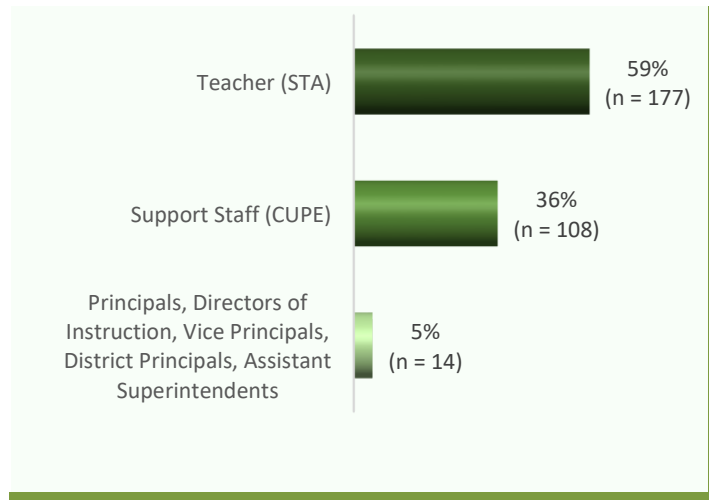
Themes	Quotes
<p>Health and Safety Protocols and Practices</p>	<p><i>Information about policies and expectations around dealing with sick students and parents who are not complying with safety standards. Information on how to anonymously report concerns regarding health and staff safety if staff (especially administration) are not following guidelines set out by the health officer, education ministry and school district. If we want all students to return and participate in person in their learning, then we need to be very clear on what and how that looks to ensure the safety of all.</i></p> <p><i>Daily check-ins for health of students and staff. Zero tolerance for sickness and clear guidelines from the district to send students and staff home IMMEDIATELY if they are sick or refuse to take direction on hand washing or health and safety measures. Limit TOC and Spare board employees to certain schools...Clear expectations on limiting adult-to-adult contact. Access to PPE when working intimately with medically fragile students. Clear expectations sent to parents from the district level as to what is expected of them and their child returning to school. Better cleaning practices in building.</i></p>
<p>Roles, Workloads, and Scheduling</p>	<p><i>1. We need to be informed and consulted well in advance, not after the release of the information to the media. 2. We need to know how we can balance our workload should there be a hybrid system as the current system of running two learning modules is not sustainable for the teachers – it is double the workload. 3. Surveys need to go out first thing so we know how many students to expect and we can get them organized. 4. We need to know in advance as the teachers with young children need to arrange for childcare.</i></p> <p><i>More clarification on the expectations of non-enrolling staff and how accommodations, TTOC, and failure-to-fills will be handled.</i></p>
<p>Professional Development, Training, and Planning</p>	<p><i>More training on platforms we are required to use (e.g., add on apps on Teams). Translators required to contact ELL families. It was a lot of work contacting translators over the home learning phase etc. It would be nice to know that that one thing is being handled without having to arrange it myself.</i></p> <p><i>How to overcome technology issues if we are doing online schooling again. Not all students have internet at home, even if they can borrow a laptop from school.</i></p>



5.2. CLOVERDALE AND CLAYTON SCHOOLS

Approximately 299 employees working in Cloverdale and Clayton schools provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 158. Employee Groups in Cloverdale and Clayton Schools



About six in ten (59%) employees working in Cloverdale and Clayton schools are Teachers, while close to one-third (36%) are Support Staff. Another 5% of survey respondents are Principals, Directors of Instruction, Vice Principals, District Principals, or Assistant Superintendents.

See Figure 158 for a breakdown of employee groups within Cloverdale and Clayton schools.

Nearly three-quarters (72%) of employees with Cloverdale and Clayton schools (21%) work with elementary students, while one-quarter (25%) work with secondary students.

See Figure 159 for a breakdown of the student age group employees work with most or all of the time.

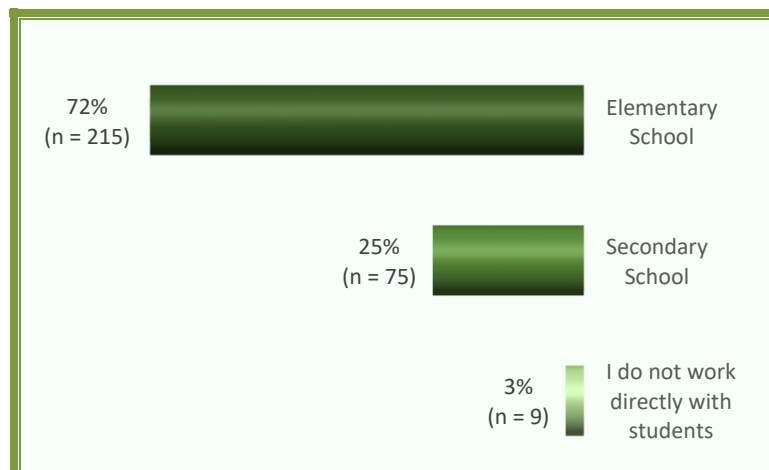
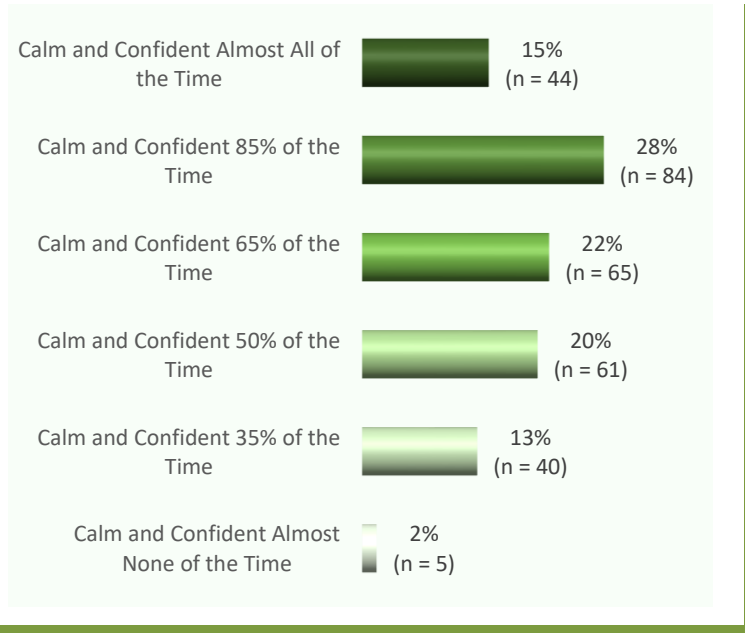


Figure 159. Cloverdale and Clayton Schools: Student Age Group Employees Work With Most or All of the Time



Figure 160. Descriptors Chosen by Employees in Cloverdale and Clayton Schools that Best Describes How They are Feeling



Nearly two-thirds (65%) of employees with Cloverdale and Clayton schools indicated they are calm and confident 65% or more of the time, while about one-third (35%) indicated they are calm and confident either half or less than half of the time.

See Figure 160 for a breakdown of the descriptors employees chose that best describe how they are feeling.

Over half (56%) of the employees with Cloverdale and Clayton schools indicated they face at least five challenges.

About one in ten (13%) employees with Cloverdale and Clayton schools indicated they face one challenge or do not face any challenges.

See Figure 161 for a breakdown of the number of challenges employees are still facing since the last Well-Being Survey.

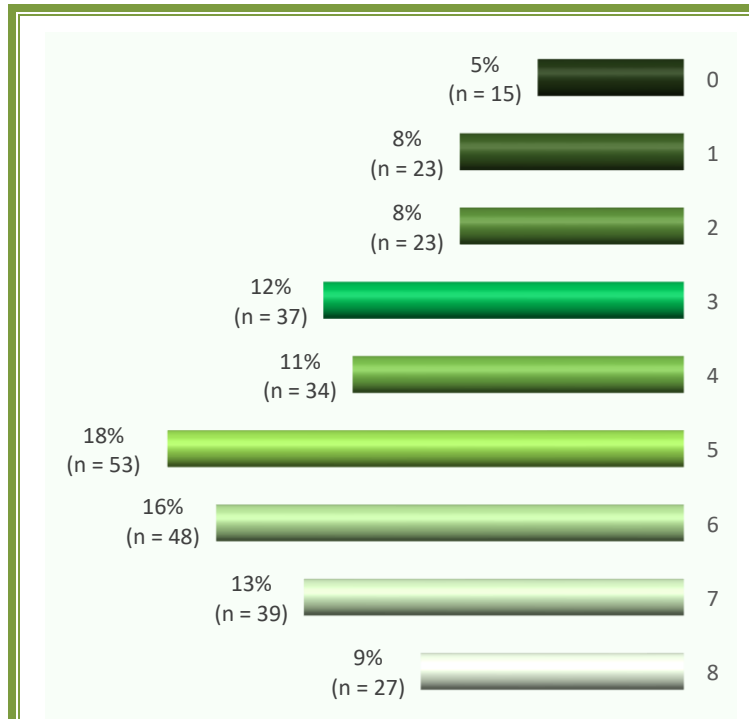


Figure 161. Cloverdale and Clayton Schools: Total Number of Challenges Selected



Over half (52%) of employees with Cloverdale and Clayton schools indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, over half (52%) of employees with Cloverdale and Clayton schools indicated that technology and hardware issues are challenging some or most of the time. See Figures 162 and 163 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 162. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Using Teams or Other Software to Do Work

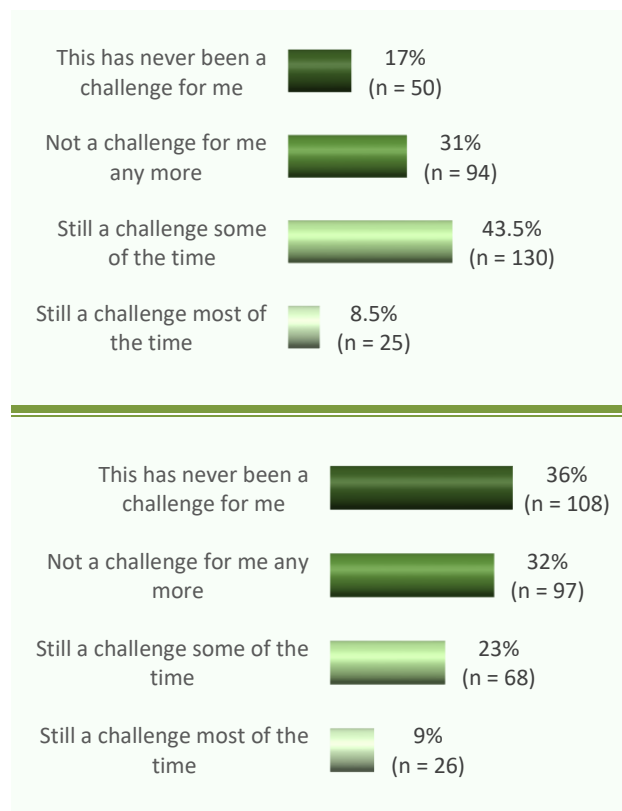


Figure 163. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Technology – Hardware Issues

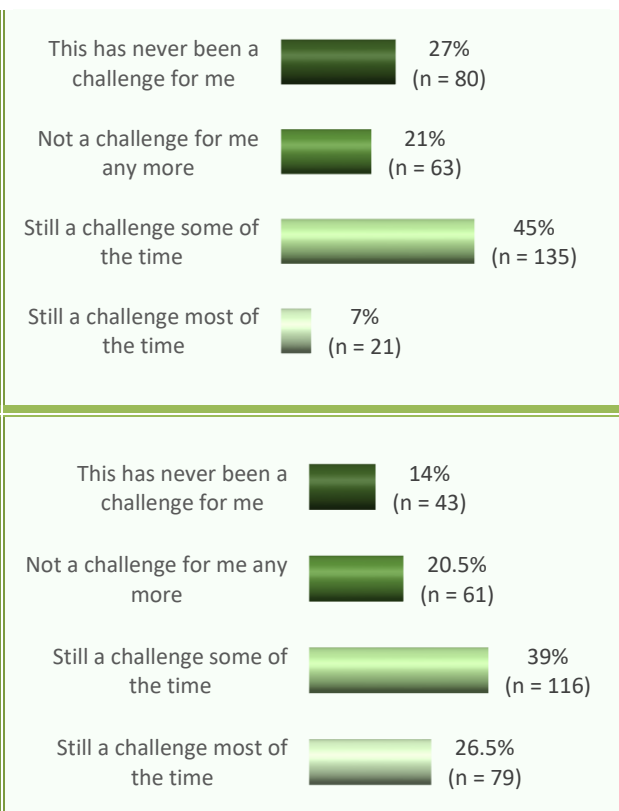


Figure 164. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

Figure 165. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Intensity of Workload

Close to one-third (32%) of employees with Cloverdale and Clayton schools indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Nearly two-thirds (65.5%) of employees with Cloverdale and Clayton schools indicated that the intensity of the workload are challenging some or most of the time. See Figures 164 and 165 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



Almost half (46%) of employees with Cloverdale and Clayton schools indicated that feeling isolated and lonely has been challenging some or most of the time. Close to two-thirds (65%) of employees with Cloverdale and Clayton schools indicated that balancing work and life has been challenging some or most of the time. See Figures 166 and 167 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 166. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Feeling Isolated and Lonely

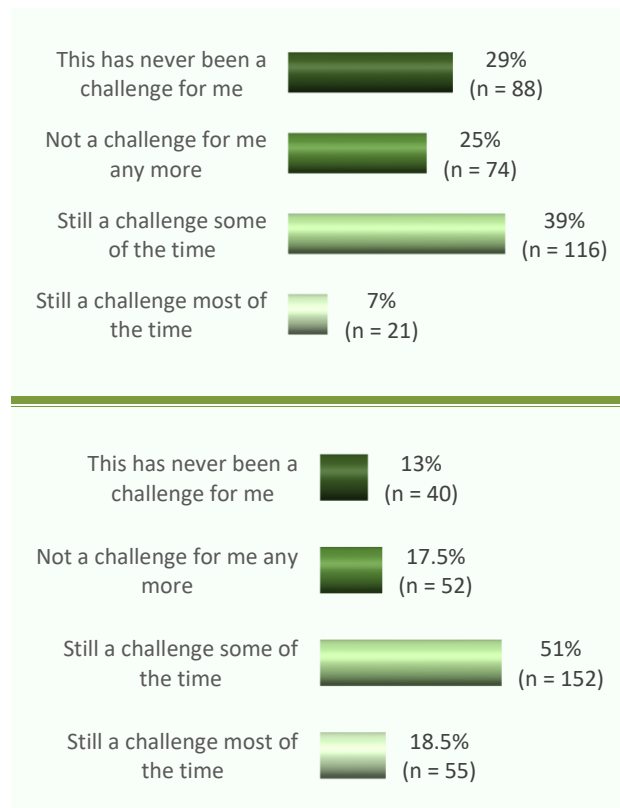


Figure 168. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Dealing with Stress and Anxiety

Figure 167. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Balancing Work and Life

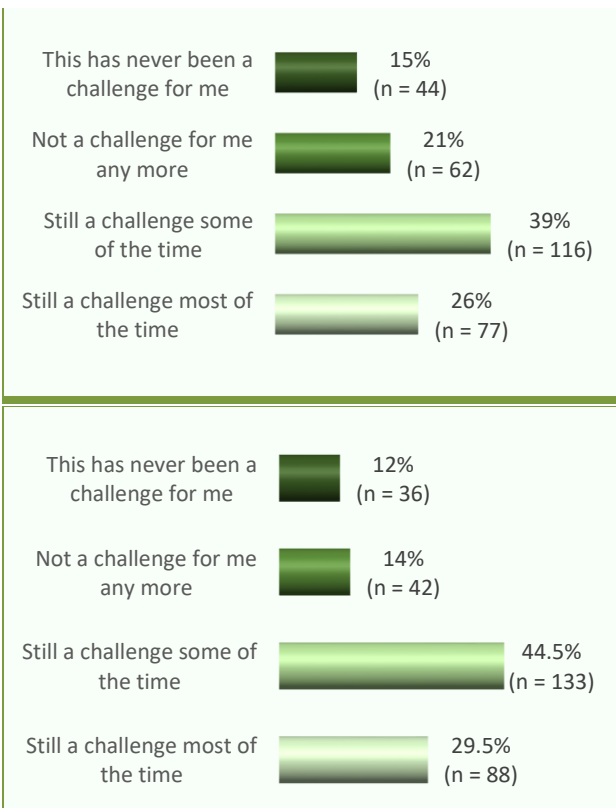


Figure 169. Level of Challenge Among Employees in Cloverdale and Clayton Schools: Uncertainty of Expectations

Approximately eight in ten (79.5%) employees with Cloverdale and Clayton schools indicated that dealing with stress and anxiety has been challenging some or most of the time. Almost three-quarters (74%) of employees with Cloverdale and Clayton schools deal with the challenge of uncertainty around expectations some or most of the time. See Figures 168 and 169 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with Cloverdale and Clayton schools agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to receiving adequate and timely health and safety information (68.5%) and feeling isolated and lonely (54%) did more employees with Cloverdale and Clayton schools not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 170 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

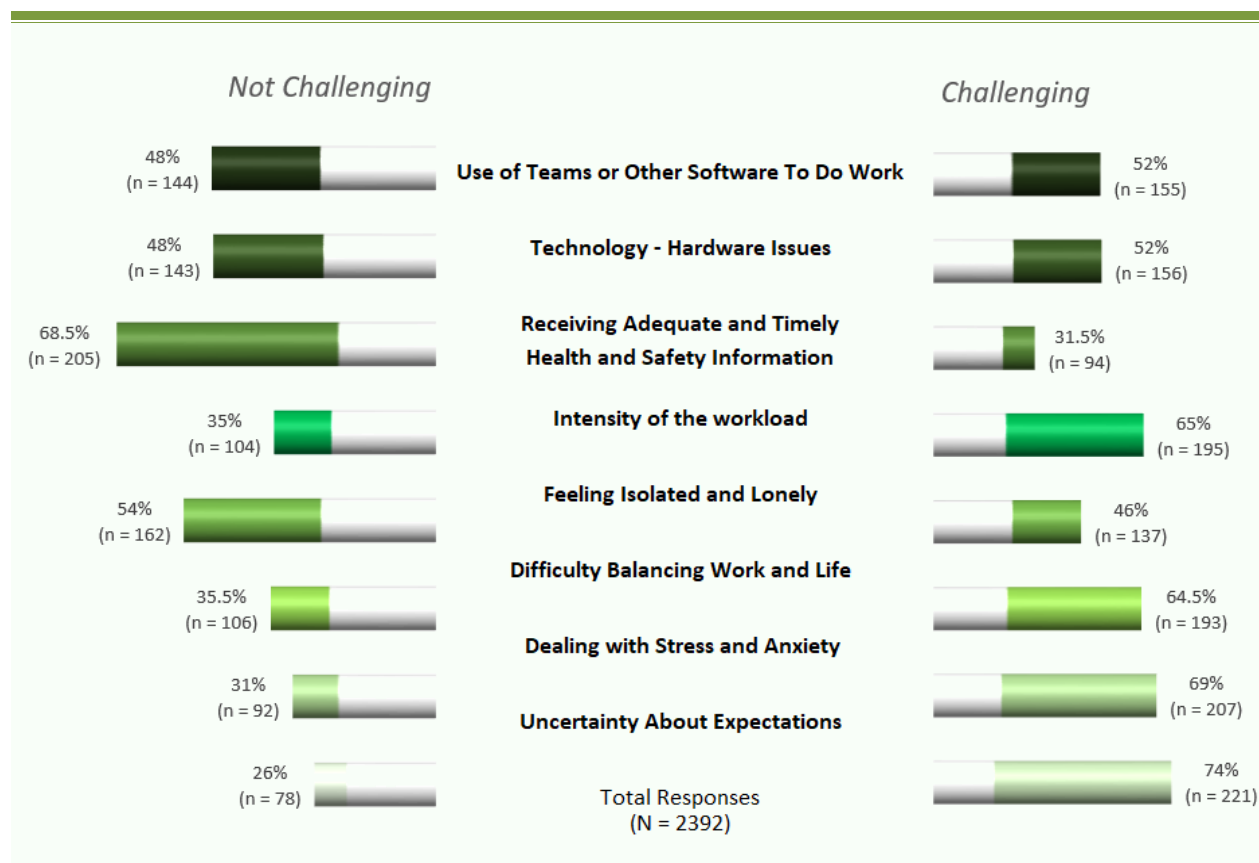
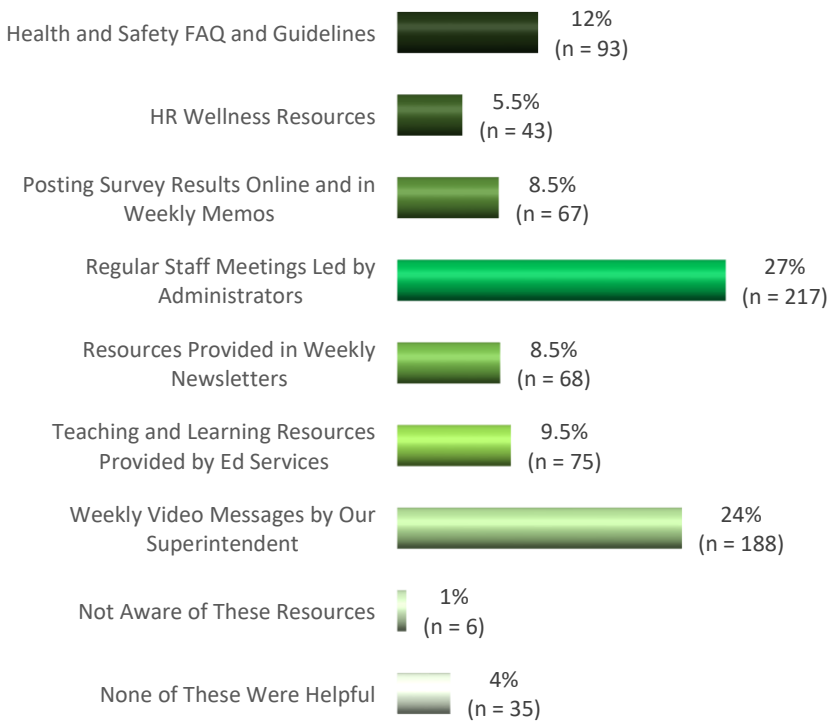


Figure 170. Cloverdale and Clayton Schools: What Was Found Challenging and Not Challenging



Figure 171. Cloverdale and Clayton Schools: Resources and Supports Found Most Helpful



About half (51%) of employees with Cloverdale and Clayton schools found regular staff meetings led by administrators (27%) and weekly video messages by the superintendent (24%) to be most helpful.

See Figure 171 for a breakdown of the resources and supports employees working in Cloverdale and Clayton schools found most helpful.

Nearly two-thirds (65%) of employees working in Cloverdale and Clayton schools utilized between one to three resources and supports while about two in ten (22%) employees utilized four or more resources and supports.

See Figure 172 for a breakdown of the number of resources and supports per employee working in **City Centre Schools** that they found most helpful.

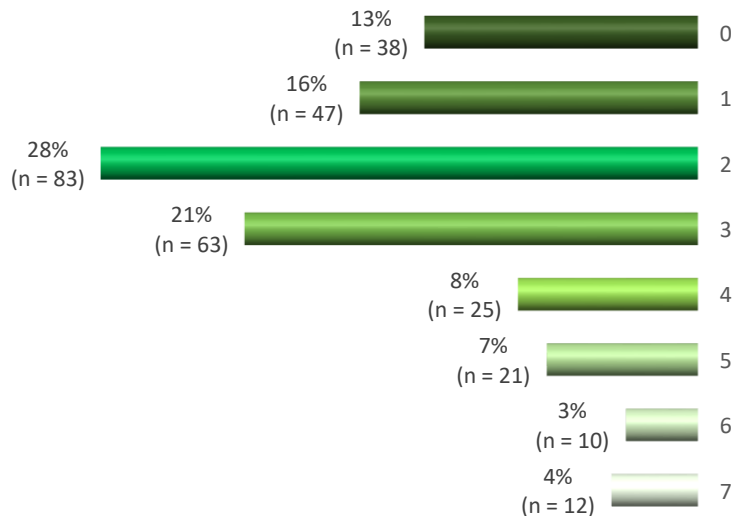


Figure 172. Cloverdale and Clayton Schools: Total Number of Resources and Supports Per Employee That was Found Most Helpful



Close to one-quarter (23%) of employees with Cloverdale and Clayton schools agreed or totally agreed that they feel prepared while about four in ten (42.5%) indicated some level of disagreement. Nearly four in ten (38.5%) employees agreed or totally agreed that their personal health and safety has been taken into account, while over one-quarter (27%) indicated some level of disagreement. See Figures 173 and 174 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 173. Level of Agreement Among Employees in Cloverdale and Clayton Schools: Feeling Prepared

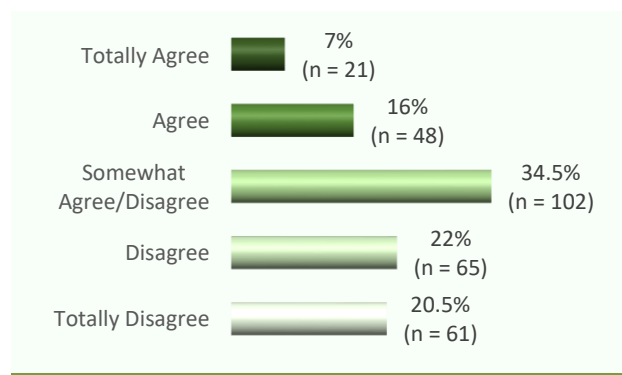


Figure 174. Level of Agreement Among Employees in Cloverdale and Clayton Schools: Personal Health and Safety was Taken into Account

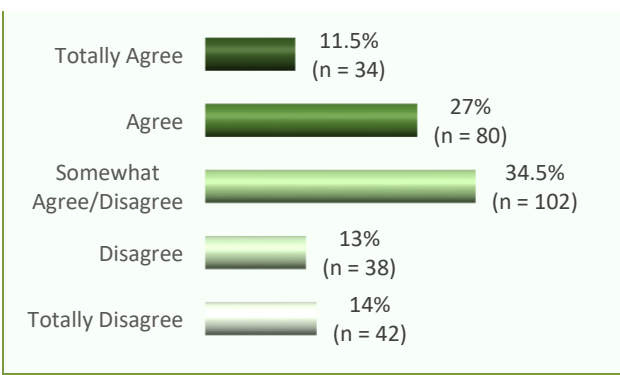


Figure 175. Level of Agreement Among Employees in Cloverdale and Clayton Schools: Had the Information to do their Job

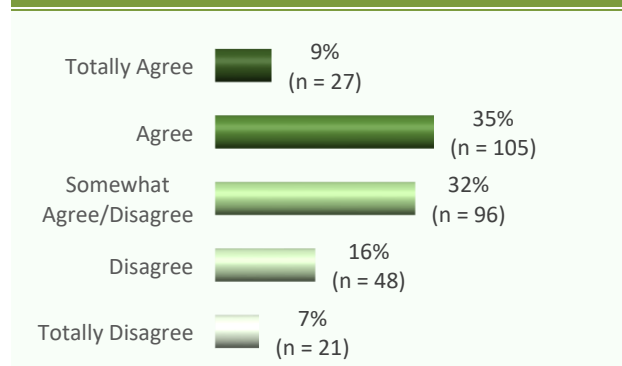
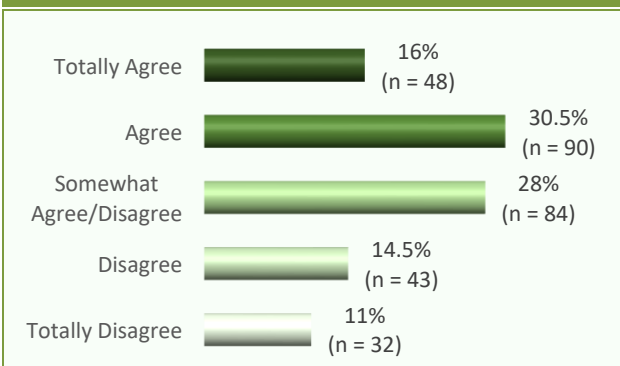


Figure 176. Level of Agreement Among Employees in Cloverdale and Clayton Schools: Appreciation of Returning to Face-to-Face in a Blended Model



About four in ten (44%) employees with Cloverdale and Clayton schools agreed or totally agreed that they had the information to do their job while nearly one-quarter (23%) indicated some level of disagreement. Nearly half (46.5%) of the employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while one-quarter (25.5%) indicated some level of disagreement. See Figures 175 and 176 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with Cloverdale and Clayton schools were combined as were responses of disagreement and total disagreement.

Employees with Cloverdale and Clayton schools were more likely to agree than disagree on all statements except for feeling prepared where nearly two-thirds (65%) of employees had some level of disagreement. See Figure 177 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with Cloverdale and Clayton schools.

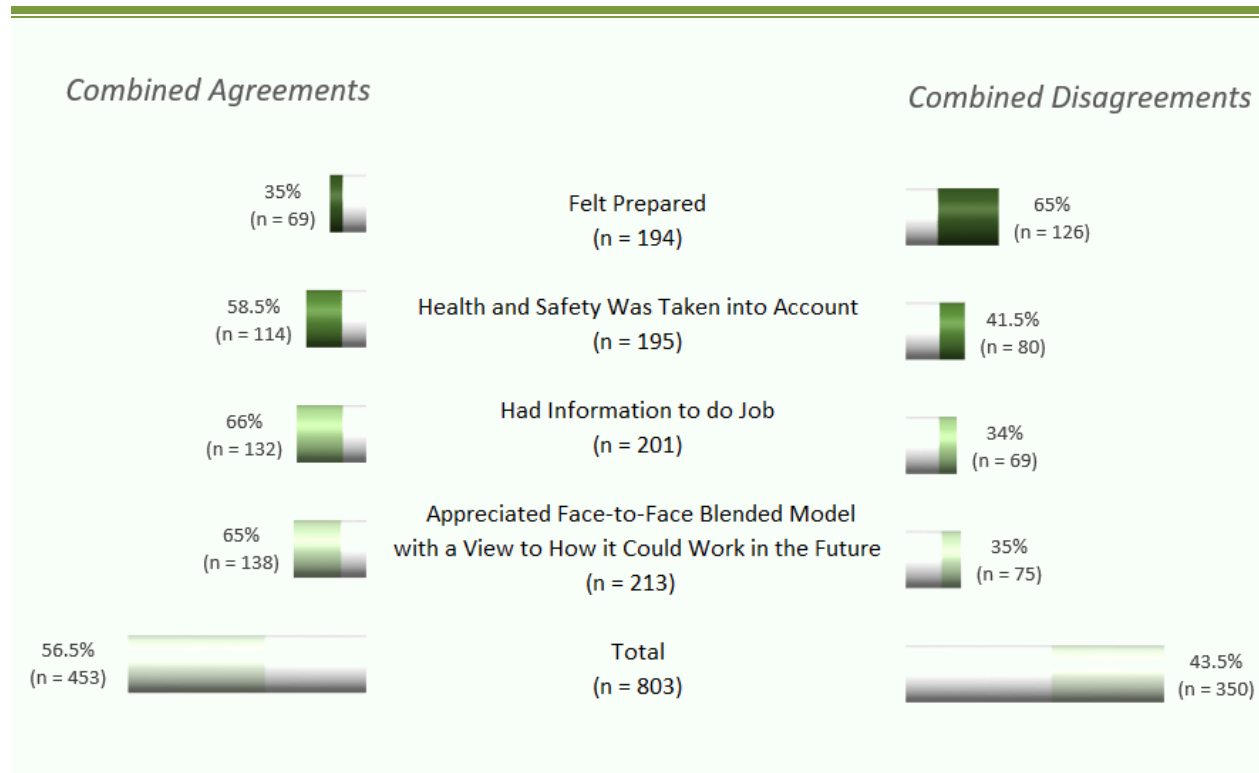


Figure 177. Level of Combined Agreements and Disagreements Among Employees in Cloverdale and Clayton Schools



Figure 178. Cloverdale and Clayton Schools: What Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



Approximately three-quarters (74.5%) of employees working in Cloverdale and Clayton schools indicated that information about the plan (29%), opportunities to collaborate (24%), and health and safety (21.5%) were most helpful as part of their partial return to work on June 1st.

See Figure 178 for a breakdown of the factors that employees working in Cloverdale and Clayton schools found helpful as part of their partial return to work on June 1st.

Approximately seven in ten (70%) employees working in Cloverdale and Clayton schools found one to three factors most helpful as part of their partial return to work June 1st while about one in ten (13%) employees found no factor helpful.

See Figure 179 for a breakdown of the number of factors per employee working in Cloverdale and Clayton schools that were found helpful as part of their partial return to work on June 1st.

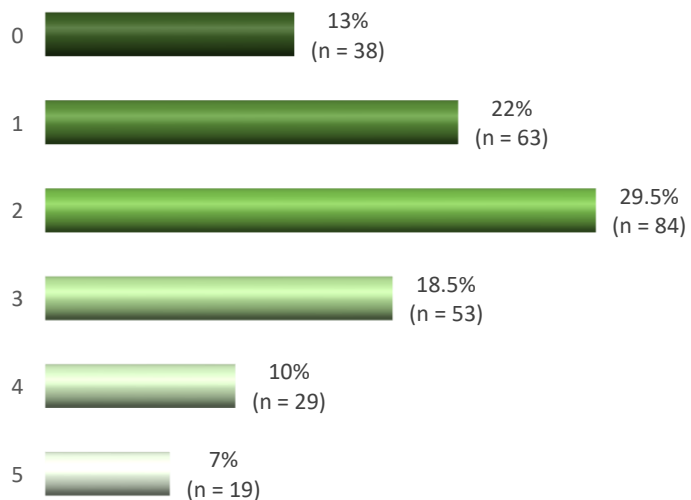


Figure 179. Cloverdale and Clayton Schools: Total Number of Factors Per Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees with Cloverdale and Clayton schools identified to help them in their work was related to roles, workloads, and scheduling (44%). Effectively and regularly communicating (14.5%) this information was also important to help employees in their work.

See Table 16 for a breakdown of the number of themes, sub-themes, and mentions employees working in Cloverdale and Clayton schools around information they identified as needing most to help them in their work.

Table 16. Most Important Information Needed by Employees in Cloverdale and Clayton Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 127; 24%)	<i>Materials and Equipment</i>	26 (5%)
	<i>Effective and Regular Communication</i>	43 (8%)
	<i>Safety Protocols, Practices, and Personnel</i>	58 (11%)
Roles, Workloads, and Scheduling (n = 231; 44%)	<i>Effective and Regular Communication</i>	76 (14.5%)
	<i>Expectations of Roles</i>	70 (13.5%)
	<i>Consideration of Workload and Scheduling</i>	85 (16%)
Professional Development, Training, and Planning (n = 94; 18%)	<i>Materials and Resources</i>	34 (6.5%)
	<i>Collaboration and Planning Time</i>	32 (6%)
	<i>Professional Development and Training</i>	28 (5.5%)
General Requests and Recommendations (n = 70; 13%)	<i>General Communication</i>	40 (7.5%)
	<i>General Protocols</i>	30 (5.5%)
No Needs Identified (n = 4; 1%)	<i>No Response</i>	73*
	<i>Feels Prepared</i>	4 (1%)
	<i>Does Not Apply</i>	1*
Total		526 Mentions

*Approximately 74 out of 299 (25%) employees in Cloverdale and Clayton schools did not provide a response and were not calculated in the overall percentages.



See Table 17 for a selection of quotes provided by employees working in Cloverdale and Clayton schools representing each of the themes generated from the analysis.

Table 17. Information Needed by Employees Working in Cloverdale and Clayton Schools to Help Them in Their Work

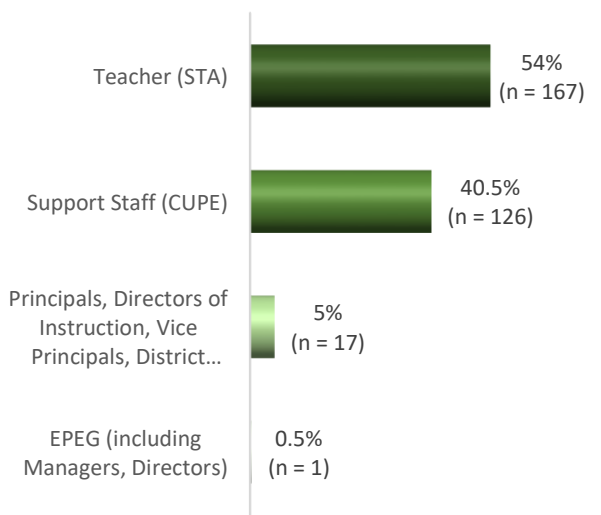
Themes	Quotes
<p>Health and Safety Protocols and Practices</p>	<p><i>To feel confident in the cleanliness of the school, I would like to see a more detailed list of what the expectations are of the custodians. During the return to work in June, it seemed the cleaning was very hit and miss. If we know what the custodians are responsible for, we and /or the students can pitch in to fill in any gaps. I want to be confident that our schools are safe and clean, as would the students and their parents.</i></p> <p><i>The work itself is fine, I think the concern for myself and many is health and safety and when some staff do not feel safe returning they sometimes are not given any choice in the matter if they do not have a serious medical reason to return. Unfortunately, employers are not being as understanding in this unprecedented time and it's leaving many and myself feeling defeated and ready to leave.</i></p>
<p>Roles, Workloads, and Scheduling</p>	<p><i>Schedule, expectations of students, student accountability, online assessment ideas for my subject area.</i></p> <p><i>Clear direction on which staff members will be responsible for planning and implementation of the daycare and programming. Who will create the day-to-day activities and schedule so it is meaningful for the students.</i></p>
<p>Professional Development, Training, and Planning</p>	<p><i>Time with colleagues to learn what was successful for them in a number of areas [including] online technology use, knowing the programs available [because] watching a video is not enough for me, how to use online platforms effectively, time to practise with someone in person to answer questions/show, and making materials accessible for online use by students.</i></p> <p><i>Technology support, much better guidance from the district about delivery of online, and deal better with student and teacher privacy issues.</i></p>



5.3. GUILDFORD SCHOOLS

Approximately 311 employees working in **Guildford Schools** provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 180. Employee Groups in Guildford Schools



Over half (54%) of employees working in **Guildford Schools** are Teachers, while four in ten (40.5%) are Support Staff. Another 5% of survey respondents are Principals, Directors of Instruction, Vice Principals, District Principals, or Assistant Superintendents and one respondent indicated they are an EPEG employee.

See Figure 180 for a breakdown of employee groups within **Guildford Schools**.

About six in ten (63.5%) of employees working in **Guildford Schools** work with elementary students, while over one-third (35%) work with secondary students.

See Figure 181 for a breakdown of the student age group employees work with most or all of the time.

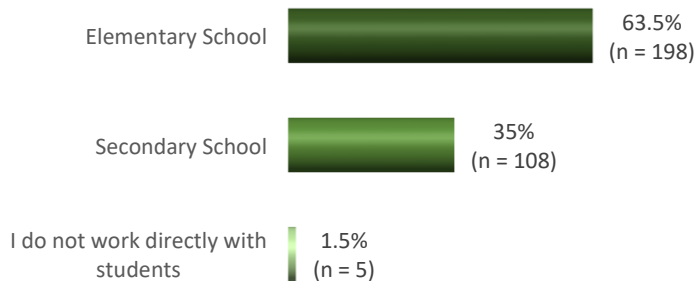
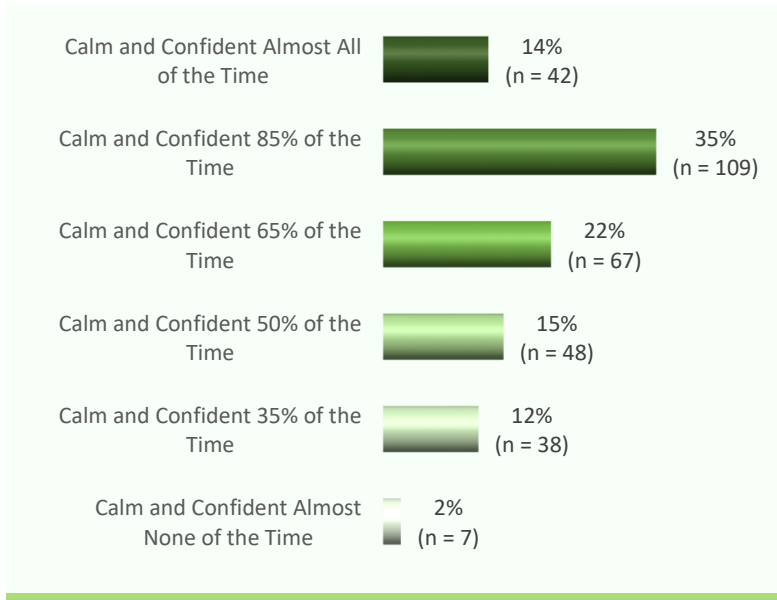


Figure 181. Guildford Schools: Student Age Group Employees Work With Most or All of the Time

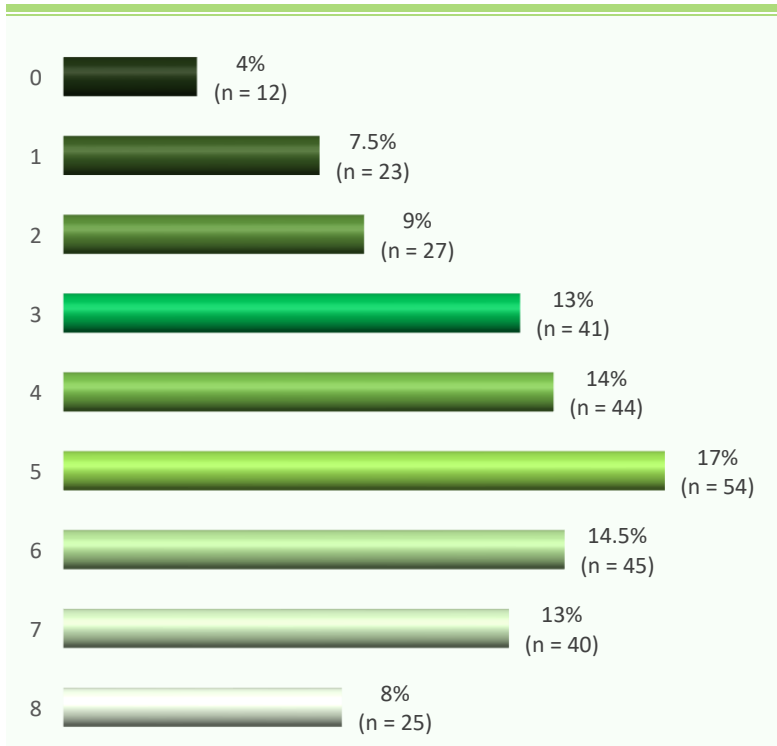


Figure 182. Descriptors Chosen by Employees in Guildford Schools that Best Describes How They are Feeling



About seven in ten (71%) employees with **Guildford Schools** indicated they are calm and confident 65% or more of the time, while about three in ten (29%) employees indicated they are calm and confident either half or less than half of the time.

See Figure 182 for a breakdown of the descriptors employees chose that best describe how they are feeling.



Over half (52.5%) of the employees with **Guildford Schools** indicated they face at least five challenges.

About one in ten (11.5%) employees with **Guildford Schools** indicated they face one challenge or do not face any challenges.

See Figure 183 for a breakdown of the number of challenges employees are still facing since the last Well-Being Survey.

Figure 183. Guildford Schools: Total Number of Challenges Selected



Nearly six in ten (57%) employees with **Guildford Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, almost six in ten (57%) employees with **Guildford Schools** indicated that technology and hardware issues are challenging some or most of the time. See Figures 184 and 185 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 184. Level of Challenge Among Employees in Guildford Schools: Using Teams or Other Software to Do Work

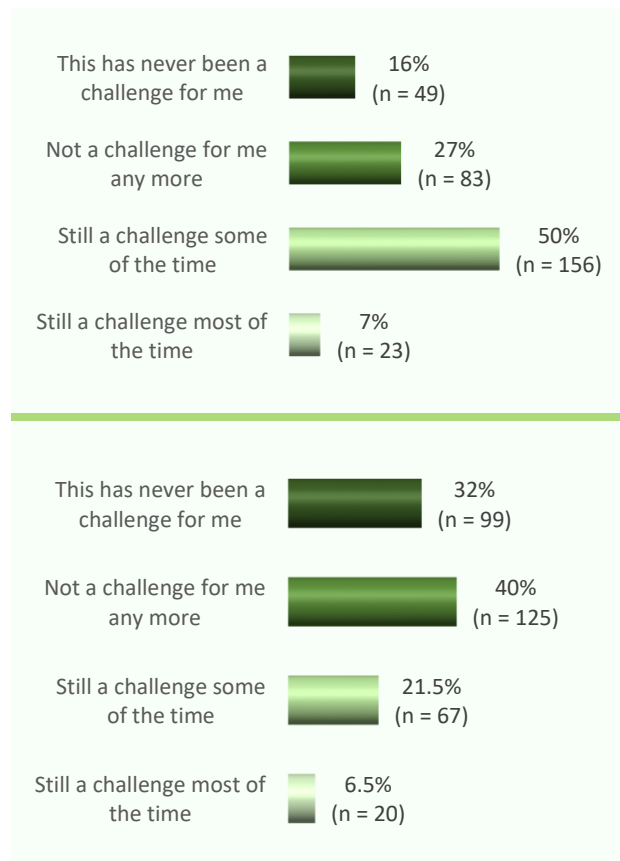


Figure 185. Level of Challenge Among Employees in Guildford Schools: Technology – Hardware Issues

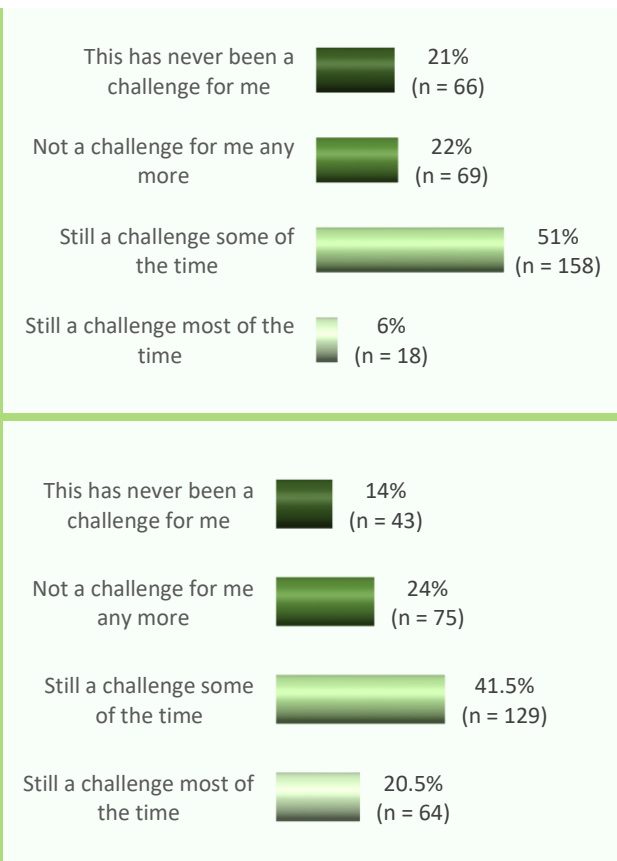


Figure 186. Level of Challenge Among Employees in Guildford Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

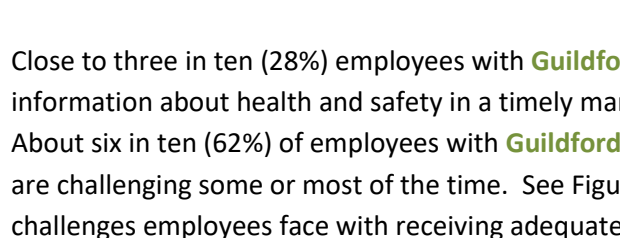
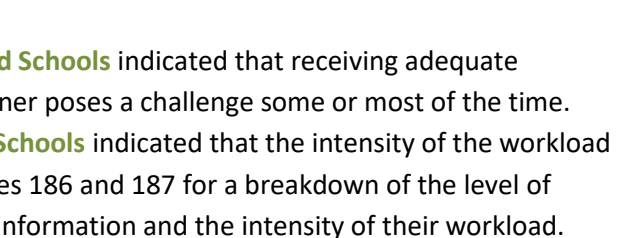


Figure 187. Level of Challenge Among Employees in Guildford Schools: Intensity of Workload



Close to three in ten (28%) employees with **Guildford Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (62%) of employees with **Guildford Schools** indicated that the intensity of the workload are challenging some or most of the time. See Figures 186 and 187 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About four in ten (44%) employees with **Guildford Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. About six in ten (62%) employees with **Guildford Schools** indicated that balancing work and life has been challenging some or most of the time. See Figures 188 and 189 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 188. Level of Challenge Among Employees in Guildford Schools: Feeling Isolated and Lonely

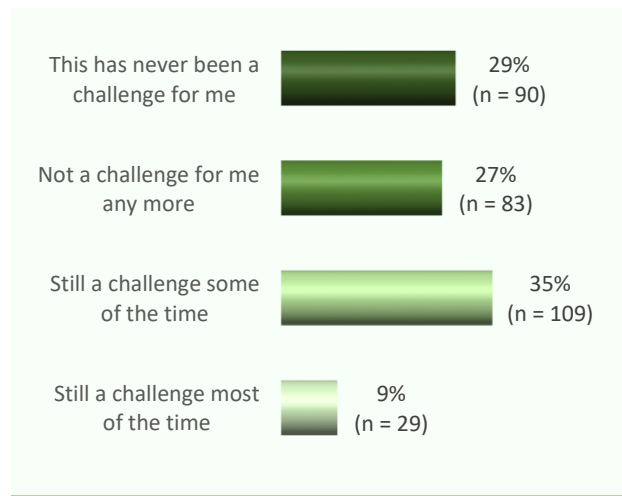


Figure 189. Level of Challenge Among Employees in Guildford Schools: Balancing Work and Life

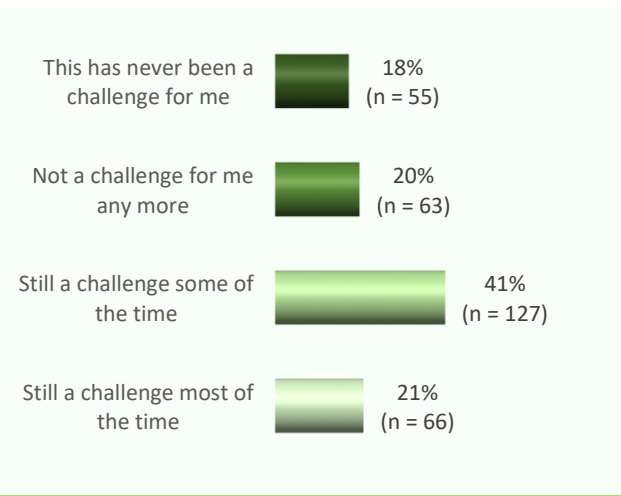


Figure 190. Level of Challenge Among Employees in Guildford Schools: Dealing with Stress and Anxiety

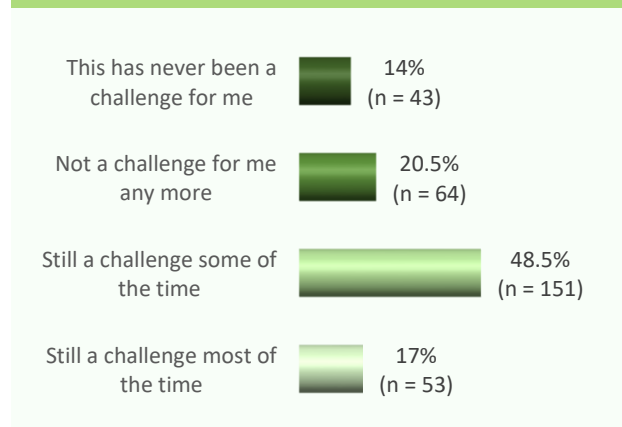
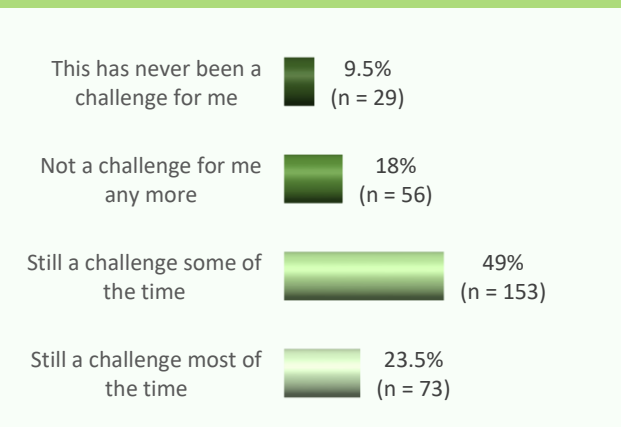


Figure 191. Level of Challenge Among Employees in Guildford Schools: Uncertainty of Expectations



Nearly two-thirds (65.5%) of employees with **Guildford Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Almost three-quarters (72.5%) of employees with **Guildford Schools** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 190 and 191 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with **Guildford Schools** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to receiving adequate and timely health and safety information (72%) and feeling isolated and lonely (56%) did more employees with **Guildford Schools** not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 192 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

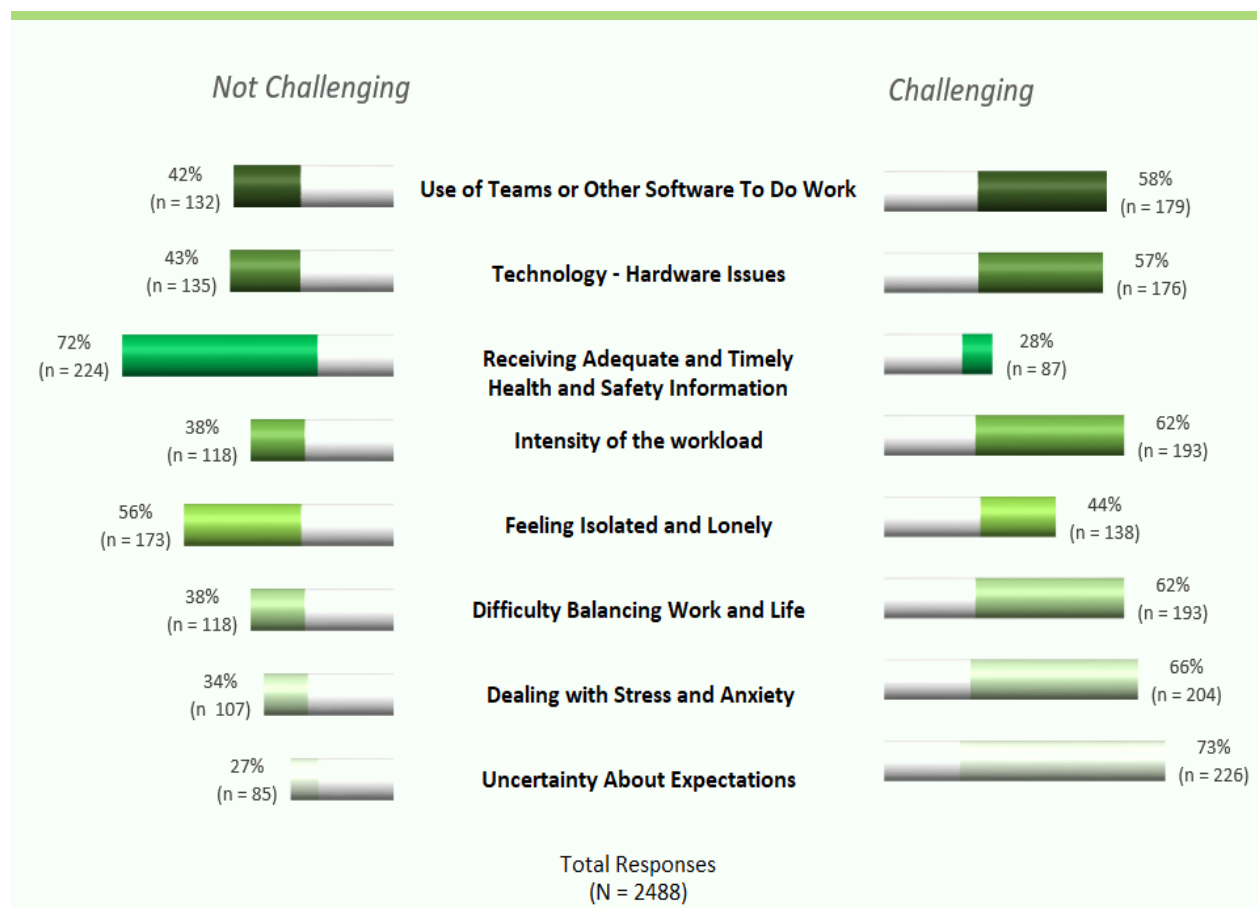
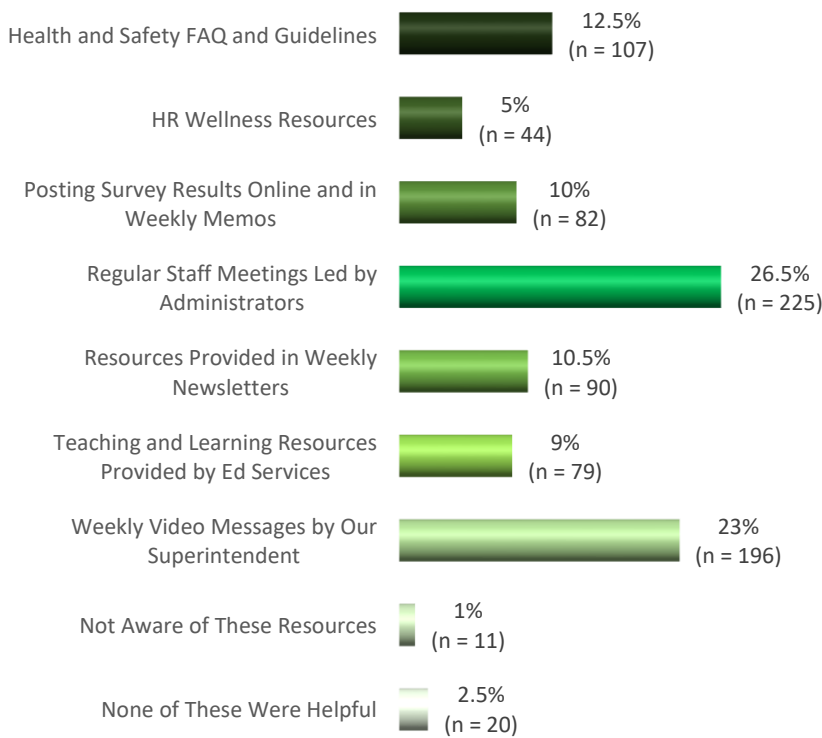


Figure 192. Guildford Schools: What Was Found Challenging and Not Challenging



Figure 193. Guildford Schools: Resources and Supports Found Most Helpful



About half (49.5%) of employees working in **Guildford Schools** found regular staff meetings led by administrators (26.5%) and weekly video messages by the superintendent (23%) to be most helpful.

See Figure 193 for a breakdown of the resources and supports employees working in **Guildford Schools** found most helpful.

Approximately two-thirds (66.5%) of employees working in **Guildford Schools** utilized between one to three resources and supports while about one-quarter (26.5%) of employees utilized four or more resources and supports.

See Figure 194 for a breakdown of the number of resources and supports per employee of **Guildford Schools** that they found most helpful.

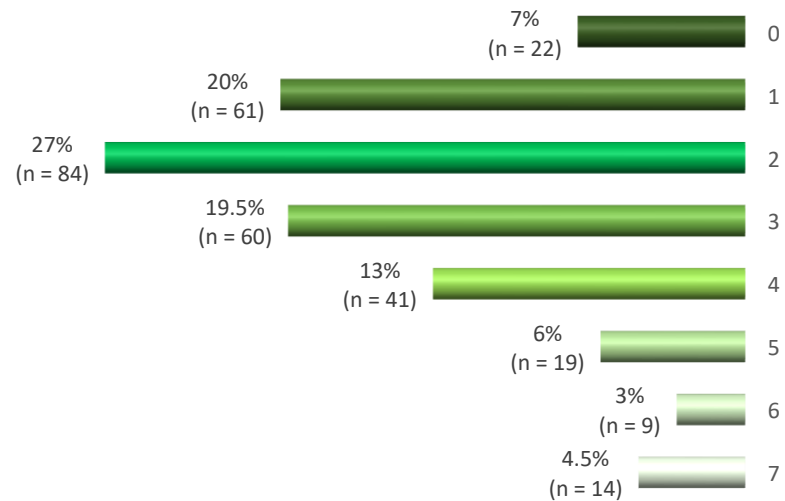


Figure 194. Guildford Schools: Total Number of Resources and Supports Per Employees That was Found Most Helpful



About one-quarter (27%) of employees with **Guildford Schools** agreed or totally agreed that they feel prepared while about four in ten (40.5%) indicated some level of disagreement. Nearly four in ten (42%) employees with **Guildford Schools** agreed or totally agreed that their personal health and safety has been taken into account, while one-quarter (25.5%) indicated some level of disagreement. See Figures 195 and 196 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 195. Level of Agreement Among Employees in Guildford Schools: Feeling Prepared

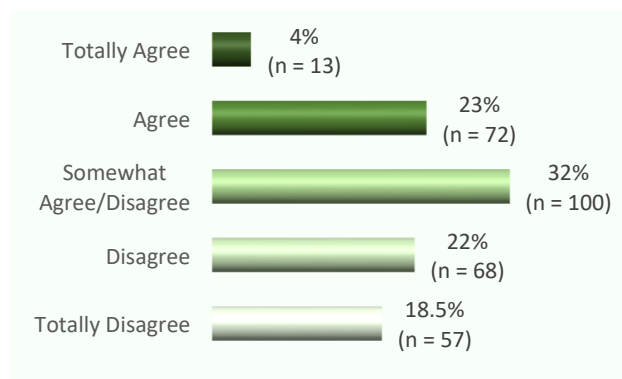


Figure 196. Level of Agreement Among Employees in Guildford Schools: Personal Health and Safety was Taken into Account

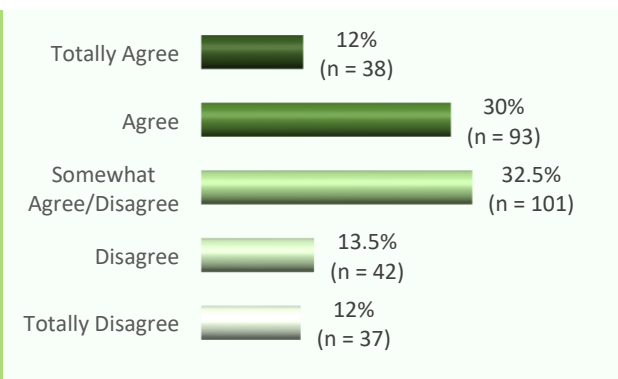


Figure 197. Level of Agreement Among Employees in Guildford Schools: Had the Information to do their Job

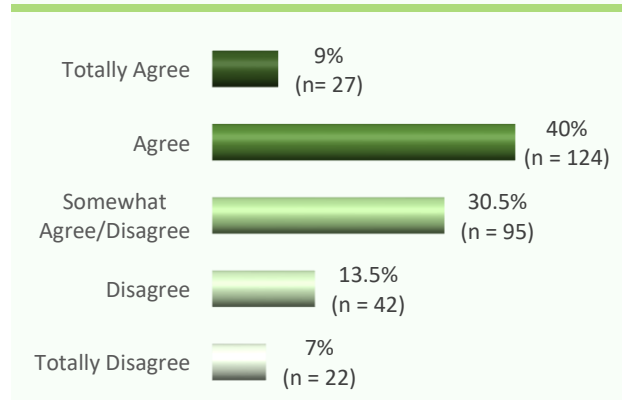
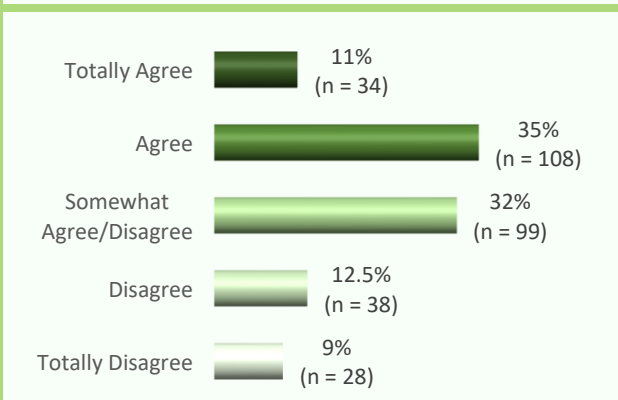


Figure 198. Level of Agreement Among Employees in Guildford Schools: Appreciation of Returning to Face-to-Face in a Blended Model



About half (49%) of employees with **Guildford Schools** agreed or totally agreed that they had the information to do their job while two in ten (20.5%) indicated some level of disagreement. Nearly half (46%) of the employees with **Guildford Schools** agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while about two in ten (21.5%) indicated some level of disagreement. See Figures 197 and 198 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with **Guildford Schools** were combined as were responses of disagreement and total disagreement.

Employees with **Guildford Schools** were more likely to agree than disagree on all statements except for feeling prepared where nearly six in ten (59.5%) employees had some level of disagreement.

See Figure 199 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with **Guildford Schools**.

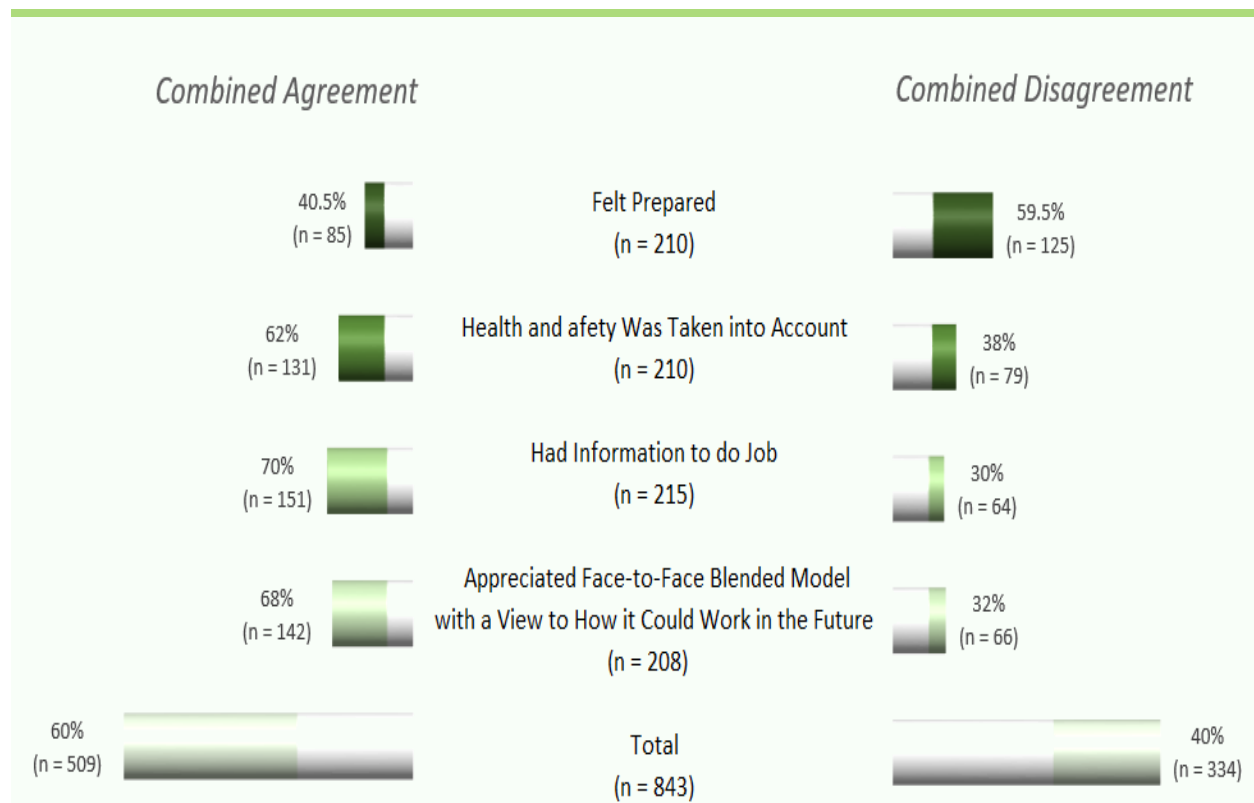


Figure 199. Level of Combined Agreements and Disagreements Among Employees in Guildford Schools



Figure 200. Guildford Schools: What Employees Found Most Found Most Helpful as Part of the Partial Return to Work on June 1st



Nearly seven in ten (69%) employees working in **Guildford Schools** indicated that information about the plan (27%), health and safety (22%) and opportunities to collaborate (20%) were most helpful as part of their partial return to work on June 1st.

See Figure 200 for a breakdown of the factors that employees working in **Guildford Schools** found helpful as part of their partial return to work on June 1st.

Nearly half (48%) of employees working in **Guildford Schools** found one to two factors most helpful as part of their partial return to work June 1st while about two in ten (21%) employees found no factor helpful.

See Figure 201 for a breakdown of the number of factors per employee working in **Guildford Schools** that were found helpful as part of their partial return to work on June 1st.

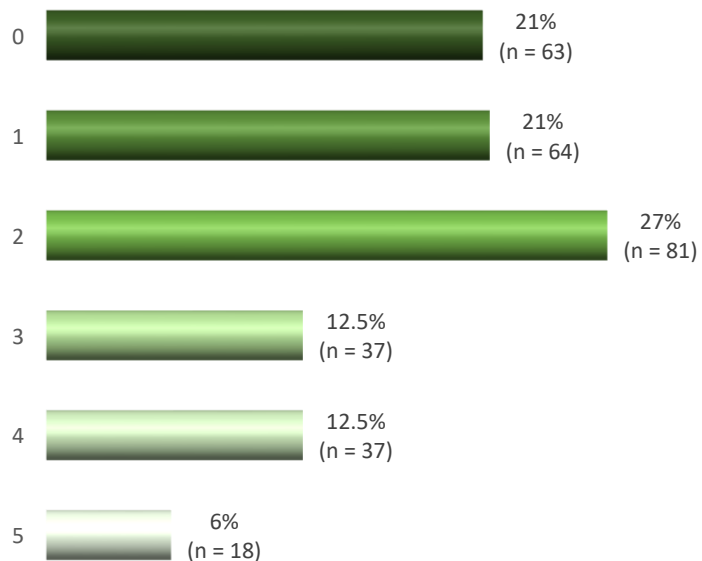


Figure 201. Guildford Schools: Total Number of Factors Per Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees working in **Guildford Schools** identified to help them in their work was related to health and safety protocols and practices (38%). The most mentions for any sub-theme was related to safety protocols, practices, and personnel (22%).

See Table 18 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **Guildford Schools** identified to help them in their work.

Table 18. Most Important Information Needed by Employees in Guildford Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 185; 38%)	<i>Materials and Equipment</i>	27 (5.5%)
	<i>Effective and Regular Communication</i>	51 (10.5%)
	<i>Safety Protocols, Practices, and Personnel</i>	107 (22%)
Roles, Workloads, and Scheduling (n = 166; 34%)	<i>Effective and Regular Communication</i>	52 (10.5%)
	<i>Expectations of Roles</i>	56 (11.5%)
	<i>Consideration of Workload and Scheduling</i>	58 (12%)
Professional Development, Training, and Planning (n = 81; 17%)	<i>Materials and Resources</i>	37 (8%)
	<i>Collaboration and Planning Time</i>	26 (5%)
	<i>Professional Development and Training</i>	18 (4%)
General Requests and Recommendations (n = 54; 11%)	<i>General Communication</i>	31 (6%)
	<i>General Protocols</i>	23 (5%)
No Needs Identified (n = 1; 0%)	<i>No Response</i>	94*
	<i>Feels Prepared</i>	1 (0%)
	<i>Does Not Apply</i>	2*
Total		487 Mentions

*Approximately 96 out of 311 (31%) employees in **Guildford Schools** did not provide a response and were not calculated in the overall percentages/



See Table 19 for a selection of quotes provided by employees working in **Guildford Schools** representing each of the themes generated from the analysis.

Table 19. Information Needed by Employees Working in Guildford Schools to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<p><i>I need for information regarding expectations to be clear – like ‘you’re talking to a 6 year old’ clear – because what my admin says and what [the superintendent] says are two different things.</i></p>
	<p><i>As teacher-librarian, I need to know the health and safety protocols for shared spaces such as the library. Am I allowed to teach in the space? Do I have to disinfect all high-touch surfaces? Are teachers allowed to meet in small groups to collaborate (4-5) in the larger space of the library?</i></p>
Roles, Workloads, and Scheduling	<p><i>Expectations for LST besides being ready/available to cover for accommodated teachers.</i></p>
	<p><i>A clear list of expectations if in a blended model, more instruction in how to deliver lessons digitally.</i></p>
Professional Development, Training, and Planning	<p><i>Especially in lower socio-economic areas of our city, how can we prepare students more for online learning? The concern is that these students have already struggled to adapt to the current online learning model. Can the district provide resources for teachers on how to train students to use technology? How can we ensure that schools, teachers and families are supportive of students who may struggle with motivation or organization?</i></p>
	<p><i>Need a framework example of what a balance looks like with online and in class instruction so we can redesign our classes around it and take tips from it. What are the expectations set out with online learning for families? There is a huge inequity piece happening with those with and without. Faster response by IMS on tasks. Need a week of planning before school starts up.</i></p>



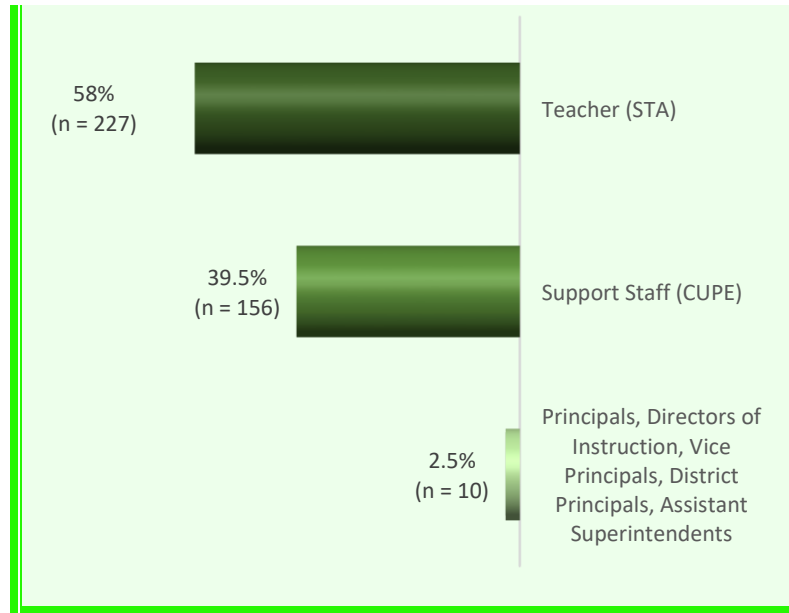
5.4. NEWTON AND FLEETWOOD SCHOOLS

Approximately 393 employees working in **Newton and Fleetwood Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 202. Employee Groups in Newton and Fleetwood Schools

Nearly six in ten (58%) employees in **Newton and Fleetwood Schools** are Teachers, while four in ten (39.5%) are Support Staff. Another 2.5% of survey respondents are Administrators.

See Figure 202 for a breakdown of employee groups within **Newton and Fleetwood Schools**.



About seven in ten (69%) of employees in **Newton and Fleetwood Schools** work with elementary students, while three in ten (29.5%) work with secondary students.

See Figure 203 for a breakdown of the student age group employees work with most or all of the time.

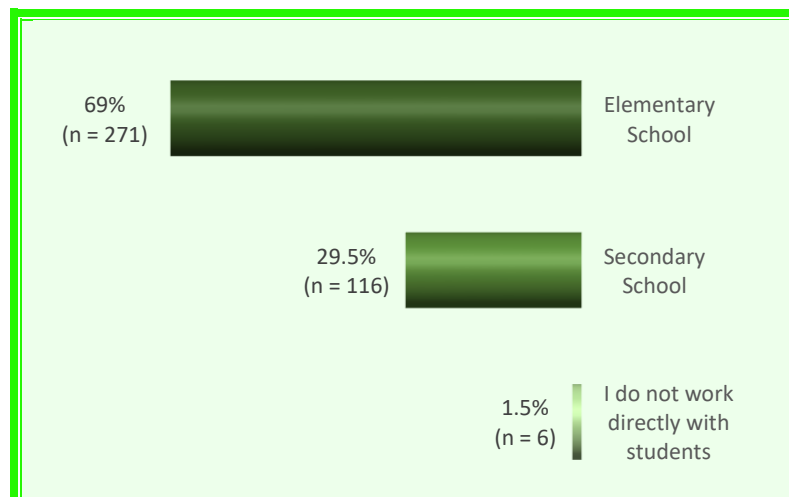
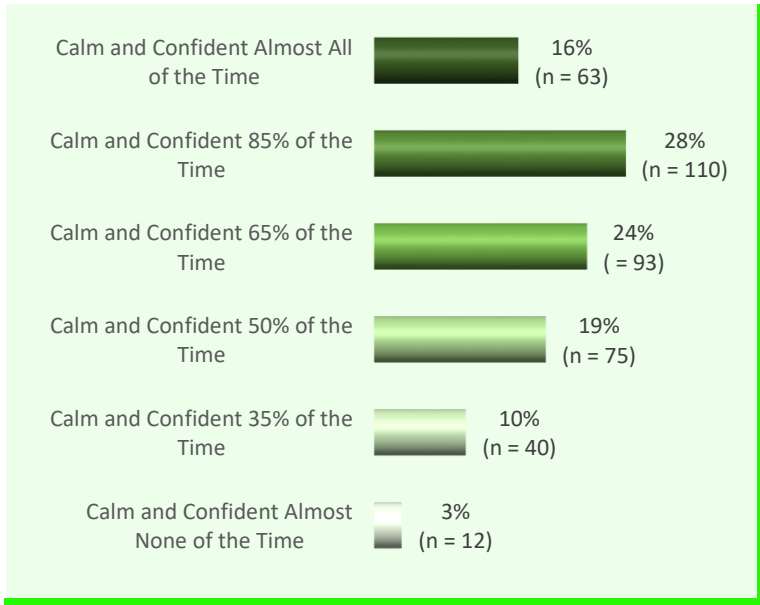


Figure 203. Newton and Fleetwood Schools: Student Age Group Employees Work With Most or All of the Time

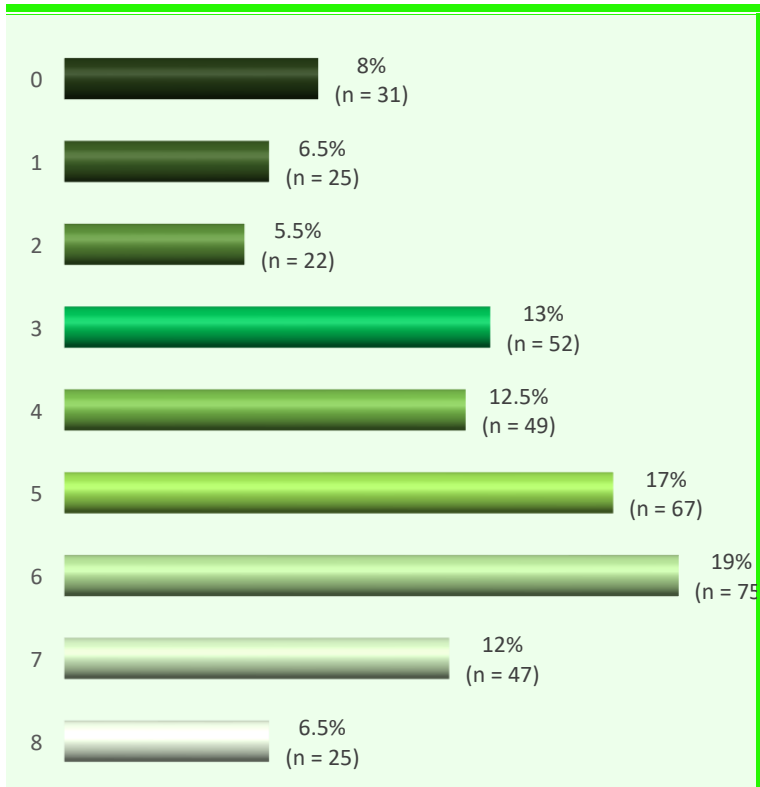


Figure 204. Descriptors Chosen by Employees in Newton and Fleetwood Schools that Best Describes How They are Feeling



About two-thirds (68%) of employees with **Newton and Fleetwood Schools** indicated they are calm and confident 65% or more of the time, while about one-third (32%) of employees indicated they are calm and confident either half or less than half of the time.

See Figure 204 for a breakdown of the descriptors employees chose that best describe how they are feeling.



Over half (54.5%) of the employees with **Newton and Fleetwood Schools** indicated they face at least five challenges.

About one in ten (14.5%) employees with **Newton and Fleetwood Schools** indicated they face one challenge or do not face any challenges.

See Figure 205 for a breakdown of the number of challenges employees are still facing since the last Well-Being Survey

Figure 205. Newton and Fleetwood Schools: Total Number of Challenges Selected



Approximately half (50.5%) of employees with **Newton and Fleetwood Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, almost half (48%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 206 and 207 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 206. Level of Challenge Among Employees in Newton and Fleetwood Schools: Using Teams or Other Software to Do Work

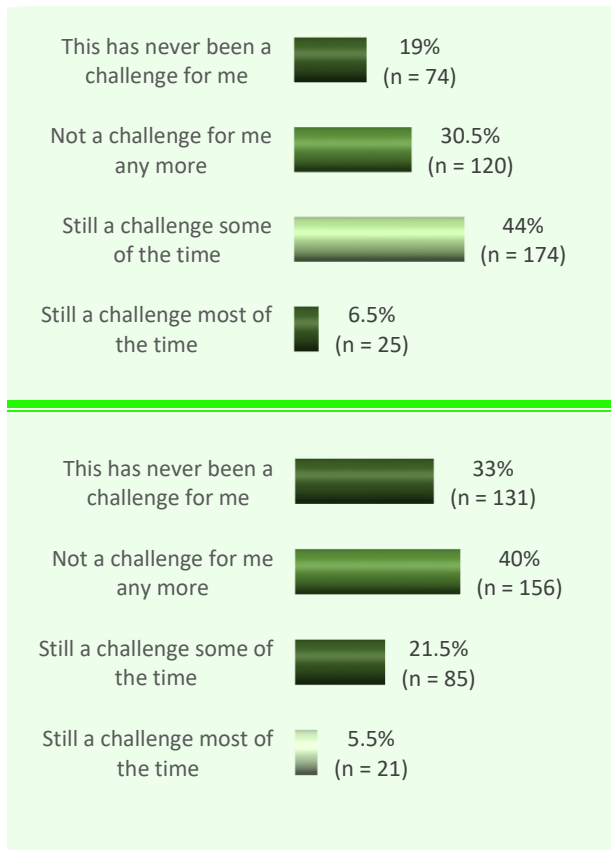


Figure 207. Level of Challenge Among Employees in Newton and Fleetwood Schools: Technology – Hardware Issues

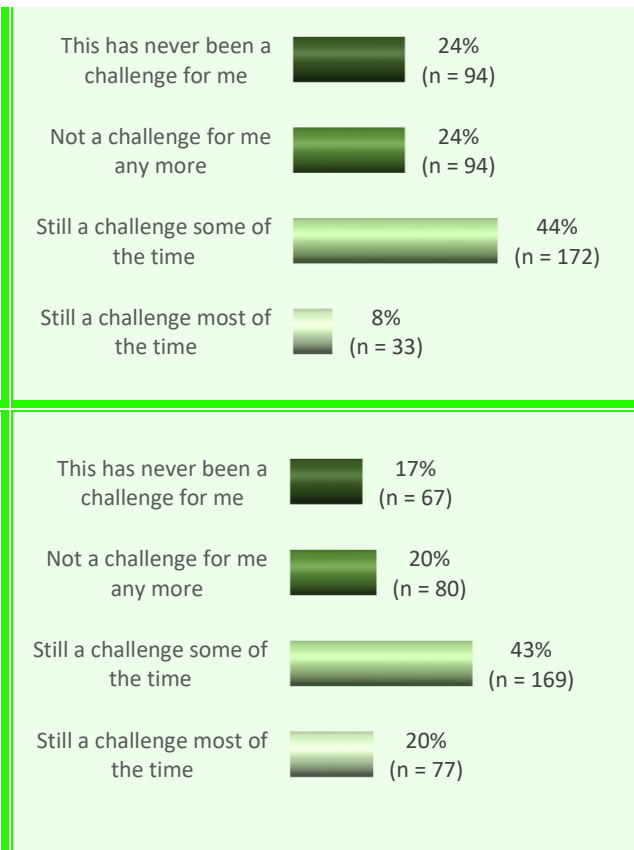


Figure 208. Level of Challenge Among Employees in Newton and Fleetwood Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

Close to three in ten (27%) employees with **Newton and Fleetwood Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (63%) of employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 208 and 209 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.

Figure 209. Level of Challenge Among Employees in Newton and Fleetwood Schools: Intensity of Workload

Close to three in ten (27%) employees with **Newton and Fleetwood Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About six in ten (63%) of employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 208 and 209 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About four in ten (44%) employees with **Newton and Fleetwood Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. About six in ten (61%) employees with indicated that balancing work and life has been challenging some or most of the time. See Figures 210 and 211 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 210. Level of Challenge Among Employees in Newton and Fleetwood Schools: Feeling Isolated and Lonely

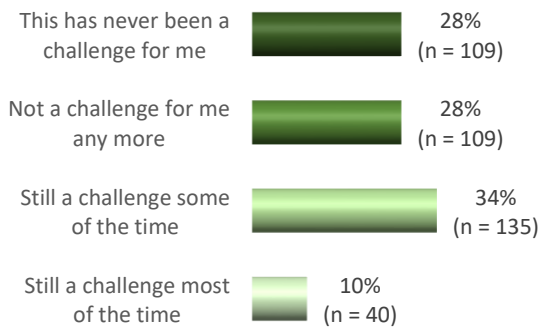


Figure 211. Level of Challenge Among Employees in Newton and Fleetwood Schools: Balancing Work and Life

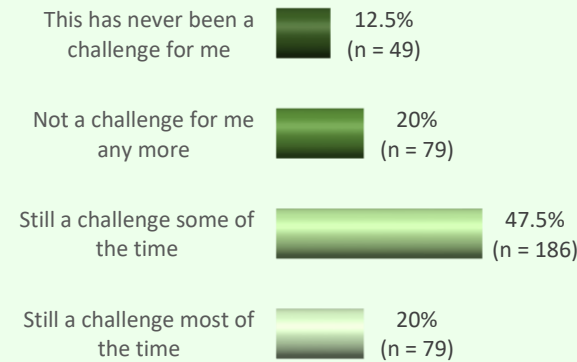
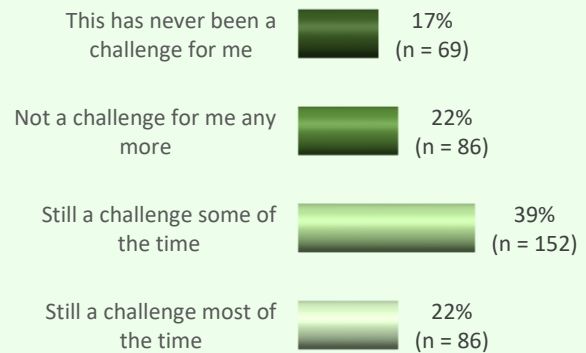


Figure 212. Level of Challenge Among Employees in Newton and Fleetwood Schools: Dealing with Stress and Anxiety

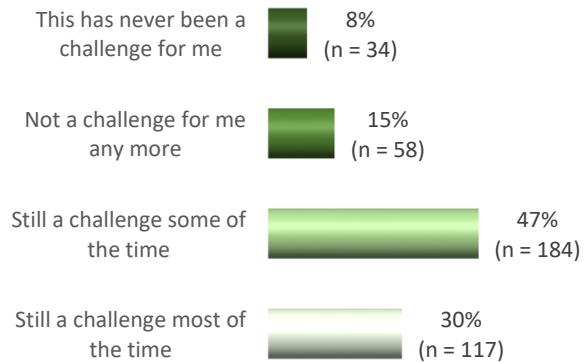


Figure 213. Level of Challenge Among Employees in Newton and Fleetwood Schools: Uncertainty of Expectations

Approximately two-thirds (67.5%) of employees with **Newton and Fleetwood Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. More than three-quarters (77%) of employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 212 and 213 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with **Newton and Fleetwood Schools** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to receiving adequate and timely health and safety information (73%) did more employees with **Newton and Fleetwood Schools** not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 214 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

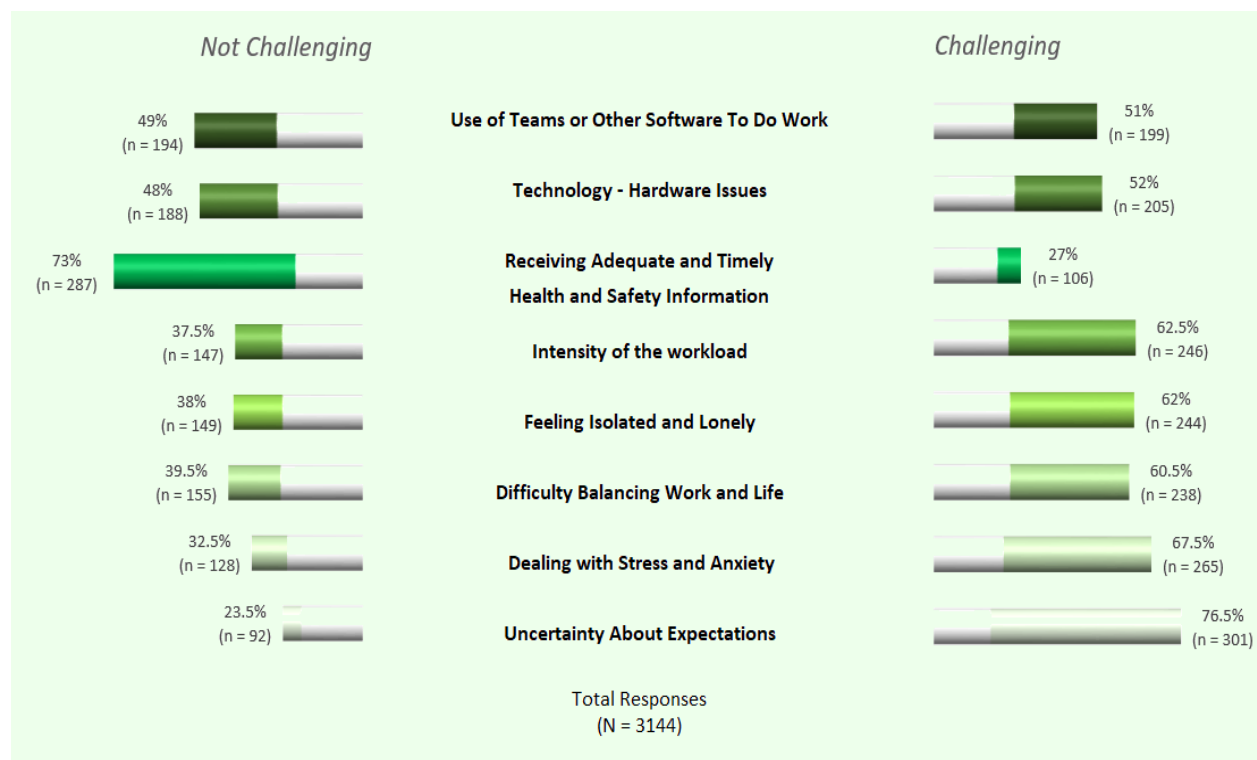
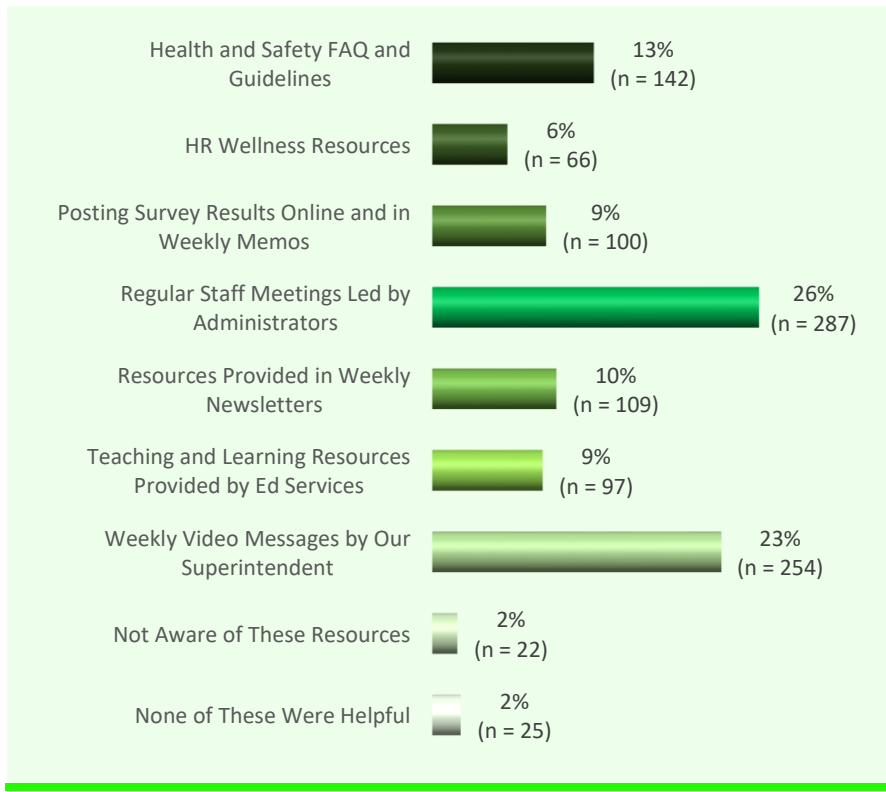


Figure 214. Newton and Fleetwood Schools: What Was Found Challenging and Not Challenging

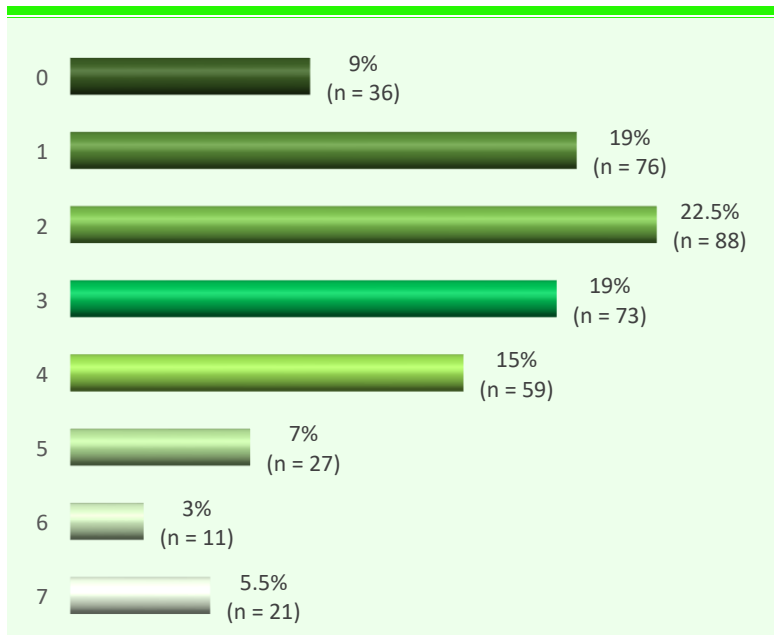


Figure 215. Newton and Fleetwood Schools: Resources and Supports Found Most Helpful



About half (49%) of employees working in **Newton and Fleetwood Schools** found regular staff meetings led by administrators (26%) and weekly video messages by the superintendent (23%) to be most helpful.

See Figure 215 for a breakdown of the resources and supports employees working in **Newton and Fleetwood Schools** found most helpful.



Approximately six in ten (60.5%) employees working in **Newton and Fleetwood Schools** utilized between one to three resources and supports while about three in ten (30.5%) employees utilized four or more resources and supports.

See Figure 216 for a breakdown of the number of resources and supports per employee working in **Newton and Fleetwood Schools** that they found most helpful.

Figure 216. Newton and Fleetwood Schools: Total Number of Resources and Supports Per Employee That was Found Most Helpful



Approximately one-quarter (25%) of employees with **Newton and Fleetwood Schools** agreed or totally agreed that they feel prepared while nearly four in ten (38%) indicated some level of disagreement. Close to half (45%) of employees agreed or totally agreed that their personal health and safety has been taken into account, while more than one-quarter (26%) indicated some level of disagreement. See Figures 217 and 218 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 217. Level of Agreement Among Employees in Newton and Fleetwood Schools: Feeling Prepared

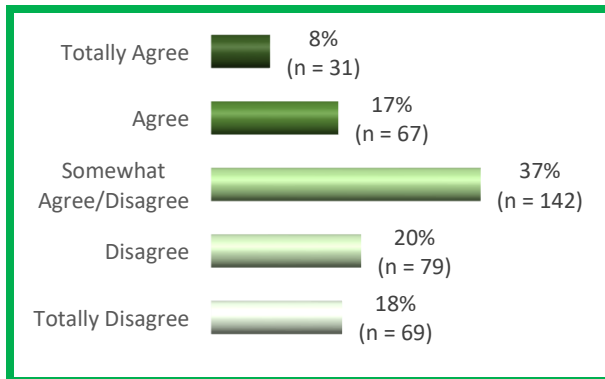


Figure 218. Level of Agreement Among Employees in Newton and Fleetwood Schools: Personal Health and Safety was Taken into Account

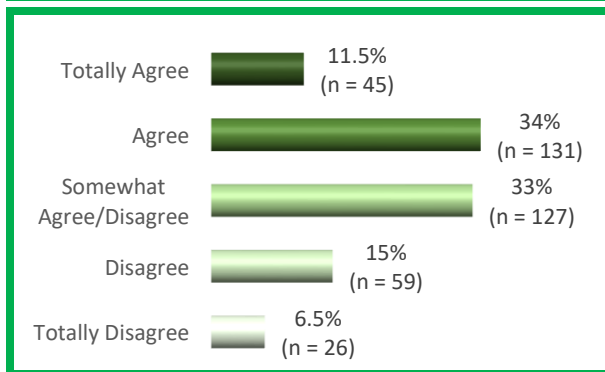
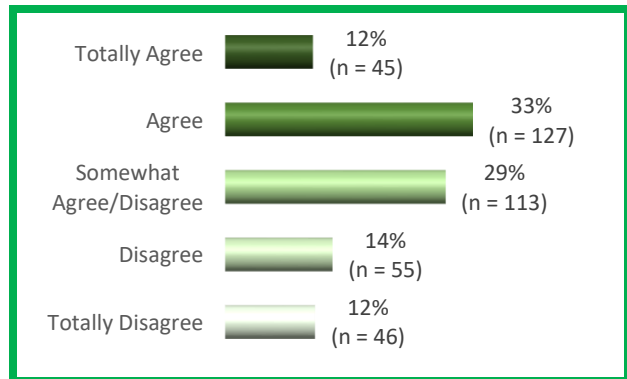


Figure 219. Level of Agreement Among Employees in Newton and Fleetwood Schools: Had the Information to do their Job

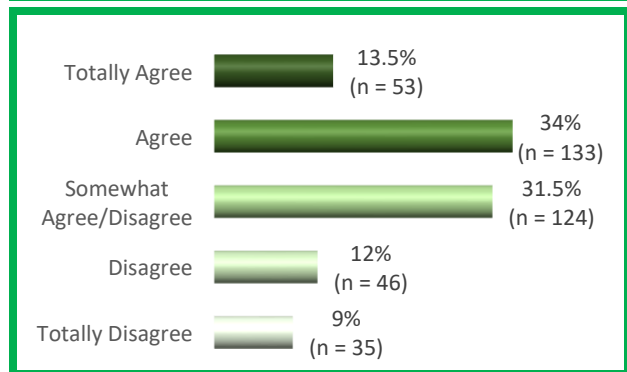


Figure 220. Level of Agreement Among Employees in Newton and Fleetwood School Appreciation of Returning to Face-to-Face in a Blended Model

About half (45.5%) of employees with **Newton and Fleetwood Schools** agreed or totally agreed that they had the information to do their job while two in ten (21.5%) indicated some level of disagreement. Nearly half (47.5%) of the employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while about two in ten (21%) indicated some level of disagreement. See Figures 219 and 220 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with **Newton and Fleetwood Schools** were combined as were responses of disagreement and total disagreement.

Employees with **Newton and Fleetwood Schools** were more likely to agree than disagree on all statements except for appreciating face-to-face blended model with a view to how it could work in the future where six in ten (60%) employees had some level of disagreement.

See Figure 221 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with **Newton and Fleetwood Schools**.

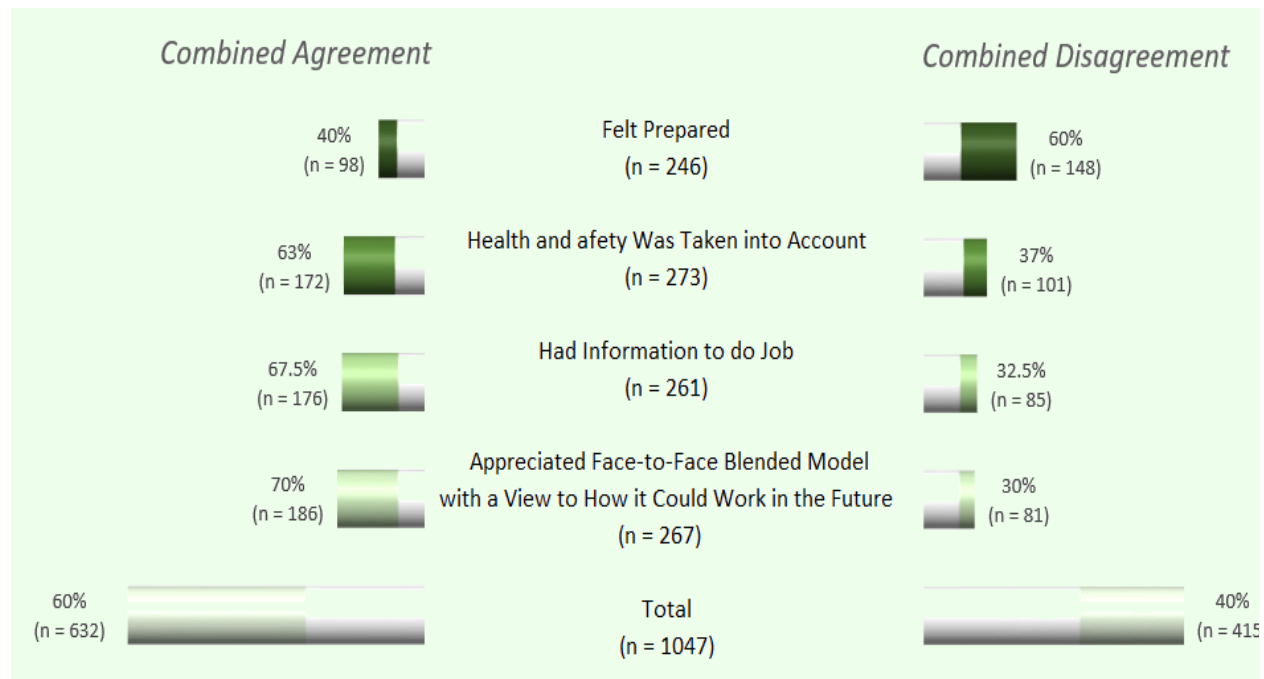
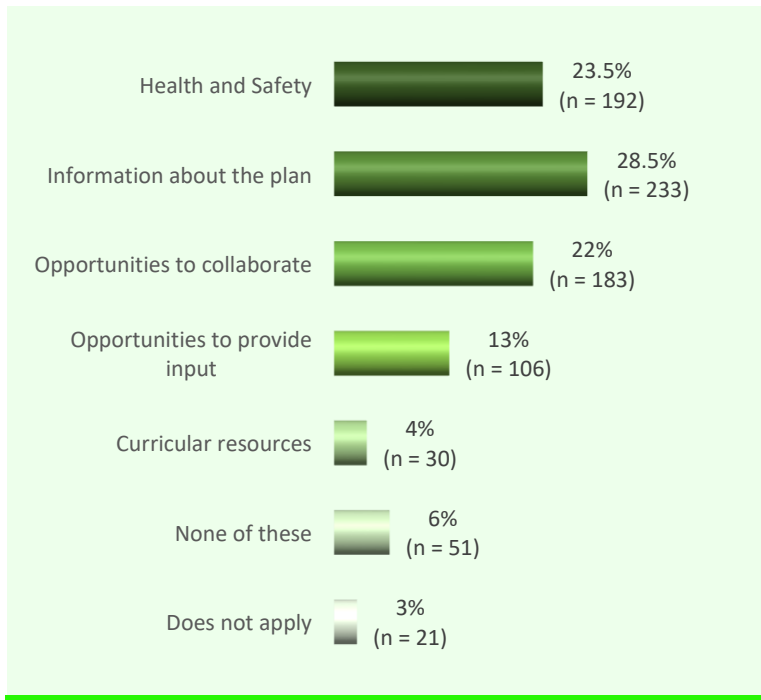


Figure 221. Level of Combined Agreements and Disagreements Among Employees in Newton and Fleetwood Schools

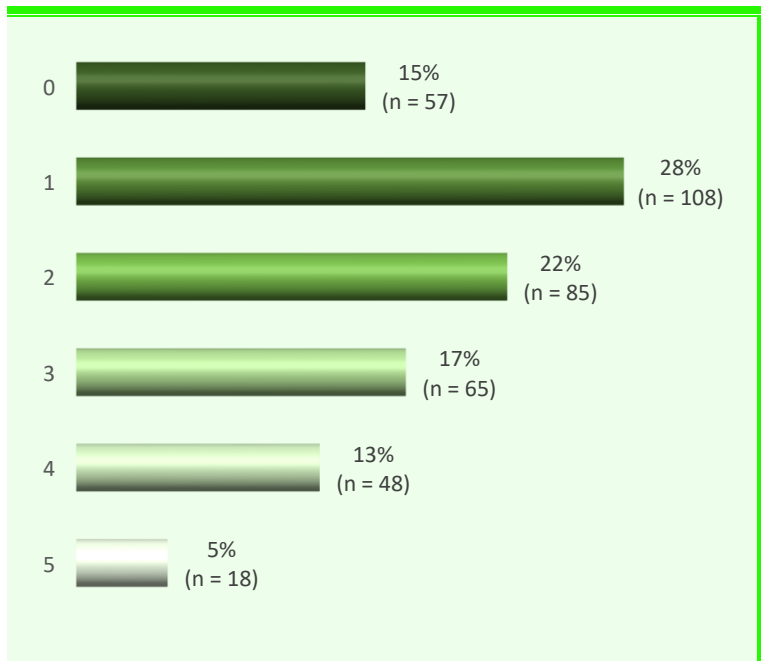


Figure 222. Newton and Fleetwood Schools: What Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



Nearly three-quarters (74%) of employees working in **Newton and Fleetwood Schools** indicated that information about the plan (28.5%), health and safety (23.5%) and opportunities to collaborate (23.5%) were most helpful as part of their partial return to work on June 1st.

See Figure 222 for a breakdown of the factors that employees working in **Newton and Fleetwood Schools** found helpful as part of their partial return to work on June 1st.



Approximately two-thirds (67%) of employees working in **Newton and Fleetwood Schools** found one to three factors most helpful as part of their partial return to work June 1st while about one in ten (15%) employees found no factor helpful.

See Figure 223 for a breakdown of the number of factors per employee working in **Newton and Fleetwood Schools** that were found helpful as part of their partial return to work on June 1st.

Figure 223. Newton and Fleetwood Schools: Total Number of Factors Per Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees working in **Newton and Fleetwood Schools** identified to help them in their work was related to roles, workloads, and scheduling (42%). The most mentions for any sub-theme was concerned with safety protocols, practices, and personnel (18%).

See Table 20 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **Newton and Fleetwood Schools** identified to help them in their work.

Table 20. Most Important Information Needed by Employees in Newton and Fleetwood Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 204; 31.5%)	<i>Materials and Equipment</i>	21 (3.5%)
	<i>Effective and Regular Communication</i>	66 (10%)
	<i>Safety Protocols, Practices, and Personnel</i>	117 (18%)
Roles, Workloads, and Scheduling (n = 268; 42%)	<i>Effective and Regular Communication</i>	84 (13%)
	<i>Expectations of Roles</i>	95 (15%)
	<i>Consideration of Workload and Scheduling</i>	89 (14%)
Professional Development, Training, and Planning (n = 104; 16%)	<i>Materials and Resources</i>	42 (6.5%)
	<i>Collaboration and Planning Time</i>	30 (4.5%)
	<i>Professional Development and Training</i>	32 (5%)
General Requests and Recommendations (n = 66; 10%)	<i>General Communication</i>	41 (6%)
	<i>General Protocols</i>	25 (4%)
No Needs Identified (n = 2; 0.5%)	<i>No Response</i>	111*
	<i>Feels Prepared</i>	2 (0.5%)
	<i>Does Not Apply</i>	4*
Total		644 Mentions

*Approximately 115 out of 393 (29%) employees in **Newton and Fleetwood Schools** did not provide a response and were not calculated in the overall percentages.



See Table 21 for a selection of quotes provided by employees working in **Newton and Fleetwood Schools** representing each of the themes generated from the analysis.

Table 21. Information Needed by Employees Working in Newton and Fleetwood Schools That Would Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<i>Health and safety specifics and plans around Kindergarten children's use of manipulatives, books, toys.</i>
	<i>How will physical distancing be handled when my office is too small to keep proper distance? Counselling offices are tiny and there are not alternate private spaces to work in.</i>
Roles, Workloads, and Scheduling	<i>As a support worker the expectations are very unclear unless your student actually attends daily, it would be nice if someone could come up with a re-purpose of support staff.</i>
	<i>Reporting expectations. I know these come from the Ministry and are largely outside of district control, but I need to know what I am and am not able to do in order to plan fair assessments and lead my students with an air of confidence that what they're doing actually matters.</i>
Professional Development, Training, and Planning	<i>Tech for support staff. New role expectations clearly laid out. A childcare model.</i>
	<i>Resources for these "inquiry" projects we can assign. I loved how the Grand Erie School District put out a weekly numeracy, literacy, DPA [Daily Physical Activity] and science activities for each grade. It would be awesome if our district could plan something like that for each grade to work on at home</i>



5.5. PANORAMA AND SULLIVAN

Approximately 131 employees working in Panorama and Sullivan schools provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 224. Employee Groups in Panorama and Sullivan Schools

Approximately six in ten (60%) employees working in Panorama and Sullivan schools are Teachers, while about one-third (34%) are Support Staff. Another 5.5% of survey respondents are Administrators and one respondent indicated they are EPEG employees.

See Figure 224 for a breakdown of employee groups within Panorama and Sullivan schools.

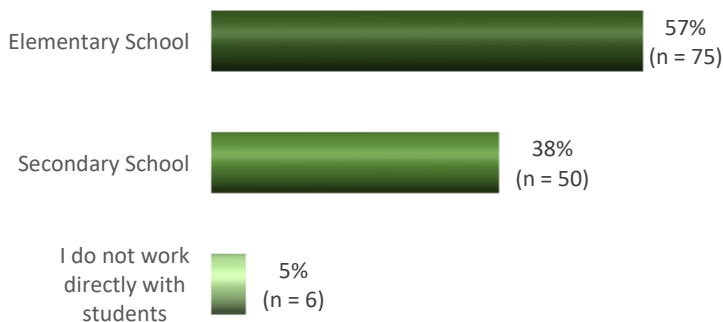
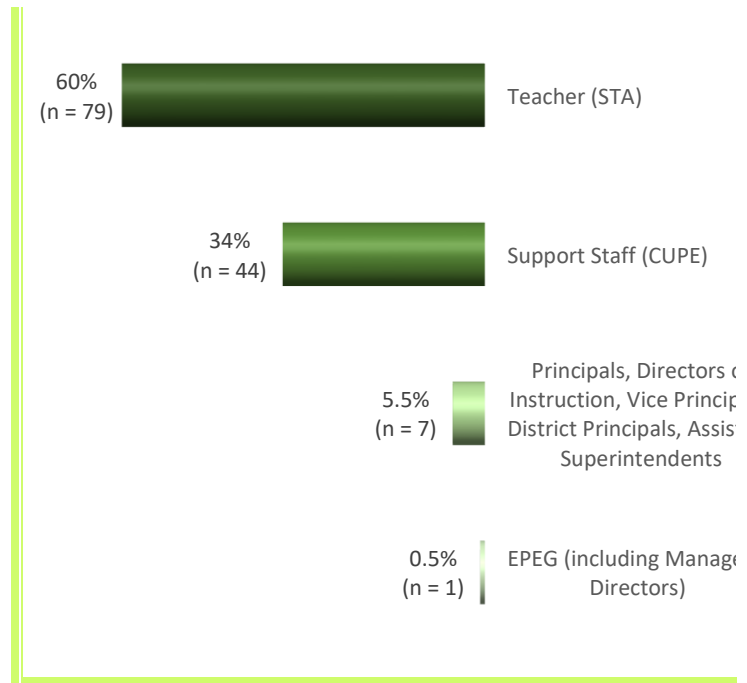


Figure 225. Panorama and Sullivan: Student Age Group Employees Work With Most or All of the Time

About six in ten (57%) of employees working in Panorama and Sullivan schools work with elementary students, while almost four in ten (38%) work with secondary students.

See Figure 225 for a breakdown of the student age group employees work with most or all of the time.



Figure 226. Descriptors Chosen by Employees in Panorama and Sullivan Schools that Best Describes How They are Feeling

About two-thirds (68%) of employees with **Panorama and Sullivan Schools** indicated they are calm and confident 65% or more of the time, while about one-third (32%) of employees indicated they are calm and confident either half or less than half of the time.

See Figure 226 for a breakdown of the descriptors employees chose that best describe how they are feeling.

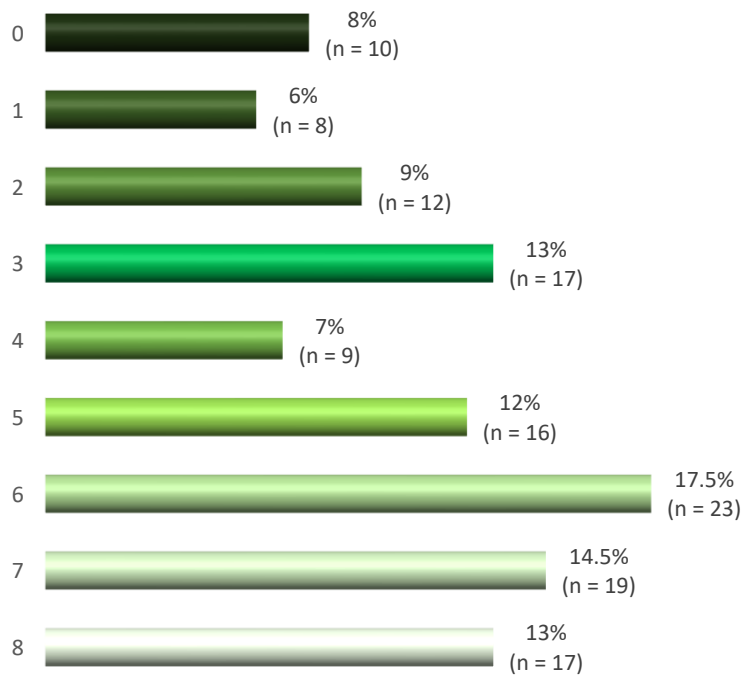
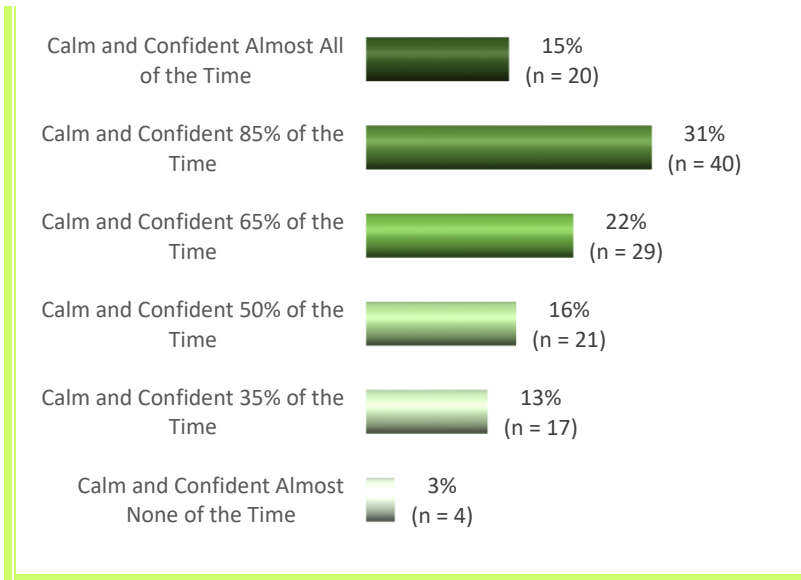


Figure 227. Panorama and Sullivan Schools: Total Number of Challenges Selected

Nearly six in ten (57%) employees with **Panorama and Sullivan Schools** indicated they face at least five challenges.

About one in ten (14%) employees with **Panorama and Sullivan Schools** indicated they face one challenge or do not face any challenges.

See Figure 227 for a breakdown of the number of challenges employees are still facing since the last Well-Being Survey.



More than half (53.5%) of employees with **Panorama and Sullivan Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, more than half (55%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 228 and 229 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 228. Level of Challenge Among Employees in Panorama and Sullivan Schools: Using Teams or Other Software to Do Work

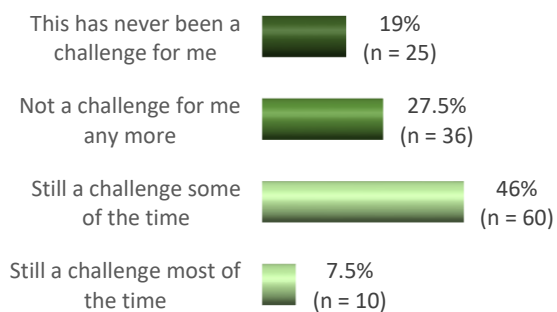


Figure 229. Level of Challenge Among Employees in Panorama and Sullivan Schools: Technology – Hardware Issues

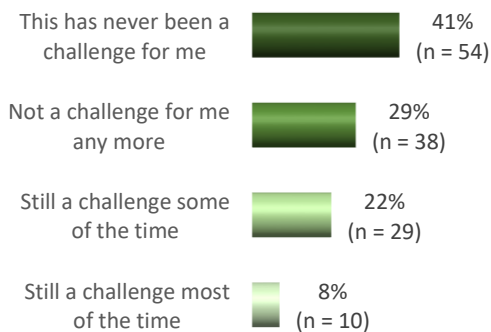
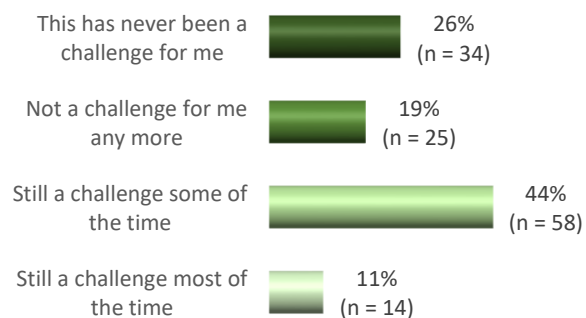


Figure 230. Level of Challenge Among Employees in Panorama and Sullivan Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

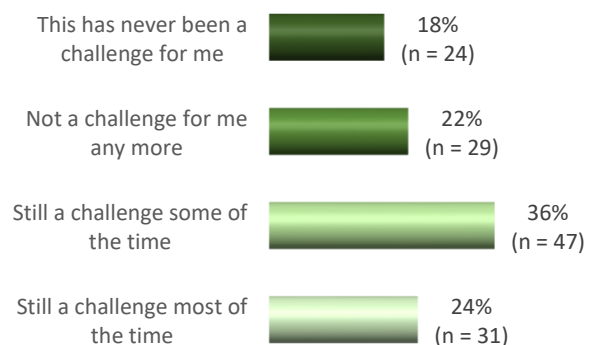


Figure 231. Level of Challenge Among Employees in Panorama and Sullivan Schools: Intensity of Workload

Approximately three in ten (30%) employees with **Panorama and Sullivan Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Likewise, six in ten (60%) of employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 230 and 231 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About half (51%) of employees with **Panorama and Sullivan Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. About six in ten (62.5%) employees with **Panorama and Sullivan Schools** indicated that balancing work and life has been challenging some or most of the time. See Figures 232 and 233 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 232. Level of Challenge Among Employees in Panorama and Sullivan Schools: Feeling Isolated and Lonely

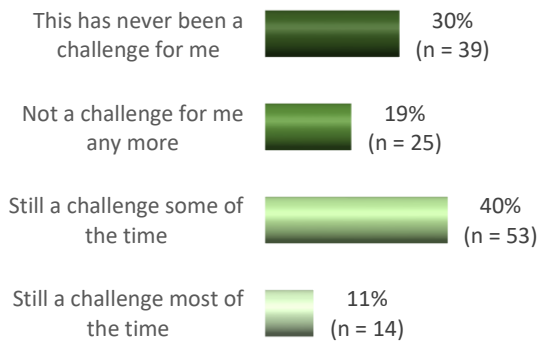


Figure 233. Level of Challenge Among Employees in Panorama and Sullivan Schools: Balancing Work and Life

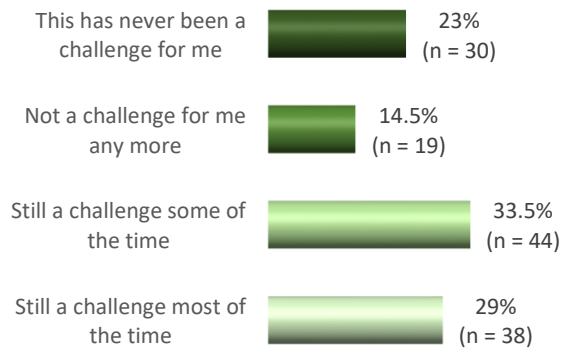


Figure 234. Level of Challenge Among Employees in Panorama and Sullivan Schools: Dealing with Stress and Anxiety

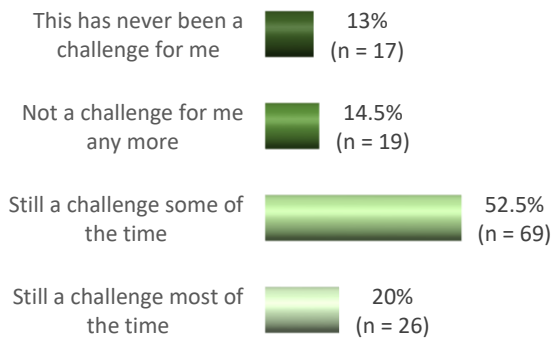
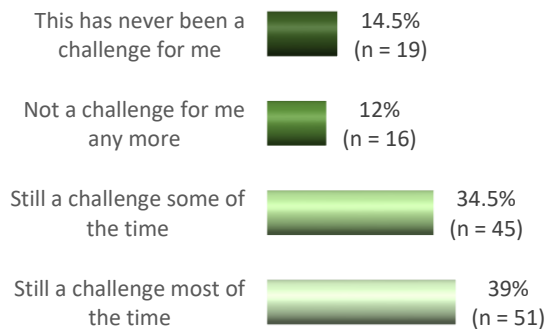


Figure 235. Level of Challenge Among Employees in Panorama and Sullivan Schools: Uncertainty of Expectations



Nearly three-quarters (72.5%) of employees with **Panorama and Sullivan Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Similarly, almost three-quarters (73.5%) of employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 234 and 235 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with **Panorama and Sullivan Schools** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

Only when it came to receiving adequate and timely health and safety information (73%) did more employees with **Panorama and Sullivan Schools** not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 236 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

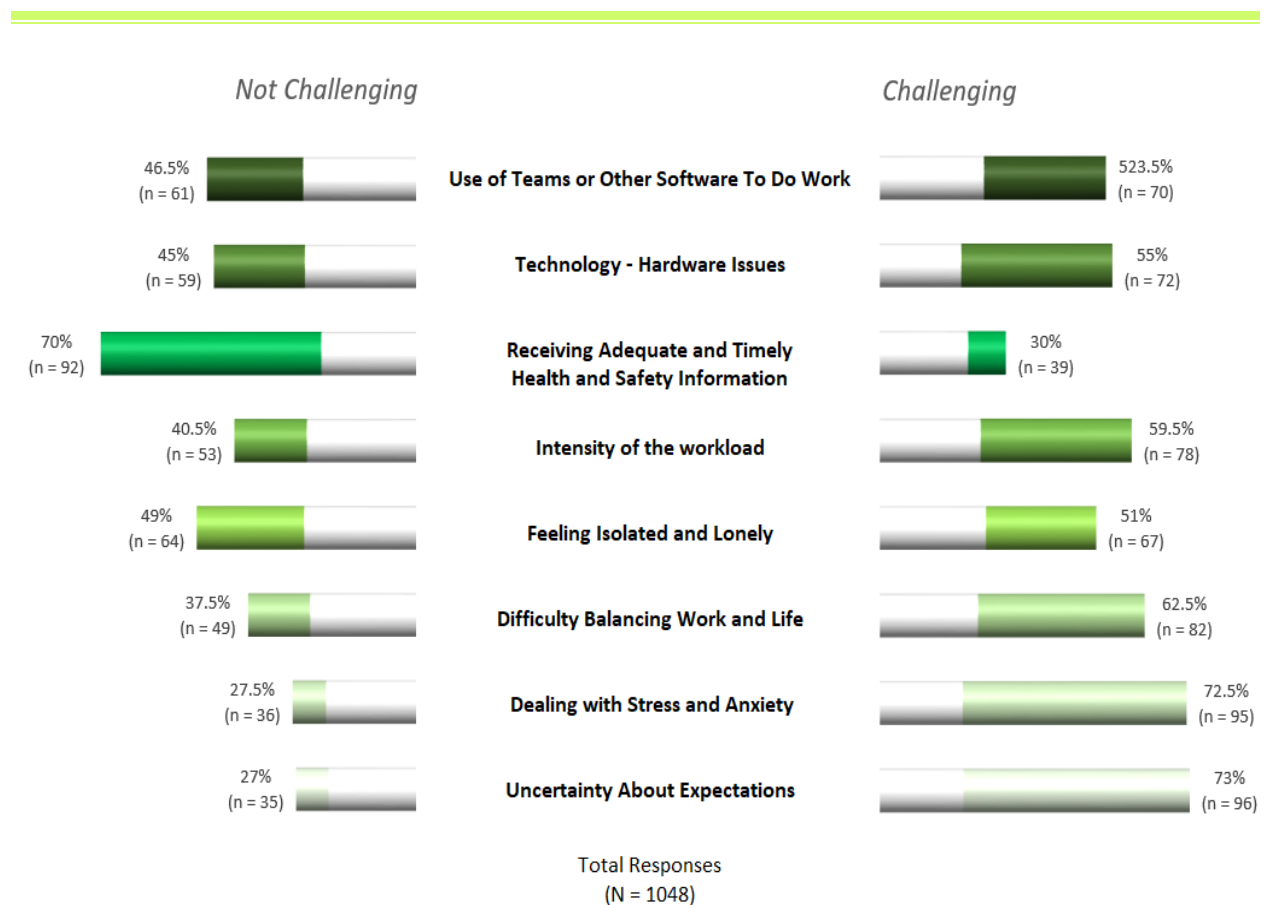


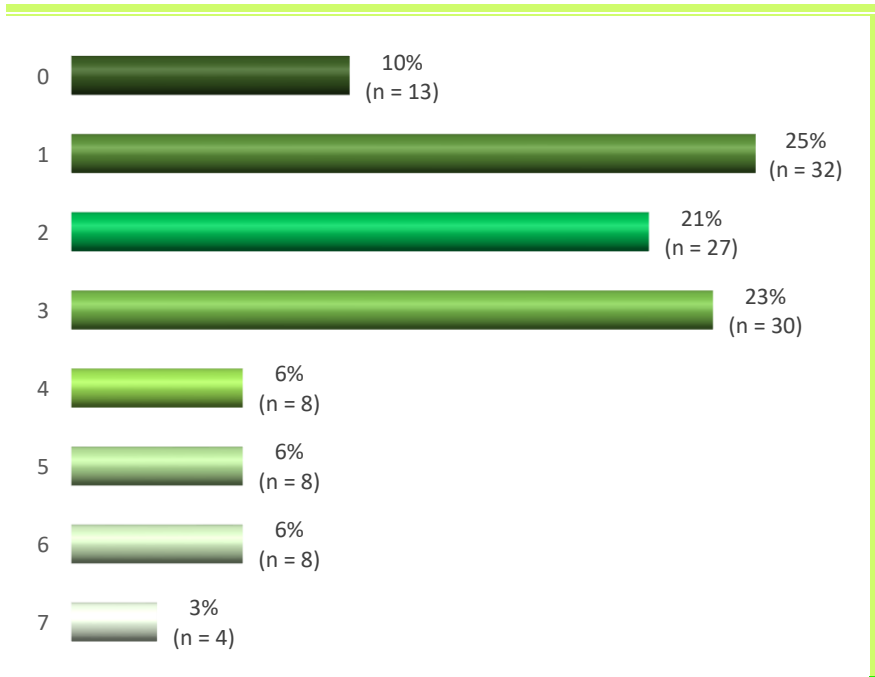
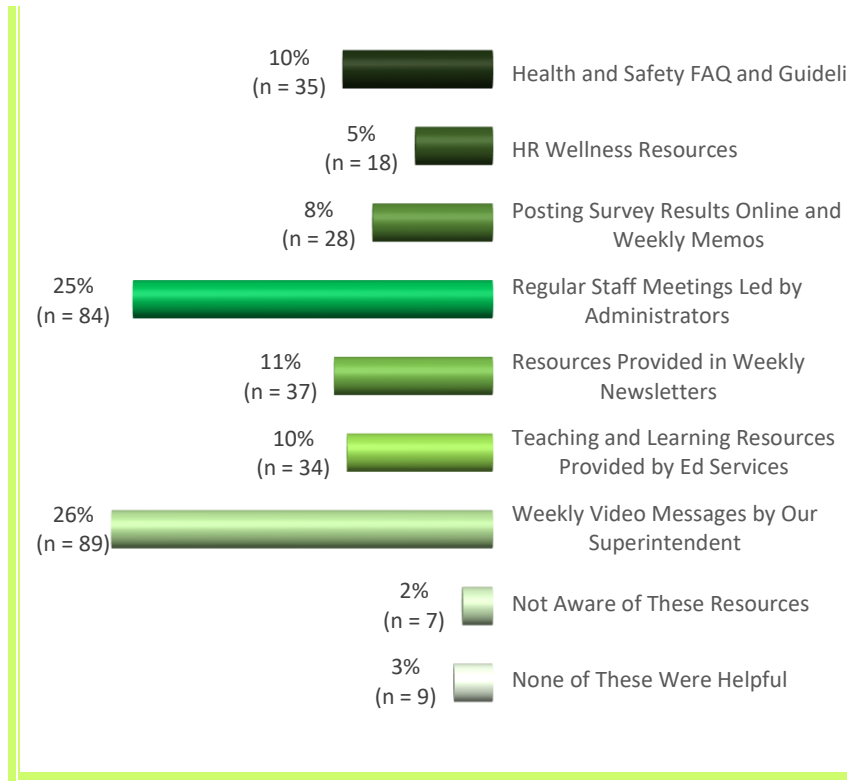
Figure 236. Panorama and Sullivan Schools: What Was Found Challenging and Not Challenging



Figure 237. Panorama and Sullivan Schools: Resources and Supports Found Most Helpful

About half (51%) of employees working in **Panorama and Sullivan Schools** found weekly video messages by the superintendent (26%) and regular staff meetings led by administrators (25%) to be most helpful.

See Figure 237 for a breakdown of the resources and supports employees working in of **Panorama and Sullivan Schools** found most helpful.



Nearly seven in ten (69%) employees working in **Panorama and Sullivan Schools** utilized between one to three resources and supports while about two in ten (21%) employees utilized four or more resources and supports.

See Figure 238 for a breakdown of the number of resources and supports per employee working in **Panorama and Sullivan Schools** that they found most helpful.

Figure 238. Panorama and Sullivan Schools: Total Number of Resources and Supports Per Employee That was Found Most Helpful



Almost one-quarter (23.5%) of employees with **Panorama and Sullivan Schools** agreed or totally agreed that they feel prepared while nearly four in ten (43.5%) indicated some level of disagreement. Approximately four in ten (40%) employees agreed or totally agreed that their personal health and safety has been taken into account, while three in ten (30%) indicated some level of disagreement. See Figures 239 and 240 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 239. Level of Agreement Among Employees in Panorama and Sullivan Schools: Feeling Prepared

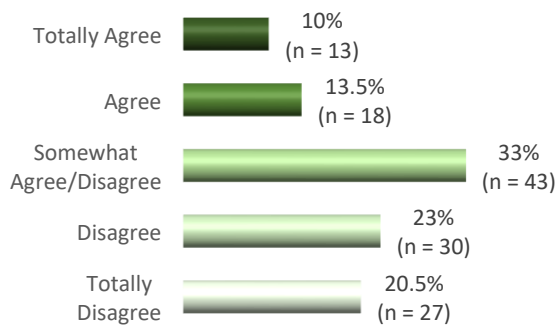


Figure 240. Level of Agreement Among Employees in Panorama and Sullivan Schools: Personal Health and Safety was Taken into Account

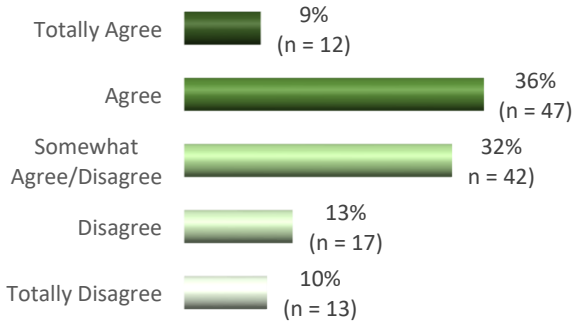
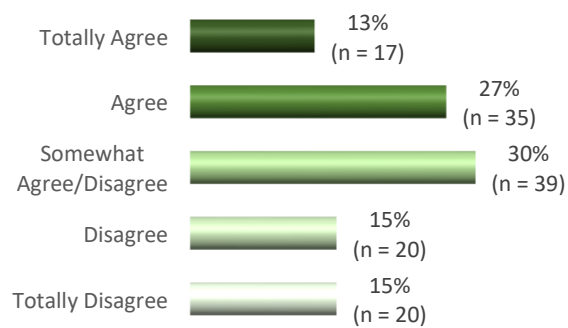


Figure 241. Level of Agreement Among Employees in Panorama and Sullivan Schools: Had the Information to do their Job

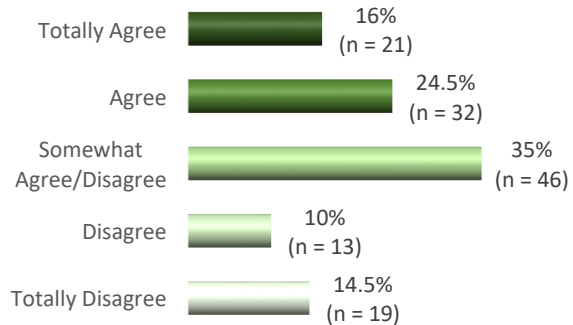


Figure 242. Level of Agreement Among Employees in Panorama and Sullivan Schools: Appreciation of Returning to Face-to-Face in a Blended Model

About half (45%) of employees with **Panorama and Sullivan Schools** agreed or totally agreed that they had the information to do their job while nearly one-quarter (23%) indicated some level of disagreement. Approximately four in ten (40.5%) employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while one-quarter (24.5%) indicated some level of disagreement. See Figures 241 and 242 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with **Panorama and Sullivan Schools** were combined as were responses of disagreement and total disagreement.

Employees with **Panorama and Sullivan Schools** were more likely to agree than disagree on all statements except for feeling prepared where six in ten (60%) employees had some level of disagreement.

See Figure 243 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with **Panorama and Sullivan Schools**.

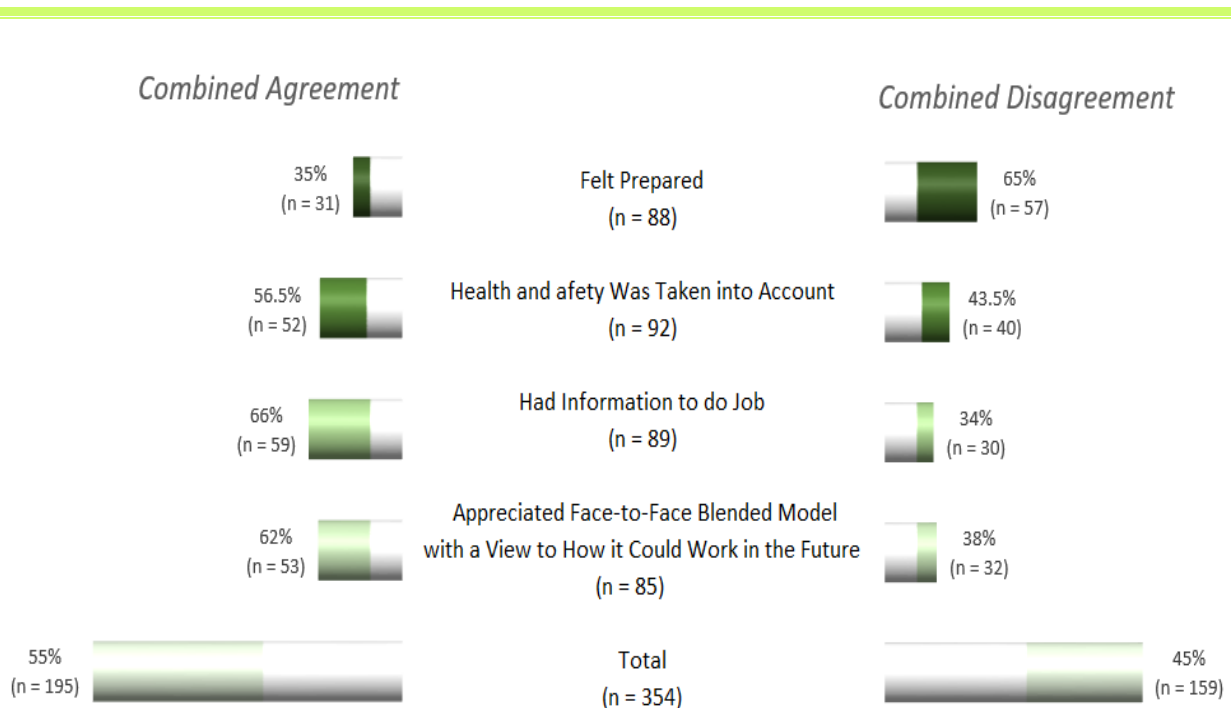


Figure 243. Level of Combined Agreements and Disagreements Among Employees in Panorama and Sullivan Schools



Figure 244. Panorama and Sullivan Schools: What Employees to Found Most Helpful as Part of the Partial Return to Work on June 1st

Approximately seven in ten (70.5%) employees working in **Panorama and Sullivan Schools** indicated that opportunities to collaborate (25.5%), information about the plan (25%), and the health and safety plan (20%) were most helpful as part of their partial return to work on June 1st.

See Figure 244 for a breakdown of the factors that employees working in **Panorama and Sullivan Schools** found helpful as part of their partial return to work on June 1st.

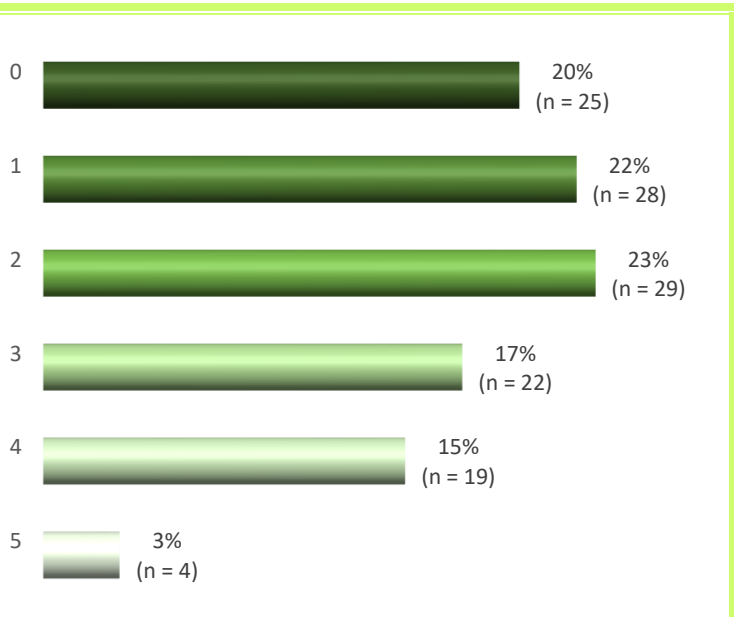
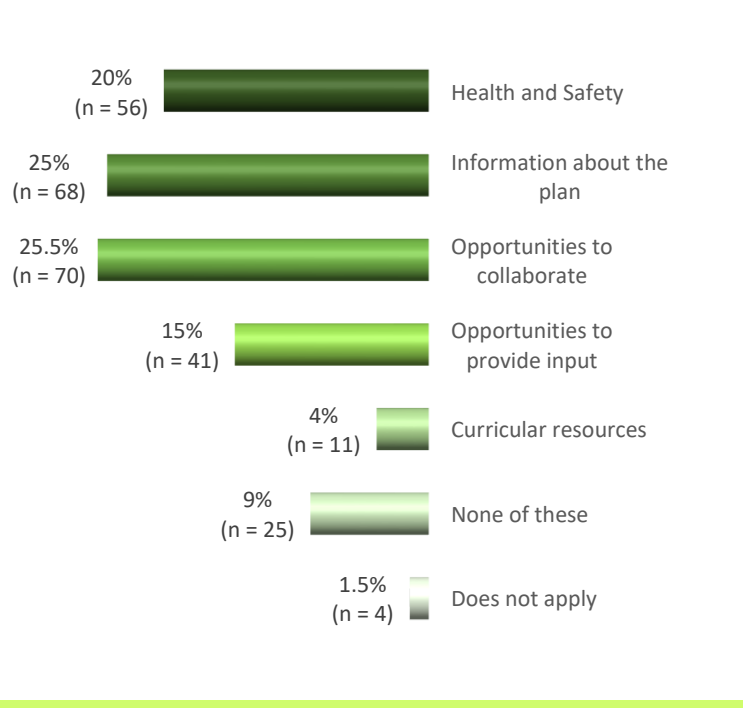


Figure 245. Panorama and Sullivan: Total Number of Factors Per Employee That was Found Most Helpful as Part of the Partial Return to Work on June 1st

About six in ten (62%) employees working in **Panorama and Sullivan Schools** found one to three factors most helpful as part of their partial return to work June 1st while one-fifth (20%) of employees found no factor helpful.

See Figure 245 for a breakdown of the number of factors per employee working in **Panorama and Sullivan Schools** that were found helpful as part of their partial return to work on June 1st.



The most needed information that employees working in **Panorama and Sullivan Schools** identified to help them in their work was related to roles, workloads, and scheduling (44%). The most mentions for any sub-theme was concerned with safety protocols, practices, and personnel (17.5%).

See Table 22 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees working in **Panorama and Sullivan Schools** identified to help them in their work.

Table 22. Most Important Information Needed by Employees in Panorama and Sullivan Schools to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 63; 28.5%)	<i>Materials and Equipment</i>	7 (3%)
	<i>Effective and Regular Communication</i>	17 (8%)
	<i>Safety Protocols, Practices, and Personnel</i>	39 (17.5%)
Roles, Workloads, and Scheduling (n = 96; 44%)	<i>Effective and Regular Communication</i>	28 (13%)
	<i>Expectations of Roles</i>	33 (15%)
	<i>Consideration of Workload and Scheduling</i>	35 (16%)
Professional Development, Training, and Planning (n = 36; 16%)	<i>Materials and Resources</i>	19 (8.5%)
	<i>Collaboration and Planning Time</i>	9 (4%)
	<i>Professional Development and Training</i>	8 (3.5%)
General Requests and Recommendations (n = 23; 10.5%)	<i>General Communication</i>	17 (8%)
	<i>General Protocols</i>	6 (2.5%)
No Needs Identified (n = 2; 1%)	<i>No Response</i>	36*
	<i>Feels Prepared</i>	2 (1%)
	<i>Does Not Apply</i>	0*
Total		220 Mentions

*Approximately 36 out of 131 (27.5%) of employees in **Newton and Fleetwood Schools** did not provide a response and were not calculated in the overall percentages.



See Table 23 for a selection of quotes provided by employees working in **Panorama and Sullivan Schools** representing each of the themes generated from the analysis.

Table 23. Information Needed by Employees Working in Panorama and Sullivan Schools to Help Them in Their Work

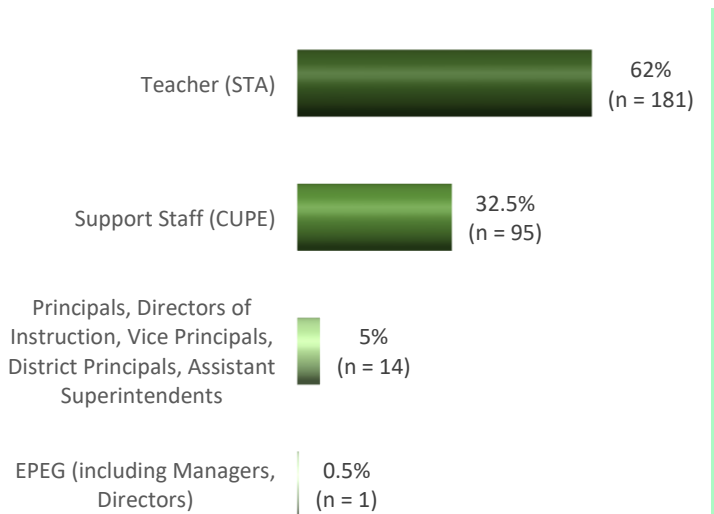
Themes	Quotes
Health and Safety Protocols and Practices	<p><i>Making areas in the schools clear, clearly labeling which way to enter/exit, which side to walk. Perhaps having red arrows for exiting and green for entering so that it's easy to follow the guidelines. More information for both parents and teachers on helping children maintain distance...Making sure all portables have hand sanitizers.</i></p>
	<p><i>Being with as small a group as possible. Not be expected to move from one class to another.</i></p>
Roles, Workloads, and Scheduling	<p><i>As much notice as possible about changes, schedules, expectations, etc. A clear plan with expectations. I appreciate that we are able to tell you what we need, but I also need some direction so I know what sort of situation I'll be working in and how to adjust it.</i></p>
	<p><i>A clear understanding of how staff are expected to balance in-school instruction with remote learning, especially for those who are also parents of school-aged children.</i></p>
	<p><i>Everyone needs to be on the same page and the administration at schools need to know what their new duties are. Often I heard from admin that they "weren't comfortable making decisions on health-based accommodation requests" even after [the superintendent] and HR and the STA said that site-based admin needed to do this. Admin seemed overworked and like they didn't really know what was going on. It's hard to lead if the district isn't sharing the information with them...Lastly, teachers need to have more support for their workloads. Perhaps a team of teachers creating online content for all teachers to draw from.</i></p>
Professional Development, Training, and Planning	<p><i>In-service and training using Teams and ideas on best practices with technology (e.g., how to integrate Flipgrid and creating a breakout room for smaller class discussions).</i></p>
	<p><i>What will it look like taking attendance in MyEd again? How many students or staff allowed (social distance measures) per usual?</i></p>



5.6. SOUTH SURREY AND WHITE ROCK

Approximately 291 employees working in South Surrey and White Rock schools provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Figure 246. Employee Groups in South Surrey and White Rock Schools



About six in ten (62%) employees working in South Surrey and White Rock schools are Teachers, while one-third (32.5%) are Support Staff. Another 5% of survey respondents are Administrators and one respondent indicated they are EPEG employees.

See Figure 246 for a breakdown of employee groups within Panorama and Sullivan schools.

About six in ten (62%) of employees working in South Surrey and White Rock schools work with elementary students, while over one-third (35%) work with secondary students.

See Figure 247 for a breakdown of the student age group employees work with most or all of the time.

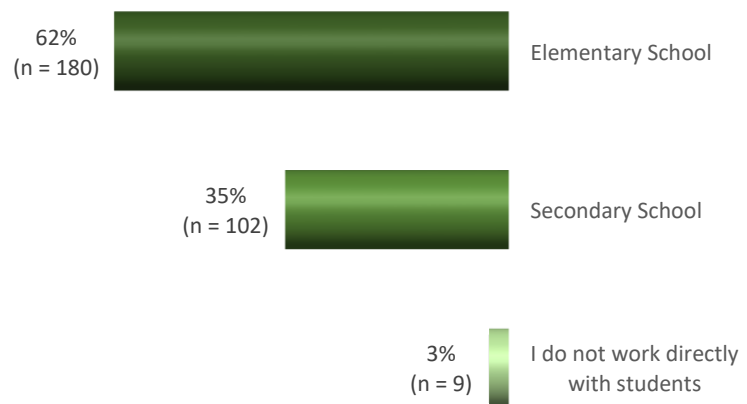
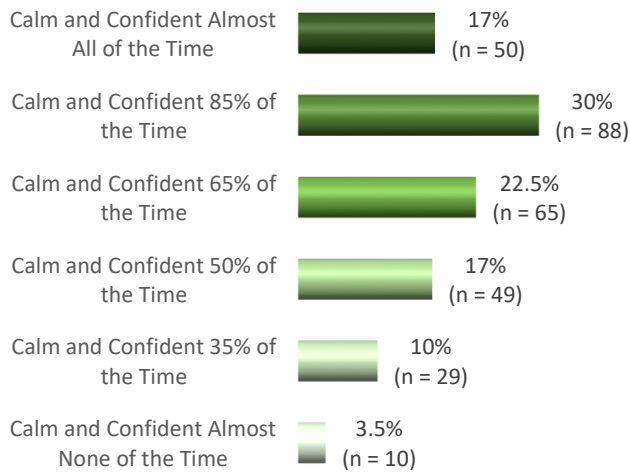


Figure 247. South Surrey and White Rock Schools: Student Age Group Employees Work With Most or All of the Time



Figure 248. Descriptors Chosen by Employees in South Surrey and White Rock Schools that Best Describes How They are Feeling



About seven in ten (69.5%) employees with **South Surrey and White Rock Schools** indicated they are calm and confident 65% or more of the time, while about three in ten (30.5%) employees indicated they are calm and confident either half or less than half of the time.

See Figure 248 for a breakdown of the descriptors employees chose that best describe how they are feeling.

More than half (53.5%) of employees with **South Surrey and White Rock Schools** indicated they face at least five challenges.

About one in ten (15%) employees with **South Surrey and White Rock Schools** indicated they face one challenge or do not face any challenges.

See Figure 249 for a breakdown of the number of challenges employees are still facing since the last Well-Being Survey.

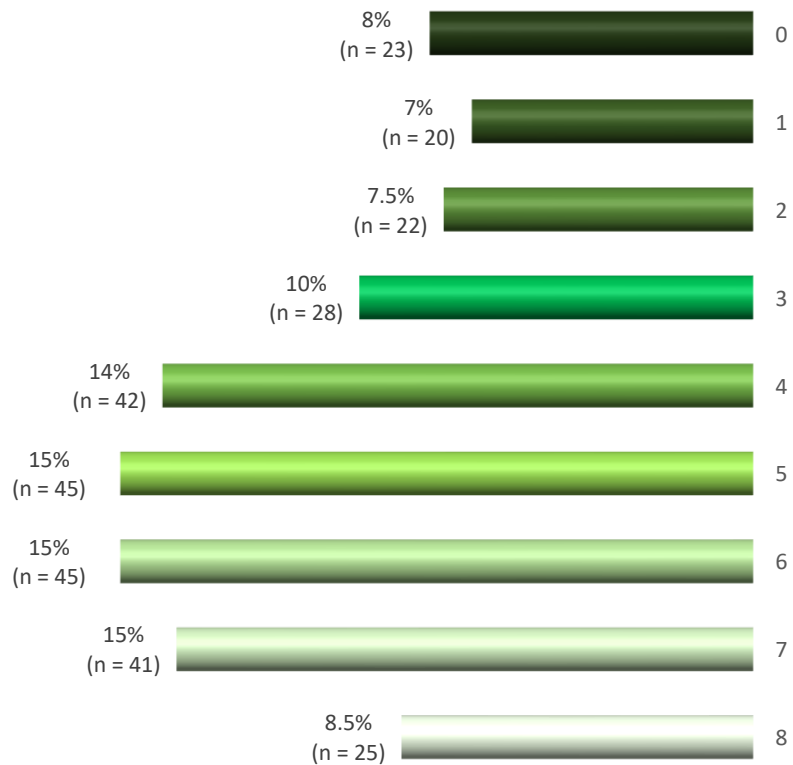


Figure 249. South Surrey and White Rock Schools: Total Number of Challenges Selected



More than half (54%) of employees with **South Surrey and White Rock Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Nearly half (49%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 250 and 251 for a breakdown of the level of challenges employees face using Teams or other software to do work and challenges related to technology and hardware issues.

Figure 250. Level of Challenge Among Employees in South Surrey and White Rock Schools: Using Teams or Other Software to Do Work

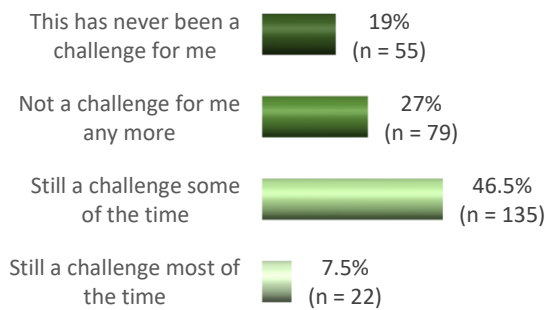


Figure 251. Level of Challenge Among Employees in South Surrey and White Rock Schools: Technology – Hardware Issues

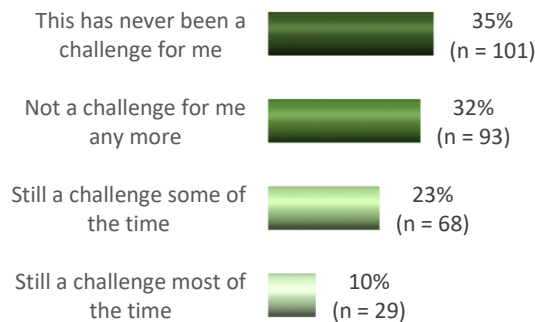
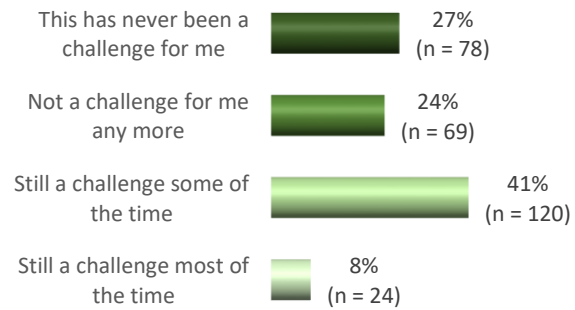


Figure 252. Level of Challenge Among Employees in South Surrey and White Rock Schools: Receiving Adequate Information about Health and Safety in a Timely Manner

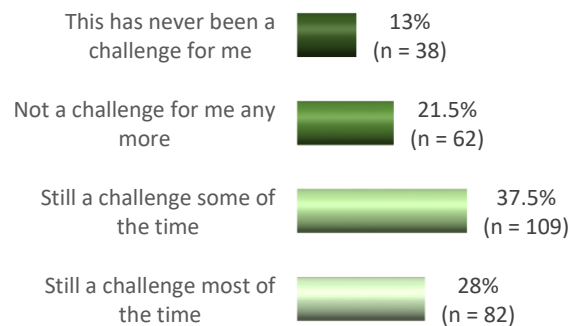


Figure 253. Level of Challenge Among Employees in South Surrey and White Rock Schools: Intensity of Workload

Approximately one-third (33%) of employees with **South Surrey and White Rock Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Almost two-thirds (65.5%) of employees indicated that the intensity of the workload are challenging some or most of the time. See Figures 252 and 253 for a breakdown of the level of challenges employees face with receiving adequate information and the intensity of their workload.



About four in ten (42%) employees with **South Surrey and White Rock Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. About six in ten (63%) employees with indicated that balancing work and life has been challenging some or most of the time. See Figures 254 and 255 for a breakdown of the level of challenges employees face when feeling isolated and lonely, as well as when they balance their work and life.

Figure 254. Level of Challenge Among Employees in South Surrey and White Rock Schools: Feeling Isolated and Lonely

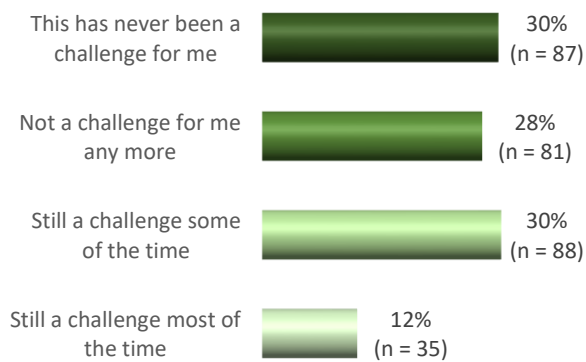


Figure 255. Level of Challenge Among Employees in South Surrey and White Rock Schools: Balancing Work and Life

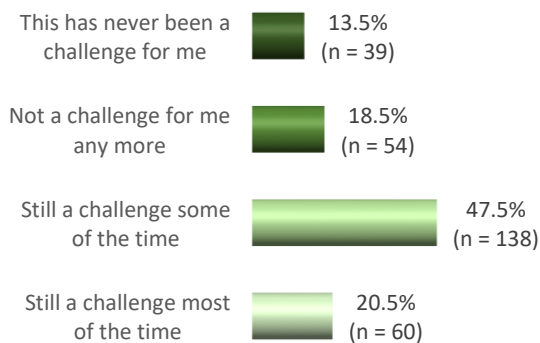
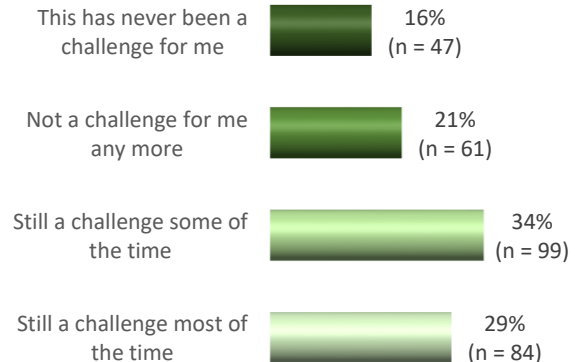


Figure 256. Level of Challenge Among Employees in South Surrey and White Rock Schools: Dealing with Stress and Anxiety

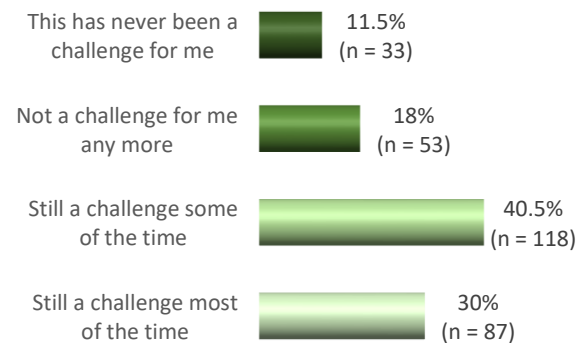


Figure 257. Level of Challenge Among Employees in South Surrey and White Rock Schools: Uncertainty of Expectations

Over two-thirds (68%) of employees with **South Surrey and White Rock Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Approximately seven in ten (70.5%) employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 256 and 257 for a breakdown of the level of challenges employees face when dealing with stress, anxiety, and uncertainty with expectations.



After removing somewhat agree/somewhat disagree responses, employees with **South Surrey and White Rock Schools** agreement and total agreement responses were combined as were responses of disagreement and total disagreement.

When it came to technology – hardware issues (50.5%), receiving adequate and timely health and safety information (67%), and feeling isolated and lonely (58%), more employees with **South Surrey and White Rock Schools** did not find it challenging. All other statements led to a greater portion of employees finding the factors challenging compared to the portion of employees who did not find the factors challenging.

See Figure 258 for a breakdown of challenging-to-not challenging ratios for a series of factors that employees rated.

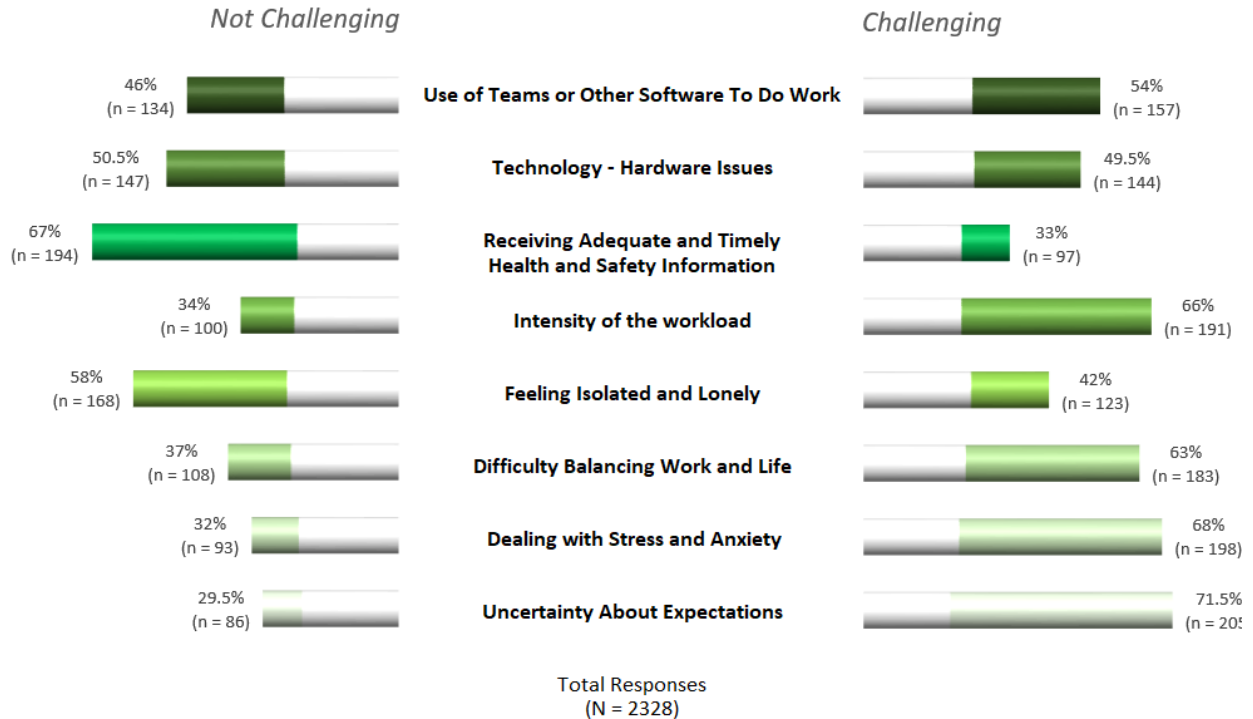


Figure 258. South Surrey and White Rock Schools: What Was Found Challenging and Not Challenging



Figure 259. South Surrey and White Rock Schools: Resources and Supports Found Most Helpful



Approximately half (50%) of employees working in **South Surrey and White Rock Schools** found regular staff meetings led by administrators (27.5%) and weekly video messages by the superintendent (22.5%) to be most helpful.

See Figure 259 for a breakdown of the resources and supports employees working in **South Surrey and White Rock Schools** found most helpful.

Approximately two-thirds (67%) of employees working in **South Surrey and White Rock Schools** utilized between one to three resources and supports while close to two in ten (18.5%) employees utilized five or more resources and supports.

See Figure 260 for a breakdown of the number of resources and supports per employee working in **South Surrey and White Rock Schools** that they found most helpful.

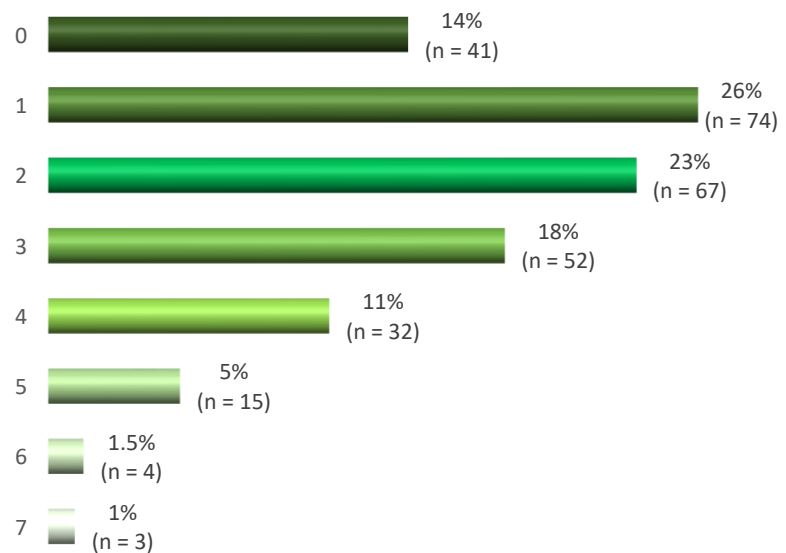


Figure 260. South Surrey and White Rock Schools: Total Number of Resources and Supports Per Employee That was Found Most Helpful



Almost three in ten (29%) employees with **South Surrey and White Rock Schools** agreed or totally agreed that they feel prepared while about four in ten (42%) indicated some level of disagreement. About four in ten (41%) employees agreed or totally agreed that their personal health and safety has been taken into account, while close to one-third (31%) indicated some level of disagreement. See Figures 261 and 262 for a breakdown of the level of agreement employees have towards feeling prepared and their personal health and safety being taken into account.

Figure 261. Level of Agreement Among Employees in South Surrey and White Rock Schools: Feeling Prepared

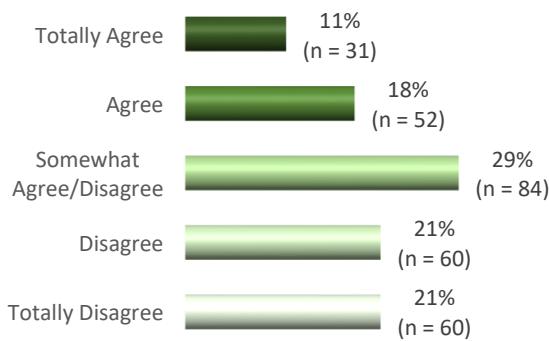


Figure 262. Level of Agreement Among Employees in South Surrey and White Rock Schools: Personal Health and Safety was Taken into Account

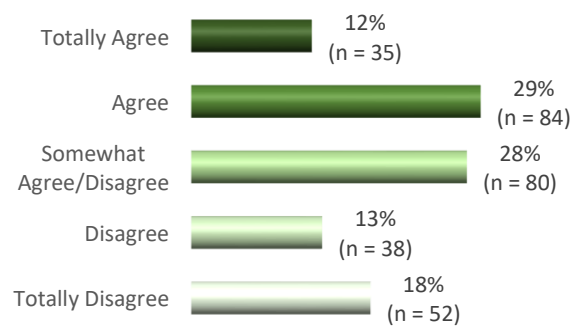


Figure 263. Level of Agreement Among Employees in South Surrey and White Rock Schools: Had the Information to do their Job

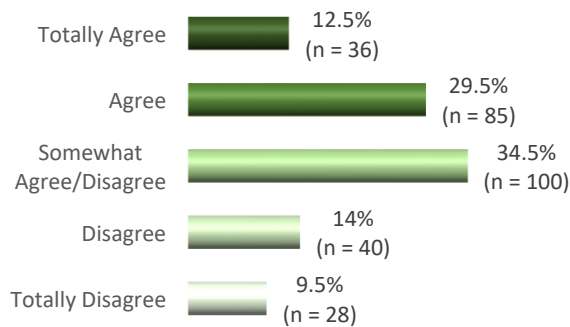
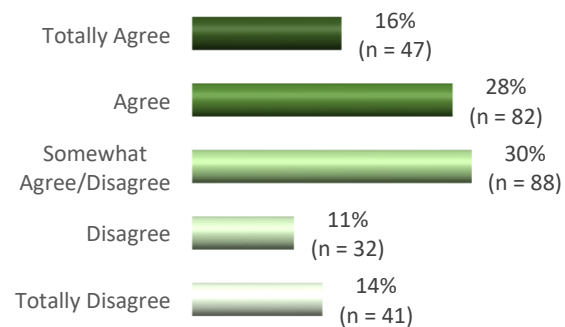


Figure 264. Level of Agreement Among Employees in South Surrey and White Rock Schools: Appreciation of Returning to Face-to-Face in a Blended Model



About four in ten (42%) employees with **South Surrey and White Rock Schools** agreed or totally agreed that they had the information to do their job while nearly one-quarter (23.5%) indicated some level of disagreement. Similarly, about four in ten (44%) employees agreed or totally agreed they had appreciated returning to face-to-face in a blended model with the view of how it could work in the future while one-quarter (25%) indicated some level of disagreement. See Figures 263 and 264 for a breakdown of the level of agreement employees have towards with feeling they had the information to do their job and appreciation for returning to face-to-face in a blended model.



After removing somewhat agree/somewhat disagree responses, agreement and total agreement responses provided by employees with **South Surrey and White Rock Schools** were combined as were responses of disagreement and total disagreement.

Employees with **South Surrey and White Rock Schools** were more likely to agree than disagree on all statements except for feeling prepared where nearly six in ten (59%) employees had some level of disagreement.

See Figure 265 for a breakdown of the combined agreements and disagreements for a series of statements posed to employees with **South Surrey and White Rock Schools**.

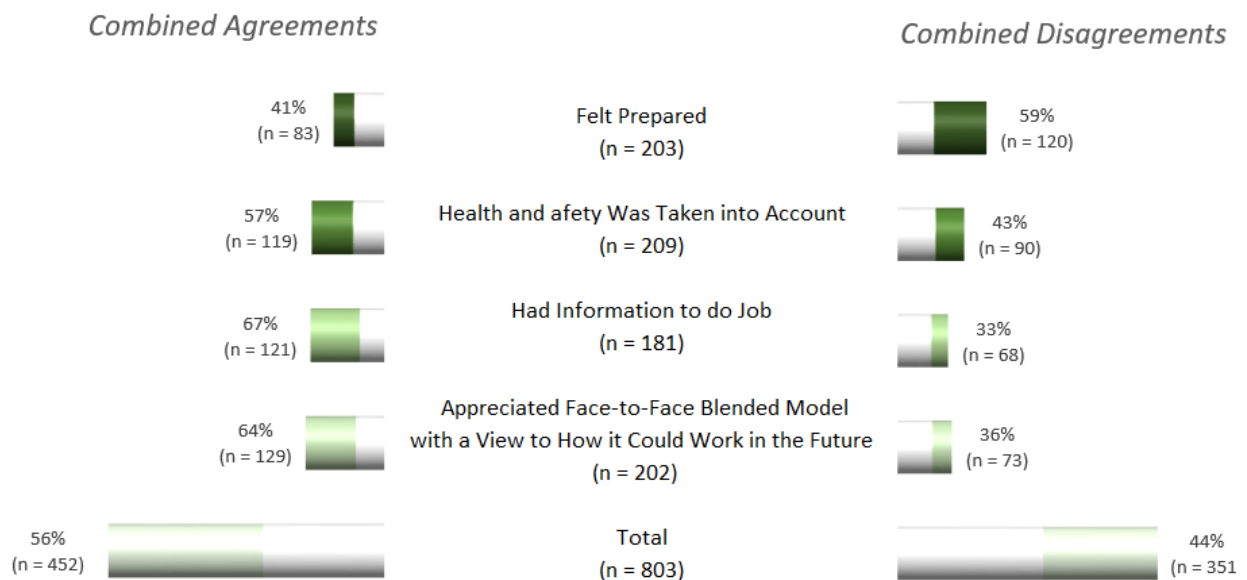
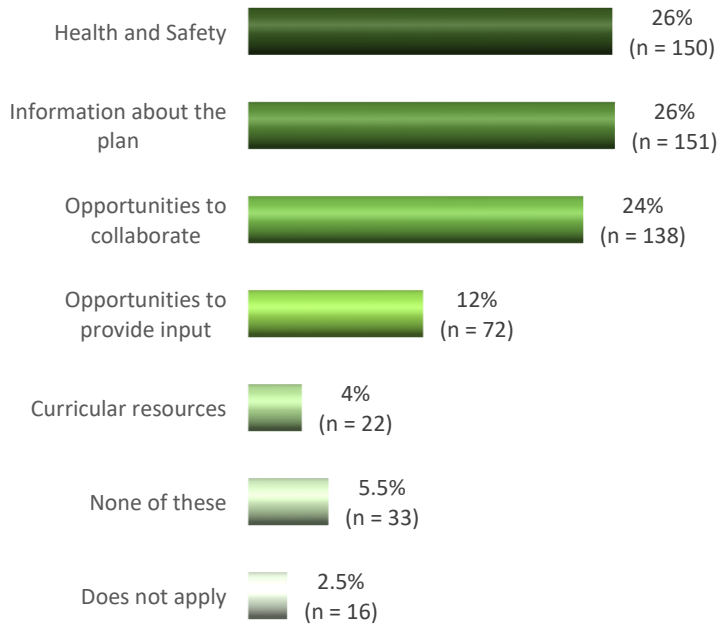


Figure 265. Level of Combined Agreements and Disagreements Among Employees in South Surrey and White Rock Schools



Figure 266. South Surrey and White Rock Schools: What Employees Found Most Helpful as Part of the Partial Return to Work on June 1st



Over three-quarters (76%) of employees working in **South Surrey and White Rock Schools** indicated that health and safety (26%), information about the plan (26%), and opportunities to collaborate (24%) were most helpful as part of their partial return to work on June 1st.

See Figure 266 for a breakdown of the factors that employees working in **South Surrey and White Rock Schools** found helpful as part of their partial return to work on June 1st.

Approximately seven in ten (70%) employees working in **South Surrey and White Rock Schools** found one to three factors most helpful as part of their partial return to work June 1st while about one in ten (20%) of employees found no factor helpful.

See Figure 267 for a breakdown of the number of factors per employee working in **South Surrey and White Rock Schools** that were found helpful as part of their partial return to work on June 1st.

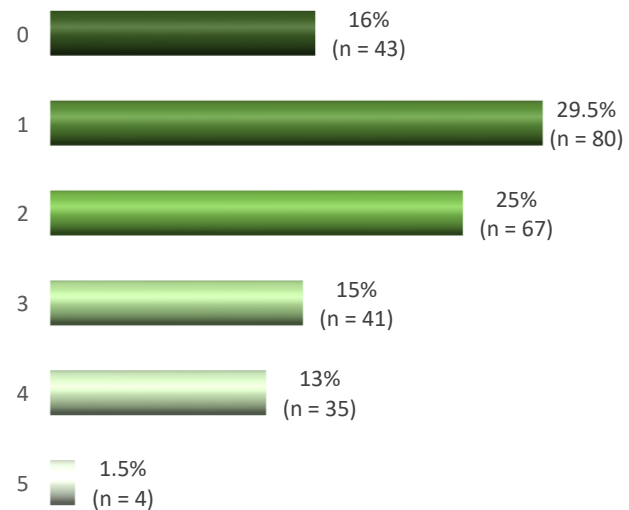


Figure 267. South Surrey and White Rock Schools: Total Number of Factors Per Employee That Was Found Most Helpful as Part of the Partial Return to Work on June 1st



The most needed information that employees working in **South Surrey and White Rock Schools** identified to help them in their work was related to roles, workloads, and scheduling (39%). Effectively and regularly communicating (13.5%) this information was also important to help employees in their work.

See Table 24 for a breakdown of the number of themes, sub-themes, and mentions of most needed information employees in **South Surrey and White Rock Schools** identified to help them in their work.

Table 24. Information Employees in South Surrey and White Rock Schools Identified as Most Needed to Help Them in Their Work

Themes	Sub-Themes	Mentions
Health and Safety Protocols and Practices (n = 127; 24%)	<i>Materials and Equipment</i>	16 (3%)
	<i>Effective and Regular Communication</i>	39 (7.5%)
	<i>Safety Protocols, Practices, and Personnel</i>	72 (13.5%)
Roles, Workloads, and Scheduling (n = 209; 39%)	<i>Effective and Regular Communication</i>	63 (12%)
	<i>Expectations of Roles</i>	73 (13.5%)
	<i>Consideration of Workload and Scheduling</i>	73 (13.5%)
Professional Development, Training, and Planning (n = 128; 24%)	<i>Materials and Resources</i>	53 (10%)
	<i>Collaboration and Planning Time</i>	41 (8%)
	<i>Professional Development and Training</i>	34 (6%)
General Requests and Recommendations (n = 68; 12.5%)	<i>General Communication</i>	40 (7.5%)
	<i>General Protocols</i>	28 (5%)
No Needs Identified (n = 2; 0.5%)	<i>No Response</i>	69*
	<i>Feels Prepared</i>	2 (1%)
	<i>Does Not Apply</i>	3*
Total		534 Mentions

*Approximately 72 out of 291 (25%) of employees in **South Surrey and White Rock Schools** did not provide a response and were not calculated in the overall percentages.



See Table 25 for a selection of quotes provided by employees working in **South Surrey and White Rock Schools** representing each of the themes generated from the analysis.

Table 25. Information Needed by Employees Working in South Surrey and White Rock Schools to Help Them in Their Work

Themes	Quotes
Health and Safety Protocols and Practices	<p><i>I'd like to know that we are safe and our health is taken in to consideration...I understand life is not going to be "normal" anytime soon and we need a vaccine but I feel we were made to come in where as some people didn't have to be here. How do you determine who is essential and who is not? We need to be protected and have more options until COVID is completely under control. You shouldn't have to give up your job or go on medical leave to protect yourself and your family. We have seen that working from home can work if needed. I would need to know we have options, we are protected, and the well-being of us and our families are thought of.</i></p>
	<p><i>As there certainly will be a new wave of COVID-19, we need to stress to our leaders to hold everyone responsible, including following protocols. If staff and parents are not, then we should feel comfortable telling them or have a process in place. I don't think people are really very good at it unless someone is guiding them continually.</i></p>
Roles, Workloads, and Scheduling	<p><i>What the timetables will look like, better communication to families about what assessment and attendance expectations are, and knowing ASAP what other guidelines we have to work around.</i></p>
	<p><i>In regards to student with special needs how am I supporting all 5 in person and online. It's overwhelming. Also if they come all five days, how do we manage them if they are not included in the classroom on the days that their group is not here?</i></p>
Professional Development, Training, and Planning	<p><i>Additional blended learning resources and models that connect to our Core Competencies and Big Ideas.</i></p>
	<p><i>Online subscriptions to math resources (e.g., Nelson, Pearson), Word-to-pdf converter subscription paid by the district and not the teacher, language arts online resource like Pearson.</i></p>



5.7. AREA SCHOOL RESULTS: CONCLUSIONS

Among the employees working in schools who provided responses on the Surrey School District Employee Well-Being Survey, 239 are in City Centre schools, 299 are in Cloverdale and Clayton schools, 311 are in Guildford schools, 393 are in Newton and Fleetwood schools, 131 in Panorama and Sullivan, and 291 in South Surrey and White Rock.

The recommendations below are based on an analysis of the data, accompanied by our interpretations. We recognize that the reader may draw different or additional recommendations. We also recognize that not all recommendations are possible and some may already be in place or in the planning stage.

Calm and Confidence Levels

About seven in ten employees in all Area Schools felt they are calm and confident the majority of the time.

Challenges Faced

Between 50% and 60% of employees in most Area Schools indicated they face at least five challenges, with slightly less than half of employees in City Centre schools experiencing at least five challenges. Around half of employees in all Area Schools experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

About three in ten employees working in all Area Schools experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner. About six in ten employees working in all Area Schools find the intensity of the workload to be challenging some or most of the time.

About half of the employees working in all Area Schools experience feeling isolated and lonely some or most of the time. Employees in Panorama and Sullivan schools was the only Area School that had slightly more than half of respondents indicate that they experience feeling isolated and lonely some or most of the time. About seven in ten employees in all Area Schools find it difficult balancing work and life some or most of the time

About seven in ten employees in most Area Schools find it challenging dealing with stress and anxiety some or most of the time, while it was eight in ten employees in Cloverdale and Clayton schools. About seven in ten employees working in all Area Schools feel uncertainty around expectations.

Of the eight challenges, the majority of employees working in City Centre and South Surrey and White Rock schools faced between four to 5 challenges. Whereas there was a majority of employees in Cloverdale and Clayton and Guildford schools who found it challenging across six of the eight categories.



Additionally, the majority of Newton and Fleetwood and Panorama and Sullivan schools found it challenging across seven of the eight categories.

Resources and Supports Found Useful

The top three resources and supports that employees working in most Area Schools found most helpful include regular staff meetings led by administrators, weekly video messages by the superintendent, and the Health and Safety FAQ and Guidelines. Panorama and Sullivan schools also found the regular staff meetings and weekly video messages to be valuable, but resources provided in weekly newsletters was selected at a higher percentage than Health and Safety FAQ and Guidelines.

About six in ten employees working in all Area Schools utilized between one to three resources and supports they found helpful.

Close to three in ten employees working in City Centre and South Surrey and White Rock schools and about two in three employees in Cloverdale and Clayton, Guildford, Newton and Fleetwood and Panorama and Sullivan schools feel prepared for the new academic year. About four in ten employees working in all Area Schools feel their personal health and safety had been taken into account and believe they had the information to do their job.

Around seven in ten employees working in all Area Schools found that information about the plan, opportunities to collaborate, and the health and safety orientation were the most helpful as part of their return to work on June 1st.

Resources and Supports that are Needed

The most needed information that employees from all Area Schools believe would help them in their work was the theme of *roles, workloads, and scheduling*. The sub-theme with the greatest single number of mentions across most Area Schools was *safety protocols, practices, and personnel*. Only employees working in Cloverdale and Clayton schools had made more mentions towards the sub-theme, *consideration of workload and scheduling*.



5.0. Recommendations

The following recommendations recognizes and builds upon current efforts from the school district as well as the results of the Well-Being Survey. Recommendations are based on an analysis of evaluation forms gathered from participating school district employees.

5.1. RECOMMENDATIONS: HEALTH AND SAFETY PROTOCOLS AND PRACTICES

Recommendation #1. Materials and Equipment

Identify potential communication systems and procedures that ensures timely consistent and clear information is provided to and received by Surrey School District employees families and students

- Recommended Activity A: Ensure each district facility has an inventory of personal protective equipment and resources that is accessible to school district employees, students, and visitors entering school district sites, including: 1) face masks; 2) gloves; 3) sanitary wipes; 4) hand sanitizer; 5) plexiglass; 6) handwashing/cleaning stations, and 7) any other approved health and safety equipment.
- Recommended Activity B: Implement a systematic and streamlined process for distribution and tracking of personal protective equipment.
- Recommended Activity C: Identify and appropriate an equitable amount of materials and resources appropriate to the level of risk of virus exposure, including: 1) educators working in close proximity to students; 2) administrators and staff who come into frequent contact with students and families; 3) custodial staff; and 4) all other school district employees working in close proximity to colleagues.



Recommendation #2. Effective and Regular Communication

Ensure timely, consistent, and clear health and safety information is provided to and received by Surrey School District employees, families, and students

- Recommended Activity A: Continue to deliver health and safety information and updates to school district employees, students, and students while identifying areas for improvement to ensure information is received in a timely, consistent and clear fashion.
- Recommended Activity B: Implement a system-wide communication procedure that can: 1) deliver health and safety information to school district employees, families, and students in a clear, consistent, and timely fashion; 2) identify and define roles within the communication system that clarifies and makes transparent who delivers information; 3) provide specific sources who employees and families can contact for information.
- Recommended Activity C: Continue providing health and safety information, updates, and protocols to district employees, students and their families to ensure there is understanding of roles, responsibilities, and compliance health and safety plans and protocols.
- Recommended Activity D: Use existing and identify new mediums for delivering information and updates that accounts for language differences (i.e., translated information and updates) and varying levels of access to technology including: 1) email; 2) Superintendent video messages; 3) school district website; hardcopies of handbooks on health and safety; 4) newsletters sent home.
- Recommended Activity E: Continue to acknowledge and appreciate the importance of all employee groups, their specific contributions to maintaining the functions of the school district, while simultaneously continuing to empathize and understand employee concerns.



Recommendation #3. Safety Protocols, Practices, and Personnel

Identify guidelines and formalize protocols for ensuring health and safety practices are followed across school district facilities

- Recommended Activity A: Continue to establish and streamline health and safety practices and procedures to be followed school district-wide that are aligned with Ministry directions and best evidence, best practices including: 1) maintaining social distancing; 2) implemented universal wearing of face masks; 3) numbers of employees and students do not exceed recommended limits; 4) regular cleaning processes are taking place.
- Recommended Activity B: Continue to widely-distribute a set of formalized practices, procedures, and responsibilities to be followed by employees, students, and families that are aligned with Ministry directions and best evidence, best practices related to: 1) maintaining health and safety; 2) actions taken when a person displays COVID-19 symptoms; and 3) contingency planning for controlling outbreaks.
- Recommended Activity C: Create a team of health and safety reviewers that will schedule planned and random visits across school district facilities to ensure compliance with established health and safety protocols.
- Recommended Activity D: Integrate into the communication system a support line for employees to discuss needed materials and resources and to report concerns with non-compliance with established health and safety standards.



Recommendation #4. Effective and Regular Communication

Ensure information and expectations related to roles, responsibilities, and schedules are delivered to and input sought from school district employees, students, and families in a timely, consistent, and clear fashion

- Recommended Activity A: Continue to deliver information and updates about expectations, classroom instruction and school schedules to district employees, students, and students while identifying areas for improvement to ensure information is received in a timely, consistent, and clear fashion.
- Recommended Activity B: Ensuring district employees, students, and families are informed of where resources and supports can be accessed, including who would be contacted for technology-related support.
- Recommended Activity C: Ensure the social-emotional needs of students, families, and school district employees are given attention by expanding the amount of resources and supports that can manage anxiety, stress, and burnout.
- Recommended Activity D: Look to continue and identify new opportunities for the district to consult with teachers about scheduling and planning.



Recommendation #5. Roles, Workloads, and Scheduling

Provide clear expectations related to employee roles, responsibilities, and work schedules

- Recommended Activity A: Ensure each employee group understands the expectations and will be supported in their role in the selected education model.
- Recommended Activity B: Explore the development of a working group to consider and make recommendations regarding roles and responsibilities in the event that instruction returns to a blended or fully on-line model.
- Recommended Activity C: Continue to ensure school district employees who submit Accommodation requests are: 1) Treated equitably as opposed to fairly (need-based); 2) given a decision to their request in a timely manner; 3) provided with a rationale if the Accommodation request is denied; and 4) provided potential resources and/or alternatives to the Accommodation.



5.3. RECOMMENDATIONS: PROFESSIONAL DEVELOPMENT, TRAINING, AND PLANNING

Recommendation #6. Materials, Resources, and Supports

Ensure school district employees have the resources and supports necessary to carry out their roles and responsibilities confidently and competently

- Recommended Activity A: Provide teachers and staff resources and supports to carry out instruction in various formats including: 1) frameworks of blended learning; 2) strategies for balancing online and in-class instruction; 3) curricular and assessment resources that have been adapted to an online format; 4) a suggested list of approved online resources, apps, and technologies to manage instruction and assessment
- Recommended Activity B: Ensure all district employees and students have access to needed technology (computers, mics, webcams, headsets, software programs) to carry out instruction in an online format
- Recommended Activity C: Ensure the school district has the capacity to provide support (e.g., IMS) with the expected influx of district employees working remotely
- Recommended Activity D: Provide a support line (phone, online) for families and students to resolve technology issues



Recommendation #7. Collaboration, Planning, and Professional Development and Training

Ensure professional development opportunities and formal and informal training are provided to school district employees, students, and families to support the increased reliance on remote learning

- Recommended Activity A: Provide professional development and training in the following areas: 1) following healthy and safety practices; 2) implementing and instructing through a remote or blended (hybrid) learning format; 3) integrating assessment practices that align with BC's Student Reporting Policy within a remote or blended (hybrid) learning format; 4) accessing and utilizing online resources effectively (e.g., Teams, Excel, One Note, and other Office 365 applications, Atrieve, and MyEd)
- Recommended Activity B: Ensure that each employee group receives collaboration and planning time to prepare and acclimate to any changes in roles and expectations in the new academic year
- Recommended Activity C: Provide families formal and informal training in the use of technology as a means to support their child and their child's teacher



Appendix A. Surrey School District Employee Well-Being Survey

Surrey School District Employee Well-Being Survey

The purpose of this survey is to find out how you are doing, to learn about strategies and resources that helped you and to determine what will be helpful for you moving forward. This survey is anonymous and your answers will be compiled with others' answers when we share results so nothing that could identify you through your answers will be included. Your answers will guide our future planning for September. A collated report of the results will be shared in the weekly memo in September.

1. What is your employee group?

Teacher (STA)	<input type="checkbox"/>
Support Staff (CUPE)	<input type="checkbox"/>
Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents	<input type="checkbox"/>
EPEG (including Managers, Directors)	<input type="checkbox"/>

2. Please choose the student age group with whom you work most or all of the time.

Elementary School	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>
I do not work directly with students	<input type="checkbox"/>



3. If you work in a school, which geographic region best describes your location.

South Surrey and White Rock	<input type="checkbox"/>
Cloverdale and Clayton	<input type="checkbox"/>
City Centre	<input type="checkbox"/>
Newton & Fleetwood	<input type="checkbox"/>
Guildford	<input type="checkbox"/>
Panorama and Sullivan	<input type="checkbox"/>
I'm not at a school	<input type="checkbox"/>
I prefer not to answer	<input type="checkbox"/>



4. Using the continuum below, choose the descriptor that best describes how you are feeling.



Feeling calm and confident almost all of the time	<input type="checkbox"/>
Feeling calm and confident about 85% of the time	<input type="checkbox"/>
Feeling calm and confident about 65% of the time	<input type="checkbox"/>
Feeling calm and confident about 50% of the time	<input type="checkbox"/>
Feeling calm and confident about 35% of the time	<input type="checkbox"/>
Feeling calm and confident almost none of the time	<input type="checkbox"/>



5. In our last survey, we asked what challenges staff were facing. We want to know if you are currently facing the challenges you may have previously identified. Please provide your response to the list of challenges below.

	<i>Still a challenge most of the time</i>	<i>Still a challenge some of the time</i>	<i>Not a challenge for me any more</i>	<i>Almost Daily</i>	<i>This has never been a challenge for me</i>
Use of Teams or other software to do my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology - hardware issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving adequate information about health and safety in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensity of the workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling isolated and lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding it hard to balance work and life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with stress and anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncertainty about expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If the challenge you currently face is not listed above, please list it briefly below. (You may skip this question.)



7. Based on employee responses to the previous Surrey School District Employee Well-being Survey, we implemented resources and supports in a variety of ways. Please select as many resources and supports that you found most helpful.

Posting the survey results on-line and in the weekly memos	<input type="checkbox"/>
Weekly video messages by our superintendent	<input type="checkbox"/>
Regular staff meetings led by our principal or vice principal or manager or director	<input type="checkbox"/>
Resources provided in weekly newsletters (on topics like maintaining focus, handling stress, well-being, financial stress, facing uncertainty, finding a new normal, etc.)	<input type="checkbox"/>
HR wellness resources such as the Mental Health Week Marathon and LifeSpeak	<input type="checkbox"/>
Health and Safety FAQ and Guidelines	<input type="checkbox"/>
Teaching and learning resources provided by Ed Services	<input type="checkbox"/>
None of these were helpful for me	<input type="checkbox"/>
I wasn't aware of any of these resources	<input type="checkbox"/>

8. If the challenge you currently face is not listed above, please list it briefly below. (You may skip this question.)



9. When considering the partial return to work and schools on June 1, select the options that best reflect how you felt.

	<i>Totally Disagree</i>	<i>Disagree</i>	<i>Somewhat Disagree / Agree</i>	<i>Agree</i>	<i>Totally Agree</i>
a. I felt prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I felt my health and safety was taken into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I had the information I needed to do my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I appreciated being able to return to face-to-face in a blended model with a view to how it could work in the future if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Feeling isolated and lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Finding it hard to balance work and life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Dealing with stress and anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Uncertainty about expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



10. When thinking about the partial return to work and schools on June 1st, what was most helpful for you? Select all that apply.

Health and safety orientation with details of the district health and safety plan	<input type="checkbox"/>
Information about the plan to return to school and work was provided to me	<input type="checkbox"/>
Opportunities to collaborate with colleagues	<input type="checkbox"/>
Opportunities to provide input into the return to school and work plan or schedule	<input type="checkbox"/>
Curricular resources provided by the Priority Practices Department	<input type="checkbox"/>
None of these was helpful for me	<input type="checkbox"/>
Does not apply to me	<input type="checkbox"/>

11. When thinking about returning to school in September, tell us the information that you would most need to help you in your work.

