

## Survey Summary

### Structure:

- Part 1: Tell Us About You
- Part 2: How do you think about Mental Health and Wellness
- Part 3: Your Health and Wellness
- Part 4: District Programs and Supports
- Part 5: Anecdotal Responses

### Completion Rate

# Respondents: 1546  
Total # Employees: 4200  
Completion %: 37%

### Part 1: Tell Us About you

#### ***Who completed the survey?***

- P/E (Principals, Vice-Principals, Exempt): 93
- BTA: 912
- CUPE: 541

#### ***How long have you worked for the District?***

- CUPE: < 10 years service
- BTA: > 10 years service
- P/E: > 20 years of service

#### ***Describe your work setting***

- Majority of respondents work in a school or classroom setting
- Professional staff – 50% reported that they work in an office setting

#### ***General home living situation***

- Majority live with others - adults/children/multi-generational family setting
- 12-16% of all employees live on their own

#### ***Noticing:***

- Large % of CUPE respondents are new hires, especially Educational Assistants
- Low turnover rate amongst BTA and P/E employees
- Majority of employees have connections/responsibilities at home.
- Challenges still may exist for those who live with others.

## Part 2: How do you think of Mental Health and Wellness

### A. Awareness and Understanding of MHW

- 90% - reported being knowledgeable about MHW & the impact on individuals, family and work  
39-32% believe that the occasional ups/downs of are a sign of MHW issue
- 70% - notice when a colleague is struggling with MHW
- 38-40% (BTA/CUPE) & 59% (P/E) know how to approach a colleague who is struggling with mental health issue
- Majority of employees (89-98%) believe that stigma associated with MHW is a problem (92-96%) and it prevents people from talking about issues.

### B. Workplace Issues:

- Is there conflict in the workplace: Yes (42-32%) vs. No (46-34%)
- Is there workplace gossip: Yes (40-48%) vs. No (27-35%)
- 24% of employees report being in workplace conversations where they have left feeling marginalized because of their identity.

### C. Feeling valued, respected and a sense of connection.

- Feel connected to my workplace & colleagues:

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
Yes	60%	65%	80%
No	19%	13%	10%
N/A	21%	22%	10%

- Feel valued and respected in my workplace:

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
Yes	58%	65%	72%
No	22%	19%	11%
N/A	20%	16%	7%

#### Noticing:

- Employees indicate that while they understand MHW, notice when someone is not doing well, they are not confident to approach the individual.
- Employees strongly believe that the stigma around MHW is a significant issue.
- While all employees have received bullying and harassment awareness training, there continues to be issues with professional workplace conduct.
- 20% of BTA respondents are not feeling a sense of belonging or connection in the workplace. This is the highest amongst all employee groups.
- Significant number of employees do not feel valued, respected or connected in the workplace.

**D. Connection to my direct supervisor**

- I feel comfortable talking to my P/M/S about issues impacting me at work/outside
- (*I can report safety issues to my P/M/S and feel confident they will be addressed.*)

	BTA	CUPE	P/E
Yes	49% (62%)	52% (67%)	69% (88%)
No	34% (23%)	20% (17%)	14% (3%)
N/A	17% (15%)	28% (16%)	17% (8%)

**Noticing:**

- Employees are willing to speak to P/M/S about safety issues more than they are willing to speak about work/ personal issues. Employees may be worried about being judged by their direct supervisor.

**E. Work Relationships**

- Work colleagues make up some of employees most important relationships:  
BTA – 43%, CUPE – 37%, P/E-51%
- A diverse and inclusive workplace increases a sense of belonging for all employees.  
BTA/CUPE/PE: 93%

**Noticing:**

- Employees place a high value on having a workplace that is diverse and inclusive.
- Employees aren't relying solely on their work colleagues for meaningful relationships

**F. Managing my MHW and resiliency**

	BTA	CUPE	P/E
My current MH is negatively impacting my work	33%	19%	15%
I notice that I often feel anxious or nervous	43%	34%	22%
<b>I worry about things.</b>	<b>61%</b>	<b>49%</b>	<b>38%</b>
At times, personal issues keep me from focusing on work.	50%	40%	30%
I am confident in my ability to problem solve and manage stressful issues that occasionally come up.	73%	77%	92%

**Noticing:**

- Compared to other employee groups, BTA report struggling the most with mental health and wellness issues and these issues prevent them from focusing on work. All employee groups demonstrate some level of resiliency.
- *I worry about things – how to interpret- focus group*

**G. Managing my day**

Employees reported:

- enjoy going to work and starting their day (BTA 66%, CUPE 74%, P/E 81%,)
- at times they did not look forward to work (BTA 78%, CUPE 57%, P/E 64%)
- and preferred staying home to working (BTA 50%, CUPE 43%, P/E 47%)

## E. Work Life Balance

- Employees reported that while their work demands are **challenging and unrealistic**, most days they are managing.  
BTA: 63%, 67%  
CUPE: 32%, 79%  
P/E: 28%, 83%
- Employees feeling that they are successfully balancing their responsibilities at home and work: BTA 39%, CUPE 62%, P/E 57%
- Employees believing that the district values work-life balance for its' employees: BTA 23%, CUPE 44%, P/E 57%

### Noticing:

- BTA are reporting the highest sense of challenging and unrealistic demands at work and the lowest level of managing work demands.
- BTA are not feeling successful at balancing the responsibilities of home and work.
- All groups, especially BTA, do not feel the District values a work life balance.

### Action: Part 2: How do you think of Mental Health and Wellness:

- Education/Training on MHW – what is mental health, what are the signs that someone may be suffering, how to provide support to individuals, and steps to reduce the stigma associated with MHW. This is important education and training for all employees, especially BTA who appear to be struggling more with MHW issues.
- P/E – targeted training on how to support their staff who may be struggling with their mental health and wellness
- B/H- training that specifically addresses workplace conflict and gossip. Special attention needs to be paid to racialized employees.
- Need to explore further why BTA and CUPE feel less connected and valued in the organization vs. P/E.
- Staff need more time to complete tasks. Allow staff to be part of the process at their site. Engage with those who are doing the work to ask them what they need to be successful. More grass-roots authentic engagement.
- Focus group topic – specific groups – what they need.
- Employees need to feel comfortable speaking to their direct supervisor about work issues. If this can be accomplished, employees may be more willing to speak to their direct supervisor about other important issues.
- Education and training for P/M/S in creating a culture of caring within their teams and work groups.
- EDI training for all employees.
- District – Creating improved work life balance for employees.
- What age level of employees are saying they don't enjoy going to work.
- Explore further–Managing my day.Is managing just surviving or really managing well.
- Positives of COVID

## Part 3: Your Health and Wellness

### A. Work Energy

- On average, how often do you give more than 80% energy to your daily work:  
(BTA 76%, CUPE 74%, P/E 89%)
- If you go to work feeling unwell, how often do you give more than 80% energy to your daily work:  
(BTA 33%, CUPE 33%, P/E 45%)

During an average week, how often do you go to work feeling unwell?

	BTA	CUPE	P/E
Less than 20%	44%	51%	72%
20% to 40%	25%	18%	13%
40% to 60%	13%	11%	5%
60% to 80%	12%	11%	8%
80% to 100%	7%	9%	2%

#### Noticing:

- BTA and CUPE employees are going to work when they are unwell. Energy and productivity decreases, significantly when employees report to work when they are not well.
- Issue that employees are going to work when they aren't well.

### B. Source of stress

- Employee's main source of stress

	BTA	CUPE	P/E
Workplace	47%	23%	46%
Workplace/Home	38%	37%	40%
Home	7%	18%	7%
No Stress	8%	22%	7%

- Describe your frequency of stress at work and [home](#)

	BTA	CUPE	P/E
Some stressful days	54%, 45%	50%, 49%	58%, 41%
Daily Stress	33%, 11%	16%, 11%	29%, 8%

- Sources of workplace stress:

BTA: Volume, Unrealistic demands, Impact of COVID, Complexity of work

CUPE: Impact of COVID, Volume, Complexity of work, Unrealistic demands

P/E: Complexity of work, Volume, Impact of COVID, Relationships

- Sources of Non-workplace (home) stress:
  - BTA: Parenting, Lack of work/life balance, Impact of COVID, Caregiving responsibilities
  - CUPE: Finances, Parenting, Impact of COVID, Caregiving responsibilities
  - P/E: Parenting, Lack of work/life balance, Caregiving responsibilities, Personal relationships
- How are you balancing work and home life?
  - BTA: 62% - Excellent-don't feel stressed /Good-manage most days  
38% - Failing/Struggling and feeling bad about my choices
  - CUPE/P-E: 80% - Excellent-don't fee stressed /Good-manage most days  
20% - Failing/Struggling and feeling bad about my choices

**Noticing:**

- Employees are stressed and many are experiencing stress on a daily basis. The stress is especially acute at work and impacts employee's work/life balance.
- Volume and complexity of work, unrealistic demands, and COVID were cited by all groups as sources of workplace stress.
- Parenting, caregiving, lack of work/life balance, and COVID were cited by all employee groups as sources of non-workplace stress.
- Employees are struggling with their lack of work/life balance.

### C. My personal health

*How I describe my current health.*

	BTA	CUPE	P/E
I'm in good health	40%	41%	43%
My health is stable	23%	25%	10%
My health is starting to slip	20%	13%	24%
I am starting to make improvements to my health	9%	12%	16%
I have experienced significant health problems	8%	9%	7%

*Hours per day that I am sedentary.*

	BTA	CUPE	P/E
Less than 1 hour	10%	12%	27%
2 to 3 hours	43%	39%	26%
4 to 5 hours	30%	21%	15%
6 or more hours	17%	28%	32%

*Average weekly participation in physical activities*

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
I do not participate in physical activity	12%	17%	9%
Once per week	21%	21%	16%
2-3 times per week	33%	28%	46%
4 or more times per week	34%	34%	29%

*My typical eating habits*

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
I successfully follow a healthy diet	69%	68%	66%
I have a hard time maintaining a healthy diet.	22%	22%	21%
I know that I am not eating well, and it concerns me.	7%	9%	10%
I pay no attention to my diet; it is not a priority	2%	1%	3%

*Average daily water consumption*

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
I do not drink water	3%	3%	5%
1 to 2 glasses per day	28%	19%	30%
3 to 5 glasses per day	42%	43%	41%
6 or more glasses per day	27%	35%	24%

*Sugar consumption*

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
Most days, I manage my sugar consumption	58%	47%	47%
I avoid food and drinks with high sugar content	19%	27%	27%
I struggle to manage the amount of sugar I consume	15%	17%	17%
I do not pay attention to my sugar consumption	8%	9%	9%

*Average hourly sleep*

	<b>BTA</b>	<b>CUPE</b>	<b>P/E</b>
Less than 4 hours per night	2%	5%	1%
Between 5 to 6 hours per night	38%	42%	50%
Between 7 to 8 hours per night	57%	48%	45%
Nine or more hours per night	3%	5%	4%

**Noticing:**

- Common thread of general health and wellness issues that all groups need to attend to. This includes managing their fitness, nutritional habits and choices and sleep.

**Action: Part 3: Your Health and Wellness**

- Health and Wellness fair/event that promotes healthy living.
- Health and Wellness workshop options during the District Pro D day.
- Health and Wellness keynote at a District Pro D day.

- Need to engage employees in focus groups to understand their workplace stress.
- Actions need to be linked directly back to survey results.
- Understand the benefit of stress – education.
- How to manage stress

#### Part 4: District Programs and Support

##### A. Source of information for MHW resources and employee benefits

BTA: Colleague, Union, District Portal, HR Advisor

CUPE: Colleague, HR Advisor, District Portal, Union

P/E: Colleague, HR Advisor, District Portal, Direct Supervisor

- I am aware of my employee benefits:  
BTA: 56%, CUPE: 56%, P/E: 75%

##### Noticing:

- Employees rely on their colleagues for information.

##### B. District Portal

- I am aware of the MHW information on the District portal  
BTA: 53%, CUPE: 58%, P/E: 78%
- I know how to access information/forms on the HR page of the staff portal  
BTA: 50%, CUPE: 62%, P/E: 83%

##### Noticing:

- Approximately 50 % of employees are aware of the portal and know how to access information.

##### C. Mental Health and Wellness

- The District provides information on MHW resources for employees:  
BTA: 34%, CUPE: 28%, P/E: 72%
- The District is committed to supporting employees with MHW issues:  
BTA: 32%, CUPE: 43%, P/E: 76%
- I am aware of the EFAP Lifeworks and I would contact the service for MHW support.  
BTA: 68%, 36%; CUPE: 60%, 47%; P/E: 93%, 59%

##### Noticing:

- Employees do not believe that the District supports their MHW.
- Employees are familiar with the District EFAP provider LifeWorks but are not enthusiastic about accessing their services.

**D. General Interests:**

	BTA	CUPE	P/E
Discounts at gyms, yoga and fitness centers, etc.	67%	76%	65%
Opportunities to connect with colleagues during the day	69%	65%	59%
Attending District sponsored workshops on MHW topics	44%	70%	64%

**Priorities: For your personal health and well-being**

- BTA: Work Life Balance, Physical Health, Mental Health, Personal Relationships
- CUPE: Mental Health, Physical Health, Work Life Balance, Financial Health
- P/E: Physical Health, Work Life Balance, Mental Health, Personal Relationships

**Priorities: Programs and activities that you would participate in (top 5)**

- BTA: Walking/Running/Hiking Groups, Fitness Challenges, Meditation/Yoga, Indigenous Ways of Destressing, Cooking/Baking Evenings
- CUPE: Meditation/Yoga, Fitness Challenges, Walking/Running/Hiking Groups, Nutritional Challenges, Cooking/Baking Evenings
- P/E: Walking/Running/Hiking Groups, Fitness Challenges, Meditation/Yoga, Nutritional Challenges, Indigenous Ways of Destressing

**Priorities: Employer sponsored workshops of interest (top 4)**

- BTA: Dealing with burnout, Work/Life Balance, Understanding my Employee Benefits, Transitioning to Retirement
- CUPE: Understanding my Employee Benefits, Improving my Fitness, Work/Life Balance, Dealing with Burnout
- P/E: Transitioning to Retirement, Dealing with Burnout, Work/Life Balance, Improving my Fitness

**Noticing:**

- Employees are indicating interest in a range of programs and activities. What is clear is that they want to focus on their mental health and wellness.
- What is the rate of burnout in helping professions?

**Action: Part 4: District Programs and Support**

- Continue to upload information to the portal. Want to teach employees to go to the portal for information. May need to provide training/education to employees on how to access the portal and where to find information.
- District MHW committee has created a dedicated MHW site on the portal. The committee will ensure that a process is created to share this information with employees.
- Examine workshop offerings at Professional Days.
- Lifeworks service needs to be more targeted for specific issues. Problem solve.
- CUPE \$20,000 courses – add Mental Health and Wellness Courses
- Allow clerical to participate in District Pro D day activities

## Part 5: Anecdotal Responses:

### Data:

- 623 of the 1546 respondents (40%) commented in the open-ended section of the survey
- 1373 separate comments

### A. Workload Issues: 373 or 27.2%

- Work volume - increase in the overall workload and complexity of work to be completed. Changes have been made to the curriculum, reporting structure and provincial assessments, but no extra time built-in for learning. Increase in the number of IEPs to complete and LST caseloads are high.
- Work stress; classrooms are stressful. Meetings are scheduled at lunch and afterschool so there is no time for lunch or time to have a break. Too many changes to the schedule (semester, flex, programs).
- Lack of prep time or NIS to complete work and often there is a lack of TTOC coverage.
- Work expectations are high. Increase in committee work. Too much work is completed on our own time. Teachers are expected to differentiate for students but to also meet their social, emotional and mental health needs, be their counsellor, parent, and social worker. Educational assistants expected to move from class to class when asked and this is stressful.
- Non-teaching expectations – to many extra-curricular expectations and evening functions.
- Lack of work-life balance is leading to burnout.

### Examples:

### B. Resources – 186 or 13.5%

- Lack of school-based services – shortages of ELL & LSS teachers and counselling support. Every school needs a full-time counsellor (Elementary)
- Lack of resources – supplies, technology (issue with repairs), lack of testing for undiagnosed students and testing for designations.
- Facilities issues – poor quality facilities, lack of cleanliness.
- Lack of TTOCs – coverage is not guaranteed, and teachers miss NIS/prep time and students miss support time.
- EA shortages cause stress and issues in the classroom when there is no coverage.

### C. Stress – 153 or 11.1%

- Personal/health stress -managing my personal issues and the health issues of my family members.
- COVID – vaccines and the different staff viewpoints on how to manage COVID.
- Physical stress - issues with weight management and lack of time exercise and take care of myself.

- D. Collective Agreement – 132 or 9.6%
- Finances – wages are not keeping up to the cost of living. Not enough hours of work (EAs).
  - Class size & composition – classes are overloaded and there are too many complex students in one class.
  - Benefits – our counselling benefit only pay for registered psychologist, which is difficult to find. Benefits need to include counsellors.
  - Issues with their Collective Agreement – need greater protection for part-time employees.
- E. Suggestions for improvement: 122 or 8.9%
- F. Leadership – 99 or 7.2%
- Leadership – school based (includes Department Heads)
  - Leadership at the Board Office
  - Leadership – CUPE
  - Leadership – facilities
  - Lack of appreciation
- G. Mental Health and Wellness - 93 or 6.8%
- EFAP Counselling services – not enough sessions per issue and issues with the quality of counsellors.
  - Staff mental health and wellness
  - Student mental health and wellness
- H. Students - 88 or 6.4%
- Complex students – too many designated and non-designated students in one class. Expectation is that teachers are able to manage student's with complex behaviors but don't feel adequately trained to do so.
  - Student issues – dealing with student apathy, poor listening, and many who feel entitled. Some students have low skills and teachers are feeling that they don't have enough time to spend with them.
- I. Relationships Issues – 61 or 4.4%
- Difficult parents
  - Conflict with other staff members
  - Workplace bullying and harassment
  - Racial issues – EDI and deaf issue
- J. General Positive Comments – 46 or 3.4%
- Connections with colleagues and administration
  - Personal mental health and wellness
  - Working conditions

K. Miscellaneous – 20 or 1.5%

- Time management – lack of time to complete work.
- Lack of professional growth opportunities for career advancement
- Disengagement – boredom, mundane tasks
- Lack of teacher autonomy