

Horizon School Division No. 67
Regular Board Meeting – Division Office
ERIC JOHNSON ROOM
Tuesday, April 19, 2016 – 1:00 p.m.

Regular Board Meeting Agenda

A – Action Items

A.1 Agenda A.2 Minutes of Regular Board Meeting held Tuesday, March 15, 2016 A.3 Minutes of Special Board Meeting held Wednesday, March 16, 2016 A.4 Minutes of the Special Board Meeting held Monday, March 28, 2016 A.5 March/April 2016 Payment of Accounts Summary	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4
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D – Discussion Items

D.1 Policy IHCE <i>Student Illness/Injury</i>	ENCLOSURE 5
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I- Information Items

I.1 Superintendent's Progress Report I.2 Edwin Parr Nominee – Kaitlyn Smith I.3 Trustee/Committee Reports <ul style="list-style-type: none">• 1.3.1 Zone 6 ASBA Report – Marie Logan• 1.3.2 Facilities Committee Report- Derek Baron I.4 Associate Superintendent of Finance and Operations Report – Phil Johansen I.5 Associate Superintendent of Programs and Services Report – Clark Bosch I.6 Associate Superintendent of Curriculum and Instruction Report – Amber Darroch	ENCLOSURE 6
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Correspondence

<ul style="list-style-type: none">• School Fees News Article re Gov. won't cover school fees• Alberta News – Teacher Workload Survey• Letter to Minister Eggen from Concerned Albertan re Bill 10• From Minister Eggen re LGBTQ Policy• From Minister Eggen re New Deputy Education Minister• Statement from Minister Eggen re School Construction• Press Release – New Lomond Community School Principal• News Articles pertaining to Horizon School Division• April 2016 Education Law Reporter• Education Budget Update	ENCLOSURE 7
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Horizon School Division No. 67

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division No. 67 held its Regular Board meeting on Tuesday, March 15, 2016 beginning at 1:00 p.m. in the Eric Johnson Room.

TRUSTEES PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Blair Lowry, Jennifer Crowson, Terry Michaelis, Rick Anderson

ALSO PRESENT: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Clark Bosch, Associate Superintendent of Programs, Services & Human Resources
Amber Darroch, Associate Superintendent of Curriculum & Instruction
Nikki Jamieson, Taber Times
Barb McDonald, Recording Secretary

REGRETS: Derek Baron, Trustee

ACTION ITEMS

A.1 Moved by Terry Michaelis that the Board approve the agenda as presented with the following additions:

Under Action Items:

A.6 – Investigation #2016-001 Report

A.7 – 10-Year School Facilities Plan

Carried AGENDA APPROVED
41/16

A.2 Moved by Jennifer Crowson that the Board approve the [*Minutes of the Regular Board Meeting held Tuesday, February 23, 2016*](#), as provided in Enclosure 1 of the agenda.

Carried BOARD MEETING
MINUTES APPROVED
42/16

A.3 Moved by Rick Anderson that the Board approve the [*February/March 2016 Payment of Accounts summary*](#) in the amount of \$3,966,442.79 as provided in Enclosure 2 of the agenda.

Carried PAYMENT OF
ACCOUNTS REPORT
APPROVED
43/16

A.4 Moved by Bruce Francis that the Board approve bridge financing in the amount of \$300,000.00 to the Barnwell School Society for phase 2 of the Barnwell School capital project.

Carried \$300,000 BRIDGE
FINANCING FOR
BARNWELL SCHOOL
SOCIETY APPROVED
44/16

A.5 Moved by Bruce Francis that the Board accept as information received, the investigation report regarding the harassment complaint (#2016-001).

Carried INVESTIGATION
REPORT #2016-001
ACCEPTED AS
RECEIVED
45/16

A.6	Moved by Rick Anderson that the Board approve first reading of Policy IHF Welcoming, Caring, Respectful and Safe Learning Environments as presented.	FIRST READING OF POLICY IHF APPROVED 46/16
	Carried	
A.7	Moved by Bruce Francis that the board accept as information received, the Facilities Department 10-Year School Capital Plan.	10-YEAR SCHOOL CAPITAL PLAN ACCEPT AS RECEIVED 47/16
	Carried	

DISCUSSION ITEMS

D.1 C.U.P.E. Dinner

An informal supper meeting with local C.U.P.E representatives, Board members and senior administration will be taking place on Wednesday, May 4th beginning at 6:00 p.m. at Luigi's in Taber.

D.2 Financial Report

Jason Miller, Director of Finance presented a financial report to the Board for the period ended February 29, 2016.

INFORMATION ITEMS

I.1 Superintendent's Progress Report

Wilco Tymensen's February report to the Board included the following information:

- The last month primarily consisted of focusing heavily on community feedback regarding Policy IHF, *Welcoming, Caring, Respectful and Safe Learning Environments*
- Participated in recruitment search for new Warner Hockey School coach

I.2 Trustee/Committee Reports

I.2.1 Zone 6 ASBA Report – Marie Logan

Marie Logan, Zone 6 representative, provided an overview of the ASBA Zone 6 meeting that took place in Lethbridge on March 9th which included the following information:

- The upcoming Edwin Parr Awards which will be taking place on Wednesday, May 13th in Taber at the Heritage. Horizon's nominee this year is Kaitlyn Smith, a first year teacher at Vauxhall Elementary School
- A committee has been selected to review the Inclusive Education Policy Framework document. This is scheduled to be completed by the end of May 2016
- A report released on February 22, 2016 regarding *Valuing Mental Health* was reviewed and will require a collaborative approach between government and stakeholders, including educational partners
- Holy Spirit provided a presentation on the *Graduation Coach Program* which is intended to create an academic program that will help FNMI students complete high school.
- Ron Taylor and Donna Crowshoe gave a presentation that showed how FNMI students in Zone 6 compare to other students in the province. Discussions were held on how jurisdictions can work with FNMI families, community organizations and agencies to maximize opportunities for FNMI student success.

I.2.2 Facilities Committee Report – Bruce Francis

Bruce Francis, Facilities Committee rep., provided an update on the work undertaken during the past month within the Facilities Department. Updates in the following areas were provided:

- Maintenance Projects including:
 - Decanting at Warner School
 - Painting projects
 - Foliage maintenance, tree pruning and fertilization
 - Surveillance camera upgrades at W.R. Myers and D.A. Ferguson schools
 - IMR and upcoming capital projects

Please [click here](#) to review the entire March 2016 Facilities Committee Report.

I.2.3 February Administrators' Meeting Report – Rick Anderson

Rick Anderson reviewed the highlights of the March 8th Administrators' meeting as presented in Enclosure #3 of the agenda. [Click here](#) to review the entire March 8th Administrators' meeting summary.

I.3. Associate Superintendent of Finance and Operations Report

Phil Johansen provided a February/March 2016 update to the Board as follows:

- Focusing with the ongoing work with the Barnwell, Warner, D.A Ferguson/W.R. Myers modernization projects
- Working closely with Administration and the Warner Hockey School Society
- Presented a finance information session to Administrators at the March 8th Admin. meeting and provided and provided them information on the upcoming budget process, and spoke about changes the financial processes in terms of school decentralized budgets

I.4 Associate Superintendent of Programs, Services and Human Resources Report

Clark Bosch provided a February/March 2016 update to the Board which included the following information:

Early Learning has been hosting Family Orientated Programming Sessions throughout the Division. We held one at the Taber Gymnastics Club, at the end of February, that lead the children through simple motor activities while working on language concepts and speech skills. We also held one in Warner last Thursday, and have another in Vauxhall this Friday, called Book Sharing. With parents, we discuss the benefits of books and strategies to implement while reading books together with their child.

Robbie attended the monthly SW RCSD meeting. Laura was invited to attend the SW RCSD Mental Health Committee meeting.

Terri-Lynn and Glenn hosted a SIVA Refresher training for those whose SIVA certificates were about to expire. The training was 1 full day and had 12 participants.

Laura did an evening parent presentation at Central School on parenting strong-willed children.

Robbie and Laura attended a behaviour seminar in Calgary called 'Save Your Sanity' by Colleen DeVeyrac. Training was on proactively supporting children and youth.

Elisha attended the Early Childhood Development Coalition Conference in Edmonton. The Conference was hosted by Family & Community Support Services Association of Alberta. There were a lot of Members of coalitions were given opportunities to talk and share ideas of what they have done.

JoAnn and Tanya have finished facilitating the Hanen Program *Learning Language and Loving It* to all our Instructors and Speech Language Assistants. This program had 8 sessions to it and has been ongoing since October.

Robbie and Laura started participating in a new initiative with Severe/Complex Behaviour Community of Practice. It is an online based collaborative effort of all 17 RCSD regions throughout the province.

Angela, Glenn, Amy Davis (counsellor) and Alyson Archibald are facilitating a 'Go To' Educators Training this Thursday, March 17th and Friday, March 18th. The training will have participants become Go To Educators who can help identify mental health problems and mental disorders in the secondary school setting. We have 24 people registered for this training with 8 being outside the division.

Our 'Spring Screening Tour' is set to begin April 4th until April 29th. The specific dates are as follows:

- April 4th & 11th Central
- April 5th Dr. Hamman
- April 6th Barnwell
- April 7th & 14th Taber Christian
- April 13th Hays
- April 18th Chamberlain
- April 19th LT Westlake
- April 20th Warner
- April 26th Vauxhall
- April 27th Enchant
- April 29th Milk River *This will most likely be moved to April 20th with Warner

I.5 Associate Superintendent of Curriculum and Instruction Report

Amber Darroch's report was distributed and included the following information:

KEY ACTION AREA #1:

Ensure core instruction that enhances the development of student competencies (Ministerial Order #001/2013) and incorporates relevant, meaningful, engaging, hands-on, and interdisciplinary learning experiences.

- Literacy Instruction – Director of Learning (Curriculum & Instruction) continues to consult with schools as they implement strategies and examine best practice.
- Numeracy Instruction – At its February 25th meeting, the numeracy committee worked on essential learning outcomes for Kindergarten through grade 10. The group decided they wish to develop common math assessments. The April meeting will focus on math indicators for Numbers.
- Assessment – The Associate Superintendent attended a “Students Achieve” gradebook presentation in Calgary with SIS and teacher rep to examine potential of PowerSchool and a third party program to align with our new report card approaches. As the division moves closer to finalizing standardized templates for Kindergarten, elementary and junior high, it will be important to select the best software solution to provide clarity for parents and ease of adoption for teachers.
- Science Olympics - Jr. High Science teachers and the Director met to coordinate and organize what the Science Olympics challenges would be and to organize the day. Science Olympics will be on May 18, 2016 from 9:30 to 2:30. The committee would like to invite a board member to be a judge on this day.
- Education Technology – The Associate Superintendent was interviewed as part of an Alberta Education study into five school jurisdictions achieving success in implementing all five policy directions of the Learning and Technology Policy Framework (LTPF). One of the emerging themes was the importance of putting learning before technology in the course of this work.
- The LTPF Community of Practice project team attended provincial meetings in Lethbridge hosted by Holy Spirit on Feb 22 & 23. Activities included school visits and breakout sessions focused on the integrity of implementation.
- Technology Evergreening – Consultation and visioning is occurring with schools scheduled for evergreening this year. Rather than the former practice of replacing old desktop computers with new ones, school teams are examining a variety of technology tools and planning for the adoption of technologies which best fit with the approaches to teaching and learning within each school.
- Professional Learning – the division wide professional learning day was held March 7. The Director of Learning (C&I) arranged for Dr. Richelle Marynowski from the University of Lethbridge to come and present to two of the Teachers Learning through Collaboration (TLC) groups. Teachers and school leaders had the full day to work toward the learning goals they identified in their collaborative groups for this school year.

KEY ACTION AREA #2:

Employ a Response to Instruction and Intervention Framework for teaching and learning to improve literacy and numeracy proficiency and enable all students to reach higher levels of academic achievement.

- Response to Intervention – The two Directors of Learning are collaborating closely in supporting teachers and initiatives where supports are extended to students with unique learning needs. Examples include both being involved with the Early Learning Coordinator meeting and the Learning Support Teachers meeting.

KEY ACTION AREA #3:

Increase parent and community engagement through reciprocal and collaborative relationships.

- Jurisdiction Student Engagement Team (JSET) – 18 student representatives from 8 high schools (Grades 9 through 12) participated in a JSET organizational day February 29th. The group will meet again in May and is very interested in planning a large student leadership event for Fall 2016
- International Education – The Director of Learning (C&I) attended an International Education Meeting for Alberta Education in Calgary to consult on the key priorities for districts in Alberta for the next three years.
- Policy Development – The Associate Superintendent attended the Policy Development Committee meeting and the community forum related to Policy IHG.
- Low German-Speaking Mennonite Liaison – The liaison worker continues to share information about congregated home school settings which may compete for Horizon students in the 2016-17 school year. A general trend observed is that of the LGM young people in our communities, the ones who have graduated from our HSD school programs have a much easier time getting and keeping jobs. Right now, he is not aware of any HSD grads who are not working (other than some mothers with young children). This is strong reinforcement for students to stay in school and complete programs.

Key strategies employed by the liaison worker include:

1. Work with service providers.
2. Keep connected with parents of children that attend school.
3. Make phone calls to the parents of children that do not attend school.
4. Stay connected to the LGM population generally, to help them, advocate for them and also take opportunities to teach them ways of taking care of their own matters in Canada.

Leadership Practices

- CASSIX – The Associate Superintendent is coordinating at Zone 6 Special Meeting to collaborate on shared feedback from Southern Alberta jurisdictions on the draft Teacher Quality Standard and draft School Leader Standard. CASS is seeking to formalize some communication structures throughout all 6 zones in order to seek input and arrive at shared position statements when provincial issues arise.
- Automated Absence and Substitute Management System – Staff training for all schools will be complete by Easter Break and two help sessions have also been offered to substitute teachers. All teacher absences and substitute teacher bookings will be made through the automated system as of April 4th.
- Warner Hockey School – The Associate Superintendent was the division representative on the hiring panel for the new Director of Hockey/ Head Coach.

Correspondence

No items of discussion came forward from Correspondence as provided in Enclosure #4 of the agenda.

COMMITTEE ITEMS

Moved by Rick Anderson that the Board meet in Committee.

Carried Unanimously

COMMITTEE
48/16

Moved by Jennifer Crowson that the meeting reconvene.

Carried Unanimously

RECONVENE
49/16

Moved by Bruce Francis that the meeting adjourn

Carried Unanimously

MEETING
ADJOURNED
50/16

Marie Logan, Chair

Barb McDonald, Secretary

HORIZON SCHOOL DIVISION No. 67

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999

The Board of Trustees of Horizon School Division No. 67 held a Special Board Meeting on Wednesday, March 16, 2016 beginning at 9:00 a.m.

PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice Chair
Rick Anderson, Jennifer Crowson, Blair Lowry, Terry Michaelis
Philip Johansen, Recording Secretary

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Bruce Francis that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.

AGENDA
APPROVED
Carried Unanimously 51/16

Moved by Jennifer Crowson that the Board approve the motion that Trustee Derek Baron cease from having contact/communication with the Warner Hockey School and Warner Hockey Residence until the end of his term, ending October 2017 due to breach of Policy *BBF School Board Member Ethics and Code of Conduct*.

TRUSTEE TO
CEASE
COMMUNICATIONS
WITH WHS AND
WHS RESIDENCE
APPROVED
Carried Unanimously 52/16

Moved by Rick Anderson that the meeting Adjourn.

MEETING
ADJOURNED
Carried Unanimously 53/16

Chair

Secretary

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of Section 67 of the *School Act*, Chapter S-3, 2000 and amendments thereto, we, the undersigned hereby waive notice of a Special Meeting held on Wednesday, March 16, 2016 commencing at 9:00 a.m.

AGENDA

1. Board Member Breach of Code of Conduct re Warner Hockey School

Signed: _____ March 16, 2016
Marie Logan, Chair

Signed: _____ March 16, 2016
Bruce Francis, Vice-Chair

Signed: _____ March 16, 2016
Rick Anderson, Trustee

Signed: _____ March 16, 2016
Jennifer Crowson, Trustee

Signed: _____ March 16, 2016
Blair Lowry, Trustee

Signed: _____ March 16, 2016
Terry Michaelis, Trustee

HORIZON SCHOOL DIVISION No. 67

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PRESENT: Marie Logan, Board Chair
Bruce Francis, Board Vice Chair
Rick Anderson, Jennifer Crowson, Blair Lowry, Terry Michaelis,
Derek Baron
Philip Johansen, Recording Secretary

Waiver of Notice of Special Meeting and Special Meeting Agenda Attached

Moved by Jennifer Crowson that the Board approve the Special Meeting Agenda as contained in the Waiver of Notice of Special meeting.

AGENDA
APPROVED
Carried Unanimously 54/16

Moved by Bruce Francis that the Board approve second reading of Policy IHF *Welcoming, Caring, Respectful and Safe Learning Environments*

SECOND READING
OF POLICY IHF
APPROVED
Carried Unanimously 55/16

Moved by Rick Anderson that the Board approve third and final reading of Policy IHF *Welcoming, Caring, Respectful and Safe Learning Environments*

THIRD AND FINAL
READING OF
POLICY IHF
APPROVED
Carried Unanimously 56/16

Moved by Terry Michaelis that the meeting Adjourn.

MEETING
ADJOURNED
Carried Unanimously 57/16

Chair

Secretary

WAIVER OF NOTICE OF SPECIAL MEETING

In accordance with the provision of Section 67 of the *School Act*, Chapter S-3, 2000 and amendments thereto, we, the undersigned hereby waive notice of a Special Meeting held on Monday, March 28, 2016 commencing at 9:00 a.m.

AGENDA

1. Approval of Policy IHF *Welcoming, Caring, Respectful and Safe Learning Environments*

Signed: _____ March 28, 2016
Marie Logan, Chair

Signed: _____ March 28, 2016
Bruce Francis, Vice-Chair

Signed: _____ March 28, 2016
Rick Anderson, Trustee

Signed: _____ March 28, 2016
Jennifer Crowson, Trustee

Signed: _____ March 28, 2016
Blair Lowry, Trustee

Signed: _____ March 28, 2016
Terry Michaelis, Trustee

Signed: _____ March 28, 2016
Derek Baron, Trustee

PAYMENT OF ACCOUNTS REPORT

Board Meeting - April 19, 2016

General	March 15/16		176337.07
General	March 23/16		1650910.31
General	April 5/16		128,672.54

"A" Payroll	March 2016	Teachers	1,668,601.61
	March 2016	Support	591,226.11
"B" Payroll	March 2016	Casual	9,104.82
	March 2016	Subs	56,048.06

Total Accounts			2,453,653.14
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Board Chair _____

PJ:dd			
April 7, 2016			

HORIZON SCHOOL DIVISION NO. 67**POLICY HANDBOOK**

Policy Code: IHCE
Policy Title: Student Illness/Injury
Cross Reference: IHCD, IHCF, GCAD, GCAG, GCAGB
Legal Reference: School Act, Sec. 13, 15
Adoption Date: May 28, 1997
Amendment or Re-affirmation Date: February 21, 2002; January 20, 2015

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION RECOGNIZES THAT STAFF STAND IN PLACE OF PARENTS (IN LOCO PARENTIS) WITH REGARD TO STUDENTS. IF A STUDENT SUSTAINS AN INJURY DURING A SCHOOL RELATED ACTIVITY OR BECOMES ILL AND REQUIRES MEDICAL ATTENTION, THE CARE THAT SHALL BE EXTENDED BY A TEACHER IS THAT WHICH A REASONABLE AND PRUDENT PARENT WOULD PROVIDE UNDER SIMILAR CIRCUMSTANCES. HOWEVER, ONLY THE PARENT OR LEGAL GUARDIAN OF A DEPENDENT STUDENT CAN PROVIDE CONSENT FOR MEDICAL TREATMENT.

REGULATIONS

1. Schools shall make provision for the temporary care and supervision of students who become sick or injured at school.
2. If an accident occurs or a student becomes ill, the supervisor in charge becomes responsible for taking prudent action in dealing with the injured or sick student.
 - 2.1. The nature and extent of the injury or illness should be ascertained.
 - 2.2. First aid and/or assistance within one's competence should be rendered by the best qualified person immediately available.
 - 2.3. The Principal shall be notified as soon as possible.
 - 2.4. Parents of students shall be notified as soon as possible and advised of the situation and subsequent action should be taken in accordance with their wishes.
3. In the event of student illness or injury, where it is determined that in the best interests of the student that he/she not remain at school, parents will be contacted and requested to come to the school to transport their child home or to an appropriate medical location.
 - 3.1. As warranted, the patient may be accompanied by a staff member or another adult or transported to the hospital or doctor's office by private vehicle or ambulance.
 - 3.1.1. It shall be the responsibility of each school Principal to ensure that a vehicle is at the school each school day for the purposes outlined in the policy statement.
 - 3.1.2. Normally, only designated emergency response vehicles, designed and equipped for this purpose, would be used to transport students and/or staff in emergency situations, however, a staff vehicle may be used when the school Principal deems it more appropriate to do so.
 - 3.2. Further, students will not be dismissed from the school until a parent/guardian or emergency contact has provided consent.

Policy IHCE - *Student Illness and Accidents, Cont'd.*

4. If the student requires immediate medical attention and the parent cannot be contacted, the employee or agent of the Board shall:
 - 4.1. arrange for the transportation of the student to a medical facility;
 - 4.2. attend or arrange for another employee's attendance with the student at the medical facility;
 - 4.3. provide the health care provider with the student's health care number; and
 - 4.4. remain with the student until:
 - 4.4.1. relieved by the parent;
 - 4.4.2. relieved by another employee;
 - 4.4.3. the student is discharged by the practitioner or medical facility and is taken back to the school or placed in the care of a responsible adult; or
 - 4.4.4. advised by a medical practitioner that there is no further need to remain as the treatment and safety of the student has been undertaken by the medical facility or institution.
 - 4.5. upon arrival at the practitioner or facility, advise those in authority that he or she is not the parent of the student;
 - 4.6. refrain from providing any consent for medical treatment of the student; and
 - 4.7. advise the principal of the situation and action taken.
5. The school shall require employee(s) or agent(s) of the Board involved in providing first aid or obtaining medical services for the student to document:
 - 5.1. student accidents on the District reporting system, paying careful attention to time(s) and observation of the student; and
 - 5.2. the appropriate accident form should be filled out and submitted to the Principal who in turn shall submit a copy to the Board office
6. In dealing with an injury or illness to a student, first aid treatment administered by the teacher is administered in compliance with the Emergency Medical Act, Chapter E-7.
7. Internal medication must not be given to any student unless the parents or, in the case of an independent student, the student has previously given written authorization for a school staff member to do so as per Policy IHCD Medication to Students/Medical Conditions.
8. All staff and authorized supervisors are protected by the Board's liability insurance when acting within the scope of their duties as approved by the school administration.

Superintendents Progress Report

April, 2016

Educational Leadership and Student Welfare

- Dialogue between schools and division office are ongoing. Conversation topics are typically regarding processes that ensure student safety and well-being, financial management, instructional leadership, and off-campus activities.
- Participated in a CASSIX Teacher Quality Standards and School Leader Standards feedback session. CASS is collecting member feedback to provide to AB ED regarding the new standards for teachers, school leaders, and school system leaders that are to be in place for the 2016-17 school year.

Fiscal Responsibility

- AB ED has announced that they will be transitioning to quarterly updates till the end of 2016 and then enhancing financial accountability requirements. Will be implementing monthly reporting.
- Division oversight regarding the financial expenditures of the Warner Hockey program are ongoing.
- Preparation for the Jurisdiction's budget for 2016-17 is underway in response to the April 14 release of the provincial Budget and jurisdiction changes communicated previously to principals and Board members.

Personnel Management

- Recruitment for a new Principal of Lomond School was concluded. We are pleased to have Travis Magierowski as our successful applicant. With Travis' new role we are currently undertaking a search for a new Principal for Erle Rivers Jr./Sr. High School. Meetings to collect input from parents and staff occurred for both positions.
- Principal evaluations regarding their term positions and evaluations for new Associate Superintendents are in progress and scheduled to be concluded in the upcoming month.
- AB ED conference call participation regarding collective bargaining

Policy and Strategic Planning

- Senior Administrative Leadership Team meeting.
- AB ED Capital Planning Review participation
- Policy IHF refinement occurred based on ongoing parent and community feedback. The policy received final approval on March 30.

Organizational Leadership and Management

- Meetings with DAF/WRM Administration, Sahuri, and Alberta Infrastructure and Alberta Education

Communications and Community Relations

- A number of other meetings and celebrations have taken place over the last month. These include but are not limited to
 - APEX Youth Awards
 - School Administrator's meeting
 - Copperfield graduation ceremony
 - Family School Liaison Program staff meeting
 - Warner Hockey Society meeting
 - Division Office staff social
 - Barnwell sod turning ceremony
 - Board tours to Milk River Elementary School, Erle Rivers High School, and Warner School
- School visits also occurred to Taber Mennonite School, ACE Place, Lomond School, Hays School, Vauxhall High School, Chamberlain School, and Enchant School

Alberta Government Won't Cover Cancelled School Fees This Year, Premier Says



JANET FRENCH

School boards that eliminate student fees will be on their own to recover the lost revenue next year, says Premier Rachel Notley.

Anticipating the provincial government will honour a commitment to spend \$45 million to reduce school fees and eliminate lunch supervision levies, at least three school boards approved policies this year to eliminate fees to cover the costs of textbooks, technology and library access, and other basic education supplies.

“As you know, we have sort of flagged that as a result of the precipitous drop in the price of oil and the challenges we’re facing fiscally that some of our election promises have been deferred and are being slowed down,” Notley said Wednesday.

The Edmonton Catholic School Board voted Tuesday to eliminate basic school fees for the 2016-17 school year, which will cost the district \$7 million in lost income. Trustees said Tuesday the move was a tactic to nudge the NDP government to fulfill an election promise to cut school fees in half.

Last year, Education Minister David Eggen directed all school boards to report the details of all mandatory fees they collect. Eggen has said Alberta fees became a “free-for-all” that got out of hand.

Provincial schools collected \$250 million in mandatory and optional school fees in fall 2015, according to education ministry data.

Although Notley on Wednesday didn’t rule out funds in the upcoming provincial budget to help reduce school fees, she said a detailed look at fees charged by the province’s 61 school boards revealed discrepancies in how heavily boards lean on parents for funds.

“It’s just unfortunately not as simple or as fast as we hoped,” Notley said. In the NDP’s first budget last October, the government deferred its \$45-million school fees promise to the spring budget of 2016.

However, Eggen said in an email Wednesday he “must be mindful of the fiscal realities our government faces” due to the low price of oil.

Further details about how government will address the commitment to lower school fees will be revealed in the provincial budget next month, he said.

Anticipating its share of the \$45-million commitment, the Greater St. Albert Catholic school board in January passed a motion to eliminate its learning resource fees, which ranged from \$60 to \$130 a year. The school division will have \$437,830 less to work with come September, according to a board report.

In a written response to Notley's comments Wednesday, Edmonton Catholic School Board chairwoman Marilyn Bergstra said trustees know the government's pockets are light. "The board of trustees is concerned with the economic pressures many of our families are facing and made the decision to eliminate school fees in our district for the 2016-17 school year," Bergstra wrote.

The Lethbridge School District is also giving up \$290,000 next year by eliminating middle and high school fees.

Edmonton Public Schools, the Calgary Board of Education and the Calgary Catholic School Board have no immediate plans to reduce or eliminate school fees.

Edmonton Public trustees are waiting to see what relief is offered to reduce school fees in the provincial budget, spokeswoman Raquel Maurier said. The district collected more than \$33 million in mandatory and optional fees during the last school year, which was about three per cent of the annual budget.

The Calgary Catholic board also wants to see that information before acting, spokeswoman Karen Ryhorchuk said.

Calgary Board of Education school fees amount to \$50 million a year, which is around four per cent of the school district's budget, spokeswoman Joanne Anderson said via email.

"Fees charged to parents fill the gap between funding received from the provincial government and the cost of providing service that meet our communities' expectations for their public education system," she said.

From: <alberta.news@gov.ab.ca>

Date: Fri, Apr 8, 2016 at 10:01 AM

Subject: News Release: Government, Alberta Teachers' Association and school boards release teacher workload survey

Government, Alberta Teachers' Association and school boards release teacher workload survey

April 08, 2016 [Media inquiries](#)

On average, teachers are working approximately 48 hours a week, including weekends, during the busy school year, according to a new study.

The report, a first of its kind in Canada, tracked hours spent before and after school, as well as weekends. More than 1500 teachers from across the province, teaching all grade levels, participated in the survey.

The survey results show that teachers work an average of 48 hours during a typical week, during the school year. This excludes weeks such as Christmas and spring break, as well as the final week of June when school calendars are shortened. The study examines time spent on instruction (which makes up 50% of teachers' time) as well as time spent on educational supports, such as planning, administration, grading assignments, communicating with parents and extra-curricular activities.

"This confirms what Albertans already know, that teachers are professionals who dedicate their time and energy to our future generations. This survey will help inform discussions with education partners as we move forward."

Minister of Education, David Eggen

The survey identified workload issues such as an increase in the number of high-needs students in the classroom, as well as increased expectations from parents and the community.

"This is rich data that confirms the complexity of teachers' practice. Clear concerns arise about how teachers are being distracted from their core work with students, and we will need to have discussions about conditions that impact the classroom experience."

Mark Ramsankar, President of the Alberta Teachers' Association (ATA)

"The survey reflects the reality that learning environments have become more complex. It is critically important that teaching staff have adequate supports. Locally elected school boards work with their communities – including staff, students and parents – to achieve these outcomes."

Helen Clease, President of the Alberta School Boards Association

The survey, administered by R.A. Malatest and Associates, was commissioned as part of the 2013 Assurance for Students Act, which established collective agreements for teachers in Alberta through to August 2016. An advisory committee consisting of representatives from the Government of Alberta, ATA, and Alberta School Boards Association (ASBA) partnered on this project. The cost of the survey was approximately \$500,000, paid for by the Government of Alberta.



ALBERTA TEACHER WORKLOAD STUDY

DECEMBER 2015



Alberta Education



ACKNOWLEDGEMENTS

The research team would like to thank the Research Advisory Committee members: Doug Aitkenhead from Alberta Education; Sharon Vogrinetz and Sandra Johnston from the Alberta Teachers' Association; and Brian Callaghan, and Scott McCormack from the Alberta School Boards Association. We would also like to thank the teachers, administrators, and central office staff who participated in the study. The study would not have been possible without their commitment and diligence.

EXECUTIVE SUMMARY

About the Alberta Teacher Workload Study

The Alberta Teacher Workload Study was commissioned to define and understand teachers' workload in Alberta. The study was carried out to comply with commitments made under the Assurance for Students' Act and the ensuing modified Framework Agreement. The Government of Alberta, the Alberta Teachers' Association, and the Alberta School Boards Association formed a cooperative venture for coordinating and overseeing the project's execution. The study provides stakeholders with a common, comprehensive assessment of the reality of teachers' workload in Alberta to help guide future policy discussions and work negotiations amongst these parties. The issues reviewed included:

- The tasks performed by teachers in their role as teachers.
- The time spent completing these tasks.
- The obstacles faced by teachers in completing their professional duties.
- The fluctuations in workload that occur throughout the school year.
- The relationships between workload and school characteristics.

Populations of interest for the study included teachers at public, separate, and Francophone schools in Alberta; school administrators; and central office staff who are members of the Association Bargaining Unit. Five research instruments were designed and pilot tested to collect information about their work: two Summer Time Allocation Surveys, a Time Use Diary, a Workplace Experience Survey – teachers/administrators, a Workplace Experience Survey – Central Office Staff and a Central Office Staff Survey. The core data collection activity, the Time Use Diary, required teachers and administrators to complete a daily log of activities once a week for ten months (September to June). Work activities were logged in 30-minute intervals.

In total 3,374 teachers, 357 administrators, and 173 central office staff were recruited to participate in the study. Participants were employed in full-time equivalent positions. All surveys were completed online, following email invitations. Reminder emails were used to encourage registered participants to complete the surveys. Telephone reminder calls were also used to remind teachers and administrators to complete the Time Use Diary. Demonstrated in Table A.1 are the final response rates for each survey.

Table A.1: Response Rates by Respondent Group

Respondent Group	Teachers	Administrators	Central Office Staff
Summer Allocation Survey - July	2,778 (82%)	292 (82%)	
Summer Allocation Survey - August	1,884 (56%)	139 (40%)	
Workplace Experience Survey	1,583 (50%)	128 (35%)	56 (32%)
Central Office Staff Survey 1			139 (80%)
Central Office Staff Survey 2			56 (32%)
Time Use Diary (8+ Months of Logs)	1,826 (54%)	143 (40%)	

To calculate the average work time, the study utilized a diary approach in which respondents recorded hours worked by key task, before, during, and after the school day (8:00 am to 4:30 pm), and on weekends. Respondents were provided with a cohort week each month for which they provided data for a seven-day period. The analysis, therefore, included time worked over forty-four weeks (September to June). Participants were asked to provide data for holiday days, including weeks in which schools were closed. These weeks, which typically included zero or limited hours worked, were included in the computation of the average work week, but were removed as outliers when calculating the typical work week.

How and When Teachers and Administrators Work (Time Use Diary Findings)

Considering all hours worked, including regular school hours, before and after school hours, and weekend work, both teachers and administrators completed more than 40 hours of work a week (Teachers: 44.2 hours and Administrators: 46.2 hours). Teachers worked 40 or more hours in 74% of the reported weeks, while administrators did so for 78% of the reported weeks. Excluding outlier weeks (Christmas break, Spring Break and Last week of June), the typical work week for a teacher was 48 hours and for an administrator it was 50 hours.

Between September and June, teachers worked 1,943.9 hours and administrators worked 2,032.1 hours, on average. These hours include a significant number of early morning, evening and weekend hours (457.5 hours teachers; 515.0 hours administrators).

Teachers worked from 8.0 to 8.7 hours per day, Monday through Thursday, and 7.1 hours on Fridays. Administrators generally worked more hours during the week, from 8.5 to 9.1 hours daily, Monday through Thursday, and 7.6 hours on Fridays. On the weekends, teachers and administrators worked similar hours (3.5 hours and 3.3 hours, respectively).

The average weekly hours worked by teachers and administrators varied considerably over the year, in alignment with school schedules. Both teachers and administrators had longer hours at the beginning of the school year, in September (49.7 weekly hours teachers; 52.8 weekly hours administrators) and October (49.7 weekly hours teachers; 52.1 weekly hours administrators), and during March (48.2 weekly hours teachers; 49.7 weekly hours administrators). In December, when schools have holidays, teachers and administrators worked fewer hours, on average (35.9 and 37.3 weekly hours, respectively).

Teachers and administrators worked more hours per week in September (49.7 hours per week teachers; 52.8 hours per week administrators), October (49.7 hours per week teachers; 52.1 hours per week administrators), and March (48.2 hours per week teachers; 49.7 hours per week administrators).

Teachers spent most of school hours instructing students. Thus, much of their assessment/grading and preparatory activities were completed in the evenings and on weekends.

During the school hours, teachers spent most of their time instructing students (59% of the day), followed by planning and preparing for instruction (22% of the day).

During the hours after school, teachers spent the most time on planning (40%), and assessment and grading (29%). Similarly, the activities that teachers spent the most time on over the weekends were

planning (40%), and assessment and grading (38%).

Among administrators, most (60%) reported engaging in both teaching and administration. During school hours, administrators spent most of their time on administration activities (19%) and working with students (15%).

During the hours after school, administrators spent time on administration activities (21%), professional development, meetings (17%), and other activities (17%). Similarly, they also spent their weekend work time on administration tasks (27%) and other activities (19%).

Teachers who completed the Time Use Diary, and did not have an additional contract, worked an average of 23.1 hours in July and 55.2 hours in August, while administrators who completed the Time Use Diary and did not have an additional contract worked 38.9 hours in July and 93.3 hours in August.

How Teachers and Administrators Work Over the Summer (Summer Time Allocation Survey Findings)

In addition to their work during the school year (September to June), the majority of teachers and administrators worked in July (71% teachers; 87% administrators) and August (99% teachers; 99% administrators). Teachers who worked in the summer used the summer months to plan (85% July; 99% August) and organize/acquire materials (75% July; 96% August) for the upcoming school year. In August, many teachers had staff and committee meetings (81%), general administration (50%), and professional development (42%) tasks to complete.

Similarly, administrators who worked in the summer also spent the summer months preparing for the upcoming school year. This included staffing (51% July; 76% August), planning school schedules (49% July; 92% August) and education programs (40% July; 81% August), and monitoring and maintaining school facilities (45% July; 63% August). Administrators also communicated with parents (44% July; 77% August) and managed budgets and resources (42% July; 77% August) during the summer.

The summer of 2014 had a similar workload for the majority of teachers (63% July; 73% August) and administrators (61% July; 69% August) compared to previous years. Among those whose work hours were not comparable in the summer of 2014, approximately one-half of the teachers perceived that they worked a somewhat or significantly higher number of hours. Many teachers (44% July; 42% August) indicated that their position or teaching assignment would be changing in the upcoming school year.

How Teachers, Administrators and Central Office Staff Feel About their Work (Workplace Experience Survey Findings)

Overall, the majority of teachers (69%) and administrators (81%) were satisfied with their jobs and believed that their work time was well spent (66% teachers; 79% administrators). Teachers and administrators commonly attributed their satisfaction with their jobs to:

- Working relationships (89% teachers; 95% administrators);
- Perceived value of work (69% teachers; 75% administrators);
- Job security (66% teachers; 48% administrators); and
- Professional development opportunities (44% teachers; 59% administrators).

Both teachers and administrators were, however, less satisfied with the:

- Amount of time they spent on work-related activities (34% teachers; 49% administrators);
- Amount of time they had to collaborate with colleagues (32% teachers; 35% administrators); and
- Work-life balance (26% teachers; 30% administrators).

The factors to which teachers and administrators attributed their dissatisfaction with their work were:

- Workload (91% teachers; 96% administrators);
- Perceived value of the work they do (70% teachers; 59% administrators);
- Working hours (48% teachers; 67% administrators); and
- Social or family demands (42% teachers; 33% administrators).

Compared to last year, the majority of both teachers and administrators noted that there had been an increase in workload (65% teachers; 62% administrators), multi-tasking (76% teachers; 69% administrators), unfamiliar tasks (66% teachers; 59% administrators), and overall complexity of their work (75% teachers; 77% administrators).

Teachers also reported that they were spending a significant part of their day (59.29 minutes cumulatively, on average) completing a large number of microtasks during the teaching day. Microtasks are tasks performed during the progress of other activities which take a small amount of time. Microtasks commonly included sending emails or texts (93%) and interacting with colleagues in-person (90%). Teachers agreed that microtasks interrupted their work-related task performance (76% teachers) and contributed to their work-related stress (81% teachers).

Central office staff were generally highly satisfied with their work (78%) and believed that their work time was well spent (80%). Half or more of the central office staff were also satisfied with the:

- Amount of time they spent on work-related activities (67%);
- Amount of time they had to collaborate with colleagues (58%); and
- Work-life balance (47%).

The factors that most commonly contributed to central office staff satisfaction were working relationships (86%), perceived value of their work (73%), and professional development opportunities (59%). In contrast, workload (92%) and perceived value of the work completed (83%) contributed to dissatisfaction among central office staff.

As with teachers, central office staff reported spending a large amount of time on microtasks during their day (84 minutes cumulatively, on average), including sending emails or texts (98%) and interacting with colleagues in-person (93%). Central office staff reported that these microtasks:

- Interrupted their work-related task performance (56%); and
- Contributed to work-related stress (53%).

How and When Central Office Staff Work (Central Office Staff Survey Findings)

On average, central office staff had an 8.5 hour regularly scheduled work day. As with teachers and administrators, however, many central office staff (93%) reported working outside of the regular schedule.

Weekly, central office staff spent an average of 9.4 to 10.5 hours working outside of their regular schedule. Work outside of their regular hours was most commonly completed in the evenings (95% Survey 1; 98% Survey 2) or on the weekends (79% Survey 1; 87% Survey 2). Few of the central office staff had a provision for taking time off in lieu of working outside their regular working day (21% Survey 1; 13% Survey 2). However, the majority of those who did have this provision, made use of it (76% Survey 1; 57% Survey 2).

Central office staff spent their work time working with teachers (87% Survey 1; 88% Survey 2), and developing, assessing, or selecting curriculum materials and professional development workshops (88% Survey 1; 80% Survey 2). Central office staff also often completed administrative tasks such as responding to/writing emails (98% Survey 1; 96% Survey 2), communicating with colleagues (84% Survey 1; 88% Survey 2), and record keeping (80% Survey 1 and 2).

Approximately one-half of central office staff felt that their workload overall had increased since last year (56% Survey 1; 48% Survey 2). However, most indicated that the overall complexity of their work (66% Survey 1; 64% Survey 2) and the amount of multi-tasking they were required to complete (65% Survey 1; 63% Survey 2) had increased. Increases in workload and work complexity were attributed to:

- Higher work demands (71% Survey 1; 76% Survey 2);
- Increased enrollment of high-needs students (54% Survey 1; 56% Survey 2); and
- Requests or pressure from the school district/authority or board management (48% Survey 1; 46% Survey 2).

The majority of central office staff worked during the summer months, regardless of whether or not their contract included summer work. In the summer, those that worked commonly completed research for the upcoming year (80%), responding to work related emails (64%), and engaged in professional development activities and conferences (53%).

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SECTION 1. INTRODUCTION

1.1 Background

The Alberta Teacher Workload Study was commissioned to define and understand teachers' workload in Alberta. The study was carried out to comply with commitments made under the Assurance for Students' Act and the ensuing modified Framework Agreement. The Government of Alberta, the Alberta Teachers' Association, and the Alberta School Boards Association formed a cooperative venture for coordinating and overseeing the project's execution. The study provides stakeholders with a common, comprehensive assessment of the reality of teachers' workload in Alberta to help guide future policy discussions and work negotiations amongst these parties.

Populations of interest for the study included teachers at public, separate, and Francophone schools in Alberta; as well as school administrators; and central office staff who are members of the Association Bargaining Unit. The study was conducted in two phases. Phase one consisted of a pilot study used to design and evaluate the research methodology and survey instruments. Phase two collected data from the population of interest across ten months – September 2014 to June 2015 – utilizing Time Use Diary. Both teachers and administrators completed a Diary for one week in each of the ten months such that, for most respondents, 10 weeks of data was provided. In addition to the Time Use Diary, teachers and school administrators completed two rounds of a Summer Time Allocation Survey and a Workplace Experience Survey. Central office staff completed a Workplace Experience Survey, as well as a survey to estimate their work hours.

1.2 Alberta Teacher Workload Study Objectives

The objectives of the study were to account for the variety of different teaching experiences in schools across the province, and to identify the factors that affect workload and the relationships between these factors. The topics reviewed in the study included:

- The tasks performed by teachers in their role as teachers.
- The time spent completing these tasks.
- The amount of time and resources provided to teachers to complete tasks during the operational days in the school calendar.
- The obstacles faced by teachers in completing their professional duties, and the changes to workload that teachers identify that could impact their ability to teach.
- The fluctuations in workload that occur throughout the school year.
- The relationships between workload and school characteristics, including school size, school type, geographic location, and socio-economic status.

Recommendations were not part of the research project. Only the data and a full data analysis were provided to Alberta Education. All work was completed in consultation with the Research Advisory Committee, consisting of representatives from the Government of Alberta, the Alberta Teachers' Association, and the Alberta School Boards Association.

SECTION 2. METHODOLOGY

2.1 Phase One: Pilot Study

Phase one included the design of the research methodology and instruments, translation of all instruments into French, as well as the piloting of the Time Use Diary, Registration Page and the Central Office Staff Survey.

2.1.1 Instrument Design

Five research instruments were designed for the study.

- Summer Time Allocation Survey was designed to collect information on teachers' and administrators' work activities in July and August. The Summer Time Allocation Survey was intended to be completed twice: once in July and once in August. See Technical Appendix for the survey instrument.
- Time Use Diary required that teachers and administrators log daily work activities in 30-minute increments from 5 am to midnight for a full week, running from Monday to Sunday. These logs were completed on a four-week cycle – approximately once per month. Drop down menus provided activities from which teachers and administrators could choose. Activities were grouped into 10 categories for teachers (32 activities) and 11 categories for administrators (30 activities). Respondents could log up to three activities in a 30-minute period. Work activities completed from midnight up to 5 am could be described in a separate section of the Diary. If the respondent did not complete work activities in a day, they could opt out of completing the log for the day by choosing an option of “no work activities” and offering an explanation. Information on participation in extra-curricular activities and professional development was also collected. See Technical Appendix for the Time Use Diary and teacher and administrator activity descriptions.
- Workplace Experience Survey – Teachers/Administrators collected information on teachers' and administrators' attitudes and perceptions towards their workload, and how workload had changed over the last year. Characteristics of the classroom, school and work environment were also collected.
- Workplace Experience Survey – Central Office Staff was adapted from the teacher/administrator Workplace Experience Survey. It collected information on central office staff's attitudes and perceptions towards their workload, and how workload had changed over the last year.
- Central Office Staff Survey was designed for central office staff and measured work time in an average week, as well as changes in workload and summer work. The survey was designed to be completed twice: once in November (Survey 1) and once in May (Survey 2). See Technical Appendix for the survey.

By respondent group, the four research instruments were designed to be completed by:

Table 2.1: Instruments by Respondent Group

Respondent Group	Summer Allocation Survey	Time Use Diary	Workplace Experience Survey	Central Office Staff Survey
Teachers	✓	✓	✓	
Administrators	✓	✓	✓	
Central Office Staff			✓	✓

In addition to the survey instruments, a Registration Form was developed during phase one of the study.

- Registration Form (2 versions) was developed for both teachers and administrators (one form) that collected background information on the participant and his/her workplace. Specifically, information on teacher's role, years of teaching experience, gender, subjects and grades taught, and highest level of education completed was collected. The form also collected information about the school in which the respondent taught, including school size, school location, grades in the school, school authority and the size of the community in which the school was located. Based on the teacher/administrator registration form a registration form was also developed for the central office staff which collected information on consultant role, groups and communities worked with, years under contract, gender, and level of education.

2.1.2 Pilot Testing

The Time Use Diary, Central Office Staff Survey and the Registration Form were pilot tested in phase one, initially using a teacher/administrator focus group. The modified Time Use Diary and the Registration Form were then piloted with a sample of teachers and administrators over a seven day period.

Time Use Diary

On May 15, 2014 a focus group was held with seven teachers and administrators in Edmonton to test the Registration Form, Time Use Diary, and accompanying website. Minor changes were made to the usability, appearance, and content of the Time Use Diary and the Registration Form in response to focus group participants' feedback.

The Time Use Diary was piloted from May 20, when registration opened, to June 1, 2014, the final activity log day. Respondents completed the registration and a daily activity log for seven days. On the last day, respondents completed a five minute survey to provide feedback on the pilot study. Of the 321 individuals invited to participate, 151 registered and 121 completed all seven daily activity logs. A total of 103 respondents completed the Pilot Study Questionnaire. Minor changes were made to the Diary as a result of the pilot.

Central Office Staff Survey

On October 15, 2014 a focus group was held with six central office staff in Edmonton to test the usability and content of the Registration Form and the Central Office Staff Survey. Minor changes were made to both the Registration Form and the Survey as a result of participants’ feedback.

2.2 Phase Two: Teacher Workload Study

2.2.1 Sampling and Recruiting

Teachers and Administrators

Recruitment of teachers and administrators occurred between June 10, 2014 and July 1, 2014. A randomly selected group of 7,500 teachers and 744 administrators were invited by email to register. As recruitment occurred at the end of the previous school year, first year teachers were not included in the study. Invitations were followed by email and telephone reminders to teachers and administrators who had neither registered nor opted out of the registration. The sample of 7,500 teachers was randomly selected to be representative of school authority (public, separate, Francophone), region size (rural, small city, medium city, large city), and Education Zone (1, 2, 3, 4, 5, 6). Participants were required to fully complete the Registration Form to be included in the study.

Registrations exceeded the registration goal of 1,875 teachers and 188 administrators. Teachers and administrators that requested to be added to the study after the closure of registration process, but before the start of data collection in September, were included.

Table 2.2a: Study Registration: Teachers and Administrators

	Teachers	Administrators
Population	25,150	3,515
Recruitment Target	1,875	188
Final Registered Sample	3,374	357

Central Office Staff

Central office staff were recruited from November 3, 2014 to December 15, 2014. A randomly selected sample of 600 central office staff stratified by school division was invited to participate in the study from a universe of 2,449. In total, 173 central office staff registered to participate in the study.

Table 2.2b: Study Registration: Central Office Staff

Central Office Staff	
Population	2,449
Recruitment Target	210
Final Registered Sample	173

2.2.2 Data Collection

The various surveys were launched and closed on the following dates with the three respondent groups.

Table 2.3: Survey Launch and Close Dates by Respondent Group

	Teachers	Administrators	Central Office Staff
Summer Time Allocation Survey: July	Launch – August 5/14 Close – October 1/14	Launch – August 5/14 Close – October 1/14	N/A
Summer Time Allocation Survey: August	Launch – September 1/14 Close – October 12/14	Launch – September 1/14 Close – October 12/14	N/A
Time Use Diary	Launch – August 25/14 Close – July 19/15	Launch – August 25/14 Close – July 19/15	N/A
Workplace Experience Survey	Launch – May 4/15 Close – June 21/15	Launch – May 4/15 Close – June 21/15	Launch – May 18/15 Close - June 15/15
Central Office Staff Survey 1	N/A	N/A	Launch – November 3/14 Close – December 15/14
Central Office Staff Survey 2	N/A	N/A	Launch – May 18/15 Close – June 15/15

For the Time Use Diary the registered teachers and administrators were divided into one of four cohorts. Each cohort was assigned one week in the month during which they would be required to fill in their Time Use Diary. From July, 2014 to July, 2015 respondents could call into a Malatest call centre, using the toll-free number provided, for support with any of the surveys. The call center was open from 7 am to 9 pm in September, and from 8:30 am to 9 pm from October, 2014 to July, 2015.

Summer Time Allocation Survey (July, 2014 and August, 2014)

The July version of the Summer Time Allocation Survey was sent to both teachers and administrators in August, while the August version was sent to registered participants in September during their cohort week. Registered respondents had between seven (August) and nine (July) weeks to complete the survey. Up to three reminder emails were sent to those who did not complete the survey.

Time Use Diary

Registered teachers and administrators were required to complete the Time Use Diary once a week for ten months from September 1, 2014 to June 30, 2015. One cohort began the study on August 25, 2014 and one cohort ended the study on July 19, 2015.

Whether participants complete the Diary during the first, second, third or fourth week of the month was dependent upon the cohort to which they were assigned. Participants were sent an email invitation to complete the Diary on Friday before their cohort week began. The week ran from Monday to Sunday. If the individual did not complete a Diary log on a specific day, he/she were sent an email reminder the next day. If the individual did not complete all seven days of Diary logs by midnight on Sunday, he/she began receiving email reminders the following Monday. Email reminders were then sent for two weeks on the Monday and Thursday of each week. Participants could choose to opt out of reminder emails by calling or emailing Malatest, or filling out a section in the Time Use Diary. Should a participant not complete a Daily log for two days in a row during their cohort week, he/she received a telephone reminder call on the third day.

Workplace Experience Survey

The Workplace Experience Survey for teachers and administrators was launched on May 4, 2015 and closed on June 21, 2015. For ease of use the Workplace Experience Survey was attached to the Time Use Diary on the Tuesday of the respondents' weekly log. Reminders followed the same pattern as the Time Use Diary. The Workplace Experience Survey for central office staff was launched on May 18, 2015 as part of the second iteration of the Central Office Staff Survey. Both the Work Experience Survey for central office staff and the Central Office Staff Survey (second iteration) closed on June 15, 2015.

Central Office Staff Survey (November/December, 2014 and May/June, 2015)

The Central Office Staff Survey was sent to registered participants on November 3, 2014 and May 18, 2015. Participants had approximately two months to complete each survey and received regular reminders to complete the survey if they had not yet done so.

2.2.3 Response Rates

Response rates for the Summer Time Allocation Survey (July and August), Workplace Experience Survey, and Central Office Staff Survey are provided in Tables 2.4a and 2.4b.

Table 2.4a: Response Rates by Respondent Group and Instrument

Respondent Group	Teachers	Administrators	Central Office Staff
Summer Allocation Survey - July	2,778 (82%)	292 (82%)	
Summer Allocation Survey - August	1,884 (56%)	139 (40%)	
Workplace Experience Survey	1,583 (50%)	128 (35%)	56 (32%)
Central Office Staff Survey 1			139 (80%)
Central Office Staff Survey 2			56 (32%)

Response rates were calculated based on the number of registered participants

The valid sample for the July Summer Allocation Survey (launched in August) was based on the total number of teachers and administrators who registered for the study. As noted in Table 2.5 (below), 2,690 teachers and 224 administrators completed at least one month of logs. The valid sample for the August Summer Allocation Survey (launched in September) is based on the number of teachers and administrators who completed at least one monthly log.

Table 2.4b: Valid Response Rates by Respondent Group and Instrument

Respondent Group	Teachers Valid Sample	Teachers Valid Response Rate	Administrators Valid Sample	Administrators Response Rate
Summer Allocation Survey - July	3,374	82%	357	82%
Summer Allocation Survey - August	2,690	70%	224	62%
Workplace Experience Survey	2,690	59%	224	57%

Table 2.4c demonstrates the valid response rate for each month of the Time Use Diary administration, based on a total valid sample of 2,690 teachers and 224 administrators. Response rates reflect the proportion of the sample that provided a full week (seven days) of data during the month. To avoid double counting respondents during months that had five weeks of data (October, January, April, June), only the first four weeks of data were used to calculate the monthly response rates. In general, response rates decreased gradually as the study progressed.

Table 2.4c: Time Use Diary Valid Response Rate by Month

Month	Teachers Completions	Teachers Valid Response Rate	Administrators Completions	Administrators Response Rate
1	2,364	88%	206	92%
2	2,243	83%	200	89%
3	2,155	80%	198	88%
4	2,139	80%	185	83%
5	2,083	77%	190	85%
6	1,885	70%	167	75%
7	1,894	70%	166	74%
8	1,833	68%	156	70%
9	1,796	67%	154	69%
10	1,770	66%	151	67%

2.2.4 Data Cleaning

Summer Time Allocation, Workplace Experience and Central Office Staff Surveys

The data from the Summer Time Allocation Survey, Workplace Experience Survey and Central Office Staff Survey was reviewed for completeness prior to data analysis. Data cleaning included a review for incomplete or missing data and internal record consistency, as well as search for duplicate records. Open-ended responses were coded using code lists, and “other” category codes were re-coded into existing categories as appropriate. For all of the aforementioned surveys, all of the respondents that completed the survey were included in the final analysis found in Sections 4: Summer Time Allocation Survey, Section 5: Workplace Experience Survey, and Section 6: Central Office Staff Survey of this report.

Time Use Diary

The data from the Time Use Diary was cleaned in multiple steps prior to analysis and reporting of the findings presented in Section 3 of the report.

In total 3,374 teachers registered to participate in the study, of which 2,690 filled out a weekly log for at least one month. As the goal of the study was to observe teachers’ workload over the course of an entire school year, teachers who provided any partial data (i.e., less than eight months for the year) were not included in the final analysis. The analysis, therefore, included the same teachers each month, rather than the teachers included in the analysis varying each month.

A total of 1,524 teachers filled out their weekly logs for eight or more months, while 1,166 filled out their logs for seven or fewer months (see Table 2.5). Among the 357 administrators that registered to participate in the study, 224 filled out a weekly log for at least one month, with 117 that filled it out for eight or more months.

Table 2.5: Total Number of Log Months Completed by Teachers and Administrators

Respondent Group	10	9	8	7	6	5	4	3	2	1	8+ Months
Teachers	373	670	481	256	186	144	126	125	160	169	1,524
Administrators	30	53	34	30	18	13	9	10	12	15	117

Data Cleaning: In order to be included in the final sample, teachers/administrators needed to complete four or more workdays a week for the eight months or more throughout the year. When teachers or administrators did not complete a log entry, they could provide a reason for the skipped day. The reasons provided were used to complete participant log records.

If no reason was provided, the individual was coded as having completed no work-related activity for that day and assigned zero hours. Where a reason for a skipped log entry was provided, the participant’s log data was updated. Depending on the reason provided, the record was coded to reflect that there were no work-related activities on the day in question, or work hours were imputed for the day (see Table 2.6). To assist with the resolution of missing data, school holiday calendars were used to assign zero hours (no work-related activity) for day when schools were closed, e.g., spring break, statutory holidays.

Table 2.6: Treatment of Incomplete Log Days

Type of Day	Data Rule
Normal	Assign 0 value
Snow	Assign 0 value
Sick Day	Assign 0 value
Professional Day	Impute average
Extracurricular (field trip, track meet, tournament, sports day)	Impute average
Stat Holiday	Assign 0 value
Personal Leave	Assign 0 value
Assessment (proctoring exams, marking, preparing report cards)	Impute average

Addressing participants with missing days in their logs increased the number of teachers and administrators with eight months or more of data (see Table 2.7).

Table 2.7: Total Number of Log Months Completed by Teachers and Administrators Prior to Trim

Respondent Group	10	9	8	7	6	5	4	8+ Months
Teachers	1,438	302	162	119	96	82	37	1,902
Administrators	110	22	17	18	8	11	1	149

After the missing data was resolved, the data file was trimmed to exclude outlier entries (data points falling outside of the normal distribution). This was achieved by trimming the top 2% and the bottom 2% of the sample; i.e., removing participants whose total hours were in the top 2% of the sample or the bottom 2% of the sample. To ensure that the data trimming did not disproportionately impact a specific school type (e.g., elementary schools, high schools), the data file was trimmed by school type. Following cleaning and trimming, 1,826 teachers and 143 administrators were included in the final sample.

Missing Data: After the data file was cleaned and trimmed, there was a portion of respondents who were missing data for one or more work days (Monday to Friday). A total of 318 teachers (17%) and 27 administrators (19%) did not complete their diary logs on all five work days for the duration of the study. In these situations, the respondent did not complete any portion of the activity log for a specific date, leaving it completely blank. As a result, this missing data was not resolved during the data cleaning stage.

To complete the work day data, the decision rules used for cleaning the data were applied to the missing data. School calendars were used to determine dates when schools were closed. If an missing day fell on a date that a school was closed, the respondent was assigned zero hours for work on that day. If the missing day fell on a work day, the respondent was assigned the imputed average for that day. In two instances, two teachers did not provide any work day data for one week, but completed entries for the weekend. In these two instances, it was assumed that the teachers did not work during the week and were assigned zero for work-related hours for Monday to Friday of that week.

Imputing Averages: For days where work hours were imputed from averages, averages were calculated in three stages. Respondents were first coded as a teacher or administrator, and then by the type of school where they worked; elementary, middle, high, elementary/middle, or comprehensive (see Table 2.8). The average hours worked on the specific day by other respondents working in a similar role at a similar school type was calculated. This average was then used as the imputed value for respondents with missing data. For example, if the decision rules indicated that an elementary school teacher who was missing data for the second Wednesday in October should receive the imputed average, that teacher would get the average hours reported for the second Wednesday in October by other elementary school teachers.

2.2.5 *Time Use Diary Final Sample*

Teachers

The teachers included in the final Time Use Diary sample exhibited a wide range of teaching experience. On average, teachers had 15.3 years of teaching experience, although, they spanned from those who had recently completed their first year of teaching to those with 42 years of teaching experience.

As demonstrated in Table 2.8, the majority of teacher respondents were female (76%) and taught in the public school system (78%). The sample was divided between those who taught in communities with populations smaller than 30,000 (41%) and in communities larger than 100,000 residents (42%). The remaining 17% of teachers taught in communities with populations between 30,000 and 100,000 (17%).

The final sample represented the population of Alberta teachers fairly well in terms of school authority type and community size, though separate school and urban teachers were slightly over-represented. Public and rural teachers were slightly under-represented in the final sample. Given the close approximation of the sample to the universe, data weighting was not required.

Table 2.8: Teacher Profile

	% of Respondents	Number of Respondents	% of Alberta Teacher Universe**
Gender*			
Female	76%	1,391	N/A
Male	24%	434	N/A
School Authority Type			
Public	78%	1,429	75%
Separate	20%	372	24%
Francophone	1%	25	1%
Community Size			
Rural/small community (<1,000 to 29,999)	41%	749	38%
Medium community (30,000 to 99,999)	17%	304	17%
Urban centre (100,000 +)	42%	773	46%
School Type			
Elementary (grades 6 and under only)	39%	712	N/A
Middle school (between grades 6 to 9 only) & middle/high school (start between grades 6 to 9 and end at grade 9 or higher)	19%	356	N/A
High school (grades 9 and higher only)	13%	243	N/A
Elementary/middle (start at grade 5 and under and finish between grades 7 to 9)	21%	378	N/A
Comprehensive (start at grades 6 and under and end at grade 12)	8%	137	N/A

* One respondent chose not to provide their gender.

** Data on the distribution of the teacher universe in Alberta was provided by the Alberta Teachers' Association.

N/A: Data not available.

Administrators

The administrators included in the final sample of the Time Use Diary generally had more years of educational experience than teachers. On average, administrators had 22.6 years of experience, with a range of 4 to 40 years. Both principals (60%) and vice-principals (40%) were included in the final sample.

Administrators were evenly divided between female (51%) and male (49%) respondents. The majority were employed in the public school system (82%), followed by the separate school system (17%). Only one administrator worked at a Francophone school. Additionally, more administrators worked in communities with fewer than 30,000 residents (48%), followed by those who worked in communities with populations of 100,000 or over (38%), and those who worked in communities with populations

between 30,000 and 100,000 (15%) (see Table 2.9).

The final sample of administrators, compared to the population of administrators in Alberta, had a good approximate distribution. Separate and urban administrators were slightly over-represented, while public and rural administrators were under-represented. Given the close approximation of the sample to the universe, data weighting was not required.

Table 2.9: Administrator Profile

	% of Respondents	Number of Respondents	% of Alberta Administrator Universe*
Gender			
Female	51%	73	N/A
Male	49%	70	N/A
School Authority Type			
Public	82%	118	75%
Separate	17%	24	24%
Francophone	1%	1	2%
Community Size			
Rural/small community (<1,000 to 29,999)	48%	68	38%
Medium community (30,000 to 99,999)	15%	21	15%
Urban centre (100,000 +)	38%	54	47%
School Type			
Elementary (grades 6 and under only)	43%	62	N/A
Middle school (between grades 6 to 9 only) & middle/high school (start between grades 6 to 9 and end at grade 9 or higher)	23%	33	N/A
High school (grades 9 and higher only)	7%	10	N/A
Elementary/middle (start at grade 5 and under and finish between grades 7 to 9)	18%	26	N/A
Comprehensive (start at grades 6 and under and end at grade 12)	8%	12	N/A

* Data on the distribution of the teacher universe in Alberta was provided by the Alberta Teachers' Association.

N/A: Data not available

Due to the small sample size, subgroup analysis was not completed for the administrator sample.

Central Office Staff

On average, the central office staff represented in the final sample had been in their positions for 3.9 years, and ranged from those who were in their first year to those who had 25 years of experience in their role. Additionally, 96% of respondents brought classroom teaching experience to their central office position, with 12.3 years of experience as classroom teachers, on average. The groups that central office staff most commonly worked with directly included:

- Teachers (92%);
- Students (74%);
- Administrators (69%);
- Parents and community members (48%);
- Other central office staff (39%); and
- Alberta Education/Alberta Learning (16%).

As demonstrated in Table 2.10, the majority of the final sample for central office staff consisted of females (78%), and those who worked in an urban centre with a population of 100,000 or greater (59%).

Table 2.10: Central Office Staff Profile

	% of Respondents	Number of Respondents
Gender		
Female	78%	108
Male	22%	31
Community Size		
Rural/small community (<1,000 to 29,999)	27%	37
Medium community (30,000 to 99,999)	22%	30
Urban centre (100,000 +)	59%	82

Population-level demographic data not available for central office staff.

2.2.6 Data Analysis

Time Use Diary

To determine the hours worked in a day, the number of work-related activities reported by the participant for the day were counted. Each reported activity was weighted by the time spent on the activity. If a participant reported one activity in a 30-minute block, that activity was weighted at 30 minutes. If two activities were reported in a block, then both activities were weighted at 15 minutes each. If three activities were reported in a block, all three activities were weighted at 10 minutes each. This provided a breakdown of how much time participants spent engaged in different work-related activities over the course of the day. The amount of time participants spent on different work-related activities was summed across the day to calculate the total amount of time worked that day. Average hours worked were calculated and reported separately for teachers and administrators. The average hours worked by teachers and administrators are reported over different time periods. The different reporting time periods are as follows:

- Daily hours: the average hours worked from 5 am to midnight on a single day;
- Weekly hours: the average hours worked for all seven days of the week (Monday to Sunday) from 5 am to midnight;
- Annual hours: the average hours worked from 5 am to midnight, Monday to Sunday for the entire school year (September to June);
- Work hours: the average hours worked from Monday to Friday, 8 am to 4:30 pm;
- Work outside of regular work hours: the average hours worked from Monday to Friday prior to the start of school day (from 5 am to 8 am), and after the end of school day (4:30 pm to midnight); and
- Weekend hours: the average hours worked on Saturday and Sunday, from 5 am to midnight.

The overall daily average hours participants worked were also analyzed by variables collected in other surveys that participants completed. These surveys included the registration form, the Summer Allocation Survey, and the Workplace Experience Survey. These analyses were conducted to determine the relationship between teachers' hours and these other variables. Due to the relatively small sample of administrators, these analyses were only conducted for teachers. The variables that average hours were analyzed by were:

- Community size (registration information);
- Length of teaching experience (registration information);
- School types, as determined by grades (registration information);
- School authority (registration information);
- Time spent on microtasks (Workplace Experience Survey);
- Perceived changes in workload (Workplace Experience Survey);
- Satisfaction with time on work-related activities (Workplace Experience Survey);
- Workplace challenges composite score (Workplace Experience Survey);
- Satisfaction with work-life balance (Workplace Experience Survey);
- Perceived changes in professional autonomy (Workplace Experience Survey);
- Number of summer months worked (Summer Allocation Survey); and
- Expected changes in teaching position or assignment (Summer Allocation Survey).

Significance testing was conducted to determine if the above variables had an impact on the number of hours participants worked. Only findings that showed a significant difference are reported.

Month Analysis

Time Use Diary data was collected by four cohorts of participants over the school year. Each participant recorded their daily work-related activities for an entire week on a four-week cycle. Data recording cycles began on Monday and ended on Sunday. Due to these two factors, the four-week cycle and the start and stop days, the months reported in the analysis do not align with the calendar months. Table 2.11 below shows the dates for the months reported in the analysis.

Table 2.11: Start and End Dates for Monthly Analysis

Month	Start Date	End Date
September	September 1, 2014	September 28, 2014
October	September 29, 2014	November 2, 2014
November	November 3, 2014	November 30, 2014
December	December 1, 2014	December 28, 2014
January	December 29, 2014	February 1, 2015
February	February 2, 2015	March 1, 2015
March	March 2, 2015	March 29, 2015
April	March 30, 2015	May 3, 2015
May	May 4, 2015	May 31, 2015
June	June 1, 2015	July 5, 2015

Since the Time Use Diary collection period had a four-week cycle, there are some reported months that have five weeks of data: October, January, April, and June. For weeks that crossed over two calendar months, log data was assigned to the month that contained the most work days.

Work Activities

The analysis of work-related activities performed by teachers and administrators was conducted by taking the average of the average amount of time respondents were engaged in a particular activity. For each teacher and administrator, the average amount of time they spent engaged in each activity was calculated over the entire year. If a respondent did not report engaging in a particular activity during the year, they were given zero minutes for that activity. Data was only imputed for skipped log entries on work days when the reason for the skipped log was related to a work activity (see Data Cleaning and Table 2-6). Hours that were imputed for missing days (see Missing Data, p. 10) were not included in the calculation of an individual respondent’s activity averages (i.e., they were treated as missing data).

After the average activity times for all of the respondents were calculated, the results were averaged across all teachers and administrators. This generated the average amount of time respondents spent engaged in different activities during the school year.

To determine the proportionate amount of time respondents were engaged in different activities, the activity averages were summed. This total was used as the denominator in the calculation of the activity percentages. The averages of the individual activities were divided by this denominator to determine the portion of time teachers/administrators were engaged in them.

Summer Time Allocation Survey

Participants were invited to complete the Summer Time Allocation Survey at the start of the project. All participants who completed the Summer Time Allocation Survey were included in the analysis, regardless of whether or not they participated in the Time Use Diary Survey. The Survey asked participants to retrospectively assess their work hours during the months of July and August. Frequency analysis was conducted with closed-ended questions, and averages were computed for the amount of time participants reported engaged in different work-related activities over the summer months. Additionally, the percentage of participants who spent time on different activities was calculated. These analyses were conducted separately for teachers and administrators.

Some participants were under an additional contract for their work during the summer months. To determine the impact of additional contracts on work hours, average hours spent on activities and the proportion of respondents who engaged in the activities were computed. The computations were completed separately for participants who had an additional contract and those who did not have an additional contract.

To compute the overall amount of time participants reported working over the summer, the number of hours spent on different work related activities were totaled for each participant. Participants who indicated that they did not work during a summer month were given zero hours for that month. Separate averages were then computed for teachers and administrators for July and August. The overall average hours are only reported for participants who did not have an additional contract for the month.

Workplace Experience Survey

Participants engaged in the Time Use Diary were asked to complete the Workplace Experience Survey near the end of the project. The Survey asked participants to provide perceptions of their work environment and workload. Frequency analysis was conducted on the participants responses to the Survey. Analysis was conducted separately for teachers and for administrators.

Central Office Staff Survey

The Central Office Survey was conducted twice during the project with central office employees of school divisions. The Survey provided central office staff with the opportunity to share information about their working hours and work-related activities. Frequency analysis was conducted on participants' responses to closed-ended questions. Additionally, the averages were calculated for amount of time worked outside of usual hours and the amount of time spent on specific work-related activities. As not all central office staff engaged in all work-related activities, the percentage of staff who were engaged in each activity was calculated.

2.2.7 Limitations

As with all research, the Alberta Teacher Workload Study was affected by some limitations. The following limitations should be considered while reviewing the findings:

- *Self-report bias:* The findings were based on information reported by participants about their work activities. These findings may, therefore, reflect participants' perceptions of their work activities. Precision in reporting was, however, encouraged by collecting data based on time periods within each logged day.
- *Recall bias:* To increase response rates, teachers and administrators were permitted to enter their work activities up to two weeks after they had occurred. As well, the Summer Time Allocation Survey and the Central Office Staff Survey requested that respondents report on activities that occurred in the past. Therefore, variations in respondents' recollections may have impacted survey results.
- *Self-selection:* Though a random sample of teachers, administrators, and central office staff were invited to participate in the study, a self-selection bias may have been evident among those who chose to accept the invitation.
- *High value of the study:* The high response rates suggest that participants viewed the study as valuable. They may, therefore, have modified their responses to emphasize the hard work which they and their colleagues perform. It is expected, however, that the longitudinal nature of the study attenuated the effect of this bias.

SECTION 3. FINDINGS: TIME USE DIARY

Highlighted in this section are the key findings associated with the Time Use Diary.

3.1 Overall Hours Worked

3.1.1 Daily (5 am to midnight)

Teachers worked between 8.0 and 8.7 hours daily, and administrators worked between 8.5 and 9.1 hours daily, from Monday to Thursday. Both groups worked fewer hours, on average, on Friday. With the exception of weekends, administrators generally worked more hours each day than teachers.

Table 3.1: Average Overall Daily Hours Monday to Sunday, 5:00 to midnight

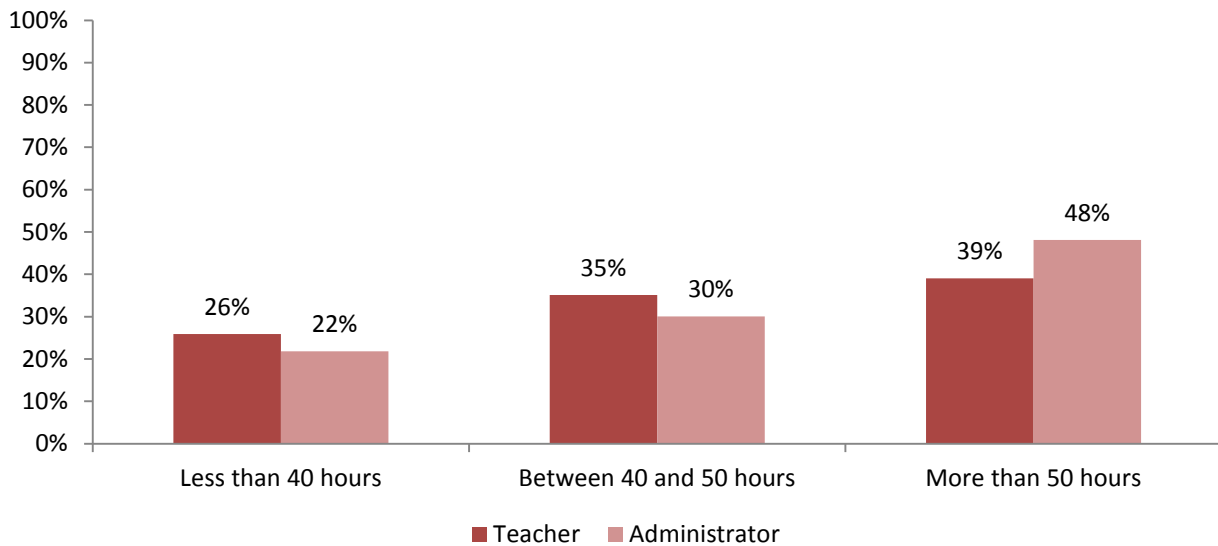
Day	Teacher	Administrator
Monday	8.0	8.5
Tuesday	8.6	9.1
Wednesday	8.7	9.1
Thursday	8.6	9.1
Friday	7.1	7.6
Saturday	1.5	1.5
Sunday	2.0	1.8

3.1.2 Weekly (Monday to Sunday from 5 am to midnight)

As demonstrated in Figure 3.1, teachers and administrators frequently worked 40 or more hours per week. For all of the weeks¹ reported by all teachers and administrators, teachers worked 40 or more hours in 74% of the reported weeks, while administrators did so for 78% of the reported weeks.

¹ Teachers and administrators could report up to 11 weeks each, for total number of weeks of 21,126 weeks.

Figure 3.1: Percentage of Weeks in the School Year by Hours



As would be expected, fewer weekly hours were reported during school holidays in December, January, and April. Administrators frequently reported higher weekly hours, on average, than teachers (see Table 3.2).

Table 3.2: Average Overall Weekly Hours Monday to Sunday

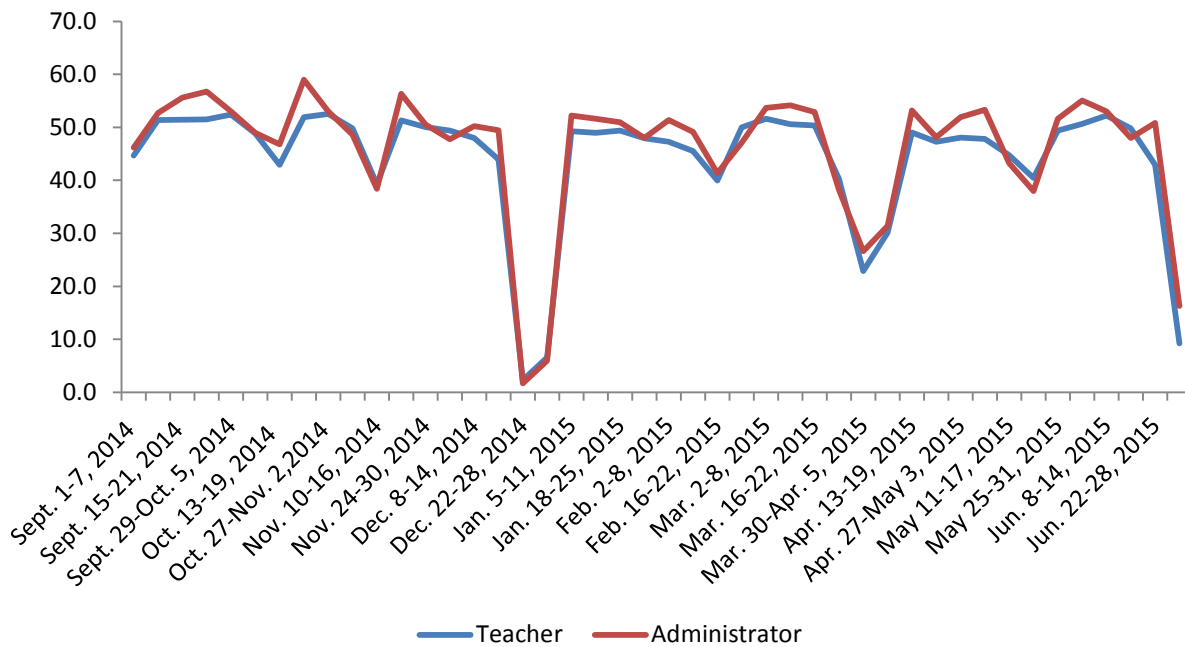
Week	Teacher	Administrator
Sept. 1-7, 2014	44.6	46.2
Sept. 8-14, 2014	51.4	52.7
Sept. 15-21, 2014	51.5	55.6
Sept. 22-28, 2014	51.5	56.8
Sept. 29-Oct. 5, 2014	52.4	53.0
Oct. 5-12, 2014	48.9	48.9
Oct. 13-19, 2014	42.9	46.8
Oct. 20-26, 2014	51.9	59.0
Oct. 27-Nov. 2, 2014	52.5	53.0
Nov. 3-9, 2014	49.8	48.6
Nov. 10-16, 2014	39.2	38.4

Week	Teacher	Administrator
Nov. 17-23, 2014	51.3	56.3
Nov. 24-30, 2014	50.0	50.5
Dec. 1-7, 2014	49.4	47.8
Dec. 8-14, 2014	48.0	50.2
Dec. 15-21, 2014	43.9	49.5
Dec. 22-28, 2014	2.3	1.7
Dec. 29-Jan. 4, 2015	6.6	6.0
Jan. 5-11, 2015	49.3	52.2
Jan. 12-18, 2015	49.0	51.6
Jan. 18-25, 2015	49.4	50.9
Jan. 26-Feb. 1, 2015	47.9	48.0
Feb. 2-8, 2015	47.3	51.4
Feb. 8-15, 2015	45.5	49.1
Feb. 16-22, 2015	39.9	41.3
Feb. 23-Mar. 1, 2015	50.0	47.1
Mar. 2-8, 2015	51.6	53.6
Mar. 9-15, 2015	50.6	54.2
Mar. 16-22, 2015	50.3	52.9
Mar. 23-29, 2015	40.3	38.2
Mar. 30-Apr. 5, 2015	22.9	26.6
Apr. 6-12, 2015	30.1	31.4
Apr. 13-19, 2015	49.0	53.2
Apr. 20-26, 2015	47.2	48.1
Apr. 27-May 3, 2015	48.1	51.9
May 4-10, 2015	47.8	53.3
May 11-17, 2015	44.7	43.2

Week	Teacher	Administrator
May 18-24, 2015	40.5	38.0
May 25-31, 2015	49.4	51.6
Jun. 1-7, 2015	50.7	55.1
Jun. 8-14, 2015	52.2	53.0
Jun. 15-21, 2015	49.8	48.0
Jun. 22-28, 2015	42.9	50.8
Jun. 29-Jul. 5, 2015	9.3	16.3
Average weekly hours	44.2	46.2

The average hours worked over the school years is summarized in Figure 3.2.

Figure 3.2: Average Weekly Hours - Monday through Sunday



The school year included some weeks that were different from a typical school week. These weeks could be considered outliers as schools were closed for most of the days during these weeks. This study included the following weeks that could be considered outliers:

- Dec. 22-28, 2014, Dec. 29-Jan. 4, 2015 (Christmas vacation)
- Mar. 30-Apr. 5, 2015, Apr. 6-12, 2015 (Spring Break)
- Jun. 29-Jul. 5, 2015 (Partial week, as schools usually close by June 30)

For calculating the average hours for a typical work week, the outlier weeks were excluded. The typical work week for a teacher was 48 hours. For an administrator the typical work week was 50 hours.

Table 3.3: Typical Work Week (All Hours—Monday through Sunday)

	Teacher	Administrator
Average hours—Typical Work Week	48.0	50.0

Note: Average hours for the typical work week excludes the following weeks— Dec. 22-28, 2014, Dec. 29-Jan. 4, 2015 (Christmas vacation); Mar. 30-Apr. 5, 2015, Apr. 6-12, 2015 (Spring Break); and Jun. 29-Jul. 5, 2015 (Partial week, as schools usually close by June 30).

3.1.3 Monthly

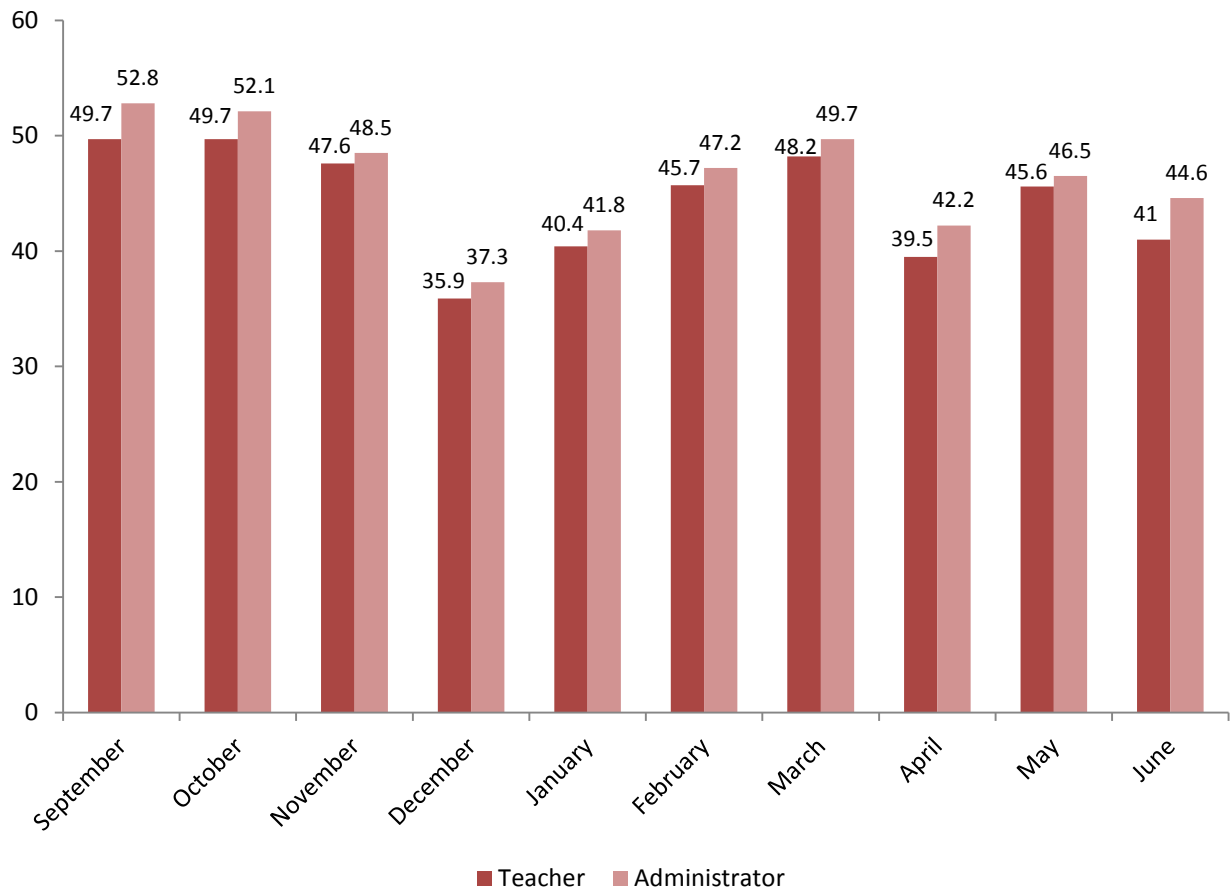
The average hours worked per week in each month of the school year suggested a front-loading of work at the start of the school year. Both teachers and administrators reported working more hours per week, on average, in September and October compared to the rest of the year. A slight increase in March was noted with both groups reporting working slightly fewer than 50 hours per week. As would be expected, lower hours were reported in the months associated with school holidays (December, January, and April).

Table 3.4: Average Weekly Hour by Month: Monday to Friday, 5:00 am to midnight

Month	Teacher	Administrator
September	49.7	52.8
October*	49.7	52.1
November	47.6	48.5
December	35.9	37.3
January*	40.4	41.8
February	45.7	47.2
March	48.2	49.7
April*	39.5	42.2
May	45.6	46.5
June*	41.0	44.6

* These months included 5 weeks of data. Months in this table do not align with calendar months (refer to Table 2.11).

Figure 3.3: Average Weekly Hour by Month: Monday to Friday, 5:00 am to midnight



3.1.4 School Year

Based on the entire sample, teachers worked slightly less than 2,000 hours (1,943.9 hours) over the school year, while administrators worked slightly more than 2,000 hours (2,032.1 hours), on average.

Table 3.5: Average Overall Annual Hours

Participant Type	All September to June (5:00 am to midnight)
Teachers	1943.9
Administrators	2032.1

* Numbers may not add up due to rounding.

3.2 Work Outside of Regular School Hours

3.2.1 Hours Worked Outside of Regular Hours by Week Day

Teachers and administrators worked fewer hours, on average, during regular work hours on Mondays and Fridays. The amount of time worked before and after school, however, was relatively consistent throughout the week prior to Friday. Teachers and administrators generally worked fewer hours after school on Fridays.

Table 3.6: Breakdown of Work Week by Day

Day	Teacher			Administrator		
	Work Hours**	Before School Hours***	After School Hours****	Work Hours**	Before School Hours***	After School Hours****
Monday	6.5	0.3	1.2	6.7	0.5	1.2
Tuesday	7.0	0.4	1.2	7.1	0.6	1.3
Wednesday	7.1	0.4	1.2	7.2	0.5	1.4
Thursday	7.0	0.3	1.2	7.2	0.5	1.4
Friday	6.3	0.3	0.5	6.5	0.5	0.6

* Numbers may not add up due to rounding.

**8 am to 4:30 pm

***5 am to 8 am

****4:30 pm to midnight

3.2.2 Hours Worked Outside of Regular Hours by Week

As demonstrated in Table 3.7, the amount of time teachers devoted to work per week, on average, outside of regular work hours, varied across the school year. Teachers generally spent more time on work-related activities outside of work hours in many weeks in September, October, November, March and June. As would be expected, they spent less time working outside of regular work hours during school holiday periods (the last two weeks of December, first week of January, and first two weeks of April).

Table 3.7: Average Weekly Hours Outside of School Hours by Teachers

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Sept. 1-7, 2014	1.9	5.5	3.6	11.1
Sept. 8-14, 2014	2.1	6.9	3.4	12.4
Sept. 15-21, 2014	2.2	6.6	3.6	12.5
Sept. 22-28, 2014	2.2	6.4	4.1	12.7
Sept. 29-Oct. 5, 2014	2.2	6.9	4.1	13.2
Oct. 5-12, 2014	2.1	6.6	2.3	11.0
Oct. 13-19, 2014	1.7	5.8	4.1	11.5
Oct. 20-26, 2014	2.1	6.9	4.2	13.2
Oct. 27-Nov. 2, 2014	2.1	6.8	5.3	14.2
Nov. 3-9, 2014	2.0	7.1	3.7	12.8
Nov. 10-16, 2014	1.3	5.6	4.9	11.8
Nov. 17-23, 2014	1.9	7.1	4.0	13.0
Nov. 24-30, 2014	1.9	6.7	3.4	12.0
Dec. 1-7, 2014	1.9	6.2	3.2	11.2
Dec. 8-14, 2014	1.9	5.6	2.7	10.3
Dec. 15-21, 2014	1.8	4.2	0.7	6.7
Dec. 22-28, 2014	0.0	0.2	1.0	1.3
Dec. 29-Jan. 4, 2015	0.1	0.7	3.6	4.4
Jan. 5-11, 2015	1.9	5.3	3.9	11.0
Jan. 12-18, 2015	1.8	5.2	3.9	11.0
Jan. 18-25, 2015	1.9	5.3	4.2	11.3
Jan. 26-Feb. 1, 2015	1.7	5.3	3.3	10.4
Feb. 2-8, 2015	1.7	5.0	3.3	10.0

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Feb. 8-15, 2015	1.6	4.8	2.1	8.5
Feb. 16-22, 2015	1.4	4.7	4.3	10.4
Feb. 23-Mar. 1, 2015	1.7	5.9	4.8	12.3
Mar. 2-8, 2015	1.9	6.7	4.9	13.5
Mar. 9-15, 2015	1.8	6.5	4.1	12.4
Mar. 16-22, 2015	1.8	6.9	3.5	12.3
Mar. 23-29, 2015	1.5	5.4	2.4	9.3
Mar. 30-Apr. 5, 2015	0.9	2.9	1.5	5.4
Apr. 6-12, 2015	1.3	3.2	3.0	7.4
Apr. 13-19, 2015	1.9	5.5	3.2	10.7
Apr. 20-26, 2015	1.7	4.8	3.1	9.6
Apr. 27-May 3, 2015	1.9	5.2	3.2	10.3
May 4-10, 2015	1.9	5.0	2.4	9.3
May 11-17, 2015	1.8	4.6	2.4	8.9
May 18-24, 2015	1.5	4.9	3.1	9.4
May 25-31, 2015	2.0	5.8	3.8	11.6
Jun. 1-7, 2015	1.9	6.1	4.4	12.4
Jun. 8-14, 2015	2.0	7.0	5.2	14.1
Jun. 15-21, 2015	1.9	6.6	3.6	12.0
Jun. 22-28, 2015	1.4	4.2	1.6	7.3
Jun. 29-Jul. 5, 2015	0.2	0.6	0.5	1.3
Average weekly hours	1.7	5.3	3.4	10.4

* Numbers may not add up due to rounding.

The weekly distribution of administrators' work activities outside of the regular work period generally followed that of the teachers. Administrators, however, spent more time working outside of the regular work hours per week than teachers, on average.

Table 3.8: Average Weekly Hours Outside of School Hours by Administrators

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Sept. 1-7, 2014	2.7	6.6	3.0	12.3
Sept. 8-14, 2014	3.1	6.9	3.1	13.1
Sept. 15-21, 2014	3.8	8.4	3.9	16.1
Sept. 22-28, 2014	3.7	8.8	4.4	16.9
Sept. 29-Oct. 5, 2014	2.9	7.9	4.4	15.2
Oct. 5-12, 2014	3.0	6.1	1.3	10.4
Oct. 13-19, 2014	2.6	6.6	4.4	13.6
Oct. 20-26, 2014	3.7	9.1	5.4	18.2
Oct. 27-Nov. 2, 2014	3.0	7.4	3.4	13.8
Nov. 3-9, 2014	2.6	5.8	2.5	10.9
Nov. 10-16, 2014	2.1	5.1	4.0	11.2
Nov. 17-23, 2014	3.5	8.7	4.3	16.5
Nov. 24-30, 2014	2.9	6.9	2.8	12.6
Dec. 1-7, 2014	2.3	4.9	2.3	9.5
Dec. 8-14, 2014	2.9	6.2	3.3	12.4
Dec. 15-21, 2014	3.3	6.2	1.0	10.5
Dec. 22-28, 2014	0.0	0.1	0.7	0.8
Dec. 29-Jan. 4, 2015	0.1	0.4	2.0	2.5
Jan. 5-11, 2015	3.0	6.0	3.1	12.1
Jan. 12-18, 2015	3.4	6.9	3.9	14.2
Jan. 18-25, 2015	2.7	6.1	3.3	12.1

Week	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
Jan. 26-Feb. 1, 2015	2.5	4.9	3.2	10.6
Feb. 2-8, 2015	2.9	6.1	3.8	12.8
Feb. 8-15, 2015	2.8	6.1	2.3	11.2
Feb. 16-22, 2015	2.1	5.8	4.0	11.9
Feb. 23-Mar. 1, 2015	1.9	5.2	4.1	11.2
Mar. 2-8, 2015	2.9	7.1	3.7	13.7
Mar. 9-15, 2015	3.4	7.4	4.8	15.6
Mar. 16-22, 2015	3.1	7.4	2.9	13.4
Mar. 23-29, 2015	1.9	4.6	2.2	8.7
Mar. 30-Apr. 5, 2015	1.4	3.3	1.4	6.1
Apr. 6-12, 2015	1.9	4.2	3.2	9.3
Apr. 13-19, 2015	2.8	7.2	3.2	13.2
Apr. 20-26, 2015	2.0	5.1	2.5	9.6
Apr. 27-May 3, 2015	2.9	6.8	4.1	13.8
May 4-10, 2015	3.3	7.6	3.2	14.1
May 11-17, 2015	2.4	4.5	2.1	9.0
May 18-24, 2015	1.6	3.5	1.3	6.4
May 25-31, 2015	2.8	6.7	4.3	13.8
Jun. 1-7, 2015	3.6	7.5	4.2	15.3
Jun. 8-14, 2015	3.1	6.4	4.0	13.5
Jun. 15-21, 2015	2.2	5.0	3.8	11.0
Jun. 22-28, 2015	3.3	6.6	2.4	12.3
Jun. 29-Jul. 5, 2015	0.7	1.7	1.1	3.5
Average weekly hours	2.6	6.0	3.1	11.7

* Numbers may not add up due to rounding.

3.2.3 Hours Worked Outside of Regular School Hours by Month

As follows from the weekly hours worked outside of the regular school day, teachers tended to work more hours before school, after school, and on the weekends in September, October, and November. They worked fewer such hours in December.

Table 3.9: Average Monthly Hours Outside of School Hours by Teachers

Months	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
September 2014	2.1	6.3	3.7	12.2
October 2014	2.0	6.6	4.0	12.6
November 2014	1.8	6.6	4.0	12.4
December 2014	1.4	4.1	1.9	7.4
January 2015	1.5	4.4	3.8	9.6
February 2015	1.6	5.1	3.6	10.3
March 2015	1.8	6.4	3.7	11.9
April 2015	1.5	4.3	2.8	8.7
May 2015	1.8	5.1	2.9	9.8
June 2015	1.5	4.9	3.0	9.4

* Numbers may not add up due to rounding.

The time administrators spent on work-related activities outside of regular work hours displayed a similar pattern to that reported by teachers. However, on average, administrators reported spending more time working outside of regular school hours than teachers.

Table 3.10: Average Monthly Hours Outside of School Hours by Administrators

Months	Before School (5:00 am to 8:00 am)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	Total*
September 2014	3.3	7.7	3.6	14.6
October 2014	3.0	7.4	3.8	14.2
November 2014	2.8	6.7	3.4	12.9
December 2014	2.1	4.3	1.8	8.2
January 2015	2.3	4.9	3.1	10.3
February 2015	2.4	5.8	3.6	11.8
March 2015	2.8	6.6	3.4	12.8
April 2015	2.2	5.3	2.9	10.4
May 2015	2.6	5.6	2.7	10.9
June 2015	2.6	5.4	3.1	11.1

* Numbers may not add up due to rounding.

Table 3.11 shows the breakdown of the overall annual hours worked by teachers and administrators over the year. On average, administrators work more hours on week day, before, during and after school, than teachers. Teachers work more hours on average over the weekend.

Table 3.11: Break down of Average Overall Annual Hours

Participant Type	Before School (5:00 am to 8:00 am)	During School (8:00 am to 4:30 pm)	After School (4:30 pm to midnight)	Weekend (5:00 am to midnight)	All (5:00 am to midnight)*
Teachers	74.6	1486.6	235.2	147.8	1943.9
Administrators	114.9	1517.1	261.9	138.2	2032.1

* Numbers may not add up due to rounding.

3.2.4 Number of Days Teachers and Administrators Worked Outside of Regular School Hours

Teachers and administrators, on average, worked outside of school hours on over half of the weekdays, and approximately half of the weekend days. Teachers worked after school on 2.9 days per week, on average, while administrators did so on 3.1 days per week. Similarly, teachers worked an average of 1.0 day per weekend, while administrators worked 1.1 days per weekend.

Table 3.12: Number of Days Worked Outside of School Hours*

	Teacher			Administrator		
	Average	Minimum	Maximum	Average	Minimum	Maximum
Before School	2.1	0.0	4.9	3.1	0.0	4.8
After School	2.9	0.0	5.0	3.1	0.8	5.0
Weekend	1.0	0.0	2.0	1.1	0.0	2.0

* Totals are not appropriate for this table due to the potential for duplications of days worked before and after school.

As demonstrated in the figures below, teachers and administrators were somewhat more likely to have worked before school on four or more days per week (19% teachers; 34% administrators) than after school (14% teachers; 23% administrators). This is likely due to relatively few teachers and administrators working after school on Fridays (see Table 3.10 above). In comparison, teachers and administrators were more likely to have worked after school on two to four days per week (69% teachers; 60% administrators) than before school (33% teachers; 45% administrators). A slight majority of teachers (57%) and administrators (61%) worked one or more days per weekend, on average.

Figure 3.4: Number of Days Worked Before School Hours

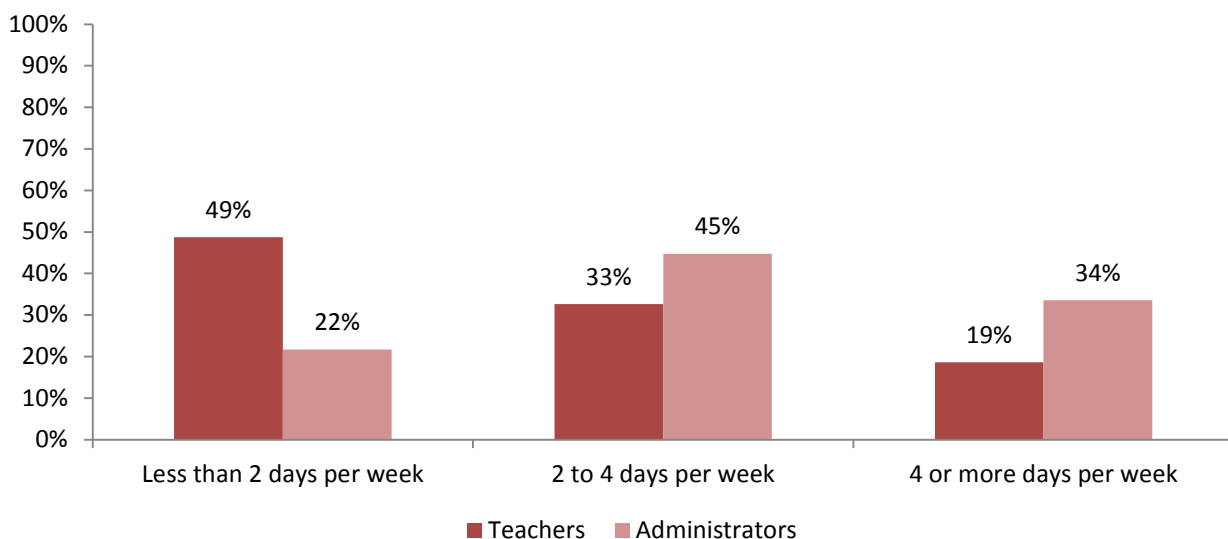


Figure 3.5: Number of Days Worked After School Hours

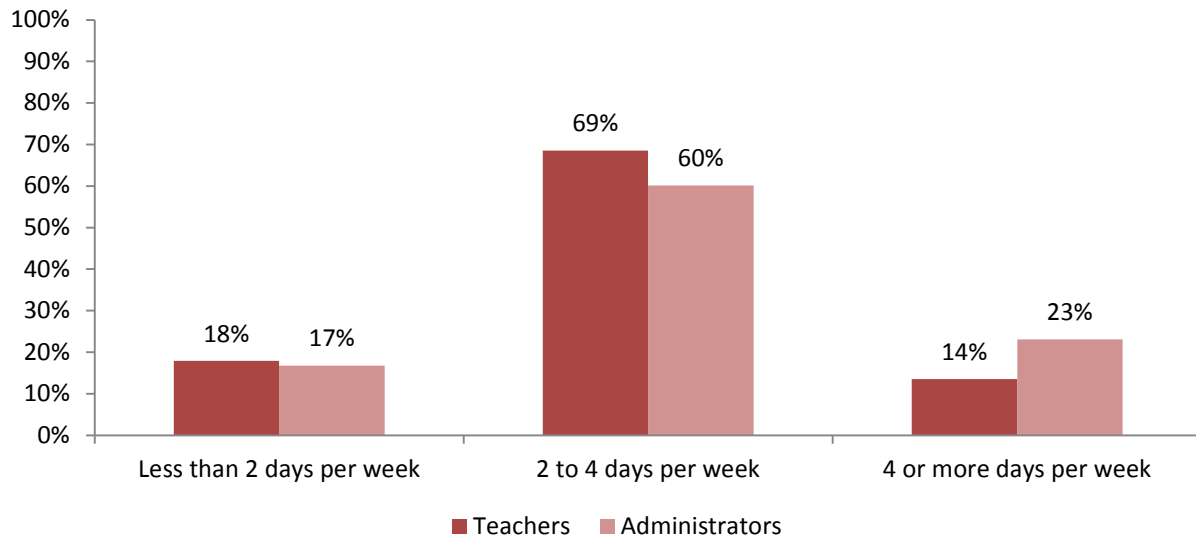
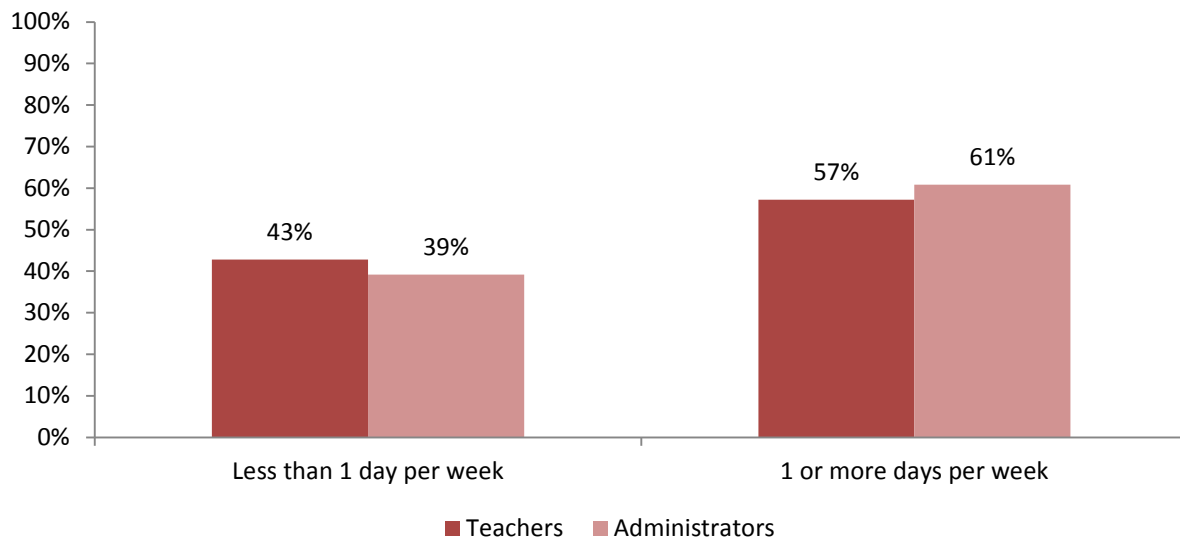


Figure 3.6: Number of Days Worked on Weekends



3.3 Hours Worked and Satisfaction

Some of the findings in this section combine data from the Time Use Diary and Work Experience and Summer Time Allocation surveys.

Teachers who were highly satisfied with their job overall (very satisfied or satisfied) were more likely to have been satisfied with the following aspects of their work environment:

- *Professional autonomy*: Teachers who were satisfied with their job were more likely to report that their professional autonomy had increased (19%) than those who were dissatisfied (8%);
- *Lower Stress levels*: Teachers who were satisfied with their job were less likely to report that their workload caused them stress (83%) than those who were dissatisfied (91%); and
- *Collaboration with colleagues*: Teachers who were satisfied with their job were more likely to also be satisfied with the time they had to collaborate with their colleagues (38%) than those who were dissatisfied (17%).

The number of hours worked per week did not vary significantly based on the overall job satisfaction level of teachers in this study. However, average weekly hours worked varied based on some factors contributing to work satisfaction. Teachers who worked a higher average number of weekly hours were more commonly dissatisfied with their work-life balance and the amount of time spent on work-related activities. Teachers who were very dissatisfied with their work-life balance worked, on average, seven more hours per week than those who were very satisfied. Similarly, those who were very dissatisfied with the time they spent on work worked six hours more than those who were very satisfied, on average.

Table 3.13: Work-Life Balance and Time Spent on Work-Related Activities by Work Hours

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Work-life balance	47 hrs	46 hrs	44 hrs	42 hrs	40 hrs
Time spent on work-related activities	48 hrs	46 hrs	45 hrs	43 hrs	42 hrs

Teachers who worked more hours were also significantly more likely to have:

- *Spent more time on microtasks*: Teachers working 46 hours or more spent 60 minutes or more on microtasks, as compared to those working 44 hours and spent only 30 minutes or less on microtasks.
- *Worked in a small community*: Teachers working in small communities worked 45 hours a week, on average, compared to 44 hours worked by teachers in large communities.
- *Worked two months in the summer*: Teachers working 46 hours more commonly worked in both July and August as compared to those who worked 44 hours (worked in either July or August) or 40 hours (did not work).
- *Had their workload significantly increase*: Teachers working 46 hours a week, on average, more commonly indicated their workload increased, as compared to those working 41 (significantly decreased) to 44 hours (somewhat decreased, stayed the same, somewhat increased).

Years of experience did not influence the number of hours teachers worked; nor did the extent to which their classroom was challenging, as measured through the Classroom Anxiety Measure.

3.4 Work Activities

3.4.1 Weekday Work Activities

Teachers spent the most time, on average, conducting in-class instruction and student supervision, with planning and administration being the next most time-intensive workplace activity. Both of these activities also took up the most time for the entire sample, suggesting that these activities are common across all teachers. Within after school and before school hours, teachers spent the most time on planning and administration, while most of their time during school hours was spent on student instruction and supervision. Relatively few minutes were devoted to school-hosted events and extracurricular activities per day, on average, possibly due to the cyclical nature of extracurricular activities during the school year.

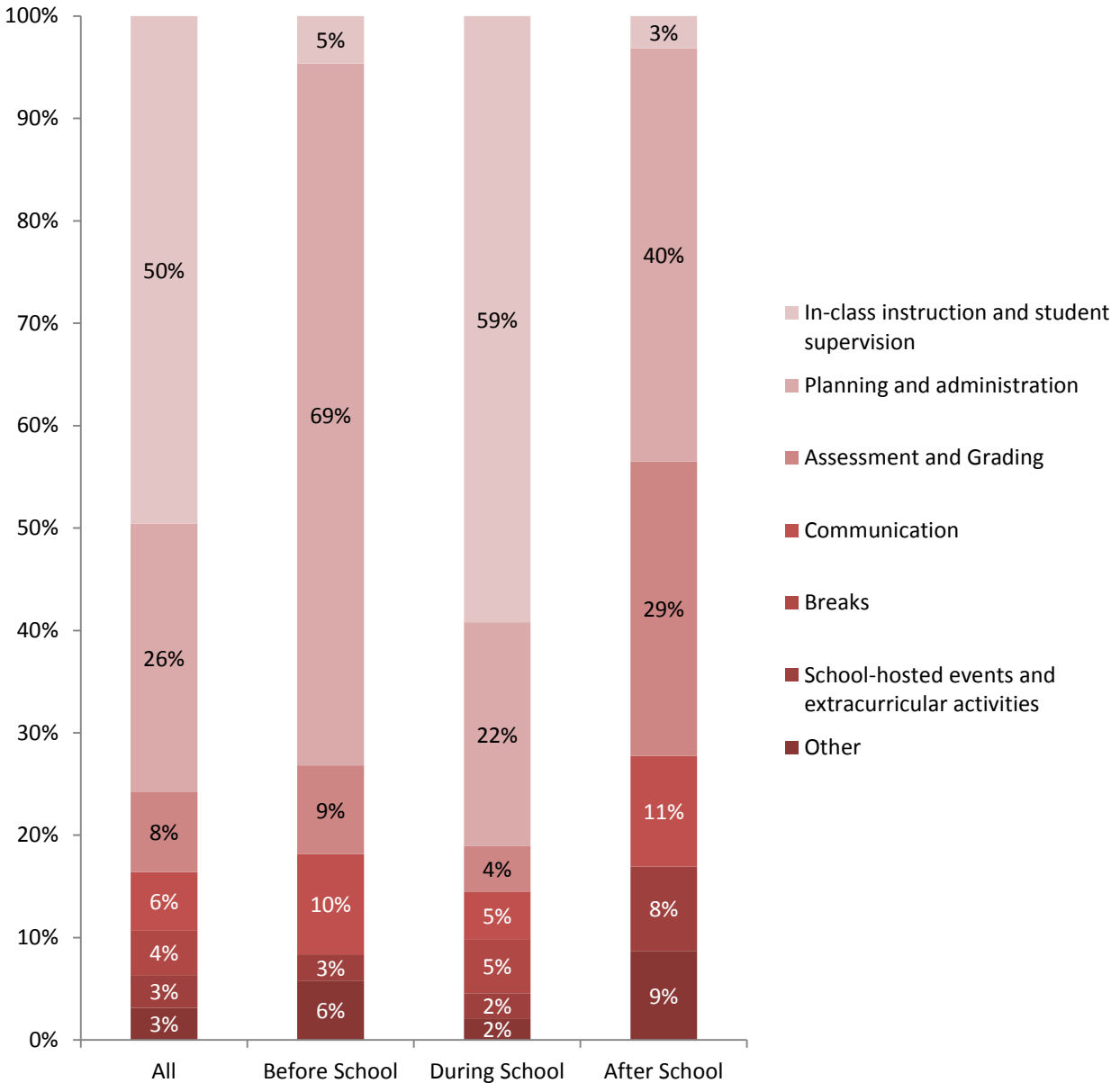
Table 3.14: Average Time (minutes) Spent on Activities by Teachers on Weekdays

Activities	Before School (5:00 am to 8:00 pm)	During School (8:00 am to 4:30 pm)	After School (4:30 pm to midnight)	All Minutes*
In-class instruction and student supervision	0.9	238.0	2.0	240.9
Planning and administration	13.8	87.8	25.8	127.4
Assessment and grading	1.7	17.8	18.4	38.0
Communication	2.0	18.7	6.9	27.6
Breaks	-	21.3	-	21.3
School-hosted events and extracurricular activities	0.5	9.8	5.3	15.5
Other	1.2	8.6	5.6	15.3
Total Minutes*	20.2	401.9	63.9	486.0

* Numbers may not add up due to rounding.

When comparing the proportion of daily hours spent on each activity, teachers spent one-half of their total day, and over one-half of the school day, in instruction and supervision. Assessment and grading accounted for relatively little of their time during school hours (4%), and almost a third of their after school work hours (29%). Much of the work hours before and after school were spent in planning and administration (69% and 40%, respectively).

Figure 3.7: Average Time (minutes) Spent on Activities by Teachers on Weekdays



The two most time-intensive work activities for administrators were administration and professional development and meetings. Additionally, administrators spent considerable amount of time working with, and instructing, students per day, on average.

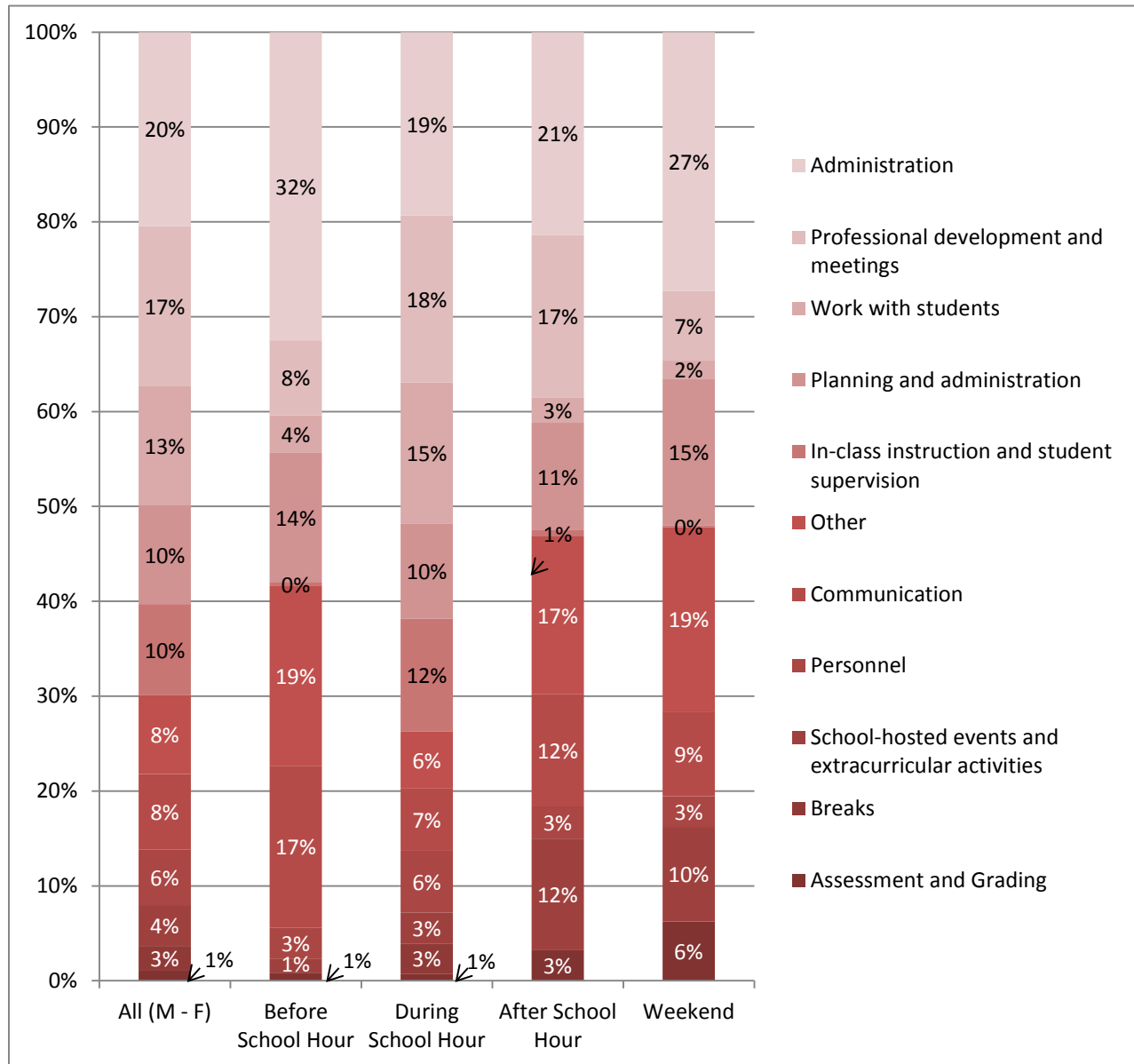
Table 3.15: Average Time (minutes) Spent on Activities by Administrators on Weekdays

Activities	Before School (5:00 am to 8:00 pm)	During School (8:00 am to 4:30 pm)	After School (4:30 pm to midnight)	All Minutes*
Administration	10.3	79.3	15.4	104.9
Professional development and meetings	2.5	71.9	12.4	86.8
Work with students	1.3	61.2	1.9	64.3
Planning and administration	4.3	41.0	8.2	53.4
In-class instruction and student supervision	0.1	48.8	0.5	49.4
Other	6.0	24.5	12.0	42.5
Communication	5.4	26.8	8.5	40.8
Personnel	1.0	26.6	2.4	30.1
School-hosted events and extracurricular activities	0.5	13.3	8.5	22.3
Breaks	-	13.3	-	13.3
Assessment and Grading	0.3	2.9	2.3	5.5
Total Minutes*	31.6	409.6	72.1	513.3

* Numbers may not add up due to rounding.

Administrators reported participating in many activities throughout their day. Proportionally, their school hours were approximately evenly divided between administration, professional development and meetings, working with students, planning, and in-class instruction. Administrators also performed varied activities before and after school.

Figure 3.8: Average Time (minutes) Spent on Activities by Administrators on Weekdays



3.4.2 Weekend Work Activities

On weekends, teachers spent most of their work time on planning and administration, and assessment and grading. Administrators generally spent their time on administration and other work activities during weekends.

Table 3.16: Average Time (minutes) Spent on Activities During Weekend Day

Month	Teachers		Administrators	
Planning and administration	41.5	40%	15.1	15%
Administration	-	-	26.8	27%
Assessment and grading	39.3	38%	6.1	6%
Other	10.4	10%	19.0	19%
School-hosted events and extracurricular activities	5.8	6%	9.8	10%
Communication	4.6	4%	8.7	9%
In-class instruction and student supervision	2.0	2%	0.2	0%
Professional development and meetings	-	-	7.2	7%
Work with students	-	-	1.9	2%
Personnel	-	-	3.2	3%
Total*	103.6	100%	98.0	100%

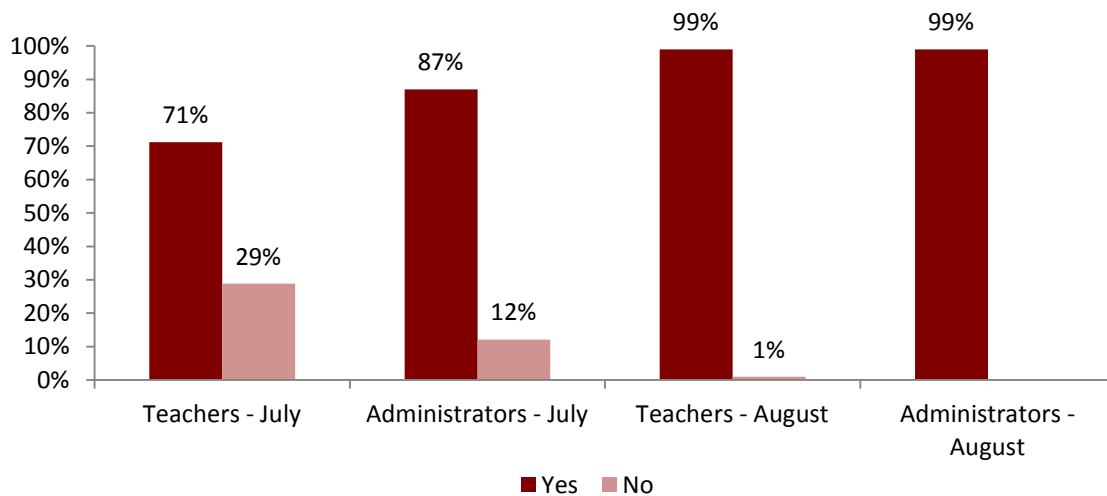
* Numbers may not add up due to rounding.

SECTION 4. FINDINGS: SUMMER TIME ALLOCATION SURVEY

Highlighted in this section are the key findings obtained from the Summer Allocation Survey, in which teachers and administrators reported the work-related activities they completed in July and August.

Teachers and administrators worked throughout the year. The majority of teachers and administrators, regardless of whether they had an additional work contract, worked in July (71% teachers; 87% administrators) and August (99% teachers; 99% administrators).

Figure 4.1: Proportion of Teachers/Administrators Working in the Summer



July Teachers n=2,778; DK/NR n=20 (1%)
 July Administrators n=292; DK/NR n=2 (1%)
 August Teachers n=1,884; DK/NR n=9 (1%)
 August Administrators n=139; DK/NR n=2 (1%)

Only a minority of teachers and administrators completed work activities in the summer months as a result of an additional contract. Among teachers, 11% worked in July as a result of an additional contract, and 5% worked in August. In both July and August, 9% of administrators completed work activities as a result of an additional contract.

Table 4.1 shows the average number of hours worked over the summer by teachers and administrators who did not have an additional contract. During both months, administrators worked more hours on average than teachers. The number of hours worked increased in August for both teachers and administrators.

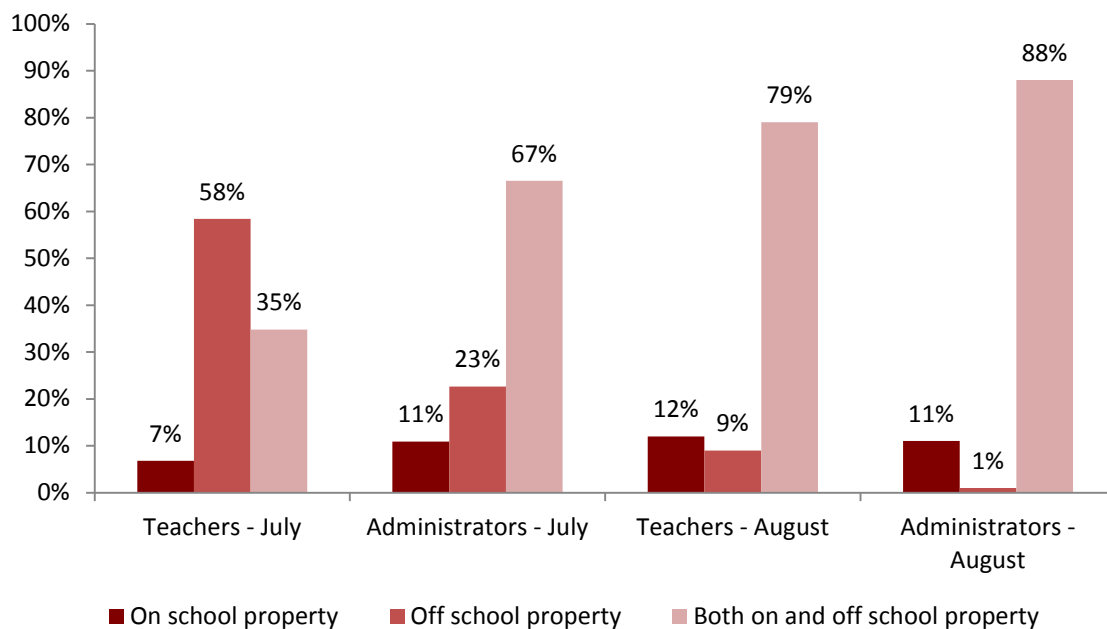
Table 4.1: Average Monthly Summer Hours

Participant Type	July	August
Teachers	16.6	55.9
Administrators	32.3	98.3

July Teachers n=2531; additional contract (yes) n=212; additional contract (don't know/no response) n=7; missing n= 28
 July Administrators n=249; additional contract (yes) n=23; additional contract (don't know/no response) n=2; missing n= 18
 August Teachers n=1761; additional contract (yes) n=101; additional contract (don't know/no response) n=13; missing n= 9
 August Administrators n=124; additional contract (yes) n=13; additional contract (don't know/no response) n=0; missing n= 2

In both months, teachers/administrators were working both on and off school property. In July, however, teachers/administrators were more likely to have worked only off school property, compared to in August.

Figure 4.2: Place of Work Completion in the Summer (among those that worked in the summer)



July Teachers n=1,964; DK/NR n=4 (0%)
 July Administrators n=255; DK/NR n=0
 August Teachers n=1,865; DK/NR n=6(0%)
 August Administrators n=137; DK/NR n=0

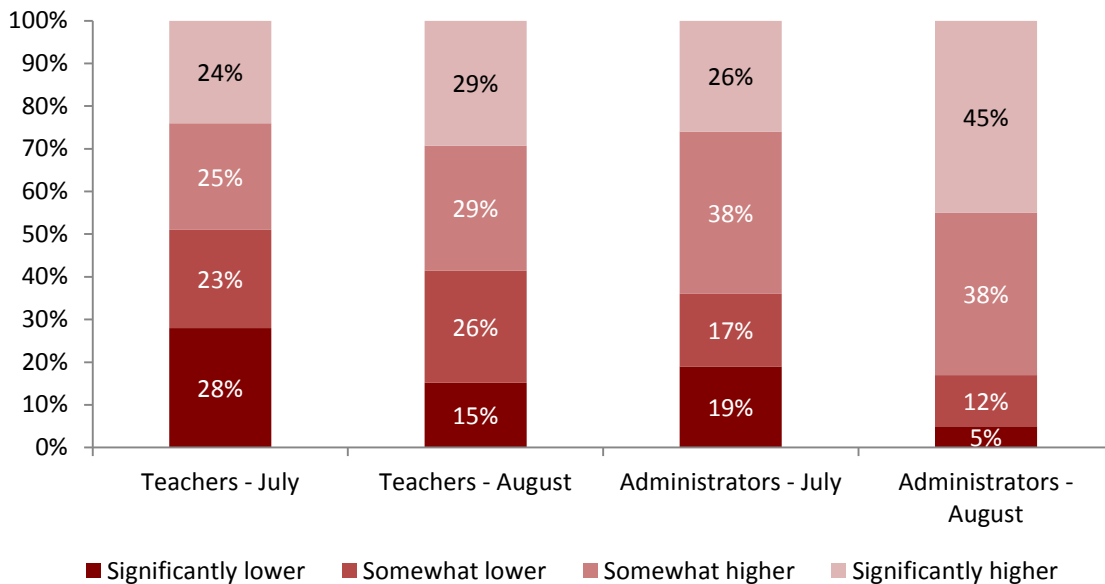
4.1 Findings for Teachers/Administrators that Worked in the Summer

Figures 4.3 to 4.6 report the findings for teachers and administrators that worked in the summer. Those that did not work are excluded.

The majority of teachers (63% July; 73% August) and administrators (61% July; 69% August) indicated that the amount of work they completed in July or August of 2014 was comparable to the same month in previous years.

Among those (n=627 July; 452 August) whose work hours were not comparable in the summer of 2014, approximately one-half of the teachers worked a somewhat or significantly higher number of hours. Most administrators worked somewhat or significantly higher hours in both July (64%) and August (83%).

Figure 4.3: Hours Worked in July and August 2014 Compared to Previous Years (among those that worked in the summer and had a change in work hours)



July Teachers n=620; DK/NR n=4 (1%)
 July Administrators n=93; DK/NR n=0
 August Teachers n=449; DK/NR n=3 (1%)
 August Administrators n=42; DK/NR n=0

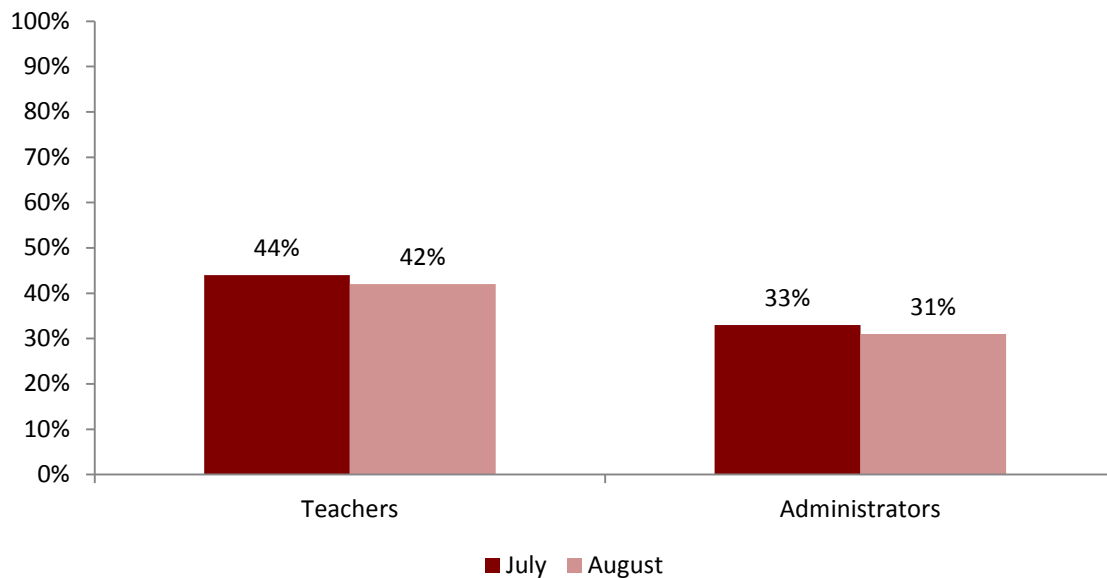
Reasons teachers and administrators most commonly gave for working more hours in July and August included:

- Changing schools or classrooms (23% July; 46% August);
- Changing positions or roles (23% July; 10% August);
- Increasing preparatory activities (21% July; 23% August);
- Engaging in professional development activities (15% July; 10% August);
- Staff turnover and mentoring (6% July; 4% August); and
- Conducting school/classroom maintenance (5% July; 7% August).

Many teachers (44% July; 42% August) and administrators (33% July; 31% August) indicated that their position or teaching assignment would be changing in the upcoming school year. The position or teaching assignment changes most commonly reported in July and August included:

- Teaching a different grade (38% July; 36% August);
- Teaching a different course (38% July; 31% August);
- Teaching at a new school (13% July; 12% August);
- Taking on a new leadership or administrative position (13% July; 13% August); and
- Teaching additional courses (4% July; 10% August).

Figure 4.4: Proportion of Teachers/Administrators With Changing Teaching/Work Assignments (among those that worked in the summer)



July Teachers n=1,964; DK/NR n=(2%)
 July Administrators n=255; DK/NR n=5 (2%)
 August Teachers n=1,865; DK/NR n=30 (2%)
 August Administrators n=137; DK/NR n=2 (1%)

Tables 4.1 and 4.2 examine the difference in work activities between respondents who did or did not have an additional contract for summer work. During the summer months of July and August, teachers most commonly planned (84% July; 99% August) and/or organized/acquired materials (75% July; 96% August) for the upcoming school year. This was true of both teachers with and without an additional contract for summer work.² Also common was the completion of general administration tasks, attendance of staff and committee meetings, and individual or group professional development, although all of these tasks occurred more frequently in August. Across the summer months of July (18%) and August (27%), approximately one in five teachers spent time moving to a new school or moving their classroom within a school.

In July, almost half of the teachers with an additional contract also instructed students (48%) and communicated with parents (45%). See Table 4.1 for a complete listing of the activities completed by teachers in the months of July and August.

**Table 4.2: Teacher Activities and Hours Spent on Activities in July and August
(among those that worked in the summer)**

Activity	Had Additional Contract (July n=210; August n=99)		No Additional Contract (July n=1,750; August n=1,754)	
	Percentage	Average Hours	Percentage	Average Hours
Planning for the upcoming school year	July - 71%	12.0 hours	85%	10.6 hours
	Aug - 94%	20.9 hours	99%	21.1 hours
Organizing/acquiring materials for the upcoming school year (e.g., classroom setup)	July - 59%	6.5 hours	75%	7.7 hours
	Aug - 93%	11.2 hours	96%	14.1 hours
General administration (including paperwork, organizing, assessing transcripts, school duties, and other administrative tasks)	July - 46%	10.9 hours	25%	5.3 hours
	Aug - 57%	12.3 hours	50%	6.6 hours
Staff and committee meetings, as well as other communication with colleagues	July - 43%	2.8 hours	27%	3.7 hours
	Aug - 79%	9.3 hours	81%	8.0 hours
Professional development group activities (e.g., conferences)	July - 17%	21.2 hours	9%	26.7 hours
	Aug - 63%	17.0 hours	42%	10.3 hours
Personal professional development activities (e.g., reflection and Teacher Professional Growth Plan)	July - 30%	7.2 hours	32%	8.4 hours
	Aug - 37%	4.8 hours	36%	4.8 hours
Communicating with parents/guardians	July - 45%	3.1 hours	21%	1.9 hours
	Aug - 31%	5.0 hours	29%	2.5 hours
Moving schools or classrooms	July - 18%	5.8 hours	18%	7.9 hours
	Aug - 25%	9.0 hours	27%	11.1 hours
School-related communications with other	July - 13%	2.2 hours	9%	2.6 hours

² Percentages based on teachers without contracts for summer work.

Activity	Had Additional Contract (July n=210; August n=99)		No Additional Contract (July n=1,750; August n=1,754)	
	Percentage	Average Hours	Percentage	Average Hours
community members (e.g., fundraising)	Aug - 20%	6.9 hours	9%	2.9 hours
Instructing students in summer school	July - 48%	79.7 hours	<1.0%	47.1 hours
	Aug - 11%	45.3 hours	1%	43.2 hours
Non-school related professional meetings (Alberta Teachers' Association, district, and/or Alberta Education sponsored meetings)	July - 13%	34.8 hours	2%	11.2 hours
	Aug - 13%	14.4 hours	6%	11.7 hours
Tutoring students outside of summer school	July - 10%	9.8 hours	2%	10.3 hours
	Aug - 1%	2.0 hours	1%	13.3 hours
School-sponsored trips (including fundraising and supervising students on field trips)	July - 4%	11.3 hours	1%	35.0 hours
	Aug - 2%	60.0 hours	1%	21.2 hours
Supervising students in school-sponsored extra-curricular activities	July - 3%	8.3 hours	1%	23.5 hours
	Aug - 8%	14.3 hours	2%	13.9 hours
Other	July - 25%	42.3 hours	13%	13.4 hours
	Aug - 19%	17.1 hours	9%	16.9 hours

Administrators worked more in August than July; however, administrators with an additional contract in place worked more in July than those without one. In the summer months, administrators spent time staffing, planning school schedules and education programs, monitoring and maintaining school facilities and/or managing/evaluating school infrastructure, communicating with parents, dealing with budgets and resources, and record keeping (see Table 4.2).

**Table 4.3: Administrator Activities and Hours Spent on Activities in July and August
(among those that worked in the summer)**

Activity	Had Additional Contract (July n=23; August n=12)		No Additional Contract (July n=230; August n=125)	
	Percentage	Average Hours	Percentage	Average Hours
Staffing	July - 78%	4.4 hours	51%	5.7 hours
	Aug - 92%	3.5 hours	76%	7.4 hours
Planning school schedules	July - 61%	9.3 hours	49%	8.3 hours
	Aug - 77%	6.4 hours	92%	10.9 hours
Monitoring and maintaining school facilities	July - 57%	4.2 hours	45%	3.6 hours
	Aug - 85%	2.9 hours	63%	3.6 hours
Parents/guardian meetings and communication	July - 78%	4.3 hours	44%	3.8 hours
	Aug - 77%	3.3 hours	77%	4.5 hours
Budgets and resources	July - 43%	3.8 hours	42%	5.3 hours
	Aug - 69%	3.9 hours	71%	5.1 hours
Record keeping	July - 48%	3.7 hours	25%	2.9 hours
	Aug - 69%	2.9 hours	51%	5.9 hours
Planning education programs for school	July - 61%	6.5 hours	40%	5.7 hours
	Aug - 85%	9.0 hours	81%	9.1 hours
Managing and evaluating school infrastructure	July - 48%	5.5 hours	34%	2.8 hours
	Aug - 54%	4.7 hours	57%	3.4 hours
Personal professional development	July - 39%	26.9 hours	33%	15.1 hours
	Aug - 54%	31.0 hours	44%	7.6 hours
Reporting	July - 35%	4.1 hours	19%	2.9 hours
	Aug - 23%	3.0 hours	33%	4.0 hours
Marketing and publicity	July - 26%	3.8 hours	14%	3.2 hours
	Aug - 54%	4.6 hours	34%	2.4 hours
Professional development group activities (e.g., conferences)	July - 4%	3.0 hours	14%	20.2 hours
	Aug - 46%	22.2 hours	52%	9.0 hours
Assessment	July - 39%	8.7 hours	10%	5.7 hours
	Aug - 31%	2.3 hours	21%	4.7 hours

Activity	Had Additional Contract (July n=23; August n=12)		No Additional Contract (July n=230; August n=125)	
	Percentage	Average Hours	Percentage	Average Hours
Staff and committee meetings	July - 30%	2.4 hours	7%	7.4 hours
	Aug - 69%	8.3 hours	91%	7.6 hours
Non-school related professional meetings (Alberta Teachers' Association, district, and/or Alberta Education sponsored meetings)	July - 4%	2.0 hours	5%	10.4 hours
	Aug - 8%	6.0 hours	13%	13.5 hours
Supervising students in school-sponsored extra-curricular activities	July - 0%	0.0 hours	3%	42.5 hours
	Aug - 0%	0.0 hours	5%	6.5 hours
Managing summer school activities	July - 48%	41.9 hours	2%	3.6 hours
	Aug - 31%	19.3 hours	4%	6.6 hours
Other	July - 9%	25.0 hours	12%	7.3 hours
	Aug - 8%	12.0 hours	12%	7.9 hours

SECTION 5. FINDINGS: WORKPLACE EXPERIENCE SURVEY

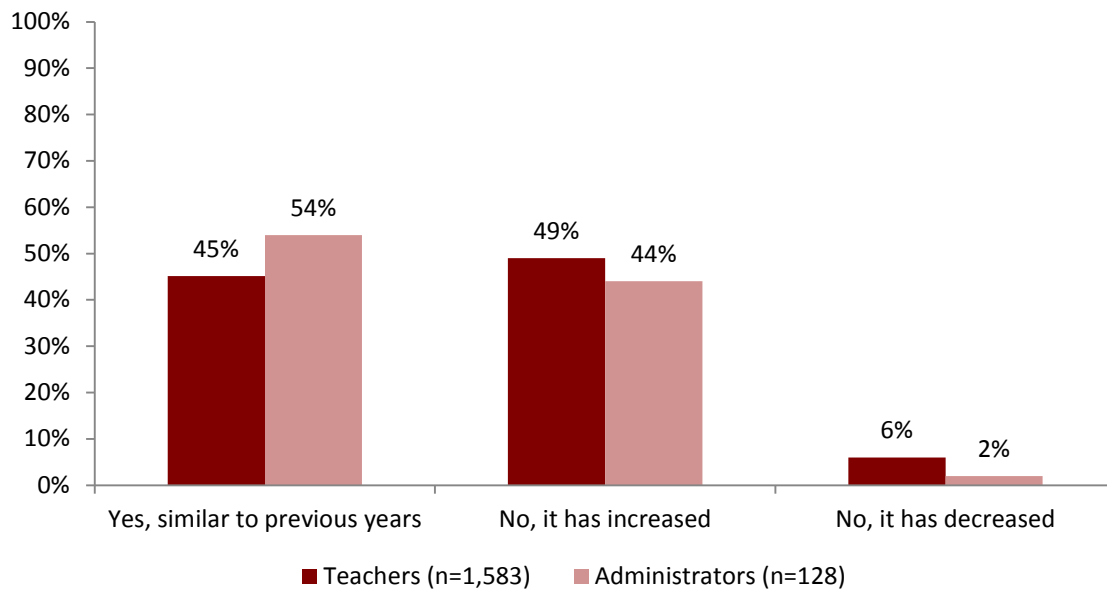
This section describes the key findings associated with the Workplace Experience Survey in which teachers, administrators, and central office staff described their opinions regarding their work, their perceptions of changes in their workload, and the factors that contributed to satisfaction and dissatisfaction with their work.

5.1 Teacher and Administrator Findings

5.1.1 Hours Worked Outside of School Hours

Approximately one-half of the administrators (54%) and slightly less than one-half of the teachers (45%) indicated that the amount of time they performed school work outside of regular hours in 2014/15 was comparable to previous years. Most of the remaining teachers and administrators indicated that hours outside of school hours increased.

Figure 5.1: Comparability of Time Worked Outside of School Hours



Teachers DK/NR n=9 (1%)
 Administrators DK/NR n=2 (1%)

5.1.2 Work Environment

Teachers reported that they were completing a large number of microtasks (tasks performed during the progress of other activities which take a small amount of time) during the teaching day. Microtasks commonly included sending emails or texts, and interacting with colleagues in-person (see Table 5.1a). Cumulatively in a day, study participants estimated that work-related microtasks took up an average of 59.29 minutes for teachers and 136.38 minutes for administrators (see Table 5.1b).

Table 5.1a: Work-Related Microtasks Completed Within a Workday

	Teachers	Administrators
Sending emails/texts	93%	99%
Interacting with colleagues in-person	90%	96%
Addressing teaching materials or equipment issues	83%	77%
Answering telephone calls	59%	84%
Making telephone calls	58%	90%
Interacting with students/parents in person	16%	20%
Collecting fees/fundraising	2%	0%
Completing forms	1%	0%
Other	<1%	0%
None	<1%	0%

Teachers n=1,583; DK/NR n=7 (<1%)
 Administrators n=128; DK/NR n=0

Both teachers and administrators agreed (agreed and strongly agreed) that these microtasks:

- Interrupted their work-related performance (76% teachers; 71% administrators); and
- Contributed to work-related stress (81% teachers; 64% administrators).

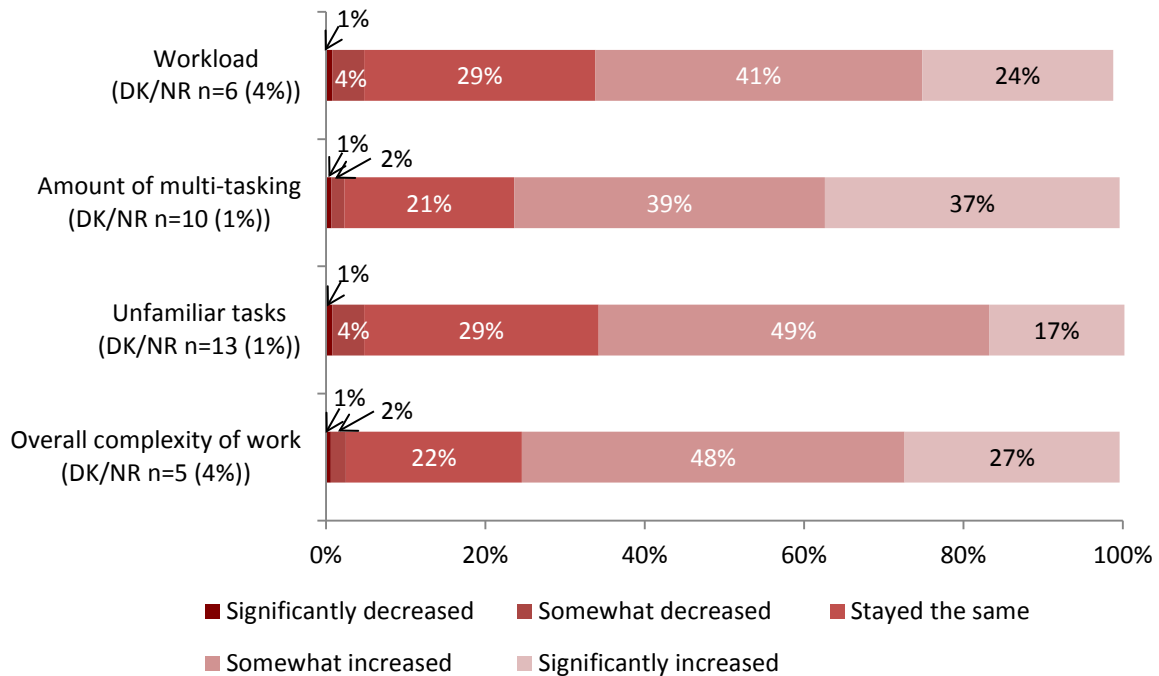
Table 5.1b: Time Spent on Work Related Microtasks

	Teachers	Administrators
Average time spent (Mean)	59.29 min	136.38 min
Range of time spent	5 – 360 min	20 – 400 min

Teachers n=1,583
 Administrators n=128

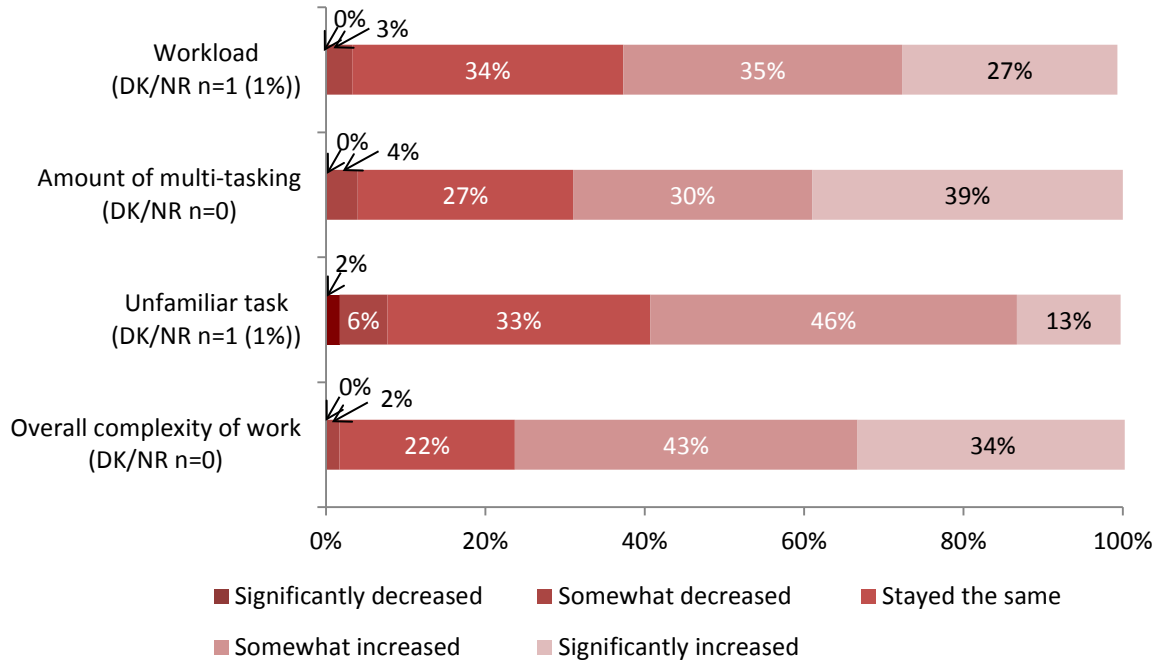
Compared to last year, the majority of both teachers and administrators felt that there had been an increase in workload (65% teachers; 62% administrators), multi-tasking (76% teachers; 69% administrators), unfamiliar tasks (66% teachers; 59% administrators), and an increase in the overall complexity of their work (75% teachers; 77% administrators) (see Figures 5.2a and 5.2b).

Figure 5.2a: Teachers - Year Over Change in...



Teachers n=1,583
 Did not teach n=8 (1%)

Figure 5.2b: Administrators - Year Over Change in...



Administrators n=128

Factors contributing to the increase in workload and work complexity most commonly cited by both teachers and administrators included increased enrollment of high-needs students and changes in the scope of their work. Approximately one-third of teachers (37%) and administrators (29%) noted that a decrease in the number of support staff had increased their workload. Student or teaching support staff, such as teaching assistants, were most commonly selected as the category of support staff no longer available by both teachers and administrators. Administrators also indicated that fewer administrative staff were available. Administrators more commonly felt that an increase in student or parent/family expectations also contributed to the increased workload. Only those teachers (n=1,296) and administrators (n=102) who said their workload had increased were asked to indicate what led to the increase.

Table 5.2: Factors Contributing to Increased Workload and Work Complexity

	Teachers	Administrators
Increased enrollment of high-needs students	68%	67%
Changes in scope of work	61%	64%
Increased student/parent/family expectations	44%	61%
Technology or software not working as designed or outdated	40%	30%
Loss of support staff		
Student or teaching support staff – teaching assistants (92% teachers; 80% administrators)		
Administrative staff (11% teachers; 27% administrators)	37%	29%
Technical staff (18% teachers; 17% administrators)		
Other staff (0% teachers; 3% administrators)		
Loss of teaching staff	17%	24%
New technology	4%	2%
Increased administrative responsibilities	4%	1%
Increased expectations from administration/board	4%	4%
Increased class sizes	3%	3%
Training/mentoring responsibilities	1%	1%
Increased professional development activities	1%	0%
Other	1%	2%

Teachers n=1,296; DK/NR n=4 (<1%)
 Administrators n=145; DK/NR n=0

The factor that contributed to a decrease in workload and work complexity most commonly cited by both teachers and administrators was the reduced scope of work (see Table 5.3). Only those teachers (n=93) and administrators (n=5) who said their workload had decreased were asked to indicate what led to the decrease.

Table 5.3: Factors Contributing to Decreased Workload and Work Complexity

	Teachers	Administrators
Reduced scope of work	42%	20%
Consistency in role/expectations	23%	20%
Reallocation of work activities	20%	20%
Improved professional development opportunities	13%	0%
Increased support staff	8%	20%
Decreased student/parent/family expectations	5%	0%
Increased teaching staff	4%	20%
Smaller class sizes	4%	0%
Improved software or other technology	2%	20%
None	7%	0%

Teachers n=93; DK/NR n=2 (2%)

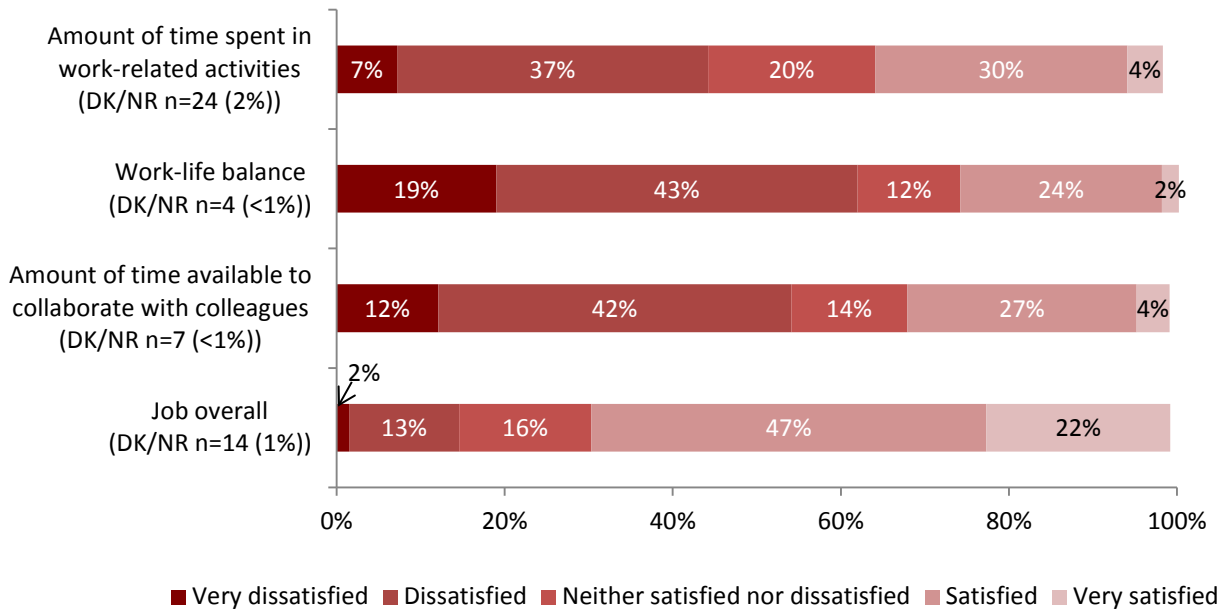
Administrators n=5; DK/NR n=0

5.1.3 Work Satisfaction

Overall, the majority of teachers (69%) and administrators (81%) were satisfied with their jobs. However, fewer teachers and administrators were satisfied with the (see Figures 5.3a and 5.3b):

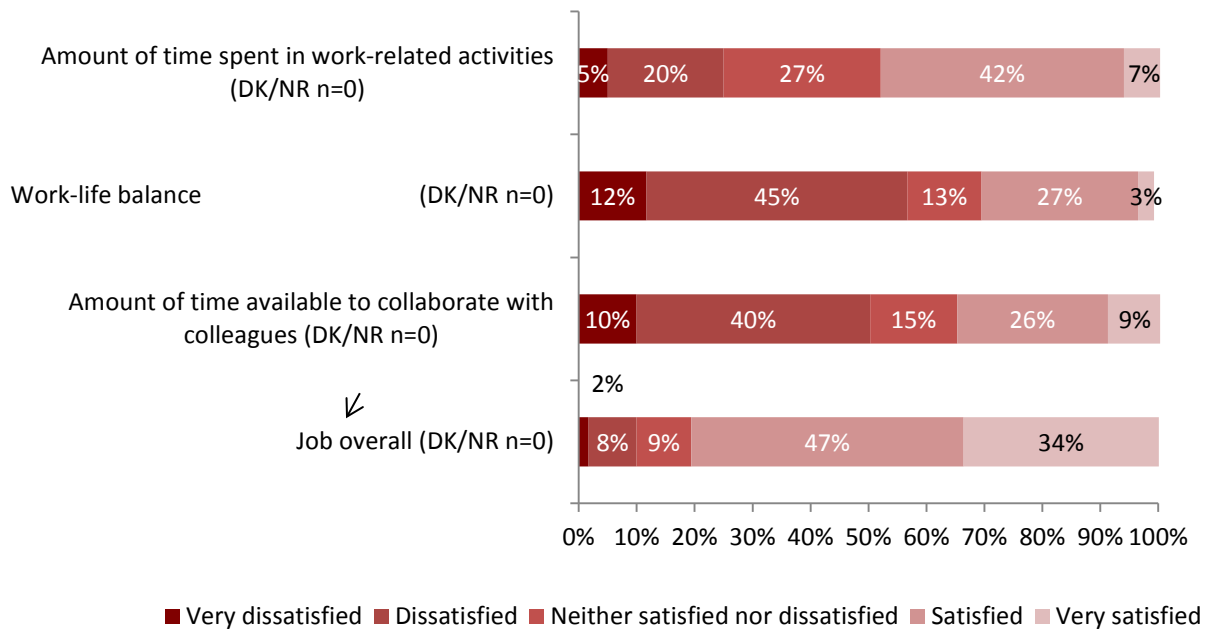
- Amount of time they spent on work-related activities (34% teachers; 49% administrators);
- Amount of time they had to collaborate with colleagues (31% teachers; 35% administrators); and
- Work-life balance (26% teachers; 30% administrators).

Figure 5.3a: Teacher Satisfaction With...



n=1,583

Figure 5.3b: Administrator Satisfaction With...



n=128

The factors that most commonly contributed to teachers' and administrators' dissatisfaction were workload, followed by perceived value of the work they do, working hours, and social or family demands (see Table 5.4).

Table 5.4: Factors Contributing to Dissatisfaction with Job Overall

	Teachers	Administrators
Workload	91%	96%
Perceived value of work	70%	58%
Working hours	48%	67%
Social or family demands	42%	33%
Working relationships	32%	38%
Flexible working hours	29%	17%
Professional development opportunities	26%	4%
Advancement opportunities	19%	17%
Performance evaluation methods	14%	17%
Job security	7%	8%
Other	36%	17%

Teachers n=479; DK/NR n=3 (1%)

Administrators n=24; DK/NR n=0

The factors that most commonly contributed to teachers' and administrators' satisfaction were working relationships, perceived value of work, job security and professional development (see Table 5.5).

Table 5.5: Factors Contributing to Satisfaction with Job Overall

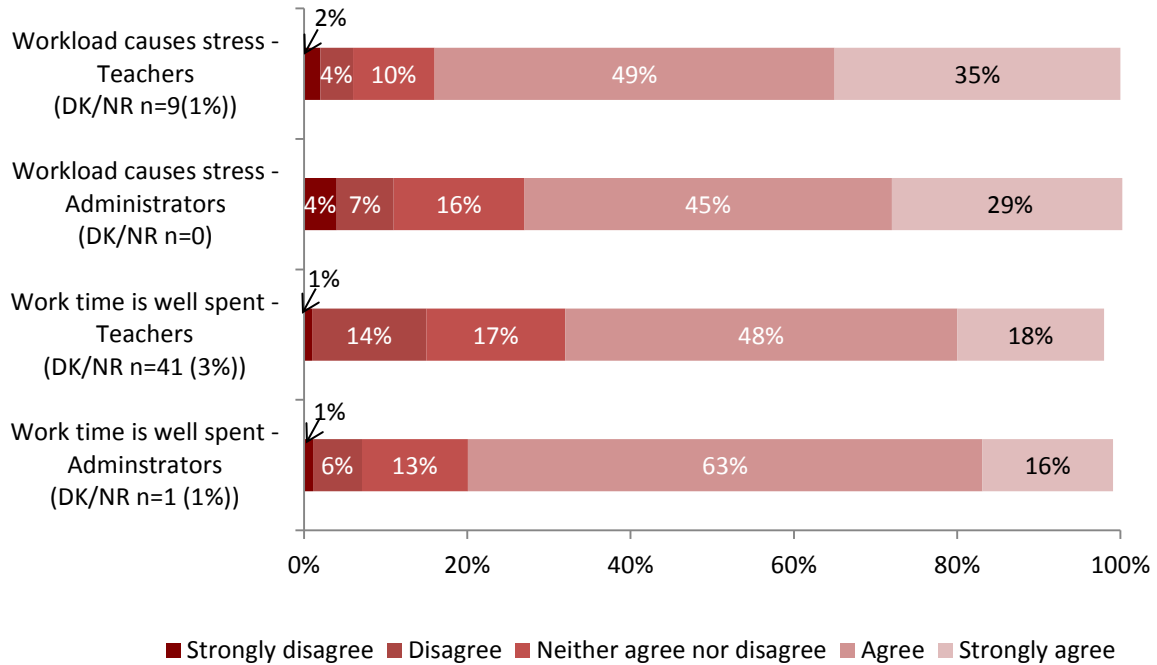
	Teachers	Administrators
Working relationships	89%	95%
Perceived value of work	69%	75%
Job security	66%	48%
Professional development opportunities	44%	59%
Working hours	32%	19%
Social or family demands	21%	18%
Workload	20%	18%
Flexible working hours	14%	9%
Advancement opportunities	12%	29%
Performance evaluation methods	6%	4%
Other	31%	21%

Teachers n=1,090; DK/NR n=7 (1%)

Administrators n=104; DK/NR n=0

Generally, teachers (84%) and administrators (74%) agreed that workload caused them stress. However, they also noted that their work time was well spent (66% teachers; 79% administrators)(see Figure 5.4).

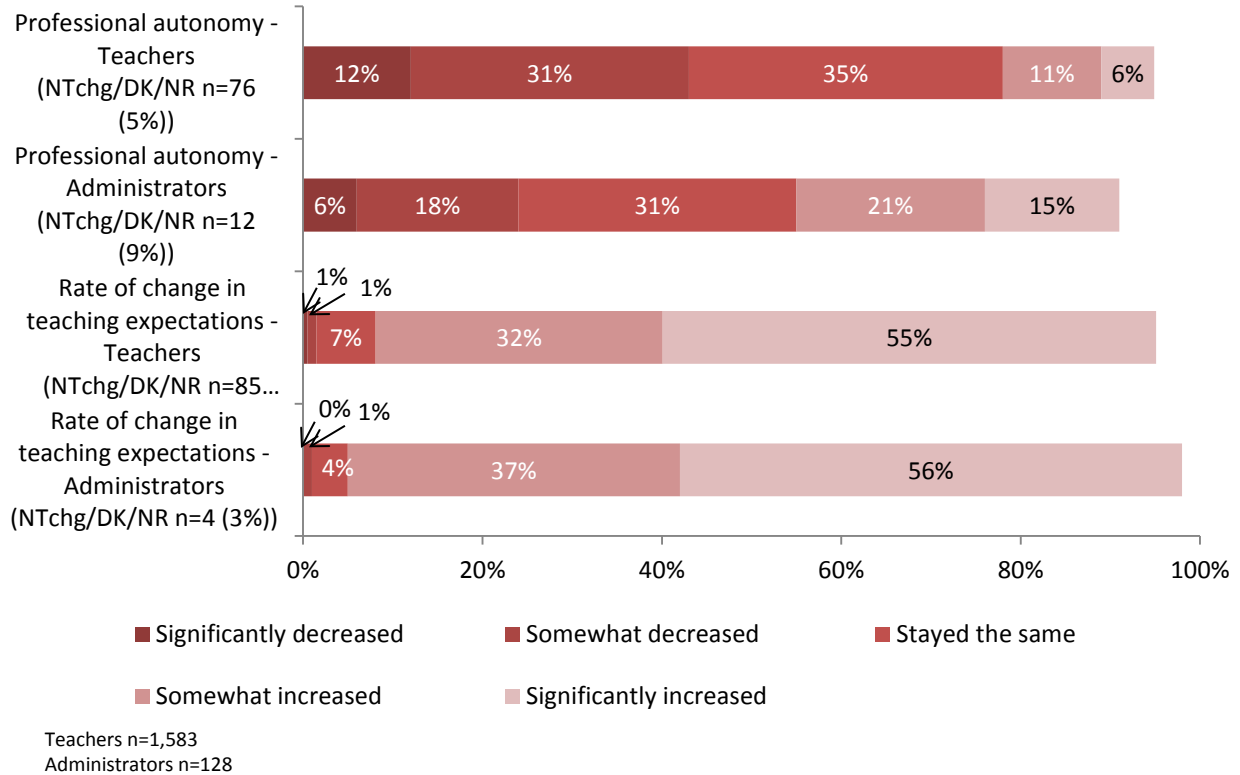
Figure 5.4: Work Stress and Time Well Spent



Teachers n=1,583
Administrators n=128

Both teachers (87%) and administrators (93%) felt that the rate of change was somewhat or significantly increasing. Accompanying this change in expectations was a change in autonomy. Almost one-half (43%) of the teachers surveyed felt that their professional autonomy was decreasing. Administrators were less likely to have agreed that their professional autonomy had decreased (see Figure 5.5).

Figure 5.5: Change in Teaching Expectations and Professional Autonomy



5.2 Central Office Staff Findings

5.2.1 Work Environment

As with teachers and administrators, central office staff reported completing a large number of micro-tasks during their day, including sending emails or texts (98%) and interacting with colleagues in-person (93%)(see Table 5.6). Central office staff estimated that work-related microtasks took up an average of 84 minutes in a day (see Table 5.7).

Central office staff reported (agreed and strongly agreed) that these microtasks:

- Interrupted their work-related performance (56%); and
- Contributed to work-related stress (53%).

Table 5.6: Work Related Microtasks Completed Within a Workday

	Central Office Staff
Sending emails/texts	98%
Interacting with colleagues in-person	93%
Addressing equipment issues	52%
Answering telephone calls	73%
Making telephone calls	70%

n=56; None n=1 (2%)

Table 5.7: Time Spent on Work-Related Microtasks

	Central Office Staff
Average time spent (Mean)	84 minutes
Median	60 minutes
Range of time spent	15 - 180 minutes

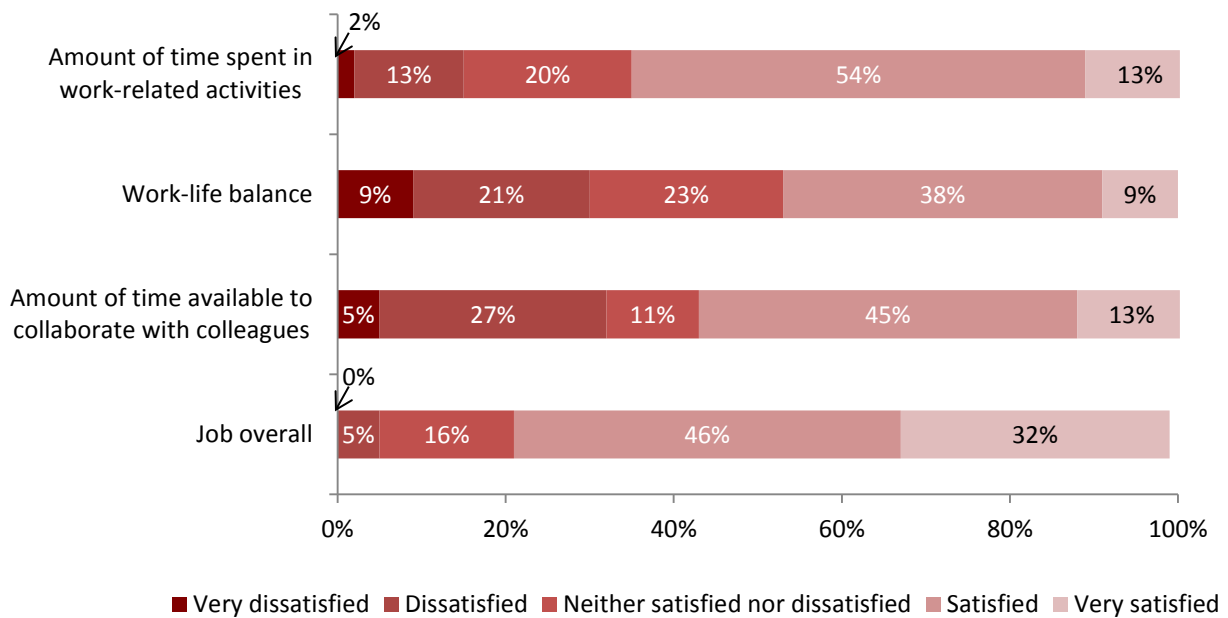
n=56; DK n=26 (47%)

5.2.2 Work Satisfaction

Central office staff reported high work satisfaction, as 78% indicated they were very satisfied or satisfied with their jobs. Half or more of the central office staff were also satisfied with the:

- Amount of time they spent on work-related activities (67%);
- Amount of time they had to collaborate with colleagues (58%); and
- Work-life balance (47%).

Figure 5.6: Central Office Staff Satisfaction With...



n=56

The two key factors that influenced work dissatisfaction among central office staff were the workload (92%) and perceived value of the work completed (83%).

Table 5.8: Factors Contributing to Dissatisfaction with Job Overall

	Central Office Staff
Workload	92%
Perceived value of work	83%
Working hours	50%
Professional development opportunities	42%
Advancement opportunities	42%
Working relationships	33%
Flexible working hours	33%
Job security	25%
Social or family demands	17%
Performance evaluation methods	16%

n=56

The factors that most commonly contributed to central office staff satisfaction were working relationships (86%), perceived value of the work completed (73%), and professional development opportunities (59%).

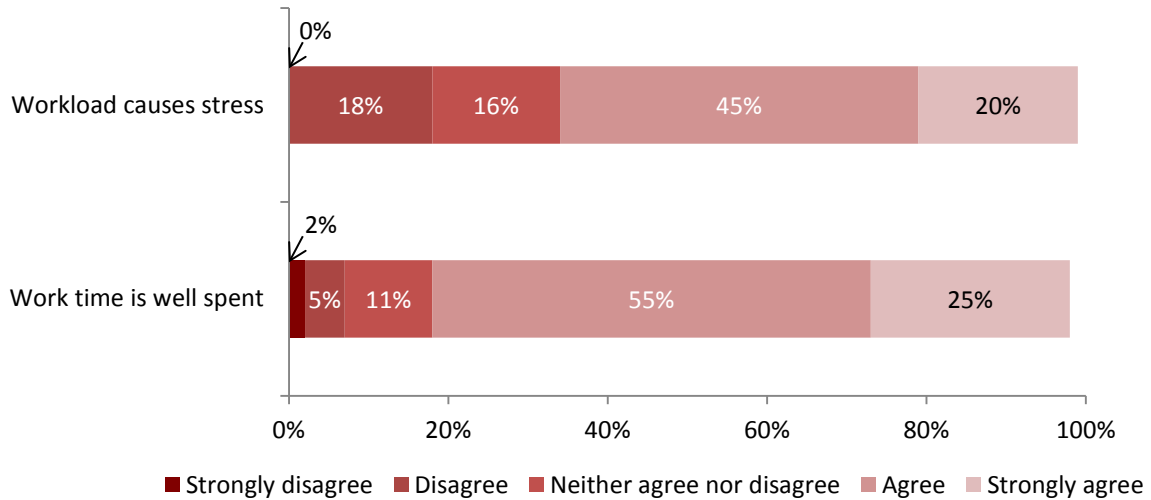
Table 5.9: Factors Contributing to Satisfaction with Job Overall

	Central Office Staff
Working relationships	86%
Perceived value of work	73%
Professional development opportunities	59%
Job security	48%
Working hours	41%
Workload	25%
Flexible working hours	18%
Advancement opportunities	18%
Social or family demands	16%
Performance evaluation methods	9%
Other	11%

n=56; DK/NR n=2

Most (65%) central office staff felt that their workload caused them stress. Despite the stress, central office staff (80%) believed that their work time was well spent.

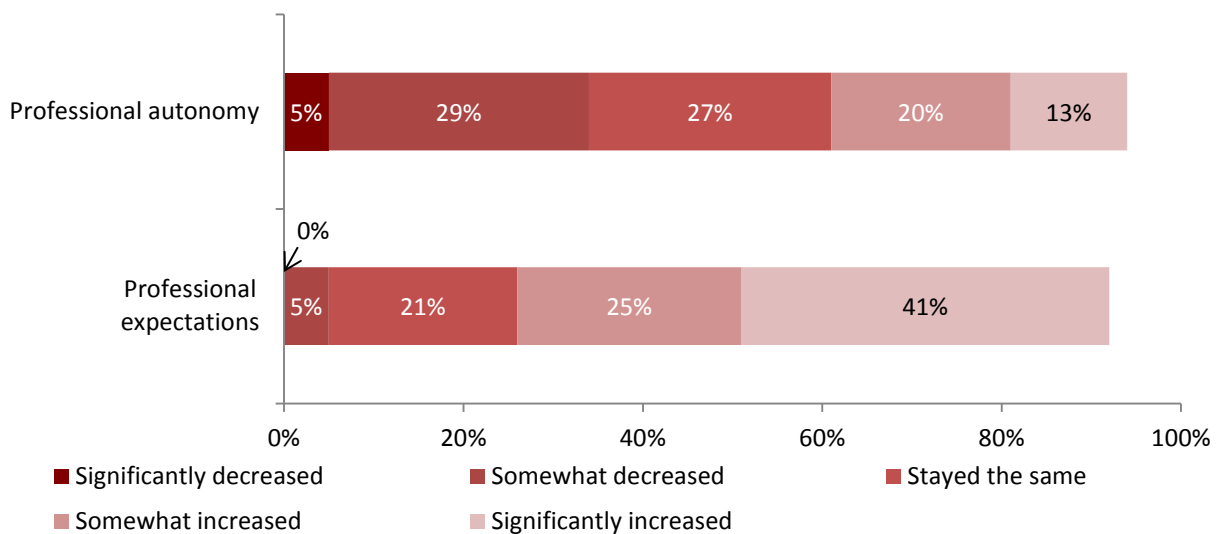
Figure 5.7: Factors Impacting Work Stress and Satisfaction



n=56; DK/NR n=1

Thinking about the past five years, central office staff indicated that the rate of change in their professional expectations has generally increased (66%). Central office staff were split between those that believed that their professional autonomy had decreased (34%), stayed the same (27%), and had increased (33%).

Figure 5.8: Change in Professional Expectations and Professional Autonomy



n=56; Not working 5 years n=1; DK/NR n=3 (5%)

SECTION 6. FINDINGS: CENTRAL OFFICE STAFF SURVEY

The following section highlights key findings from the Central Office Staff Survey. As previously mentioned, central office staff completed two surveys, in November (Survey 1) and May (Survey 2), about their work activities.

6.1.1 Hours Worked

The majority of the central office staff who completed Central Office Staff Survey 1 (88%) and Survey 2 (89%) worked full time. Most (Survey 1 - 93%; Survey 2 - 93%) also worked outside of the regular working hours. On average, central office staff were spending 8.5 hours working during the regular day, and anywhere from 9.4 to 10.5 hours working outside of regular hours per week.

Table 6.1: Hours Worked Daily and Outside of Regular Working Hours for Central Office Staff

	Regular Working Hours (Daily)		Working Hours Outside of Regular Hours (Weekly)	
	Survey 1	Survey 2	Survey 1	Survey 2
Average time spent (Mean)	8.5 hours	8.5 hours	10.5 hours	9.4 hours
Median	8.5 hours	8.5 hours	10 hours	10 hours
Range of time spent	3.5 - 13 hours	3.5 - 12 hours	1 - 20 hours	1 - 20 hours

Survey 1 n=129

Survey 2 n=52

When central office staff worked outside of regular work hours, they most commonly did so in the evenings, followed by the weekends. Few of the central office staff had a provision for taking time off in lieu of working outside their regular working day (Survey 1 - 21%; Survey2 - 13%). Among those who had the provision, one-half to two-thirds made use of the provision (Survey 1 - 76%; Survey2 - 57%). Less than one-half of the central office staff took lunch or coffee breaks during a typical working day (Survey 1 45%; Survey 2 43%).

Table 6.2: Work Outside of Regular Schedule

	Survey 1	Survey 2
In the morning before the regular work day	43%	54%
In the evenings after the regular work day	95%	98%
On the weekends	79%	87%

Survey 1 n=129

Survey 2 n=52

A high proportion of central office staff were spending their work days working with teachers, and developing and assessing or selecting curriculum materials/PD workshops or delivering workshops. Administrative tasks also took up much of central office staff's time during a week, with a high proportion indicating they were spending time responding to/writing emails, communicating with colleagues, and administration/record keeping. Staff were engaged in similar activities across the two phases of the survey and at the same intensity level (see Table 6.3).

Table 6.3: Central Office Staff Activities and Hours Spent During One Week

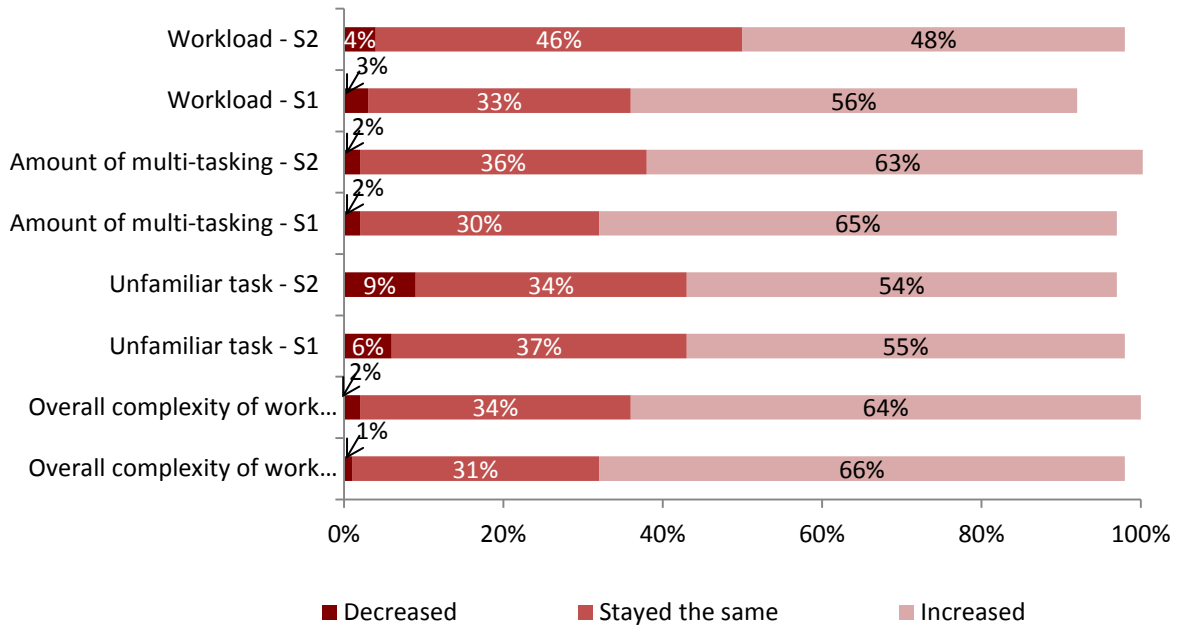
Activity	Survey 1		Survey 2	
	Percentage of Staff Working on Task	Average Hours Spent	Percentage of Staff Working on Task	Average Hours Spent
Responding to and writing emails	98%	4.8 hours	96%	5.9 hours
Developing, assessing, selecting curriculum materials and PD workshops and delivering workshops, and planning	88%	7.2 hours	80%	6.3 hours
Working with teachers (coaching, evaluating, supervision, staffing)	87%	8.7 hours	88%	6.7 hours
Communication with colleagues/coworkers and/or online information distribution	84%	4.0 hours	88%	3.9 hours
Lunch and breaks	83%	2.4 hours	80%	2.0 hours
General administration and record keeping	80%	3.1 hours	80%	2.5 hours
Meetings with committees, board, parents, teachers, etc.	79%	3.3 hours	68%	3.6 hours
Personal professional development (reading, attending conferences and courses)	78%	2.3 hours	71%	2.0 hours
Student support (assessment, evaluation, placements, etc.)	74%	7.5 hours	66%	9.9 hours
Communicating with clients in-person or by telephone	66%	3.1 hours	79%	3.8 hours
Travelling during work hours	54%	3.9 hours	61%	4.6 hours
In-school events and extracurricular activities	53%	3.2 hours	50%	4.8 hours
Technical support and maintenance	45%	2.2 hours	39%	1.6 hours
Finances, planning and reporting	41%	2.7 hours	41%	3.0 hours
Budgeting and resource management	39%	2.2 hours	55%	2.6 hours
Instruction	20%	27.4 hours	16%	31.2 hours
Other	4%	9.2 hours	2%	21.2 hours

Survey 1 n=129

Survey 2 n=52

Most central office staff indicated that, compared to last year, the overall complexity of their work and the amount of multi-tasking they were required to complete has increased. Approximately half of the respondents also felt that the number of unfamiliar tasks and their overall workload had increased (see Figure 6.1). Findings were similar when central office staff were surveyed in November and May.

Figure 6.1: Central Office Staff – Year Over Change in...



Workload S2 DK/NR n=1 (2%); S1 n=11 (8%)
 Multi-tasking S2 DK/NR n=0; S1 n=4 (3%)
 Unfamiliar tasks S2 DK/NR n=2 (4%); S1 n=3 (2%)
 Complexity S2 DK/NR n=0; S1 n=3 (2%)

Increases in workload and work complexity were attributed to higher work demands, as were increased enrollment of high-needs students, and requests or pressure from the school district/authority or board management. Across the two survey periods, factors that contributed the most to increased workload remained relatively constant, with the exception of loss of support from coworkers and deterioration of working relationships, which were higher in the second survey period.

Table 6.4: Factors Contributing to an Increase in Workload or Work Complexity for Central Office Staff

	Survey 1	Survey 2
Increase in work related demands (higher workload)	71%	76%
Increased enrollment of high-needs students	54%	56%
Further requests or pressure from school district/authority/board management	48%	46%
Further requests or pressure from school administrators	47%	39%
Technology or software not working as designed	34%	29%
Increased student/parent/family expectations	30%	32%
Loss of staff	26%	29%
Decreased control over work (e.g., decision making, hours, processes and the work environment)	24%	32%
Increased social or family demand	18%	17%
Increased external agency expectations	16%	7%
Decreased recognition for performance	13%	17%
Fewer/lower quality professional development	12%	15%
Negative change in work hours	12%	7%
Decreased satisfaction with value of work	7%	10%
Deterioration of working relationships	4%	15%
Decreased job security	4%	7%
Loss of support from coworkers	3%	12%
Negative change in performance	2%	2%
Other	18%	15%

Survey 1 n=103
Survey 2 n=41

Few central office staff reported a decrease in workload or work complexity compared to the previous year, across either Survey 1 (n=5) or Survey 2 (n=3). Workload most commonly decreased as a result of a reallocation of work activities or flexibility in working hours.

Table 6.5: Factors Contributing to a Decrease in Workload or Work Complexity for Central Office Staff

	Survey 1	Survey 2
Reallocation of work activities	20%	0%
Increased staff/support	20%	33%
Improved working relationships	20%	0%
Increased job security	20%	33%
Improved software or other technology	0%	33%
Increased recognition of performance	0%	33%
Increased flexibility in working hours	0%	67%
Increased control over work	0%	33%
Increased satisfaction with value of work	0%	33%
Other	80%	0%
None	0%	33%

Survey 1 n=5; Survey 2 n=3

6.1.2 Work in Summer Months

Only 19% (n=26) of central office staff worked under a contract that included summer months. Of those without a contract (81%), the majority (81%) worked in the summer. The remaining 19% did not work in the summer. Those that worked commonly:

- Completed research for the upcoming year (80%);
- Responded to work-related emails (64%);
- Completed professional development activities and conferences (53%); and
- Attended meetings with colleagues and/or clients (25%).

Compared to the rest of the year, central office staff’s workload either stayed the same (45%) or decreased (36%) in the summer. Few (9%) indicated their workload increased, and 9% could not answer the question.

SECTION 7. CONCLUSIONS

The Alberta Teacher Workload Study was ambitious in scope and magnitude. It was the first Canadian study to measure teacher and administrator work activities in real time, rather than through recollections, and to do so for an entire year with a sample of teachers and administrators across a province. The completion of the study was possible only through the time and energy invested by the Research Advisory Committee, and the considerable number of teacher, administrator, and central office staff participants.

In the summer months, teachers and administrators generally spent their time planning and preparing for the upcoming school year. The amount of time that teachers worked in the summer increased in August as the school year approached.

During the school year teachers and administrators were working over 40 hours per week, even when accounting for teachers/administrators who did not work due to sick days or holidays; with administrators tending to work longer hours than teachers. Thus, teachers worked on average 44.2 hours a week and administrators 46.2 hours a week.

Between September and June, teachers and administrators worked approximately 2,000 hours (teachers: 1,943.9 hours; administrators: 2,032.1 hours). These hours include a considerable number of hours (457.56 hours teachers; 515.0 hours administrators) outside regular school hours (mornings, evenings and weekends). The number of hours worked varied across the months with teachers and administrators generally working longer hours in September, October and March. During the week, they worked longer hours on Tuesday through Thursday.

During school hours (8:00 am and 4:30 pm weekdays) teachers spend majority (59%) of their time in the classroom instructing and supervising students. This means that other responsibilities associated with teaching, such as grading/assessment and planning/preparing for classes, form the majority of activities completed outside of the regular school hours.

Administrators were engaged in a variety of tasks, including administration and professional development and meetings, during and outside of regular school hours. They also spent a considerable proportion of the school day working with students.

Teachers frequently reported increasingly complex workloads. Teachers attributed increases in workload and complexity to changes in their scope of work, increased enrolment of high-needs students, and increased family expectations. Meanwhile, the number of support staff has decreased in the schools, particularly teaching support staff.

Compared to last year, many teachers and administrators also reported they had higher workloads and more difficult work. The higher workload was accompanied by complexity and unfamiliar tasks and multi-tasking. Teachers (59 minutes) and administrators (136 minutes) spent up to an hour and half on microtasks, such as answering emails, daily. These micro-tasks were completed concurrently with other core work activities.

Overall, teacher and administrator workload was causing stress and low satisfaction with their work-life

balance. As well, microtasks were disruptive and contributed to workplace stress. Despite these challenges, there was a high level of job satisfaction among teachers (69%) and administrators (81%).

Central Office Staff

Retrospectively, central office staff reported that they spent their work time supporting teachers and in communication activities. Central office staff worked an average of 9.4 to 10.5 hours working outside of their regular schedule per week. This work was primarily completed on the evenings and weekends.

As with teachers and administrators, central office staff reported that their workloads were becoming larger and more complex. They also attributed this to increased enrolment of high-needs students and higher expectations or demands.

Although central office staff also contributed much of their work day to microtasks (84 minutes on average), such as sending emails and interacting with colleagues, fewer found them interruptive or stressful.

Albertan Parent <albertan.parent@gmail.com>

----- Forwarded message -----

From: **Albertan Parent** <albertan.parent@gmail.com>

Date: Thu, Apr 7, 2016 at 1:47 AM

Subject: Bill 10 and the Guidelines for Best Practices

To: education.minister@gov.ab.ca

Cc: Mark.Smith@wildrose.ca

Honourable Mr. Eggen, Minister of Education

For the following reasons, I am writing to formally express disagreement with Bill 10 and the *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions* (hereinafter referred to as "the Guidelines").

The CBC's January 14, 2016 news article titled "Calgary bishop calls Alberta school gender guidelines 'totalitarian' and 'anti-Catholic'" quotes the response below you provided to the Canadian Press in support of the Guidelines:

"We'll receive different opinions on this, but I always take it back to first principles, which is to protect and to focus on children, especially young vulnerable children in regards to gender identities. Once we do remind ourselves of those things, then it becomes clearer what has to be done,"

The majority of Albertans will likely agree with you that all children, including those with gender identity issues, ought to be protected. However, it is important to cautiously examine what form of "protection" is truly beneficial to those young children who are trans or gender-diverse.

Needless to mention, all children should be protected against bullying. Thus, I would support an anti-bullying policy that would equally protect all students, including those with gender identity issues.

Conversely, I express my strongest disagreement with the Guidelines where it goes to the extent of affirming certain behaviours uniquely associated with students who are trans or gender-diverse. Such sweeping changes not only discriminate against non-trans students (who wish to have various gender specific options in their learning environments), but also have the potential to inflict harm to those children with gender identity issues, whom the Guidelines aims to protect.

I respectfully encourage you to read the attached PDF document titled "What Parents of Transgender Kids Need To Know", which is a real life story of a trans-gender individual. You'll see that the affirmation of behaviours uniquely associated with trans or gender-diverse students may not actually protect them in the long term.

With the possibility that Bill 10 and the Guidelines could actually harm trans or gender-diverse children for life, I'm hereby formally requesting you to:

- 1) amend or repeal the legislative changes of Bill 10,
- 2) withdraw the Guidelines as presented in its current form, and
- 3) implement anti-bullying policy that would equally protect all students, including those with gender identity issues.

Sincerely,

Concerned Albertan Parent
cc. Mark Smith, Opposition Education Critic

Here's What Parents Of Transgender Kids Need To Know

Immediately treating a transgender child as his opposite sex without addressing his underlying psychological needs will hurt him—probably forever.

As a former child transgender, my heart goes out to parents whose boy says, “I’m a girl” or whose girl who says, “I’m a boy.” The medical diagnosis is gender dysphoria—distress that comes from feeling one’s physical gender doesn’t match one’s internal perception. A flood of questions come with the revelation: What causes it? What treatment will help? What should parents do or not do?

First, do not panic. Studies are showing that kids are not born with this disorder. A [2014 study](#) shows no specific chromosome aberration associated with MtF (male to female) transsexualism. A [2013 study](#) looking for molecular mutations in the genes involved in sexual differentiation found none. Your child was not born in the wrong body.

Transgender Children Typically Need Treatment for Other Disorders

Studies [indicate that](#) two-thirds of transgenders suffer from multiple disorders at the same time, or comorbidity. The top three disorders evidenced in transgenders are depression (33 percent), specific phobia (20 percent) and adjustment disorder (15 percent). A child who states a desire to identify as the opposite sex has a two-thirds chance of having a co-existing disorder.

Let’s look at the one at the top of the list: depression. Depression is a leading cause of suicide. A survey of over 6,000 transgenders revealed that 41 percent reported having attempted suicide at some time in

Without effective psychiatric intervention or

their lives. Without effective psychiatric intervention or sound psychotherapy for the underlying depression, the risk of suicide will remain high. As a parent, it is important to look for depression and treat it if it is present.

**sound
psychotherapy for
the underlying
depression, the risk
of suicide will
remain high.**

Your child needs psychiatric or psychological help, not a change of wardrobe or hairstyle. Anyone working with a transgender needs to look for, and treat, comorbid disorders. Biologically, it is impossible for a doctor to change a boy into a girl, no matter how much surgery is performed or how many hormones are administered. I know; they tried it on me.

I came into this world a boy. Starting in early childhood, I frequently cross-dressed as a girl. I thought I was born in the wrong body. A nationally-prominent PhD diagnosed me as a transgender with gender dysphoria. Eventually, I underwent the full recommended hormone therapy and the gender reassignment surgery and became the female Laura Jensen. I lived and worked successfully as a female transgender in San Francisco for several years until I was diagnosed with my own comorbid disorder.

With proper diagnosis and treatment with psychotherapy, I found the sanity and healing gender change could not provide. Transgenderism was my outward expression of an undiagnosed comorbid disorder, and gender-change surgery was never necessary. I detransitioned and returned to my male gender, like so many others do who regret changing genders.

What Causes the Comorbid Disorders that Exist in So Many Transgenders?

After receiving hundreds of emails over the last several years, it became evident to me that comorbid disorders develop in childhood. Some of the stresses people with gender dysphoria have reported are:

- An unstable unsafe home environment, real or perceived
- Separation from a parent by death or other events

- Serious illness among the family or child
- Domestic violence in the home
- Neglect, perceived or real
- Sexual, physical, or verbal abuse
- A strong opposition disorder from social norms

The key for parents to helping young transgenders is to work with a professional to identify the cause of the stress the child faces and correctly diagnose any comorbid disorder that exists concurrently with the gender dysphoria. Parents are in the best position to identify the cause of the stress the child faces.

A caution about the choice of medical professional: parents need to find medical professionals who are not advocates for gender change, and who will look beyond the surface of gender dysphoria symptoms for the comorbid disorders, fetishes, phobias, and adjustment disorders common among the transgender population. Only then can an effective treatment plan be devised that truly targets the child's needs.

As a child transgender myself, I can tell you I needed help. I did not need to dress as a girl at home and at school, with all the stress that would have brought. There is no doubt in my mind that if I would have been encouraged to go off to school dressed up as a female it would have escalated my anxiety and deepened my depression and my desire to commit suicide.

Ignoring the possibility of comorbidity and giving kids the freedom to change gender is, I suggest, killing too many of them.

I understand some parents might dismiss the idea of comorbid disorders. They might feel strongly that they need to allow their child the freedom to change genders or experiment with gender. They may think that will help reduce the child's depression because the child seems happier under these conditions. I know—I seemed happier, too, after my gender change, until the novelty wore off and it no longer provided a distraction from my troubles. Happiness

turned to despair when the surgery didn't work as treatment and my despair led

to attempted suicide. Ignoring the possibility of comorbidity and giving kids the freedom to change gender is, I suggest, killing too many of them.

My web site, www.sexchangeregret.com, has many real-life examples of the results of changing genders taken from the headlines and from the letters I receive on a steady basis from gender change regretters.

I can suggest two books to help you as parents better understand your transgender child: my research book, "Paper Genders," and a novel by C.J. James titled "Kid Dakota and the Secret at Grandma's House."

Walt Heyer is an accomplished author and public speaker with a passion for mentoring individuals whose lives have been torn apart by unnecessary gender-change surgery.

From: **Education Minister** <Education.Minister@gov.ab.ca>

Date: Fri, Apr 1, 2016 at 11:19 AM

Subject: Policy Update

To:

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

Presidents of Stakeholder Associations

ASBA (Alberta School Boards Association)

ATA (Alberta Teachers' Association)

AISCA (Association of Independent Schools & Colleges in Alberta)

CASS (College of Alberta School Superintendents)

As you know, March 31 was the deadline for all Alberta school boards and authorities to submit policies and/or procedures addressing your responsibilities under sections 45.1 and 16.1 of the *School Act*.

I would like to thank you for your diligent work on the policies and for working towards our shared goal of safe and caring schools for all students, staff and families.

As of yesterday afternoon, we had received 60 of the 61 policies from public, separate and francophone boards, all 13 charter school boards and 83 of 100 from private school authorities.

Following yesterday's deadline, Alberta Education staff will be following up with school authorities to provide support as the review process begins.

Alberta Education staff will begin reviewing policies this month. As part of our review, we will be looking for policies and/or procedures that specifically address your responsibilities under the legislation. Your Field Services Liaison will follow up with you if clarification is needed during this review process.

These policies are about making sure all students feel that they belong in their school communities. The scope of ensuring safe and caring schools extends beyond today's deadline. Policies are only effective if they are lived out in practice – and your Field Services Liaisons will continue to support you every step of the way to ensure this important requirement is met.

Thank you again for your work on these policies so that we are one step closer to our shared goal of inclusive, welcoming, caring, respectful and safe environments for all students, staff and families across Alberta.

Sincerely,

David Eggen
Minister of Education

cc. Superintendents of Public, Separate, Francophone and Charter School Boards Executive
Directors of ASBA, ATA, AISCA, CASS, School Division Communications Contacts

From: **Education Minister** <Education.Minister@gov.ab.ca>
Date: Tue, Apr 12, 2016 at 2:37 PM
Subject: Change in Deputy Minister

To: Board Chairs of Public, Separate, Francophone and Charter School Boards

I am writing to inform you that Deputy Minister Lorna Rosen will be leaving Alberta Education to take on a new role as Deputy Minister of Treasury Board and Finance, effective May 16, 2016. I would like to personally thank Lorna for her exceptional leadership while at Alberta Education. During her time as Deputy Minister, the department has piloted Student Learning Assessments, enhanced Teaching Excellence as well as introduced policies on Welcoming Caring, Respectful and Safe Learning environments in schools across our province. Lorna's achievements have been many in her time with Alberta Education.

Dr. Curtis Clarke will be assuming the role of Deputy Minister of Education, from his current position of Associate Deputy Solicitor General at Justice and Solicitor General.

Dr. Curtis Clarke previously served as Assistant Deputy Minister (Correctional Services) and Associate Deputy Solicitor General. Prior to joining the Government of Alberta, Dr. Clarke held the position of Associate Professor and Coordinator of the Criminal Justice program at Athabasca University. Dr. Clarke is a graduate of Queen's University (BA Hon, MA, Sociology) and York University (PhD, Sociology). He has recently completed a Certificate program in High Intensity Leadership from Cornell University. During his GOA career he also served as Executive Director – Alberta Justice and Solicitor General Staff College and Cabinet Policy Co-ordinator – Executive Council.

I wish Lorna the very best as she begins her new position next month. I also look forward to working with Dr. Clarke as he joins Alberta Education as Deputy Minister.

Sincerely

David Eggen
Minister of Education

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Secretary Treasurers of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions

From: <alberta.news@gov.ab.ca>

Date: Tue, Apr 12, 2016 at 3:31 PM

Subject: News Release: Statement from Minister Eggen on the Auditor General's review of school-building program

Statement from Minister Eggen on the Auditor General's review of school-building program

David Eggen, Minister of Education, issued the following statement in response to the Office of the Auditor General's review of the province's school-building program:

"We thank the staff of the Auditor General's office for their advice.

"The report released today makes it clear that the previous government thought news releases built schools and that they made numerous announcements for political gain.

"The review states that past ministers made public commitments and announced completion dates without evidence those dates were reasonably attainable. These announcements created false public expectations.

"Our government will do better, and we have already made numerous changes to our building, accounting and reporting processes in response to concerns raised in today's report.

"Our priority right now is to complete schools promised to Albertans as soon as possible. We anticipate 28 new school projects and 20 modernizations being completed in time for the 2016-17 school year.

"We will also work to keep Albertans informed about the projects underway in their communities in as timely a manner as possible."

NOTE: Minister Eggen will be available for media questions in the rotunda of the Legislature from 4 to 4:15 p.m. on April 12.



Empowering All Our People to Excel

HORIZON SCHOOL DIVISION NO. 67



Horizon School Division Welcomes New Lomond Community School Principal Travis Magierowski

April 7, 2016

Horizon School Division No. 67 is pleased to announce the appointment of Mr. Travis Magierowski as the new principal of Lomond Community School beginning the 2016-2017 school year.

Travis' history as a school administrator reflects a strong capacity for communication, building relationships and strengthening a positive school culture. Currently the Principal of Erle Rivers High School, Mr. Magierowski has five years of previous administration experience including three years at Erle Rivers High School and, prior to that, a Vice - Principal designation at Taber Mennonite School. Travis is excited to be joining the staff at Lomond and looks forward to getting to know the staff, students and parents of the school community.

The Board of Trustees is confident Lomond students, staff, and community will benefit from Mr. Magierowski's vision for rural education, his commitment to working collectively at the school level with staff, parents, and the community, as well as his energy, and unwavering focus on student learning. Please join us in welcoming Travis to his new adventure as he continues to grow with Team Horizon.

Marie Logan, Board Chair

Horizon School Division decides to scrap IHG policy

POSTED ON MARCH 17, 2016 BY VAUXHALL ADVANCE

Nikki Jamieson
Vauxhall Advance
njamieson@tabertimes.com

Policy IHG – Respecting Human Rights (LGBTQ), is no more.

After hearing feedback from parents during the public forum earlier this month, saying Horizon School Board's current policy – Policy IHF – Welcoming, Caring, Respectful, and Safe Learning Environments – was working just fine, the board decided to scrap the proposed policy and instead amend their Safe and Caring policy to align with the Minister of Education's requirements.

“Based on ongoing feedback, and based on feedback with (the board, parents), over the last number of weeks since our open forum, what we've done actually is we brought forth a different policy,” said Wilco Tymensen, superintendent for HSB. “There was comment and feedback from community members and constituents that the notion of a standalone policy was not warranted.”

The point was made during the forum that there was already a policy that placed all students under the safe and caring banner.

Having a separate policy on sexual orientation was not inclusive to all students.

What the board did then, was modify their existing Safe and Caring policy to include the information from the debunked policy.

“There was a feeling of, amongst individuals in our jurisdiction, that we really do believe that all kids deserve to be safe and caring, and all kids deserve to be respected and welcomed, and that it really shouldn't matter whether you are talking about someone with a different colour, a different race, a different gender, a different sexual orientation or a different culture,” said Tymensen. “Really, we have a legal obligation to ensure any student who walks into our buildings is free from discrimination and harassment.”

Some of the changes made before the meeting included adding a definition of an independent student, principles that the regulations are founded on, amending staff and principal regulations, adding counsellor regulations, a section on gender identity and an appendix.

There were some further changes that were made during the meeting to the policy. For example, the board removed the brackets from around ‘and/or families’ in section 1.2.2 on staff regulations, to read, “When needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school”. This way, it clarifies that the school is not judging or forcing counselling and similar services on a student and their family, but recognizes their prerogative and is there, if help is requested.

“The intent is not to say that we're saying, ‘You're broken, we need to fix you and you will be going to this group, and they will fix you’. That is not our mandate. That's a family decision.”

Another change is adding ‘all’ and ‘including’ to section 13, to read “To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere...”, so that it also supports the needs of other students. That way, if the child's legal name is John Smith, but goes by John Johnson, he can go by Johnson – although a legal name change is required for him to go by John Johnson on official Alberta Education documents like diplomas. It also clarifies that any student could create an LBGTQ alliance or anti-bullying club.

Additionally, Tymensen also stresses that under section 13.5: Gender-Segregated Activities, while segregating students by gender should be minimized in classroom activities – such as for a game of Jeopardy in science classes – there are some classes that are exempt from this, such as a Physical Education course that separates and teaches girls and boys separately.

The board preformed the first reading of the amended policy, before opening the floor to eight concerned parents who had attended the meeting.

“Personally, this is much more settling, for me as a parent,” said Carolyn Johnson, to the board. “One of my focuses is, let’s put everyone under the same umbrella. We’re all people. We all want to be treated respectfully, so I appreciated more of the umbrella, including all rights for everybody to be treated respectfully.”

She then inquired as to how gender-segregated activities would be affected in regards to sports teams, which are traditionally separated by male and female. Since sports team in Alberta are regulated by the Alberta Schools’ Athletic Association, and will not be affected. Another parent questioned the use of the legal term ‘loco parentis’, or referring to staff members as ‘responsible caring parents in relation to students’ in sect. 1.2.1.

“I don’t think of staff as parents,” said Nicole Jennison, to the board. “And so I just question the need for this to be in here.”

“Certainly, we are not saying we are the parent, but in your absent we are acting in your place,” said Tymensen, adding that it is a legal mandate for the Alberta Teachers’ Association. “If there is an accident, we don’t sign off and say, ‘Go ahead and do the surgery’. But certainly, any kind of discipline, that normally the parents would discipline the child, but it’s the school’s role to do that, since you are acting in place of the parent guardian.”

The teacher of the child also has a professional obligation to work with families, and cannot discriminate against their beliefs.

Another concern was on sect. 1.2.5 – Utilize provincial and locally approved teaching and learning resources that respect Canada’s diversity – about bringing sensitive books into the classroom.

While library books do not need to be vetted by the board, they are separated by age, so books for grade 1s would not be nears books for grade 6s and so forth. As for books used as instruction materials, they tend to be from a pre-approved provincial list that, with a few exceptions like ‘To Kill a Mockingbird’, are not on controversial topics. If a teacher wishes to use a book not on that list, then the board must vet it beforehand.

“I can tell you, working with teachers, they tend to be very sensitive and very aware of the concerns of their communities, and choose carefully” said Amber Darroch, associate superintendent of curriculum and Instruction for HSB.

If a book with potentially sensitive material that will be used in classrooms, then a letter would be sent home to parents stating the topic and material, asking if parents don’t want their child to read it. Photocopies of sensitive pages would also be sent to parents to give them a better idea of what their child would be reading.

The list of resources that are on the back of the Best Practices guidelines are not on the approved reading the list for students, but are resources for people to learn about the issues on these subjects.

HSB will continue to welcome and receive feedback on the amended policy, but will only do so until March 24, before the break, as the policy must be sent to the minister by the end of the month.

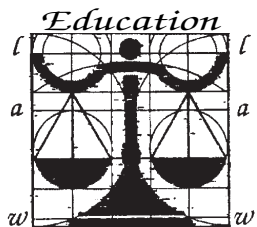
“I want to thank you, as parents, for writing letters, for signing those petitions, and putting the pressure on the government, because that has helped us out a lot, to be able to do what you want us to do, with this policy,” said Bruce Francis, HSB vice-chair. “When we originally started down this road, it did not look good, for you and for us. And so I appreciate all the things that you did.

“I mean, there was 4,000 people that wrote about the Education Act, and 14,000 so far, have written about their opposition in this, so thank you very much for the help you have given us.”

“In many ways we’re all on the same page. Alberta Education has come out with some guidelines that are conflicting, and I really feel like it’s put lots of pressure on school boards, that they didn’t want – they were already functioning correctly,” said Johnson. “Our Minister of Education (David Eggen) has very politely, wasted everybody’s time.”

The current draft policy is available online

at <http://horizon.ab.ca/documents/general/IHF%20160315%201st%20reading%20approved.pdf>.



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STUDENTS and THE LAW

Facts **Bully Insurance?**

In 2014, two claims for insurance coverage were made by parents of three girls accused of bullying another student at their school. The incident involved the alleged bullies and a victim who suffered psychological and physical harm. The action brought by the victim alleged harassment and assault as against the other girls, and negligent failure to control the behaviour of their children as against the parents. Two of the families turned to their homeowners’ insurance to provide them with a defence and, if necessary, indemnity coverage if the claim should succeed.

Cause(s) of Action

The two cases have proceeded together through the Courts. Initially, at trial, the Judge found that the insurers had a duty to defend the parents, as the claims against them were for negligence. This was reversed by the Ontario Court of Appeal in 2015, as each of the policies contained a clause that excluded coverage for a failure to “take steps to prevent sexual, physical, psychological or emotional abuse, molestation or harassment or corporal punishment.”

The parents, again in both cases, applied for leave to appeal this decision to the Supreme Court of Canada. In March of 2016, the Supreme Court refused these applications.

Discussion

While the refusal of leave to appeal is not, in and of itself, remarkable it creates an effect similar to that of affirming the decision that was under appeal.

The crux of these cases was a pair of exclusion clauses found in the insurance policies, which were issued by two different insurers. They read as follows:

Exclusions — SECTION II

6. We do not insure claims arising from: bodily injury or property damage caused by an intentional or criminal act or failure to act...
- 7 (b) failure of any person insured by this policy to take steps to prevent sexual, physical, psychological or emotional abuse, molestation or harassment ...

Exclusion 6, against intentional or criminal acts, was a part of the common law and has been incorporated into all of Canada’s *Insurance Acts*. It would operate to exclude coverage for the girls, who in acting as bullies to cause the harm to the victim would have been engaged in an intentional, and probably criminal, act.

The exclusion of the parents' liability for a negligent failure to prevent physical, psychological or emotional abuse or harassment, however, is relatively new, and seems likely to have been developed as a standard exclusion due to the rise of civil suits responding to bullying as well as physical and sexual abuse.

At trial, the Court found that s.7(b) did NOT apply in these circumstances because the clause is a bit vague on the mental state that should apply when the insured person fails to take steps to prevent the wrongdoing of another. A *deliberate, knowing failure* to do anything about one's child's bullying would be excluded by this clause and, in fact, would probably be excluded by clause 6. A *negligent failure* to take steps, which is what was alleged in this claim, is a different story. Generally, exclusion clauses must specifically state that they apply to negligence in order for them to apply to negligence. This is because exclusion clauses tend to be used mostly in liability waivers and insurance contracts, where the wording is dictated by the company trying to exclude liability for something. Because a major insurance company has more bargaining power than an ordinary insurance buyer, such clauses are interpreted very strictly in favour of the insurance buyer – this is the principle of interpretation called “*contra proferentem*.”

The trial judge applied *contra proferentem* and held that Clause 7(b) was ambiguous as to whether it applied to negligent acts as well as intentional ones, and if the insurer intended to exclude liability for both intentional and negligent failure to prevent abuse, it should have used express language. The judge then went on to find this interpretation consistent with the “reasonable expectations” of the parties. The insurance was clearly of a type known as comprehensive insurance, and so the purchasers would reasonably expect it would cover liability for a majority of their unintentional wrongful acts.

The Court of Appeal disagreed. Looking to the Oxford Dictionary's definition of negligence as a “failure to take proper care over something,” the court decided that a failure to do something is “the core of the definition of negligence.” Since a “failure” to prevent the bullying is what was pled in the Statement of Claim, the Court found no ambiguity in the meaning of Clause 7(b). *Contra proferentem* would not apply – or even arise, for that matter – and the clause would operate to exclude coverage for the parents' fail-

ure to prevent their daughters from bullying another student.

CS v TD Home and Auto Insurance Company; 2015 ONCA 424; [2015] O.J. No. 3063; leave refused [2015] S.C.C.A.

No. 349; [2015] C.S.C.R. no 349 *DE v Unifund Assurance* [2014] O.J. No. 4271; reversed [2015] O.J. No. 3059; 2015 ONCA 423 (Ont. C.A.); leave refused [2015] S.C.C.A. No. 350

Authored by
Hilary Stout LL.B., LL.M.



Legal Brief

Anti-Bullying Legislation Deemed Unconstitutional: A Nova Scotia decision arising from a dispute between former business partners brought the province's new *Cyber-Safety Act* under judicial scrutiny when the alleged cyberbully argued that the legislation violated his rights to freedom of expression (s. 2 of the *Charter*) and security of the person (s. 7), in that an applicant under the Act can obtain an interim “protection order,” without notice, banning the other party from continuing whatever it was they were doing that might be considered cyber-bullying. Thus, while waiting for the matter to be tried, the defendant's rights to free expression would be suspended. If the defendant breached the protection order, impris-

onment was possibility – and that represented a threat to the defendant's liberty under s. 7. The Court conducted a full analysis of the *Charter* arguments and concluded that the legislation did, in fact, infringe on the defendant's rights and that it did so in a manner which was neither consistent with the principles of fundamental justice nor “saved” under s. 1, which guarantees the protection of the rights set out in the *Charter* “subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.”

Crouch v. Snell, 2015 NSSC 340

Authored by
Hilary Stout LL.B., LL.M.



TEACHERS and THE LAW

Vindication for Defamed Principal

Facts

Laurie Elkow was the Principal of Jackson Heights School (the “School”) in Edmonton, Alberta. Najmeya Sana (“Sana”) is the mother of six children, four of whom attended the School at the relevant time. On April 21, 2004, an incident occurred which gave rise to a long-running dispute between Sana and Elkow, which eventually resulted in the commencement

of a lawsuit by Elkow against both Sana and her ex-husband, Arif Sana.

It all began when Mr. Sana, who had separated from Sana in 2002 and lived in BC but was in town for a few days, got into a dispute with another parent while dropping the children off at school. Mr. Sana apparently felt this other parent was doing something to hold up traffic, with the result that his children were late. After the disagree-

ment, the other parent came to see Elkow, complaining of Mr. Sana's behaviour and asking her to report to the police. Elkow said she could not call the police, as the incident took place off school property, and that the parent should call the police herself. In the meantime, Mr. and Mrs. Sana had gone to the local police station to report the incident, and while they were there, the other parent arrived and apparently said that Elkow had told her she should report to the police. Mr. Sana later returned to the school to complain to Elkow about the racist comments apparently made by the other parent, and to ask why she had told her to report him to the police. Shortly after this, another incident took place in which the Sana children, who were not wearing coats on this particular day, were waiting outside to be picked up but went back in because it was raining and they were cold. Upon re-entering the school, they were apparently told by an unnamed staff person that they had to go back outside to wait as they were damaging the school's carpet. According to a letter written by the Sana's eldest daughter, "this incident was some kind of message for my mother, from Elkow."

Shortly after this, according to the daughter, Elkow interrupted her during a math test to take her out into the hall to ask about the rain incident, and apparently ended up accusing the daughter of lying. Then, according to Elkow, after a meeting on May 4 between them, Sana apparently left the meeting angrily, stating that she would make her concerns public and report Elkow to the Superintendent, Mr. McBeath. According to Sana, Elkow yelled at her during the meeting and told her she couldn't come back to the school.

It is after this that Sana began what can be fairly described as "a campaign to have Elkow removed as principal of the School." This campaign ultimately led to her being given a trespass notice under the *School Act*, charges being laid against her for violating the trespass notice, and a defamation action.

Cause of Action

Elkow sued both Mr. and Mrs. Sana. She then applied for summary judgement against Mrs. Sana only. The claim against Mr. Sana was not at issue.

Decision

The summary judgement application was granted, and damages for defamation in the amount of \$1000 were awarded.

Reasons

The defamatory statements allegedly made by Sana were made to a variety of different people at different times, by different means. They began with simple complaints of a lack of professionalism and, possibly, racism and eventually escalated to denunciations of the principal as a "criminal" who "lied under oath," got other parents to "do her dirty work," and who "endangered the lives" of the children at the school. to residences and several businesses in around the School and elsewhere in Edmonton.

Sana also made a complaint against Elkow to the Human Rights Commission in September of 2005. That complaint was dismissed in April of 2013. A complaint made to the Alberta Teachers' Association was dismissed on February 2, 2007.

After amendments to add the incidents which occurred after the initial filing of the Statement of Claim, the allegations in this action were that Sana defamed Elkow in a manner that was "intentionally and maliciously calculated to damage Elkow's reputation by depicting her to her school staff, other parents, students, community members, the administration and Trustees of Edmonton Public Schools, an MLA, the Minister of Education, and the community at large as an incompetent, lying, ineffective, biased, racist, discriminatory, mentally disabled, dishonest, abusive, and criminal principal who wields power unfairly and is insensitive to children's needs; in particular, minority children."

Sana raised the defences of truth and justification, fair comment and qualified privilege. She also counterclaimed against Elkow, seeking damages for stress and emotional harm caused by "ongoing harassment and discrimination" against her children. The counterclaim was struck on November 26, 2006.

Summary Judgment: The law on summary judgement has recently changed. The Supreme Court of Canada in *Hryniak v Mauldin*, 2014 SCC 7 mandated a new approach that is being called the "roadmap approach." The Court is to begin by examining the existing record to see if a decision that is fair and just to both parties can be made on it. The Court must decide whether it is essential that a trier of fact see and hear the witnesses. If yes, then the matter must go to trial. If no, then the Court must assume that the evidence is the best available; whether a lack of evidence on any point warrants making an adverse inference against the party with the onus of proving the point, whether the evidence is admissible (because hearsay, for example, cannot be used as the basis for a final dismissal); whether there are any *material* conflicts in the evidence and, if so, whether they were resolved by cross-examination on the affidavits. If a conflict arises from self-serving evidence, it does not raise a triable issue.

Next, the evidence is assessed to determine sufficiency. The question is whether the plaintiff has adduced enough evidence to prove its case and whether the defendant has enough to establish a defence.

The mere presence of a potentially triable issue is no longer enough to defeat an application for summary judgement. It must be a triable issue *of merit*, that is, a potentially decisive material fact which cannot be summarily found on the existing record. Merely asserting a fact in an affidavit will not suffice to establish a triable issue unless it is backed up by some other evidence.

Further, the assertion that some evidence that will disprove a key piece of evidence relied on by the moving party will be revealed at trial is not sufficient to defeat an application for summary judgment.

Proportionality is also an issue. This is not necessarily limited to proportionality based on the monetary value of the claim. It has more to do with the complexity and nature of the issues. Given the overwhelming demands being made on Canada's judicial system, the law now encourages the use of summary judgment wherever it is reasonably possible. This case had gone on for over 10 years and yet discovery (questioning) was not even completed.

Counsel for the defendant argued that the matter should not proceed by summary judgment because Mr. Sana, was not included in the application. Thus, even if Elkow should win, the action would continue. While this might once have been a compelling argument, under the current law it is not. There is no principle that states that summary judgment cannot be given as against one individual in a lawsuit that names more than one defendant, particularly where, as here, there are no complicated cross-claims.

Accordingly, the judge found that there was sufficient evidence to determine most of the issues; that an adverse inference should be drawn against Sana due to the lack of evidence denying her involvement in the "anonymous" leaflet distribution; the necessary evidence was admissible; and there were no contradictions in the evidence that required *viva voce* examination to resolve. Examining the evidence as a whole, therefore, it was determined that there was enough to make a full, and fair, determination.

Defences to Defamation:

Truth and Justification - The defences of truth and justification are essentially the same. As defences, they rely on the factual accuracy of the statements made: what is true cannot, by definition, be

defamatory. So, even if statements are made which are harmful to a person, the maker of the statements will escape liability if they can prove the statements are true. It should be noted that a false statement about someone is not necessarily defamatory. The test is that the defamatory statement must be proven untrue and be of a kind or type that would "tend to lower a person's reputation in the estimation of ordinary, reasonable members of society generally, or to expose the person to hatred, contempt, or ridicule."

Here, the words used by Sana about Elkow included allegations of criminal behaviour, racism, lying under oath and abuse of children, all of which are clearly defamatory in any context, and particularly so as they relate to a school principal.

Fair Comment - fair comment is an aspect of the right to free speech. So long as no malice is involved, fair comment is a defence if: 1. The words are comment (opinion, deduction, inference) and not a statement of fact; 2. There is some factual basis for the comment; and 3. The subject matter (or person) is a matter of public interest.

Put another way, it is fair comment if the statement is made as an honest opinion based on facts which are true and known by the persons to whom the comment is made. If the comment imputes evil or corrupt motives to the subject, it must be shown that this imputation is supported by the facts and could be drawn by a reasonable person. Public interest can be shown by proof of the subject person's importance, or of the interest generated by the situation which gave rise to the comment.

The key to the defence is that the statement must be an honestly held opinion or inference, which is stated as such, and not as a statement of fact. In this case, all of the impugned comments made by Sana about Elkow were stated as facts, and not as opinions. Accord-

ingly, the defence of fair comment could not be applied to any of the allegedly defamatory statements.

Qualified Privilege - When defamatory statements are made, there is a presumption that it has been done with malice. However, under certain circumstances, such statements can be subject to privilege. The rationale for the existence of this privilege is that, sometimes, the public interest outweighs the need to protect an individual's reputation. "Qualified privilege" protects people who make good faith statements that turn out later to be false. This ensures that communications made for the general good will continue to be made, and mistakes will not expose a person with good intentions to liability. In this case, it was argued that Sana honestly believed that Elkow was a racist and had deliberately endangered her children by making them stand out in the rain, and she communicated this to Elkow's superiors at EPS, who had a genuine interest in receiving information about possible racism and abusiveness on the part of one of their employees.

Qualified privilege depends on the subject matter of the statement and the circumstances under which it is made. Whether the defendant honestly believed in the truth of the statement doesn't determine whether the occasion under which the statement was made was privileged. Once the defendant proves the statement was made on an occasion of privilege, the onus reverts to the plaintiff to prove the statement was, nevertheless, not entitled to protection because it was: 1. Made to someone not entitled to hear it; 2. In excess of or unrelated to the occasion; or 3. Motivated by malice.

The defence is often raised in "complaint" situations, that is, complaints about an employee to their employer, complaints about a professional to their professional organization, complaints made to a tribunal such as the Human Rights Commission, and so on. Whistleblowers can also benefit from the privilege, as the law recognizes that

there are situations where the public interest in hearing certain information outweighs an individual's interest in protecting their reputation.

Malice - Malice is difficult to prove. When there is no direct evidence of "vindictiveness, dislike, revenger or [other] improper purpose," malice can be implied from either *extrinsic* evidence (the surrounding circumstances) or *intrinsic* evidence (the wording of the statement itself).

Once the defendant proves the occasion upon which a defamatory statement was made was one of qualified privilege, the plaintiff does not have to prove actual malice to defeat the privilege. A statement that is made recklessly, that is, without regard to whether or not it's true, can be deemed to be malicious.

Malice is established and will defeat qualified privilege when the defendant can be shown to have made the statement: 1) Knowing it is false; or 2) With reckless indifference to whether it is true or false; or 3) For the dominant purpose of injuring the plaintiff out of spite or animosity; or 4) For any other dominant purpose which is improper, indirect or unrelated to the privileged occasion.

Application of the Law - It is clear that here, what began as a misunderstanding led to an ever-escalating and increasingly personal campaign against Elkow. Sana seems to have started out with a sincere, if erroneous, belief that Elkow had behaved inappropriately, but as each attempt to obtain redress for the perceived wrong failed, she became more and more "over the top," eventually waging a one-woman war to disgrace Elkow and get her fired.

The specific statements in issue were dealt with as follows:

Sana's early statements to the EPS Superintendent with direct authority over the School, a Mr. McBeath, began with a letter which alleged that Elkow made a false statement to the police, put her

children under "extreme psychological pressure," "verbally abused" her daughter, was abusive and was not qualified for her job. While these were strongly worded and not accurate, they were written in the context of a privileged occasion. The privilege arises from the fact that, as Elkow's supervisor, Mr. McBeath would be an appropriate person to report wrongdoing to, and as a parent, Sana would have a duty to make such a report. Since there was no direct evidence of malice and the words used were not, in and of themselves, so extreme as to give rise to an inference of malice, the otherwise defamatory statements were protected by qualified privilege.

Statements made by Sana to the effect that Elkow was a liar during the initial meeting between herself, Elkow, Elkow's assistant and the principal from EPS's Leadership Services department were likewise protected by qualified privilege.

Another letter written to Mr. McBeath, shortly after the meeting, accuses Elkow of blaming Sana and her children to "cover her abusive actions." On May 30, Sana made statements to other parents of children at the school regarding Elkow's competence and honesty. Again, her allegations of wrongdoing were unsupported by any facts, but the circumstances gave rise to a qualified privilege as being communications by a parent to other parents and teachers concerning activities in the school. As there was still insufficient evidence of malice, the privilege was maintained.

Sana's third letter to Mr. McBeath, sent after Elkow wrote to advise that she was banned from coming on to school property any more, uses language that amounts to "strong evidence of malice on Sana's part." Specifically, Sana describes Elkow's actions as being "a crime toward our kids" and "putting our kids' lives in danger." She threatened to run demonstrations in front of the school and to go to the media for help. There is nothing wrong with hav-

ing, or threatening to have, a demonstration or to call in the media but the allegations of "crime" and of putting the children's lives in danger were found to be "over the top." The court found these statements were made with reckless disregard for the truth and for the dominant purpose of injuring Elkow, due to spite or animosity. While she was understandably upset at being banned from the school, Sana's response demonstrated that, at this point, she changed from being a parent concerned about her children's treatment at school to someone acting vindictively toward Elkow, with the intention of harming her career.

Sana's next communication was an email on June 22, 2004 addressed to Mr. McBeath and copied to the Chairman of the EPS Board of Trustees and an administrator in the EPS Leadership Services department. In this message, Sana refers to "criminal" and "unlawful" actions of Elkow, but stops short of accusing her of endangering the children's lives. Further, the addressees were all people with a legitimate interest in hearing reports of wrongdoing by an EPS employee, so the defence of qualified privilege was found to apply.

As to the comments made to the mediator during the mediation in September of 2004, statements made during a

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settlement process which involves only the dispute resolver and the parties, where the comments are not republished outside of the settlement process, are governed by settlement privilege, no matter how outrageous the comments may have been.

On September 15, 2004, Sana parked her van outside the School. Taped to the van was a large sign that read:

Attention. The principal of JH School (Miss Elkow) discriminating me baste on my race & believe. She abused & depressed my Kids. She give me NO TRESPASSING to school without reason. Parents! Please call...

While this was probably aimed primarily at other parents, it was done so in a fashion such that anyone passing by could read the sign. Accordingly, it was not a privileged occasion. Nor was it true, and there was no evidence adduced, at any time, that anything Elkow did was motivated by the Sanas' race or religion. Leaflets repeating the contents of the sign were also passed out on this occasion. The circumstances make it clear that the purpose of the sign and the leaflets was malicious, and so the court found them to be defamatory.

On September 17, Sana wrote to Alberta's Learning Minister. Any claim to qualified privilege in relation to this is defeated by the language of the letter, which included references to "discriminative and abusive actions" and "criminal actions towards my kids and me,"

all of which the court characterized as evidence of malice.

There was no direct evidence of the statements made by Sana to the passers-by at the Law Courts, so although qualified privilege would not have applied, without evidence from someone to whom a statement was made, there was insufficient proof of defamation.

A letter dated May 31, 2005 from Sana to Mr. McBeath, Mr. Stevenson and the School in general, which was distributed to teachers at the School, said that there were "two ignorant parents who do the dirty work for Elkow by bullying harassing and false accusation, plus false report to the police," that Elkow lied under oath and that she was untruthful. These were reckless statements made with malice. Accordingly, this letter was found to be defamatory. A subsequent letter from Sana to Mr. McBeath, dated June 17, 2005, included comments about Elkow's lying under oath at the trespass trial on May 26, 2005, her "criminal and discriminative actions" and asserts that she is "sick mentally disable." Again, the extreme language was found to demonstrate malice such that no qualified privilege was applied.

In a letter dated June 23, 2005 from Sana to a teacher at the School, apparently in response to an invitation to a graduation ceremony, she referred to Elkow's "false accusation, allegation and discrimination." The teacher was not a person with a duty to receive

comments on Elkow, so there was no qualified privilege and the letter was found to be defamatory.

On June 24, 2005 Sana wrote to Elkow, with copies to Mr. McBeath, Mr. Stevenson and the Learning Minister, for the sole purpose of accusing Elkow of abusing her power, lying, and so on. Again, the letter was found to be defamatory.

Damages - The court noted that while it is highly unusual to award damages on a summary judgment application, and in fact Elkow didn't make any submissions regarding damages, she was nevertheless entitled to "nominal" damages. This is because once defamation has been proved, damages are presumed. In the absence of any proof of damage to her reputation, or any argument on the point, the court decided to award nominal damages of \$1000 – specifically noting that this was not intended to minimize the seriousness of the defamatory actions taken by Sana, but rather because there was little likelihood of recovering a larger sum of money from a single mother of 6 children, who had already made a number of submissions on her poor financial status. In fact, the Court made it clear that had Elkow sought a larger award, she would have been entitled to "many multiples of this amount."

Elkow v. Sana, [2015] A.J. No. 1422; 2015 ABQB 803

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Examination of Board Executives Allowed

Facts

In 2006, Quebec amended its *Education Act* to require school boards to ensure that no one with a criminal record is employed to work with, or be in regular contact with, minor students, if their criminal records are relevant to their roles in the

schools. Each Board must decide whether an employee's the criminal record is, or is not, relevant and may dismiss an employee whose record is relevant. However, the province's *Charter of human rights and freedoms* (the "*Quebec Charter*") states that,

18.2. No one may dismiss, refuse to hire or otherwise penalize a

person in his employment owing to the mere fact that he was convicted of a penal or criminal offence, if the offence was in no way connected with the employment or if the person has obtained a pardon for the offence.

In 2009, a principal within the Commission scolaire de Laval (the "Board")

notified a certain teacher, “B”, to send particulars of his criminal record to the Human Resources department. B had past convictions for possession of a prohibited weapon in March 1980, possession of narcotics for the purpose of trafficking in December 1980 and July 1995, and possession of proceeds of crime in June 1996. B advised the human resources unit that he had applied for a pardon under the *Criminal Records Act*, which he expected to obtain in June of 2009. The principal of the training centre where B taught had been made aware of B’s record upon hiring him nine years earlier.

The director of human resources reviewed the record and decided it was relevant to B’s duties. A review committee confirmed this, but the final decision had to be made by the Council of Commissioners or its Executive Committee. Accordingly, on June 29 of 2009, B was summoned to attend a special meeting of the Executive Committee of the Board, convened to decide whether his record was relevant to his duties and, if so, to terminate his contract of employment.

B attended the meeting with a member of his Union, the Fédération des commissions scolaires du Québec (the “Union”). After hearing from B in a “partially in camera meeting” (from which the public was excluded), the Board held a fully in-camera meeting

(excluding B and his Union representative). After this two-step meeting process, which took a total of 27 minutes, the Board issued Resolution No. 238, terminating B’s employment.

On July 2, the Union filed a grievance protesting B’s dismissal, on the basis that the process for dismissal as laid out in the collective agreement had not been followed and that the Board had contravened both the *Education Act* and the *Quebec Charter*. The collective agreement provided that the Board could dismiss a teacher only for “... incapacity, failure to discharge his or her duties, insubordination, misconduct or immorality,” and that a dismissal for one of these reasons can only be carried out after “thorough deliberations at a meeting of the board’s council of commissioners or executive committee called for that purpose.”

On July 3, one day after the grievance was filed, B’s pardon was granted.

Cause of Action


At the grievance arbitration, the arbitrator granted the Union’s request to examine certain of the Board’s members regarding the deliberations that had taken place during the in-camera portion of the meeting. The Board objected, on the basis that the Board was a legislative body with decision-making powers, and thus entitled to protection from questioning under two different legal doctrines: the

“unknowable motive” doctrine and the “deliberative secrecy” doctrine. The objection was overruled, and the Union appealed.

Delorme J. of the Quebec Superior Court found that the application of deliberative secrecy was a “question of law that is outside the arbitrator’s particular area of expertise and is of interest to all school boards.” He therefore applied the standard of review of correctness, and held that the examinations must be restricted to testimony about the formal procedure that led to the decision made in the public meeting, and not the underlying reasons or development of those reasons – that is, the substantive portion of the debate – that had occurred in camera. This time, the Union appealed the decision.

The Court of Appeal agreed that correctness was the appropriate standard of review, and that in their view, the “unknowable motive” and deliberative secrecy doctrines were outside the arbitrator’s specialized area of expertise. However, they noted that the Board had not been acting as a legislative or regulatory body in this case, but as an employer. As such, the ordinary law of employment would pertain, rather than administrative law, and under that, the directors could be examined.

One dissenting member of the 3-judge panel said he would have restored Delorme’s judgment but gone further

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and quashed the order summoning the executive members to be examined on any basis.

The matter was then appealed by the Board to the Supreme Court of Canada.

Reasons

A 4-member majority of the panel of 7 judges who heard the appeal affirmed the arbitrator's decision to allow the Board members to be examined on the content of the in-camera deliberations. They noted that there is a conflict between employment law, under which any employee, private or public, has the right to examine the employer on the reasons for a dismissal and the decision-making process that led to it, and public or administrative law, which provides members of public bodies with immunity to being questioned on the adjudicative, legislative, regulatory, policy or purely discretionary decisions made by such bodies.

The majority agreed that while the Board is a public body, the deliberations at issue in this case were not the kind to which public law principles of motive or deliberative secrecy should apply, as the board was acting as an employer, and not in an adjudicative, legislative, regulatory, policy or purely discretionary manner when it decided to terminate B. Further, the majority found that the courts below had paid too much deference to some of the Supreme Court's earlier decisions on the standard of review and the principle that

questions of central importance to the legal system as a whole warrant review for correctness, rather than reasonableness.

The issue of whether the individual members of the Board could be examined by the Union was essentially characterized as an issue of evidence. The arbitrator has exclusive jurisdiction over evidentiary issues before him. The Supreme Court said that its earlier decision, *Consortium Developments (Clearwater) Ltd. v. Sarnia (City)*, [1998] 3 S.C.R. 3, is not authority for the proposition that every formal decision of a public body is protected by the doctrine that says the motives of a multi-member decision-making body are unknowable, no matter whether that decision is itself public or private in nature. This was too broad a reading of the case by the Board, the trial judge and the Court of Appeal.

As for deliberative secrecy, the majority said that the scope of this doctrine was clearly set out in the 1989 Supreme Court case of *MacKeigan v. Hickman*, which applies primarily to shield adjudicative decisions and decision-makers from the influence of other branches of government. It originally developed to prevent the government from interfering with the judiciary, and has been extended to include administrative bodies, but not when, as here, they are not making an "adjudicative decision" in a public-law context but, rather, an employment decision under private law contract principles.

One further issue that the Supreme Court addressed was whether, if they decided to allow examination of the Board's members, limits should be placed in advance on the questions that may be asked. Again, the court said no. Assessing the relevance of evidence is the adjudicator's exclusive right and duty, and it would be inappropriate for a reviewing court to try to speculate about the kind of questions that might be asked in the course of an adjudication that has not yet taken place.

The dissenting opinion of Wagner, Côté and Brown JJ. was delivered by Côté J. While the minority agreed that the appeal should be dismissed, they felt the standard of review of correctness, applied by the trial court and the Court of Appeal, was the applicable standard. The rationale for this was that the specific questions that were raised in the case were "general questions of law that, by their nature, are of central importance to the administration of justice as a whole and in respect of which the arbitrator has no particular expertise or expertise that is unique to his or her specialized role." Côté then went on to conclude that even if the standard of correctness was applied to the arbitrator's ruling, rather than that of reasonableness, the outcome would be the same.

Commission scolaire de Laval v. Syndicat de l'enseignement de la région de Laval, 2016 SCC 8

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From: Education Deputy Minister <EducationDeputyMinister@gov.ab.ca>

Date: April 14, 2016 at 3:53:06 PM MDT

Subject: Budget 2016 _EDC-DM Executive Team <_EDC-DMExecutiveTeam@learning.gov.ab.ca>

To: Superintendents of Public, Separate, Francophone and Charter School Boards

Earlier today, the Honourable David Eggen, Minister of Education, provided school board chairs with an update regarding Budget 2016. I am pleased to provide you with additional information regarding the 2016 Education budget.

Overview of Consolidated Budget 2016

Budget 2016 demonstrates that Education remains one of government's top priorities. Despite facing significant fiscal challenges, government is protecting Kindergarten to Grade 12 education by providing stable funding to classrooms.

Including estimated school board expenses funded by other revenue sources, Education's consolidated operating expense is budgeted at \$7.9 billion in the 2016/2017 fiscal year, a significant increase of \$292 million, or 3.8 per cent, over the prior year. In addition, school capital investment reaches \$1.9 billion, for a consolidated total of \$9.8 billion.

The consolidated budget includes:

- estimated school board operating expenses funded by government and other revenue sources such as school fees or federal government funding; and
- estimated school board self-funded capital projects sourced by reserves, operational funding and other sources.

Therefore, the amounts stated for the consolidated budget will be higher than the amounts presented for the non-consolidated budget in the sections below.

Overview of Non-consolidated Budget 2016

Through Budget 2016, total support to the Kindergarten to Grade 12 education system, including opted-out school board education property taxes and school capital funding, is \$9 billion – a significant investment of \$45 million every school day. This includes \$7.2 billion in operating support and \$1.8 billion in school capital funding.

Approximately 98 per cent of Education's budget flows to school authorities, which deliver education services to students. Government continues to meet its commitment to provide stable education funding to school authorities by funding enrolment growth.

Operating Support to School Boards

Total operating support to public, separate, Francophone and charter school jurisdictions reaches \$6.9 billion in the 2016/2017 fiscal year. This is an increase of \$209 million, or 3.1 per cent, over the previous fiscal year.

Budget 2016 includes funding to finish the last five months of the 2015/2016 school year, taking into account:

- the two per cent teacher salary increase that has been effective since September 2015;
- enrolment growth of 2.7 per cent across the province in the 2015/2016 school year; and
- reversal of the previous government's cuts to education funding.

Enrolment is projected to grow at a slower pace in the next three school years, at 1.3 per cent, 1.2 per cent and 1.9 per cent respectively. Student demographic factors are expected to continue to grow at higher rates compared to the general enrolment growth. For example, the number of children eligible for Program Unit Funding is projected to increase by 11 per cent, while growth in the number of students funded for English as Second Language and for First Nations, Métis and Inuit grants is projected to increase by seven per cent and three per cent respectively.

Key Highlights for Major Grants

- \$494 million for Plant Operations and Maintenance to support the day-to-day upkeep of school facilities;
- \$431 million for Inclusive Education to support inclusive practices to address the educational needs of all

Students:

- \$408 million for the current service contributions to the Alberta Teachers' Retirement Fund;
- An additional \$475.5 million will be contributed by Alberta Treasury Board and Finance toward the pre-1992 teacher pension liabilities.
- This leads to a total government contribution of \$883 million to teachers' pensions.
- \$300 million to support the transportation system for 300,000 eligible students across Alberta; and
- \$287 million to support the Small Class Size Initiative. Government has invested over \$2.7 billion in this initiative since 2004/2005.

Alberta's Approach to First Nations Education Funding

Government is committed to improving education outcomes and creating opportunities for First Nations students. Funding of \$28 million is provided through Budget 2016 to:

- strengthen relationships between provincial school authorities and First Nations;
- facilitate enhanced co-ordination of supports and services for First Nations children, youth and families;
- support professional learning for teachers; and
- increase the number of First Nations, Métis and Inuit professionals in education.

Support is also provided for Building Collaboration and Capacity in Education Grant Program and an extension of Regional Collaborative Service Delivery services to First Nations schools.

First Nations, Métis and Inuit Funding

Education's funding framework provides approximately \$48 million in the 2016/2017 school year to support educational programs for self-identified First Nations, Métis and Inuit students. This represents a projected three per cent increase in the enrolment of these students.

School Capital Funding

Total school capital funding reaches \$1.8 billion in the 2016/2017 fiscal year (non-consolidated, excluding estimated school board self-funded projects). This significant investment includes:

- \$1.6 billion to support the 200 previously approved new and modernization school projects across the province;
- \$139 million for the Infrastructure Maintenance and Renewal program to ensure healthy and safe learning environments for students;
- \$50 million for the Modular Classroom Program to meet the urgent needs for educational spaces; and
- \$9 million for the maintenance and renewal program for the P3 schools.

In addition, between 2017/2018 and 2020/2021, \$500 million has been set aside for future capital projects. This funding has not been allocated to specific projects.

As part of our government's commitment to transparency and openness, for the first time, the government is presenting a list of unfunded capital projects within government's capital plan. The 50 projects listed for Education were deemed top priorities based on the three-year capital plans school boards submitted about a year ago.

Department Administration Budget

Less than two per cent of Alberta Education's operating budget supports the administration of the Department of Education.

To contribute to Government's overall cost reduction strategies in Budget 2016, Alberta Education will reduce its administration budget by \$2.8 million in 2016/2017, with a total savings of approximately \$10 million over the next three years. This reduction will be achieved by focusing our budget strategies to improve outcomes.

2016/2017 Funding Manual and Jurisdiction Funding Profiles

Detailed information on per-student rates and formulas for the 2016/2017 school year can be found in the Funding Manual for School Authorities at education.alberta.ca/funding-framework-for-k-12/funding-manual.

Jurisdictions' estimated funding profiles for the 2016/2017 school year have been updated based on enrolment projections and best available data as of March 2016. Funding figures are estimates only, and payments to school authorities will be based on actual student enrolment in the new school year. Funding profiles for each school jurisdiction can be viewed at education.alberta.ca/projected-funding/operational-funding.

2016-2019 Business Plan

Along with Budget 2016, Education has released its 2016-2019 Business Plan. It can be viewed online at education.alberta.ca/business-plans/business-plans.

The 2016-2019 Business Plan presents a targeted approach to improving Alberta's Kindergarten to Grade 12 education system. It outlines how the department commits to working with school authorities to provide students with appropriate instruction and supports that are essential for life-long success. One significant way the ministry is moving forward is by introducing a new outcome to focus on ensuring we have an education system that is inclusive.

Government also recognizes that there is a significant achievement gap between First Nations, Métis and Inuit students and all other students in Alberta. Addressing this gap is a priority focus for the ministry and requires a systemic approach across the education system.

To ensure the education system promotes excellence, the department has set stretch targets for math and First Nations, Métis and Inuit performance measures. To achieve meaningful change, each authority should set its plans to close the gap on First Nations, Métis and Inuit results in a timely manner and show improvement in math results.

The ministry has expanded its focus on providing excellent teachers and school leaders to encompass school authority leaders. With this enhanced outcome, the ministry commits to developing and overseeing the application of standards that promote excellence for school authority leaders.

Alberta Education encourages school authorities to use the 2016-2019 Business Plan to focus priorities in their respective plans. The only way the education system can succeed in achieving all its targets, especially those related to math and First Nations, Métis and Inuit results, is through coordinated efforts of the school authorities and Alberta Education.

I would like to take this opportunity to thank all of you for your dedication to providing our students with a great education, and I look forward to our continued collaboration during the 2016/2017 school year and into the future. I am confident that by working together with our communities, we can ensure that all students in Alberta have access to a quality education that meets their learning needs.

Sincerely,

Lorna Rosen
Deputy Minister of Education

ALBERTA EDUCATION – BUDGET 2016 KEY MESSAGES

-Advice to Minister-

Issue:

The Minister may be asked about Budget 2016 and the government's commitment to education.

Key Messages:

- One of this government's top priorities is providing Alberta's students with a high quality education.
- Through Budget 2016, despite the significant economic challenges facing the province, we are supporting our students by continuing to provide school authorities with stable funding.
- We continue to provide school authorities with funding enrolment for growth; in other words, we continue to provide funding for every K-12 student in Alberta.
- School authorities maintain the responsibility for determining how funding is spent to meet the needs of every student.