

SUPPORT STAFF INITIATIVE FOR RECRUITMENT & RETENTION ENHANCEMENT



February 12, 2022

Executive Summary

Introduction

This report presents findings from a joint initiative of the BC Public School Employers' Association (BCPSEA) and the primary unions representing support staff in British Columbia's public kindergarten to Grade 12 (K-12) education system - the Support Staff Initiative for Recruitment and Retention Enhancement (SSIRRE) project.

The SSIRRE initiative sought to examine and explain key characteristics of current employment, and identify anticipated employment trends for support staff in the province's public school system. It was conceived of as a purely fact-finding endeavour, meant to provide data for the parties. Recognizing collective bargaining is scheduled for early 2022, it does not include recommendations related to the findings presented in this report, and is not meant to be a public document.

The scope of this inquiry was limited to staff in the following occupational categories, which broadly correspond to those set out on the *Make a Future – Careers in Education* ("Make a Future") website (the primary employment resources for the province's education sector):

- Clerical
- Custodial
- Direct student support (subdivided into education assistants, specialized student support workers, Indigenous support workers, and student supervisors)
- Finance and human resources
- Information technology
- Trades (subdivided into Red Seal trades and facilities and maintenance)
- Transportation

The findings in this report are based on an examination of data from the following key sources:

1. Administrative data from the *B.C. Labour Market Outlook* and BCPSEA's *Employment Data and Analysis System* (EDAS) and *Make a Future* databases;
2. Collective agreements and job descriptions from each of the province's 60 school districts;
3. Training program data from the Ministry of Advanced Education and Skills Training;
4. Interviews with staff from human resources staff from 54 school districts and executives from nine union locals;
5. Six focus groups sessions that included representatives from all occupational groups;
6. Online surveys of support staff, which garnered responses from 12,866 participants; and administration, which included responses from 1,121 participants.

Throughout this report, data from 2018/19 is cited as this was the last year before COVID forced significant and ongoing school closures across the province. This in turn distorted important data such as the number of hours worked and incomes earned.

Overall Findings

The seven occupational categories collectively known as support staff employed 37,724 people across B.C., accounting for about 7% of the approximately 563,000 people employed across the whole K-12 system. Staff in direct student support comprise more than half of support staff (53%) while almost one in five staff (18%) is casual and not attached to a permanent position.

Most support staff positions are not full year or full time, and the sector is characterized by a workforce that is about three-quarters female and aging: more than half are over 51 years old, with 15% being older than 61. Transportation and custodial staff have notably high proportions of older staff. The median term of service across all occupations is 7.5 years, with custodial, clerical, and IT staff serving the longest average periods of employment.

Excluding casual-only employees, support staff across all occupations have a median income of \$32,831, well below the median provincial income of \$37,800. Urban support staff earn a median income that is almost 21% higher than their colleagues in remote districts. Among occupations, trades and maintenance staff reported the highest median income (\$58,337) while those in direct student support earned the least (\$29,618).

The B.C. Labour Market Outlook suggests that over the next 10 years, the sector will need to replace 27% of current support staff, which translates to a total of just under 7,500 employees (excluding casual staff). In comparison, the B.C. Labour Market Outlook projects that the replacement rate for all occupations across BC is 24%. However, the reports from support staff themselves on the support survey suggested that 38% of current staff anticipated they will no longer be employed in the same position in the K-12 system within the next five years. Projected replacement rates were highest for facilities and maintenance staff (54%) and IT staff (45%), although no occupational category reported a rate under 31%.

Finally, it is notable that more than one in six support staff (6,743 employees) are identified as casual employees - individuals who work in one or more occupational category on a casual basis. Although all regions use casual workers to fulfill their support staffing needs, with casual workers making up almost one-fifth of the workforce across the province, school districts in the Northwest, Kootenay-Boundary, Northern Interior, and Thompson Okanagan are more reliant than others.

Data from the BCPSEA *Employment Data and Analysis* show that casual workers reported a median of 81 hours of work annually and a median annual income of \$4,427 in 2018-19. Further, the median length of service for casual only employees is 1.2 years and 7% of those in the category reported no hours during the 2018/19 calendar year.

Findings by Occupation

Clerical Staff

Almost all clerical staff are women, and approximately one in six are nearing retirement. K-12 clerical staff typically earn a higher hourly wage than other clerical staff, but their overall income is lower because hours are more likely to be part year or part time. Lower annual incomes due

to lower hours contributes to one in five clerical staff holding additional jobs outside the school district.

Administrative assistant certificates are available across the province, but there may be barriers to access in some rural and remote communities. External clerical hires are only hired to casual lists, unlike most other clerical employers who hire directly to a permanent position. The majority of clerical staff reported mostly positive experiences on the casual list, although one in three did not get enough hours and over half were not able to maintain other income sources while working casually.

With respect to recruitment and retention, the number clerical staff nearing retirement is a challenge. Clerical staff feel overworked, and an increase to more traditional full time hours would make a substantial difference to recruitment and retention.

School districts reported that finding casual clerical staff is challenging. Clerical staff suggest that the skills test is testing for irrelevant skills for their current daily work, and is presenting a barrier to recruitment. Staff also recommend that increasing orientation for casual staff and offering more professional development opportunities on an ongoing basis would help with retention.

Custodians

Across the province, two-thirds of custodians are male, and more than one in five are nearing retirement – but these patterns vary by region. The requirement for custodians to be initially hired to the casual list appears to be less of a challenge for custodians than other support staff positions.

The availability of building service worker training can be a barrier for applicants and one in five custodians felt the training was not closely related to their daily work. Custodians in the K-12 system earn higher hourly wages than custodians overall in the province, and they are also more likely to work full time than B.C. custodians working elsewhere. Pension/benefits and full time work were the most positive recruitment factors, while others such as wages and work hours received more mixed feedback.

Overall, custodians do not feel well respected within the school district, which impacts both recruitment and retention efforts. Despite this challenge, custodians have the longest retention rates of all support staff categories, although this varies by region.

Education Assistants

Education assistants are the largest support staff occupation, and are predominantly female. Due to lack of fully qualified candidates, many school districts increasingly consider those with equivalent experience as well as applicants they consider unqualified. Education assistants are initially hired to the casual list, but demand is so high that most people are able to work five days a week in a casual position if they want to.

EAs earn a comparable median hourly wage to all support staff, but overall incomes are highly impacted by the part time, part year nature of EA positions. This makes it more difficult for potential EAs to justify the investment of time and money into training, given the limited income. EAs, like

custodians, commonly report disrespectful treatment by teachers and other K-12 staff, which negatively impacts job retention for these positions.

There are two distinct groups of EAs: those who would like to keep hours generally in line with the school day, and those who would like full time hours, and EAs suggest that there should be options for both types of jobs. EAs reported needing at least a small amount of additional time each day outside of direct time with children to prep for the next day and connect with teachers and families.

Some districts have found ways to increase hours for EAs to close to full time. A common approach to increasing hours was to either integrate student supervision as an EA job responsibility or support EAs to take on a second job as a student supervisor.

Specialized Student Support Workers

Specialized Student Support Workers are predominantly female, and slightly older than EAs as a group. As this sub-category reflects a number of occupations, there are a diverse set of job qualifications and training pathways as well, and for most of these occupations, the training programs are less available than EA programs. Despite lower regional access to training, more SSSWs report beginning their jobs with some or all of the training than EAs do.

Specialized Student Support Workers earn a lower median hourly wage than education assistants, but a higher annual income due to their hours of work. SSSWs are more likely feel their compensation is reasonable. Though SSSW occupations may be more desirable than EAs within the K-12 sector, SSSWs would typically earn a higher overall income in other sectors, as the hours are notably higher.

The limited number of training programs for most SSSW occupations presents an opportunity for *Make a Future* to develop and maintain a connection with these programs, and promote the unique positive aspects of working in the K-12 sector, such as pension and benefits, school day hours, and seasonal breaks.

Indigenous Support Workers

Indigenous Support Workers (ISWs) were commonly reported as among the hardest to fill of support staff occupations. Given the difficulty recruiting ISWs, it is encouraging that a higher proportion of ISWs than support staff overall reported thinking that they would still be in their current role in five years.

ISWs reported a widely shared perception that the position is typically paid less than comparable direct student support workers, though data is not available to confirm this. ISW job descriptions vary widely, and ISWs report their scope of work is often not well defined, leading to confusion and conflict with other school district employees.

ISW jobs typically require completion of a human service diploma. Though experience with Indigenous communities is often preferred by school districts, it is usually not a formal requirement. One third of districts have been approved for preferential hiring for persons who

self-identify as Indigenous for positions in their Indigenous education department, including ISWs, but this identity does not necessarily come with experience working with Indigenous communities and families.

Student Supervisors

Most student supervisors are female, similar to other direct student support occupations. There are generally very few formal qualifications required for student supervisor positions, with the exception of food related positions. Student supervisors are often best recruited through word of mouth and local media.

Despite the lack of formal requirements for student supervisor positions, school districts find recruiting sufficient student supervisor staff to be an ongoing and significant challenge. Student supervisors often make the lowest incomes among support staff, but express higher than average satisfaction with their compensation. Student supervisors are drawn to working in the K-12 system for different reasons than other support staff, in part because the pension and benefits are rarely available to them.

Finance and Human Resources

Most finance/HR staff are female. One in ten are nearing retirement, although regional variations are significant. Finance staff are more gendered balance than HR staff, and HR staff are older than finance staff.

Finance and HR staff are among the most highly compensated of support staff, but these wages are notably lower in rural and remote communities, and remuneration for higher paid finance positions such as accountants is not competitive with the provincial market. School districts report that this is making recruitment and retention very difficult. Fewer finance/HR staff work outside the school district, though, than do other support staff.

Finance and HR staff have slightly below average retention rates compared to support staff in general. School districts and clerical staff note that the payroll jobs in particular are highly stressful by nature. The workload is heavy and there are limited options for casual support when staff are sick or on holiday. Workload is a significant issue in recruitment and retention.

Finance and HR staff across the occupational category expressed an interest in career development, including professional development training and pathways to more senior positions.

Information Technology

The K-12 system employs a very small percentage of IT employees in British Columbia. Most IT staff are men, and are a bit younger as a cohort than other support staff.

IT staff are among the highest earners of K-12 support staff, yet their wages are well below competitor employers, especially for more senior positions. Almost two-thirds (62%) of IT staff reported that the IT wages in the K-12 system compared to what is available in other sectors for similar work was a negative factor in recruitment. IT staff expressed the highest level of dissatisfaction with their compensation of any support staff.

While they expressed strong interest in more career pathways, IT staff are among the most stable of support staff occupations, with the longest median years of service across the province.

Red Seal Trades

Within the K-12 system, Red Seal tradespeople are almost exclusively men, and one in six is nearing retirement age. The K-12 system employs about 2% of tradespeople working across B.C. in the seven key trades identified.

Most trades staff are employed full time, on a 40-hour work week. Skilled trades, as an entire group, are the best compensated occupational category amongst all K-12 support staff, although this is lower than the level that tradespeople can access from private or other public sector employers. Pension and benefits are a positive recruitment factor, but the wages compared to other employers are a significantly negative one – more than for any other support staff category. School districts have recognized this and requested help with applying for labour market adjustments.

The greatest challenge is recruiting trades staff; once they are hired, most stay longer than other support staff workers. It may be easier for school districts to hire apprentices, especially for short term contracts, than to limit recruitment to Red Seal trades workers. This also presents an opportunity to expose younger trades workers to the trades positions in the K-12 system.

Facilities and Maintenance

Facilities and maintenance staff are mostly male, though less gender imbalanced than trades. Within the group, facilities staff are more likely to be female than maintenance or grounds.

Overall, school districts reported that it was not challenging to recruit for facilities and maintenance positions. Facilities and maintenance jobs may require primarily experience, or specific occupation specific certificates.

Drawing comparisons about compensation for this category is complex due to the combination of multiple occupations and levels of seniority, but it appears that K-12 facilities and maintenance staff earn lower wages than their B.C. counterparts.

Facilities and maintenance staff have long retention, but workload was raised as an increasing concern. And while half of facilities and maintenance expressed a desire to progress in their role at the school district, only a quarter felt there was a reasonable opportunity to do so.

Transportation

A larger proportion of K-12 bus drivers are older than any other support staff category, but some districts have been successful in recruiting younger drivers. The composition of other transportation staff (e.g. dispatchers) is younger and more gender balanced than bus drivers.

Class 2 driver training is expensive and not always available locally. While content is sufficient, it does not account for student management skills. One in ten K-12 bus drivers reported being trained by their school district, while other bus driver employers tend to offer training internally.

It is very challenging to recruit sufficient number of casual bus drivers. Part time hours and split shifts has resulted in hiring a large number of bus drivers retired from other careers, but some districts have been successfully recruiting parents with school-aged children. Bus drivers reported pension and benefits as the most positive recruitment factor with the requirement to be hired casually as the most negative factor.

K-12 bus drivers earn comparable hourly wages to other bus drivers, although annual income is limited due to the part time hours of the position. Due to longer hours, transportation employees have higher annual incomes than bus drivers. Bus driver wages vary little by school district size, and almost one-third of bus drivers also work outside the school district.

Bus driver retention is longer than most other support staff occupations, and bus drivers tended to report better morale than other support staff occupations and tend not to be interested in alternative career paths within the district. While the limited hours of work hinder recruitment, this is not perceived as a retention problem (although availability of time off can be an issue). Pension and benefits continue to be the most positive retention factor, with wages and availability of time off as the most negative ones.

Recruitment Considerations

Generally, external applicants for most support staff jobs including clerical, custodian, direct student support and transportation staff are first hired into casual positions. Temporary and permanent postings are then hired from the casual pool, or from other internal temporary or permanent staff. Other positions, such as trades and maintenance, information technology, and finance and human resources, are typically posted as temporary or permanent positions.

The *Make a Future* website is very widely used, with both urban and rural school districts saying they regularly use the site to recruit support staff, but 30% reported not using the site at all, or only using the site to post difficult to fill support staff positions (because their recruitment pool is locally based). Local employment posting sites are also used, along with job fairs.

There is a shared interest in a provincial advertising campaign for support staff, especially highlighting factors that were identified as positive aspects to working in the K-12 sector specifically, including the opportunities to have a pension and benefits, 10-month employment, and work with children. Several school districts suggested that there was an opportunity with an advertising campaign to also promote diversity within support staff.

Currently, partnerships with training providers are successful, but are limited in scope. These connections were almost exclusively with training programs for education assistants but are not widely used for training providers in other disciplines.

Retention Considerations

Compensation is something of a double-edge sword with respect to retention: on the one hand, pension and benefits continue to be a significant aspect in encouraging staff retention, and were cited as a top-three positive influence in the staff survey by all occupational categories except student supervisors. It was the single most positive factor for clerical staff, custodians, finance/HR staff, IT staff, skilled trades, and facilities and maintenance staff.

On the other hand, the overall compensation in the K-12 sector compared to market rate is widely seen as a factor that negatively impacts the retention of staff. This was a top-three negative factor for all staff except custodians and student supervisors, and was particularly negative for staff in IT, skilled trades, and facilities and maintenance. Overall more than a third of support staff say their overall compensation is inappropriate, with dissatisfaction particularly high amongst trades, IT, and facilities/maintenance staff.

Lack of career options and pathways also negatively impact the retention of many support staff, cited as a top-three negative influencer in all occupational categories except Indigenous support workers and custodians. It was particularly negative for staff in facilities/maintenance, skilled trades, and IT.

With respect to more positive considerations, the opportunity to work with children was cited as a strong positive factor for many staff, but particularly for those in direct student support positions, in their decision to maintain their employment. This was the single most positive influencer for education assistants, SSSWs, ISWs, and student supervisors, and was also cited as a top-three factor by staff in transportation.

In addition, the basic structure of many K-12 support staff positions includes factors that can be very positive for many staff. Along with the ability to work full time hours, work hours that are limited to school days and fixed holidays were identified by staff in all occupational categories as components of their work that weigh positively when they think about maintaining their employment.

Regional Considerations

Support staff often compare their own wages, hours, and other human resource practices to those in neighbouring school districts. These factors all contribute to staff recruitment and retention, along with the community context such as availability of relevant training, and other local employment opportunities.

There is no single factor which appears to contribute to higher retention rates, and as a result it is more difficult to see clear patterns such as lower wages resulting in lower retention rates. It may be worthwhile for districts who are struggling to retain particular support staff categories to look at human resource practices in districts where retention rates are higher, as there may be strategies they can emulate.

Appendices C and D include a summary of some indicators by region and school district, to allow districts to understand how their recruitment and retention compares to others.

Table of Contents

Executive Summary.....	1
1.0 Introduction	10
1.1 Methodology	11
1.1.1 Guiding Research Questions	11
1.1.2 Administrative Data	12
1.1.3 Consultation	13
1.1.4 Research Limitations	16
2.0 Overall findings	18
2.1 Support Staff Demographics.....	18
2.2 Experiences of Indigenous and racialized staff.....	25
2.3 Support Staff Recruitment.....	27
2.3 Support Staff Retention	30
3.0 Findings by Occupation.....	38
3.1 Clerical Staff	38
3.2 Custodians.....	54
3.3 Direct Student Support	67
3.3.1 Education Assistants	68
3.3.2 Specialized Student Support Workers	82
3.3.3 Indigenous Support Workers	90
3.3.4 Student Supervisors.....	97
3.5 Finance and Human Resources.....	104
3.5 Information Technology.....	118
3.6 Trades and Maintenance	129
3.6.1 Red Seal Trades.....	129
3.6.2 Facilities and Maintenance	145
3.7 Transportation	157
4.0 Regional Considerations	171
Appendices.....	174
Appendix A: School district classification by type	175
Appendix B: School districts employing bus drivers	176
Appendix C: Regional summaries	177
Appendix D: School District summaries.....	185

1.0 Introduction

This report presents findings from a joint initiative of the BC Public School Employers' Association (BCPSEA) and the primary unions representing support staff in British Columbia's public kindergarten to Grade 12 (K-12) education system - the Support Staff Initiative for Recruitment and Retention Enhancement (SSIRRE) project.

The K-12 education system plays a vital role in the lives of British Columbians, providing students with the tools to thrive in a rapidly changing world and setting them on the course for the development of their working lives. It plays an equally important role in the province's economic and labour considerations, supporting approximately 563,000 employees, of whom 37,724 currently work as support staff.

As part of the 2019-2022 Provincial Framework Agreement between BCPSEA and the K-12 Presidents' Council and Support Staff Unions, those parties committed to a labour market study of support staff positions in the public K-12 sector. The SSIRRE project was subsequently funded by BCPSEA and directed by a steering committee comprised BCPSEA staff and representatives from school districts and support staff unions. It was conceived of as a purely fact-finding endeavour, meant to support all parties' positions in upcoming collective bargaining scheduled for early 2022. Accordingly, it does not include recommendations related to the findings presented in this report, and is not meant to be a public document.

As a labour market study, SSIRRE had the following five objectives:

1. Gathering data about existing support staff recruitment and retention challenges and projected demand in the sector;
2. Gathering data about existing offerings for applicable post-secondary programs, vocational programs and identify potential gaps in program offerings to meet projected demands;
3. Examining partnerships between the sector, post-secondary schools, and vocational training providers to promote support staff positions in school districts;
4. Examining the marketing of support staff opportunities within the sector; and
5. Examining targeted support for hard to fill positions.

The scope of the SSIRRE project included support staff positions employed in the public K-12 system in B.C. in the following seven occupational categories:

1. Clerical
2. Custodians
3. Direct Student Support
4. Finance and Human Resources
5. Information Technology
6. Trades and Maintenance
7. Transportation

These groups correspond to occupational categories as set out on the *Make a Future* website, which is central employment resource for the education sector across the province¹. The more specific occupational codes that are included within each category are delineated in the relevant chapter for that occupational category.

The scope of the inquiry was limited to the public school system, so support staff in Independent and First Nations schools were not considered within the SSIRRE project. It is important to note, however, that these employers are important competitors for public schools' efforts to recruit and retain sufficient support staff across the province.

While the SSIRRE project was provincial in scope, it sought to explicitly consider differences in recruitment and retention challenges within regions and between urban and rural school districts. Accordingly, the consultation process included seeking input from K-12 partners across B.C. and in a variety of urban, rural, and rural/remote districts.

Finally, this project could not have been completed without the participation and support of support staff, school districts, and labour unions which represent the occupations noted above. The authors thank them for their helpful and generous participation in this review project.

1.1 Methodology

1.1.1 Guiding Research Questions

The following research questions were identified in the initial funding application to BCPSEA to conduct this project, and further refined by the project's Steering Committee. The questions, tagged to one of the five objectives noted above, provided the framework upon which the project's research was conducted:

Project Objective	Research Questions
Gathering data about existing support staff recruitment and retention challenges and projected demand in the sector	<ol style="list-style-type: none"> 1. What are the characteristics of the support staff occupations within each category? 2. What are the characteristics of the support staff workforce within each category? 3. What is the current and projected demand for the support staff occupational categories? 4. Which support staff occupational categories present recruitment and retention challenges in the public K-12 system?
Gathering data about existing offerings for applicable post-secondary programs, vocational programs and identify potential gaps in program offerings to meet projected demands	<ol style="list-style-type: none"> 5. What are the training pathways for each support staff occupational category? 6. How do these training pathways meet the needs of the K-12 system for support staff (e.g., length, breadth, scope, similarities/difference in curriculum and requirements, regions served by the program)? 7. What are the current hiring requirements for school districts?

¹ [Home - Make A Future](#). *Make a Future* was created by BCPSEA as a joint venture among B.C.'s 60 public boards of education, the First Nations Education Steering Committee, and the Ministry of Education and has been in operation since 2008.

Project Objective	Research Questions
Examining partnerships between the sector, post-secondary schools, and vocational training providers to promote support staff positions in school districts	<p>8. How are the K-12 support staff positions promoted to graduates of the training pathways?</p> <p>9. How could the K-12 system partner with training providers to better recruit support staff?</p>
Examining the marketing of support staff opportunities within the sector	<p>10. What are the current and potential opportunities to market support staff positions?</p> <p>11. What else could increase the numbers of people pursuing support staff related training pathways, with K-12 employment in mind?</p>
Examining targeted support for hard to fill positions	<p>12. How does the K-12 system support retention of support staff positions?</p> <p>13. What other targeted supports could help with recruitment and retention of in demand support staff?</p>

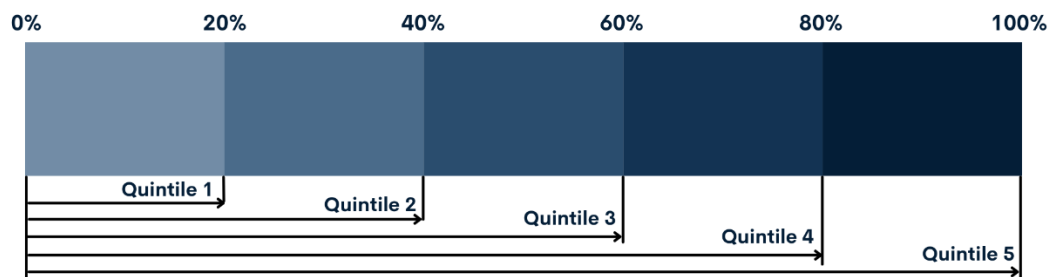
1.1.2 Administrative Data

The consideration of administrative data included gathering and analyzing data to document K-12 support staff training pathways, recruitment, employment, and labour market outlook across British Columbia. Specific sources of information included:

- the B.C. *Labour Market Outlook* report, which provided data about current workforce and projected 10-year support and demand for support staff positions;
- the BCPSEA *Employment Data and Analysis System* (EDAS), which provided employment data for public sector support staff position including the number of employees by occupation and key workforce characteristics such as gender, age, length of employment, and earnings;
- the BCPSEA *Make A Future - Careers in Education (Make a Future)* database, which provided current and historical job posting data;
- Collective Agreements, which provided terms of employment, working conditions, and wage scales for each of B.C.'s 60 school districts;
- School District job descriptions, which provided required and ideal qualifications by occupation; and,
- Training program data from the Ministry of Advanced Education and Skills Training, which provided data about courses offered including information about the institution, regional offerings, entry requirements, and cost and length of programs.

Throughout this report, quintiles are used when reporting on income, number of hours of worked, and other data. This approach divides all singular data sources into five bands, each containing 20% of the total data points.

As illustrated below, Quintile 1 includes all data points within the first fifth of the total (including zero), Quintiles 2-4 include the subsequent fifths, and Quintile 5 includes all data points in the upper fifth (including the highest number reported).



The number presented for each quintile, therefore, corresponds to the highest number in the quintile. Quintile 1's number (Qn1) includes all data points from zero up to that number. Quintile 2's number (Qn2) includes all data points from Qn1 to Qn2, and so on. As Quintile 5's number (Qn5) corresponds to the single highest number reported, it sometimes appears markedly high.

The findings presented in this report are based on the collection, analysis, and consideration of information from two key sources: a review of administrative data, and consultation with the sector.

1.1.3 Consultation

Information considered through the review of administrative data forms an important component of the findings outlined in this report. It also helped to frame, focus, and refine discussion with the many groups and individuals who participated in the review through a consultation phase in the summer and fall of 2021.

Consultation included connecting with representatives of all facets of support staff in the K-12 sector, including unions, employers, human resource (HR) departments, supervisors, and support staff themselves to discuss a wide array of topics related to recruitment and retention. Specific components of the consultation phase included:

- Discussions with project leads, to obtain their views on recruitment and retention issues, terms of employment and working conditions, and unique features of occupations and occupational categories;
- Interviews with school district HR departments, to learn about their views on district-level recruitment and retention challenges, the alignment of training pathways and content, and the marketing of support staff opportunities;
- Interviews with support staff unions, to learn about their views on local-level recruitment and retention challenges;
- Discussion with *Make a Future* to learn about current marketing practices and opportunities for support staff positions, recruitment and retention challenges of occupations, and their connection to training programs;
- Interviews with training providers to learn about their training programs' capacity and number of annual graduates, connections to *Make a Future* and local school districts' HR, and practices to promote K-12 career pathways;

- Survey of principals/vice-principals and department heads to assess their perception of recruitment and retention challenges, alignment of training pathways and content to K-12 needs, and current school-level retention practices;
- Focus groups with support staff representatives (two groups per occupation category), to hear about their perceptions and experiences of recruitment and retention, experiences with training pathways, and views on the characteristics of their positions that impact recruitment and retention; and
- Survey of K-12 support staff to understand their views and experiences of training, recruitment, and factors that impact retention.

The table below summarizes the numbers of participants from each consultation group. Note that while the numbers of union local executive participating in interviews solely from the perspective of union locals, many local executive members participated in the focus groups.

Consultation Group	Participants
School Districts	54
Union locals	9
Principals and Department Heads Survey	1,121
Support Staff Focus Groups	46
Support Staff Survey	12,886

The project was successful in engaging participation from a diverse group of employer and employee representatives, which was key in developing a shared understanding of recruitment and retention challenges.

School Districts

Human Resources staff from 54 of the 60 school districts participated in an interview.

SD 5 Southeast Kootenay	SD 40 New Westminster	SD 62 Sooke
SD 6 Rocky Mountain	SD 41 Burnaby	SD 63 Saanich
SD 8 Kootenay Lake	SD 42 Maple Ridge-Pitt Meadows	SD 64 Gulf Islands
SD 10 Arrow Lakes	SD 44 North Vancouver	SD 67 Okanagan Skaha
SD 19 Revelstoke	SD 45 West Vancouver	SD 68 Nanaimo-Ladysmith
SD 20 Kootenay -Columbia	SD 46 Sunshine Coast	SD 69 Qualicum
SD 22 Vernon	SD 47 Powell River	SD 70 Pacific Rim
SD 27 Cariboo-Chilcotin	SD 48 Sea to Sky	SD 71 Comox Valley
SD 28 Quesnel	SD 50 Haida Gwaii	SD 72 Campbell River
SD 33 Chilliwack	SD 51 Boundary	SD 73 Kamloops/Thompson
SD 34 Abbotsford	SD 52 Prince Rupert	SD 74 Gold Trail
SD 35 Langley	SD 53 Okanagan Similkameen	SD 78 Fraser-Cascade
SD 36 Surrey	SD 54 Bulkley Valley	SD 79 Cowichan Valley
SD 37 Delta	SD 57 Prince George	SD 81 Fort Nelson
SD 38 Richmond	SD 59 Peace River South	SD 82 Coast Mountains
SD 39 Vancouver	SD 60 Peace River North	SD 83 North Okanagan-Shuswap

SD 85 Vancouver Island North
SD 87 Stikine
SD 91 Nechako Lakes
SD 93 Le Conseil Scolaire Francophone de la Colombie Britannique

Union Locals

Executives from nine union locals participated in an interview.

CUPE 523 – SD 53	CUPE 523 – SD 83
CUPE 723 – SD 72	CUPE 728 – SD 36
CUPE 1285 – SD 20	CUPE 4177 – SD 91
IUOE Local 963 – SD 39	

Focus Groups

The categories for the focus groups differed slightly from the larger occupation groups identified for the project, in an effort to gather information from distinct subcategories, and to supplement information from interviews and administrative data. Some categories were combined due to a relatively low number of category employees across the province, and Indigenous Support Workers were brought together separately from other Direct Student Support employees to discuss the unique aspects of their positions. Each occupation group had at least two focus groups scheduled. Custodians and drivers, because of low response rate, had three focus groups.

Occupation	Participants
Clerical, Finance and HR*	6
Custodians	11
Direct Student Support	12
Transportation	5
Indigenous Support Workers**	6
Trades, Maintenance, and IT*	6

* Combined category

** Additional category

Online Surveys

More than one in three support staff responded to the support staff survey. This notably high response rate to a voluntary survey is an indication of the extent to which support staff wished to have their voices heard.

Occupation	Participants
Support Staff Survey	12,886
Administrative Survey	1,121

Representativeness of Support Survey Respondents

Support staff from each occupational category participated in the support staff survey. Some occupational categories were overrepresented, such as clerical and direct student support, while others were underrepresented, such as custodians, drivers, and casual staff. However, as the

survey results were analyzed by occupation, the slight over or underrepresentation of certain occupations is not problematic.

Occupation	Provincial Support Staff	Survey Participants
Clerical	7%	17%
Custodians	10%	5%
Direct Student Support	53%	60%
Finance & Human Resources	2%	2%
Information Technology	2%	2%
Trade & Maintenance	6%	3%
Transportation	3%	1%
Casual	18%	8%
Total	100%	100%

The responses that were received were broadly representative of the regional proportions of support staff across the province, with slight under-representation from the Fraser Valley and slight over-representation from Vancouver Island.

Survey Responses by Region			
Region	Responses	Responses as %	Employees as %
Fraser Valley	1,118	9%	13%
Kootenay-Boundary	623	5%	4%
Metro	4,998	41%	42%
Northern Interior	1,195	10%	9%
Northwest	355	3%	3%
Thompson-Okanagan	1,358	11%	12%
Vancouver Island	2,432	20%	16%
Total	12,079	100%	100%

1.1.4 Research Limitations

A number of research limitations had an impact on the ability to fully answer the research questions and, where possible, steps were taken to mitigate their effect.

Participation of respondents

While BCPSEA and the support staff unions encouraged their members to participate, all participation was voluntary. The project began in June, with a consultation period from late June to early November, which unfortunately overlap with some of the busiest times for the K-12 system. Furthermore, the project was conducted during challenging years for the K-12 system, where additional tasks related to managing COVID made already full workloads even greater. Despite this limitation, a large number of people from each group took the time to participate.

One notable limitation was the low participation of representatives from non-CUPE unions. CUPE represents over 80% of locals, however, IUOE, Trades Council, CMAW, Steelworkers, BCGEU,

WVMEA, and the TSA all also represent support staff. While all locals were invited to participate, only CUPE and IUOE chose to do so.

Administrative data challenges

Specific challenges and limitations with the relevant administrative data that was collected and analyzed to support findings in this report include:

- **Labour Market Outlook:** This report is typically updated annually; however, no report was issued for 2020 or 2021. The 2019 report was used in its absence.
- **Make A Future data:** Not all school districts use *Make a Future* for support staff postings. As the most common external support staff postings on this site are for casual positions which are posted on an ongoing basis, this data could not be used to demonstrate the length of posting, incidences of reposting when a position wasn't filled, or to identify the number of positions needed to be filled.
- **EDAS position names:** The position names for support staff positions vary across school districts and from those used by BCPSEA in the EDAS system. It was not always clear from the position name what the person's occupation was, especially in student support positions. Casual staff are not marked by occupation, but only as casual staff, so it was not possible to determine, for example, how many casual bus drivers, education assistants, or clerical staff any school district had on their rosters. Finally, EDAS does not include a distinct position name for Indigenous support workers, so it was not possible to report on demographic or earnings data for these staff.
- **EDAS income data:** There is a record for each occupation a support staff person may hold. Though there is an individual identifier which allows these records to be combined, when this information is combined, it is only possible to report on the person's total income, not their income from each occupation.
- **Geographic categories:** BCPSEA and support staff unions wanted to ensure that the information collected allowed for analysis of different school district sizes. However, there is no agreed upon definition of school district geographic categories. For the purposes of the project, school districts were categorized as urban, rural, rural-remote, and remote, though these categories sometimes missed important nuance between extremely remote communities and semi-remote; or between larger and smaller urban areas.

Internal focus

The project plan initially included consultation with education partners such as the B.C. School Trustees, B.C. Principals and Vice Principals, B.C. Parent Advisory Council, First Nations Education Steering Committee. However, it was subsequently decided that given the internal focus of the project, with no public reporting planned, it was better to consult only with employers and employees in the K-12 system.

2.0 Overall findings

The overarching goal of the SSIRRE project was to develop a comprehensive understanding of the data related to recruitment and retention issues for support staff in British Columbia's K-12 system. The project Steering Committee endorsed the research questions that provided the framework for this inquiry as well as a methodology that considered both qualitative and quantitative information.

The sections of the report that follow set out the results of the inquiry, according to occupational category. Here, a number of overall findings are presented to help set the context for the more occupation-specific findings that follow.

2.1 Support Staff Demographics

Taken together, the seven occupational categories collectively known as support staff employed 37,724 people across B.C. in 2018-19². This accounts for about 7% of the approximately 563,000 people employed across the whole K-12 system.

The 2018-19 school year was selected for data analysis as it was the last full year prior to COVID. During the 2019-20 school year, support staff earnings and numbers varied considerably due to schools being closed then reopening with more extensive cleaning regimens. COVID continued to affect the numbers of support staff in 2020-21, and administrative data for this fiscal year was not available until part way through the project.

Direct Student Support staff make up over half of support staff across British Columbia

The following table illustrates the distribution of all support staff across the seven occupational categories:

Occupational Category	Employees (2018-19)	% of all
Clerical	2,771	7%
Custodians	3,648	10%
Direct Student Support	20,078	53%
Finance and Human Resources	577	2%
Information Technology	569	2%
Trades and Maintenance	2,228	6%
Transportation	1,110	3%
Casual	6,743	18%
Total	37,724	100%

In addition to people employed in the seven occupational categories, 6,743 “casual” employees are included in the total count of support staff. This includes people who, by the end of the reporting period (July 1, 2018 - June 30, 2019) had not secured a permanent position at any point throughout the year. As noted earlier, EDAS does not record what occupation a person is

² The most recent period for which EDAS data is available. EDAS counts employment status as of the end of the reporting (school) year, so data throughout this report is as of June 30, 2019.

employed in casually, so it is not possible to categorize these employees within the occupational categories.

While recognizing that an individual may work both permanent and casual positions over the course of a year, the methodological choice was made to privilege permanent status. So while 34% of all employees included casual hours at some point throughout the year, only those who did not secure a permanent position at some point are counted as “casual”.

For example, an employee who was casual at the beginning of the year, then got a temporary administrative job, then moved to a permanent position as a bus driver would be counted as a bus driver. However, an individual who started the year as a permanent education assistant but resigned midway through the year to work as a casual groundskeeper would be classified under the direct student support category.

Most support staff positions are not full year and full time

Individuals in each of the categories have different statuses, as illustrated on the table below. As EDAS data includes total hours of work but does not indicate whether employment is based on a calendar year or a school year, employees’ annual schedules were categorized as follows:

Categorization of Employment Status Data			
Employment Status	Hours per year	Weeks worked	Hours per week
Full Year Full Time	1750+	50	35+
Part Year Full Time	1260-1749	39	35+
Part Time	Up to 1260	39	<35

As illustrated below, information technology, trades, grounds and maintenance, and custodians are most likely to have full time, full year employment. Given the 10-month school year, individuals employed as direct student support and drivers are least likely to have full time, full year employment.

Annual Schedule by Occupational Category			
Occupational Category	Full Year Full Time	Part Year Full Time	Part Time
Clerical	14%	48%	37%
Custodians	63%	14%	21%
Direct Student Support	2%	11%	87%
Finance and Human Resources	49%	23%	27%
Information Technology	74%	11%	14%
Trades and Maintenance	68%	13%	19%
Transportation	9%	18%	71%
Casual	0%	1%	99%

Most support staff are women, and over half are over 40 years old

Take as a whole, about three-quarters of support staff are female and one quarter male, and about 57% are between the ages of 41 and 60. As illustrated in the table below, only about one in 10 is under the age of 30, and more than 15% are over 61 years old.

Age and Gender, All Positions						
Age	Female		Male		Total	% of Total
Up to 20	333	62%	204	38%	537	1%
21-30	2,896	77%	845	23%	3,741	10%
31-40	5,182	80%	1,317	20%	6,499	17%
41-50	8,035	81%	1,843	19%	9,878	26%
51-60	8,615	75%	2,816	25%	11,431	30%
61-70	3,547	69%	1,618	31%	5,165	14%
71+	308	59%	211	41%	519	1%
Total	28,916	77%	8,854	23%	37,770	100%

Gender balances and imbalances are markedly different between occupational categories. There are vastly more women than men in the direct student support, finance and human resource, and clerical groups, while this is reversed in the trades, grounds and maintenance and information technology categories. As illustrated on the following table, drivers and custodians show the greatest balance.

Gender by Occupational Category		
Occupational Category	% Female	% Male
Clerical	99%	1%
Custodians	37%	63%
Direct Student Support	92%	8%
Finance and Human Resources	89%	11%
Information Technology	20%	80%
Trades and Maintenance	10%	90%
Transportation	40%	60%
Casual	76%	24%
Total	77%	23%

In some regions of the province, the proportion of staff who are older and potentially considering retirement higher than others: in Kootenay-Boundary and the Northwest this is particularly challenging, with about one in five support staff workers aged 61 years or older.

Older employees by Region, All Positions		
Region	# of Staff	% aged 61+
Fraser Valley	5,039	12%
Kootenay-Boundary	1,658	20%
Metro	15,979	14%
Northern Interior	3,410	14%

Older employees by Region, All Positions		
Region	# of Staff	% aged 61+
Northwest	1,065	19%
Thompson-Okanagan	4,542	16%
Vancouver Island	6,077	17%
Total	37,770	15%

As a whole, the median age of K-12 support staff employees is 50, and the 15% of support staff are over the age of 60. When compared across the occupational categories, information technology staff are the youngest group, while transportation and custodians are the oldest cohort.

Age by Occupational Category		
Occupational Category	Median Age	% Over 60
Clerical	52	17%
Custodians	55	23%
Direct Student Support	48	12%
Finance and Human Resources	49	11%
Information Technology	47	8%
Trades and Maintenance	51	17%
Transportation	59	40%
Total	50	15%

In large part due to the part time and part year hours, the median support staff income is well below the median income for B.C. workers overall

Support staff workers (excluding casual only employees) across all occupations have a median income of \$32,831, well below the median provincial income of \$37,800. The lowest 20% earned below \$21,593 and the highest 20% earned between \$44,885 and \$108,331.

Income, Hours of Work, and Years of Service, All Positions					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
TOTAL INCOME					
\$32,831	\$21,593	\$29,848	\$35,845	\$44,885	\$108,331
HOURS OF WORK					
1,180	745	1,102	1,267	1,633	3,234
YEARS OF SERVICE					
7.5	2.2	5.6	10.6	18.3	53.8

In addition, the location of the school district and its classification (remote, rural-remote, rural, urban) also correlates to differences in median incomes, with urban support staff earning a median income that is almost 21% higher than their colleagues in remote districts, as illustrated in the table below.

Income by School District Classification, All Positions						
School District	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Remote	\$28,605	\$18,152	\$26,125	\$30,685	\$39,728	\$99,747
Rural-Remote	\$32,183	\$22,324	\$29,781	\$34,371	\$43,278	\$108,331
Rural	\$30,104	\$21,398	\$27,997	\$31,950	\$41,752	\$101,864
Urban	\$34,547	\$22,534	\$31,450	\$37,444	\$46,166	\$103,418
Overall	\$32,831	\$21,593	\$29,848	\$35,845	\$44,885	\$108,331

See Appendix A for a listing of school districts and how they were categorized by size.

When considered by separate occupational categories, median hourly wages range from \$22.98 (custodians) to \$30.87 (trades). Excluding casual staff, the median annual income ranges from \$29,618 (education assistants) to \$59,377 (trades).

Earnings by Occupational Category		
Occupational Category	Median Hourly Wage	Median Total Income
Clerical	\$26.15	\$39,160
Custodians	\$22.98	\$45,427
Direct Student Support	\$26.15	\$29,618
Finance and Human Resources	\$27.30	\$46,251
Information Technology	\$29.31	\$58,239
Trades and Maintenance	\$30.87	\$59,377
Transportation	\$25.54	\$30,653
Total	\$25.99	\$32,831

Custodians, clerical staff, and tradespeople have the longest median length of service

With respect to staff retention, the median length of service for support staff (excluding casual) overall is 7.5 years. Custodians have generally been in their positions for the longest period, with a median 11.4 years of service, followed by clerical staff and those in the trades. Those in finance and human resources are the least stable, with a median of 5.4 years of service, and direct student support at 6.7 years.

Length of Service by Occupational Category (years)	
Occupational Category	Median
Clerical	10.9
Custodians	11.4
Direct Student Support	6.7
Finance and Human Resources	5.4
Information Technology	10.7
Trades and Maintenance	8.7
Transportation	8.1
Total	7.5

More than one in six support staff across the province only hold a casual position

The total number of 37,724 support staff includes 6,743 people who held a casual position only. Employees with a permanent or temporary position that also worked casual hours are not included in this number. The casual-only staff category in EDAS reflects individuals who work in one or more occupational category on a casual basis, but the data does not allow identification of which occupation.

As with other positions, casual workers are about three-quarters female and one-quarter male. They are a slightly younger population than those in permanent positions, as illustrated below.

Age and Gender, Casual Positions						
Age	Female		Male		Total	% of Total
Up to 20	252	58%	179	42%	431	6%
21-30	847	72%	326	28%	1,173	17%
31-40	1,199	83%	248	17%	1,447	21%
41-50	1,293	84%	254	16%	1,547	23%
51-60	892	75%	297	25%	1,189	18%
61-70	559	70%	244	30%	803	12%
71+	89	58%	64	42%	153	2%
Total	5,131	76%	1,612	24%	6,743	100%

Although all regions use casual workers to fulfill their support staffing needs, with casual workers making up almost one-fifth of the workforce across the province, some districts are more reliant than others. As illustrated below, the Northwest, Kootenay-Boundary, Northern Interior, and Thompson Okanagan have larger rosters of casual staff.

Casual staff as proportion of all positions		
Region	Casual Staff	% of Total
Fraser Valley	822	16%
Kootenay-Boundary	357	22%
Metro	2,743	17%
Northern Interior	667	20%
Northwest	274	26%
Thompson-Okanagan	917	20%
Vancouver Island	963	16%
Total	6,743	18%

The degree to which individuals with permanent positions also held a casual job within the same year varies by occupational category. EDAS data cannot be used to determine if a staff person is holding both a permanent and casual position at the same time, or if they worked a casual position for part of the year, and later were hired into a temporary or permanent position.

While about one-fifth of permanent or temporary workers in all categories also worked in a casual position in the same year, the prevalence varies by occupation. More than one-third of drivers

held a casual position as well as a regular position, ranging to about one in ten workers in human resources, information technology, and trades and maintenance.

Proportion of Staff with Casual Hours, by Occupation	
Occupational Category	% with casual hours
Clerical	18%
Custodians	17%
Direct Student Support	23%
Finance and Human Resources	10%
Information Technology	8%
Trades and Maintenance	9%
Transportation	34%
Total	21%

The median annual income for casual workers is \$4,427, with the median hours of work at 81 annually. The median length of service for casual only employees is 1.2 years: Only 93% of those in the casual category had a record of working casual hours within the 2018/19 calendar year. This gap may reflect the extra administrative effort required to maintain a casual workforce.

Income, Hours of Work, and Years of Service, Casual Positions					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
TOTAL INCOME					
\$4,427	\$891	\$2,994	\$6,909	\$14,861	\$73,387
HOURS OF WORK					
81	12	45	152	400	1,936
YEARS OF SERVICE					
1.2	0.3	0.8	1.7	4.4	44.9

Casual workers also experience a similar difference in income as all workers, depending on where they are located in the province.

Income by District Classification, All Positions						
School District	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Remote	\$2,948	\$683	\$2,025	\$4,394	\$8,301	\$52,535
Rural-Remote	\$3,225	\$692	\$2,200	\$4,315	\$9,681	\$51,503
Rural	\$3,887	\$897	\$2,761	\$6,056	\$12,438	\$59,202
Urban	\$5,985	\$1,023	\$3,627	\$8,362	\$18,358	\$73,387
Overall	\$4,427	\$891	\$2,994	\$6,909	\$14,861	\$73,387

2.2 Experiences of Indigenous and racialized staff

One in four Indigenous or racialized staff reported being ignored, overlooked, or treated inappropriately due to their race, ethnicity or culture

One in five (19%) of support staff survey respondents identified as a non-White/European race category. The most common reported categories were: Southeast Asian (44%), Indigenous (26%), and South Asian (19%). When asked about any experiences they might have had in the last year due to their race, ethnicity or culture, the most common experiences from racialized respondents were:

- Being ignored, overlooked, or treated inappropriately (24%)
- Others treated you as not smart (20%)
- Others acted as if suspicious of you (14%)
- Microaggressions from colleagues (14%)
- Racist comments about appearance or assumptions about skills or characteristics (5%)

These experiences were most commonly reported by direct support staff.

Experiences due to race, ethnicity or culture, by Occupation							
Response	Clerical	Custodial	Direct Support	HR & Finance	IT	Trades & Maintenance	Transportation
Ignored, overlooked, or treated inappropriately	25%	23%	31%	33%	20%	29%	23%
Others treated you as not smart	19%	16%	21%	15%	9%	29%	5%
Others acted as if suspicious of you	15%	12%	15%	10%	13%	20%	8%
Microaggressions from colleagues	18%	14%	21%	23%	12%	32%	8%
Racist comments about appearance or assumptions about skills or characteristics	13%	9%	14%	10%	12%	26%	17%
	N=367	N=201	N=1,650	N=83	N=91	N=35	N=21

Among Direct Support staff, Indigenous Support Workers were most likely to report these experiences.

Experiences due to race, ethnicity or culture, by Direct Support Occupation				
Response	EA	Indigenous Support	Specialized Support	Student Supervisor
Ignored, overlooked, or treated inappropriately	28%	45%	31%	21%
Others treated you as not smart	19%	37%	20%	11%
Others acted as if suspicious of you	14%	25%	13%	7%
Microaggressions from colleagues	17%	37%	24%	10%
Racist comments about appearance or assumptions about skills or characteristics	13%	23%	16%	6%
	N=1,123	N=243	N=168	N=103

While numbers of respondents in some groups are smaller and results should be interpreted with caution, it is important to note that support staff in Black / African / Caribbean, Arab and Indigenous groups most commonly reported racist experiences. For the purposes of comparison, Indigenous responses have been included here, but Indigenous identity is different than race, and incorporates culture and community.

Experiences due to race, ethnicity or culture, by category							
Response	Southeast Asian	Indigenous	South Asian	Latin American	Black/African/Caribbean	West Asian	Arab
Ignored, overlooked, or treated inappropriately	24%	34%	29%	31%	46%	34%	41%
Others treated you as not smart	16%	26%	21%	18%	27%	25%	35%
Others acted as if suspicious of you	11%	18%	18%	13%	38%	15%	26%
Microaggressions from colleagues	16%	26%	21%	20%	37%	12%	25%
Racist comments about appearance or assumptions about skills or characteristics	12%	16%	16%	14%	23%	18%	14%
	N=1,083	N=632	N=469	N=141	N=76	N=61	N=51

Examples of some of these experiences include:

Another staff made up a rhyming nickname from my last name for an ACCESS student to "remember" my name.

Assumed I was born in India even though I was born in Canada.

Mistaken for another Chinese staff and the person tried to correct me.

Asked if I had a high school diploma for my job. I have multiple degrees.

Blatant mockery of religion.

Making fun of my accent.

Asked about my "blood quantum/percentage".

Assume I should know the local Carrier Language, even though I am not Carrier.

Questioned my education, asked if I took a modified program for native people to become an EA.

Racism from other teacher in class in front of students and ADMIN did NOT support me trying to have a meeting with teacher. Nothing happened or was solved.

While workplace racism is not unique to the K-12 sector, these experiences will not support the retention (or recruitment) of Indigenous or racialized staff.

2.3 Support Staff Recruitment

Currently, recruitment for support staff in the K-12 sector across B.C. focuses on a range of communication and marketing channels, as well as partnerships with sector training providers. This review identified a number of promising practices, but also some challenges with current recruitment processes and procedures.

Across the province, almost all school districts reported struggling to recruit most support staff positions, with two exceptions: SD 47 (Powell River) and SD 81 (Fort Nelson), who both reported having few challenges in finding support staff, for different reasons. SD 47 reported having applicants regularly contacting the district from outside of the community asking if there were openings, as they wanted to move to Powell River. SD 81, in contrast, focused its recruiting locally and set job qualifications to reflect what skills and training was available within the community. This allows the district to meet its staffing requirements largely through a greater consideration of equivalent experience. As a result, the school district employs many education assistants, for example, who have not completed a certificate program but have experience working with children and a caring approach, supplemented by whatever EA related skills training the district could provide after hiring.

Recruitment processes

Generally, external applicants for most support staff jobs including clerical, custodian, direct student support and transportation staff are first hired into casual positions. Temporary and permanent postings are then hired from the casual pool, or from other internal temporary or permanent staff.

Other positions, such as trades and maintenance, information technology, and finance and human resources, are typically posted as temporary or permanent positions. Where possible, some districts have casual payroll clerks, but reported these are very hard to come by.

In some school districts, temporary or permanent positions are posted at the same time internally and externally, though internal applicants will always be prioritized in hiring. Districts reported this as a time-saving process that they negotiated with their union local, to apply to positions where there was agreement that a qualified internal applicant could not likely be identified. By posting the positions internally and externally at the same time, districts felt they were able to move to hiring faster. Some districts expressed frustration that their locals rarely agreed to internal and external posting at the same time.

Common recruitment streams

Make a Future is the primary marketing channel that school districts use to recruit support staff

The *Make a Future* website is very widely used, with both urban and rural school districts saying they regularly use the site to recruit support staff. Several districts who use these targeted ad plans noted that they valued the service highly, as the district did not have the capacity to design and implement these alone.

However a significant minority, reported not regularly using the site to support staff positions externally. Two in five districts (40%) reported never (28%) using *Make a Future* for support staff postings, or only sometimes using it (12%) for hard to fill postings they anticipated might attract someone from outside the community. This included the majority of remote and rural-remote districts, which do not use *Make a Future* regularly.

The primary reason that school districts cited for rarely or never using *Make a Future* was that, for those districts, the main recruitment pool is very locally based. The positions on offer are typically not highly compensated enough to warrant potential applicants relocating to their community for the job, so alternative forms of marketing were used to focus on a more local presence.

In addition, a number of districts commented that the *Make a Future* title was not intuitive for applicants to look for jobs at the school district, especially for support staff positions. Some suggested that, since the platform is the same as *Apply to Education* in other Canadian jurisdictions, British Columbia should use the same name as other provinces to make it easier for out-of-province applicants to find. Participants acknowledged, however, that this would mostly likely attract teachers rather than support staff.

School districts also reported some confusion about whether it is standard for *Make a Future* to repost jobs from that site to other such as *Indeed* and *WorkBC*. Some reported that they reposted the positions themselves, whereas others thought this is an included service.

Some school districts also reported a concern that the *Make a Future* posting template is too restrictive and does not allow for them to accurately express their needs or the benefits of the positions the offer. They wanted to be able to better able to distinguish their districts from others when posting opportunities, or were frustrated by the platform.

Concern was also expressed by some school districts about specific functionality of the site – for example, the lack of automatic notifications or reminders for applicants who have entered all their information for a position, but have not made the final submission. While district job descriptions remind applicants to ensure that they receive a notification from *Make a Future* that their application has been received, it is not uncommon for applicants to think they had submitted their application, but had not completed all required steps.

Local employment postings are also widely used

In addition to posting casual positions on the *Make a Future* website, school districts who reported using *Make a Future* also often purchased targeted campaign packages for hard to fill positions. These targeted campaigns place job postings where qualified applicants are more likely to see them, such as professional associations or with training providers.

These school districts reported that they most commonly post advertisements for open positions in local newspapers, with local employment service providers, and on local media such as radio. These districts tended to be smaller and less urbanized. Local papers and radio stations were

noted as being most successful for reaching potential bus drivers, who often come from the ranks of retired truck drivers or police.

A few school districts also reported working closely with their local employment agency to find applicants. However, this is not widely used as a means of recruitment, as there is a perception that candidates identified through these organizations tend not to be fully qualified or motivated to take on the requirements of open positions.

Job fairs can be useful in recruitment, but are not widely used

Job fairs were recognized as a potentially powerful tool for identifying and recruiting applicants for support staff positions. In particular, several districts noted that job fairs organized through post-secondary institutions had been successful in identifying candidates for Education Assistant positions in their districts. However, a number of districts noted that these rarely occur. Many felt that this was an opportunity for *Make a Future* to capitalize on by helping to organize local job fairs.

There is shared interest in a provincial advertising campaign

Most districts agreed that a provincial advertising campaign to promote K-12 support staff careers would improve recruitment, especially emphasizing the opportunities to have a pension and benefits, 10-month employment, and work with children. Support staff across all focus groups also agreed that this would be helpful. Both employers and employees agreed that few people think of career opportunities in the school district other than teachers, even though it is often one of the largest employers in the community.

Several school districts suggested that there was an opportunity with an advertising campaign to also promote diversity within support staff, including through the images of support staff used and where the ads are targeted. Placing ads in the Lower Mainland, for example, in [*The Indo-Canadian Voice*](#), [*Asian Pacific Post*](#), [*Filipino Post*](#), and the *Georgia Straight*, or with Immigrant Serving Societies (e.g. SUCCESS, MOSAIC, ISSofBC) and Indigenous Skills Employment Training Societies might increase the diversity of applicants.

Some districts cautioned, however, that this given the limited resources to address recruitment and retention of support staff, that a marketing campaign would be less helpful than addressing some of the wage and working condition issues they had identified.

Partnerships with training providers are successful, but limited in scope

Along with *Make a Future*, school districts also reported partnerships with training providers as a key tool in recruiting potential candidates for support staff positions. These connections were almost exclusively with training programs for education assistants, however, and not widely used for training providers in other disciplines.

Districts noted that one of the most successful ways to develop these partnerships was by accepting education assistant practicum students from the programs. This enables the districts to assess candidates from early in the process, and be in a position to offer jobs to practicum students who were seen to have performed well in their practicum before graduation.

An additional benefit of these relationships was that it often informs school districts' understanding and opinion of training programs' quality. Where there are strong collaborative relationships with local programs, districts often provide input about program content and delivery. Some districts noted that they worked to develop relationships with and take practicum students from education assistant training programs across the province, filtered by their perception of the program quality, in the hopes that practicum students would consider relocating to their district for a job.

A few districts also reported developing partnerships with training programs for other occupations. For example, in districts located in reasonable commuting distance from a local public post-secondary institution, efforts were made to work with the institutions to encourage the delivery of administration assistant (for clerical) and building support worker (for custodian) programs.

However, a drawback to this effort for building support worker training specifically is that these programs are typically offered through continuing education programs on a cost recovery basis, and delivery is directly linked to sufficient registration numbers. School districts noted that, as a result, such programs are sometimes advertised but rarely offered.

Support staff wages have not increased comparably to minimum wage jobs.

Focus group participants noted that while support staff jobs used to be perceived as good jobs, this had changed. While the pension and benefits used to set the jobs apart from many private sector jobs, the wages had not increased alongside other entry level positions, and more private sector positions now offer benefits packages. Further, as there is no increase in wages based on experience or training, the wage for support staff upon entering a position only increased along with collectively bargained increases for all unionized support staff. The only opportunity to increase wages individually was to change positions, and there were few career paths for most occupational categories.

For example, from January 2015, minimum wage in BC had increased by 48%, from \$10.25 to \$15.20, and many entry level minimum wage positions pay above minimum wage in order to recruit and retain staff. In the same timeframe, K-12 support staff wages had only increased by 10%. Had minimum wage increased by the same rate, it would be \$11.26 instead of \$15.20. As the hourly wages continue to increase for entry level private sector jobs, which offer raises and full time work and require far less training, these jobs become increasingly competitive with support staff positions.

2.3 Support Staff Retention

Although there is some variation amongst the various occupational categories that make up the K-12 support staff sector, it is clear that, overall, there will be significant need to both attract new employees and retain those that are in place in order to meet anticipated levels of demand. Over the next five to ten years, the sector faces significant challenges in support staff retention.

The K-12 system can anticipate replacing 38% of their workforce in the next five years; potentially twice as fast as comparable occupations in the province overall

Based on the 10-year projections of the B.C. Labour Market Outlook³, the support staff sector overall can anticipate needing to replace about 27% of its current workforce, a total of just under 7,500 staff in the next ten years. Casual staff, Indigenous Support Workers and Student Supervisors are not included in this estimate. Comparing these projections to the reports of support staff on the survey, the K-12 system can expect to have to replace 38% of their workforce in the next five years.

Projected replacement rates and numbers, Labour Market Outlook and Support Staff Survey										
	Cler	Cust	EA	SSSW	F/HR	IT	Trds	Facil	Tspt	All
Labour Market Outlook rate	29%	31%	26%	22%	24%	21%	22%	24%	34%	26%
Applied to K-12 staff (next 10 yrs)	800	1,130	3,820	640	135	120	315	190	340	7,490
Support Staff Survey	36%	34%	33%	37%	32%	45%	39%	54%	34%	38%
Applied to K-12 staff (next 5 yrs)	1,000	1,240	4,850	1,100	190	255	560	430	340	9,965

It should be noted that this rate includes estimates for the categories of specialized student support worker (SSSW), Indigenous support worker (ISW), and student supervisor, which are not considered separately in the 10-year projections. In the table above, replacement rates for these categories are based on staff survey responses, with rates projected to the group as a whole.

The B.C. Labour Outlook estimates suggest a longer timeline for staff replacement than data received from the SSIRRE staff survey. The survey asked a slightly more nuanced question, soliciting feedback on whether staff intended to be in their current position, working elsewhere in the school district, or no longer working for the school district within five years instead of ten. This suggests that the retention rate could be almost twice as low for support staff in the K-12 sector as it is for comparable positions in the province overall.

Overall, about 43% of respondents said they expected to be in their current role and another 23% said that while they would not be in the same role, they anticipated still working in the district. The rate that is most important in terms of retention and replacement, though, is the combined numbers of staff who say they will either be retired or working for another employer. Together, these provide the clearest sense of the staff that will need to be replaced.

As a sector overall, it is fair to anticipate that about 35% of staff positions will turn over in the next five years. The highest replacement rates are for the occupational categories of information technology (55%) and facilities and maintenance (54%). In contrast to the B.C. Labour Outlook projections, data from the staff survey suggest skilled trades are much closer to the overall average, with about 39% of positions likely requiring replacement over the next five years.

³ With the exception of Indigenous Support Worker and Student Supervisor, positions which did not relate directly to National Occupation Codes

Where do you see yourself in 5 years?												
Response	Cler	Cust	EA	SSSW	ISW	SS	F/HR	IT	Trds	Facil	Tspt	All
Current role	37%	42%	44%	44%	53%	23%	41%	40%	51%	31%	59%	43%
Different role in SD	28%	24%	22%	18%	14%	45%	27%	15%	10%	15%	6%	23%
Working, not in SD	9%	7%	17%	18%	14%	15%	16%	23%	26%	27%	7%	15%
Retired	25%	27%	16%	20%	19%	16%	16%	22%	13%	27%	27%	20%
Replacement rate	34%	34%	33%	38%	33%	31%	32%	55%	39%	54%	34%	35%

Pension and benefits are the most positive retention factor for support staff

With respect to factors that influence staff retention, compensation is something of a double-edge sword. Traditionally, the pension and benefits that the K-12 sector is able to offer employees has been seen as an important factor both in attracting people to work for school districts, and in retaining their employment over the long term.

Pension and benefits continue to be a significant aspect in encouraging staff retention, and were cited as a top-three positive influence in the staff survey by all occupational categories except student supervisors. It was the single most positive factor for clerical staff, custodians, finance/HR staff, IT staff, skilled trades, and facilities and maintenance staff.

Most positive retention factors, by occupation ⁴					
Occupation	Top 3 factors	Positive	Neutral	Negative	+/-
Clerical	Pension and benefits	78%	10%	5%	74%
	Work hours within the school day	75%	14%	3%	72%
	Opportunity for full-time hours	68%	15%	8%	60%
Custodians	Pension and benefits	76%	12%	5%	71%
	Opportunity for full-time hours	65%	16%	10%	55%
	Job satisfaction	54%	23%	14%	40%
EAs	Working with children	82%	10%	2%	80%
	Pension and benefits	72%	14%	8%	64%
	Fixed holiday schedule	64%	17%	10%	54%
SSSWs	Working with children	83%	11%	2%	82%
	Pension and benefits	77%	12%	6%	71%
	Work hours within the school day	70%	15%	9%	61%
ISWs	Working with children	82%	11%	1%	85%
	Pension and benefits	75%	11%	5%	70%
	Fixed holiday schedule	69%	16%	7%	62%
Student Supervisors	Working with children	83%	10%	1%	82%
	Work hours within the school day	76%	10%	4%	72%
	Fixed holiday schedule	72%	12%	4%	68%
Finance/HR	Pension and benefits	85%	5%	4%	81%
	Opportunity for full-time hours	68%	13%	5%	63%
	Working conditions	63%	18%	11%	52%

⁴ Rows may not total 100%, as N/A responses are excluded from this table

Most positive retention factors, by occupation ⁵					
Occupation	Top 3 factors	Positive	Neutral	Negative	+/-
IT	Pension and benefits	74%	11%	5%	69%
	Availability of time off	61%	20%	5%	56%
	Opportunity for full-time hours	55%	18%	3%	52%
Skilled Trades	Pension and benefits	79%	14%	3%	76%
	Availability of time off	74%	14%	7%	67%
	Opportunity for full-time hours	63%	17%	5%	58%
Facilities/ Maintenance	Pension and benefits	70%	14%	9%	61%
	Opportunity for full-time hours	55%	21%	9%	46%
	Availability of time off	54%	24%	15%	39%
Transportation	Fixed holiday schedule	70%	2%	3%	67%
	Pension and benefits	73%	12%	7%	66%
	Working with children	61%	25%	3%	58%

Hourly wages and total income are often a negative retention factor for support staff

The other component of compensation is the wages and income that are available to staff in the K-12 sector when compared to the income they could earn doing work of a similar nature for another employer. In contrast to pension and benefits, wages compared to market rate was cited by respondents in all occupational categories as a factor that negatively impacts the retention of staff. This was a top-three negative factor for all staff except custodians and student supervisors, and was particularly negative for staff in IT, skilled trades, and facilities and maintenance.

The nickel and diming is getting tedious. It is a constant barrage of taking away.
Clerical staff

Least positive retention factors, by occupation ⁶					
Occupation	Lowest 3 factors	Positive	Neutral	Negative	+/-
Clerical	Workload	46%	21%	25%	21%
	Wages compared to market rate	53%	14%	24%	28%
	Career pathway options	48%	26%	15%	33%
Custodians	Workload	41%	23%	29%	12%
	10-month employment	30%	25%	13%	17%
	Career pathway options	36%	34%	14%	22%
EAs	Workload	39%	20%	33%	6%
	Career pathway options	37%	26%	24%	13%
	Wages compared to market rate	44%	18%	30%	14%
SSSWs	Workload	43%	21%	31%	12%
	Career pathway options	43%	24%	24%	29%
	Wages compared to market rate	53%	15%	27%	26%
ISWs	Workload	43%	19%	30%	13%
	Wages compared to market rate	47%	20%	25%	22%
	Feeling valued in the workplace	56%	16%	21%	35%

⁵ Rows may not total 100%, as N/A responses are excluded from this table

⁶ Rows may not total 100%, as N/A responses are excluded from this table

Least positive retention factors, by occupation ⁶					
Occupation	Lowest 3 factors	Positive	Neutral	Negative	+/-
Student Supervisors	Opportunity for full-time hours	43%	18%	11%	32%
	Pension and benefits	48%	14%	11%	36%
	Career pathway options	50%	18%	10%	40%
Finance/HR	Workload	49%	17%	25%	24%
	Wages compared to market rate	55%	2%	28%	27%
	Career pathway options	50%	19%	17%	33%
IT	Wages compared to market rate	29%	1%	49%	-20%
	Career pathway options	30%	23%	31%	-1%
	10-month employment	16%	21%	9%	7%
Skilled Trades	Wages compared to market rate	17%	1%	71%	-54%
	Career pathway options	25%	39%	22%	3%
	10-month employment	12%	20%	8%	4%
Facilities/Maintenance	Wages compared to market rate	32%	1%	47%	-15%
	10-month employment	18%	24%	18%	-
	Feeling valued in the workplace	39%	16%	37%	1%
Transportation	Opportunity for full-time hours	38%	26%	23%	15%
	Career pathway options	34%	38%	15%	19%
	Availability of time off	45%	18%	25%	20%

Lack of satisfaction with compensation was borne out in responses to the question of how appropriate staff considered their compensation to be for the work that they do. Overall, while a bare majority felt their pay was somewhat or completely appropriate, more than one in three said it was somewhat or completely inappropriate. Dissatisfaction was particularly high amongst trades, IT, and facilities/maintenance staff while compensation was less of a concern for transportation staff, student supervisors, and custodians.

Keeping employees at low paygrades but increasing the workload while informing them that they are not qualified to advance and hiring from outside has really lowered the esteem of employees who were looking to make long lasting careers with the district.
Clerical staff

How appropriate do you think the compensation you receive is for the work that you do?												
Response	Cler	Cust	EA	SSSW	ISW	SS	F/HR	IT	Trds	Facil	Tspt	All
Appropriate	58%	58%	47%	55%	58%	64%	50%	30%	27%	30%	65%	51%
Neutral	11%	15%	15%	11%	13%	23%	9%	12%	10%	15%	15%	14%
Inappropriate	30%	27%	38%	34%	29%	13%	41%	58%	63%	55%	20%	36%

Another factor that was commonly cited as negatively impacting staff retention was a lack of career options and opportunities to progress in the school district. This was a top-three negative influencer for respondents in all occupational categories except Indigenous support workers and custodians. Staff in facilities/maintenance, skilled trades and IT expressed particularly negative responses to the question of whether there is a reasonable opportunity for them to pursue a career pathway within the K-12 sector.

People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested				
Response	Agree	Neutral	Disagree	+/-
Clerical	61%	15%	24%	37%
Custodial	57%	21%	22%	35%
Education Assistants	34%	22%	44%	-10%
SSSWs	32%	26%	42%	-10%
ISWs	46%	15%	38%	8%
Student Supervisors	60%	7%	33%	27%
Finance/HR	45%	20%	36%	9%
IT	32%	24%	44%	-12%
Skilled Trades	29%	30%	41%	-12%
Facilities/Maintenance	25%	26%	49%	-24%
Transportation	48%	27%	25%	23%

The lack of career options was also seen very negatively by education assistants and SSSWs, although they ascribed a relatively lower level of importance to career progression, compared to staff in custodial, clerical, finance/HR, and IT positions.

The opportunity to progress is important to me				
Response	Agree	Neutral	Disagree	+/-
Clerical	68%	23%	9%	59%
Custodial	66%	27%	6%	60%
Education Assistants	67%	4%	29%	38%
SSSWs	68%	5%	27%	41%
ISWs	60%	4%	36%	24%
Student Supervisors	70%	4%	26%	44%
Finance/HR	70%	19%	12%	58%
IT	66%	25%	9%	57%
Skilled Trades	49%	40%	10%	39%
Facilities/Maintenance	54%	31%	15%	40%
Transportation	43%	41%	16%	27%

In addition to compensation and the lack of opportunities for advancement, the aspect of work that was most commonly seen as a negative factor in retention was workload. This was cited as the factor that most negatively influenced retention decisions by clerical staff, custodians, education assistants, SSSWs, ISWs, and finance/HR staff.

Those subject to 10-month rather than full year employment tended to view this as a negative factor as well, with it being identified as a top-three negative of their work by custodians, IT staff, skilled trades, and facilities and maintenance staff.

Overall, despite being among the best compensated support staff, employees in IT and skilled trades, along with facilities/maintenance staff, expressed the strongest negative opinions when

asked about aspects of their work that influence their decision whether or not to remain in their position.

Support staff report low morale is lowering retention rates

A strong theme reported through union interviews, focus groups, and support staff surveys was the low morale among support staff. Support staff commonly reported feeling undervalued, excluded and disrespected by management and co-workers, unsustainable workloads and difficult jobs, and a culture of increasing financial restrictions.

I enjoyed my job. I quit my management and my foreman.
Facilities and Maintenance staff

Across multiple occupations and districts, support staff reported a new management style within the K-12 sector, which was perceived as run more like a business than a public service, with management not understanding collective agreements and the public sector culture. Some noted

It is important to have a good workplace atmosphere and an appreciation of workplace employees to create better morale. Managers and foremen might work towards seeking and implementing ideas and suggestions from their employees, rather than coming across as if they know what's best for the department at every moment of every day of every year.

Custodial staff

that actions which lowered morale and therefore retention felt like part of a deliberate strategy to “cut by attrition”.

Many support staff noted the importance of the communication and management style of individual managers, reporting that morale and work satisfaction varied from unit to unit across the district. Some have been able to cultivate and maintain a sense of being a team, where others have not. One staff noted that this likely worsened

during COVID, where staff are not working together as collaboratively as they once had, with many of the good parts of work now missing.

Support staff noted the lack of professional development designed for their needs as an example. While support staff may join in professional development designed for teachers, which is sometimes applicable, few districts designed learning opportunities to meet the ongoing professional development of support staff. Where professional development was offered, it was typically repetitive and designed to fill basic gaps in unqualified new hires. Staff noted that as a result of practices like these, career pathways were not supported.

Some admin recognize and value what EAs do, and others treat us like interchangeable unskilled labor. Some teachers treat us like their own personal assistants and others work with us as true partners and teammates. Those years where we are treated like we don't have any expertise drive morale so low it is hard to keep motivated to give so much of our energy.

Direct student support staff

Support staff suggest that management could learn more about retention factors through ongoing staff surveys and exit interviews.

The opportunity to work with children was a key positive retention factor, especially for direct student support and transportation staff

With respect to more positive considerations, the opportunity to work with children was cited as a strong positive factor for many staff, but particularly for those in direct student support positions, in their decision to maintain their employment. This was the single most positive influencer for education assistants, SSSWs, ISWs, and student supervisors, and was also cited as a top-three factor by staff in transportation.

In addition, the basic structure of many K-12 support staff positions includes factors that can be very positive for many staff. Along with the ability to work full time hours, work hours that are limited to school days and fixed holidays were identified by staff in all occupational categories as components of their work that weigh positively when they think about maintaining their employment.

3.0 Findings by Occupation

This section presents findings by occupational category. Some of these occupational categories are made up of very similar positions, such as custodians, while others vary widely, such as direct student support. Where the variation within a category is extensive, the report provides some findings by sub-category within each section.







Overall, the majority of respondents reported that it is rarely easy to find support staff in most occupations. In addition, some occupational categories were most commonly cited as being most difficult to recruit sufficient numbers of staff. The three occupations reported as being hardest to hire by school district human resources staff across British Columbia were trades, bus drivers and direct student support staff.

Interestingly, there was some variation of the hardest to hire occupations by region. In the Thompson Okanagan, trades were not as hard to hire as almost all the other categories. In the Northwest, drivers were not hard to hire, but custodians were. This variation reinforced the importance of completing a regional analysis.

3.1 Clerical Staff

The occupational category of clerical staff provides clerical and general office assistance to support the functioning of either schools and/or district offices and programs. The EDAS occupations of school administration are included in this category. Note that payroll clerks, who are sometimes considered clerical staff, are discussed in the Finance and HR section.

Clerical staff in schools provide the communications infrastructure, and as a result are one of the few positions in the K-12 system, other than principals, that commonly interact with all students. Technology has transformed the parameters and requirements of the job, with a much greater reliance on electronic system and programs than was traditionally the case.

Clerical		2,771 staff	
 Hours of work	Elementary 25 hrs / wk 10 months	Secondary 30 hrs / wk 10 months	Board 35 hrs / wk 12 months
 Regular hours	Median: 1,460		80%: 1,631 or below
 Annual income	Median: \$39,160		80% earn \$45,940 or below
 Hiring Qualifications	Typical: 6-12 month administrative certificate; skills test Low: 1 year experience High: 6-12 month administrative certificate; 1-2 years experience; skills test		
 SD Orientation	Typical: 1-2 day orientation High: Multi-site specific orientation; district mentor in MyEdBC		
 Demographics	Sex: Female 99% Male 1% Age: 16% are 61+ Median years of service: 10.9		

Demographics

There are 2,771 clerical staff across British Columbia, comprising about 7% of all support staff in the K-12 system and ranking this group the 4th largest of all support staff categories. The number of clerical staff employed in schools is determined by the number of students and varies across school districts.

Almost all clerical staff are women, and approximately one in six are nearing retirement

Almost all clerical staff are women, making this group the least gender balanced of all support staff occupational categories. Clerical staff as a group are older than other support staff workers, with an overall median age of 52 years (compared to 49 for all support staff workers) and 17% of staff being aged 61 or older (compared to 15% of all support staff).

Age and Gender, Clerical						
Age	Female		Male		Total	Age as % of Total
Up to 20	1	100%	-	-	1	0%
21-30	113	97%	3	3%	116	4%
31-40	311	98%	5	2%	316	11%
41-50	748	99%	8	1%	756	27%
51-60	1,106	99%	10	1%	1,116	40%
61-70	437	99%	4	1%	441	16%
71+	25	100%	-	-	25	1%
Total	2,741	99%	30	1%	2,771	100%

The predominance of female clerical staff is consistent across the province, as is the proportion of clerical staff who are nearing retirement age, with approximately one in six clerical staff being over 61. This ratio is slightly higher in the Northwest, where almost one in five staff can anticipate retirement in the next few years.

Proportion of Female and Older Staff, Clerical, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	251	100%	16%
Kootenay-Boundary	122	99%	18%
Metro	1,284	99%	18%
Northern Interior	237	100%	17%
Northwest	75	97%	19%
Thompson-Okanagan	298	99%	16%
Vancouver Island	504	99%	15%
Total	2,771	99%	17%

Recognizing the impending challenge of staff reaching retirement age, a number of clerical staff suggested that allowing clerical positions to job share would retain more experienced secretaries as they come closer to retirement age.

Clerical staff employed in the K-12 system make up about 11% of all administrative assistants employed in British Columbia. Over the next 10 years, the B.C. Labour Market Outlook⁷ estimates that there will be approximately 7,140 openings due to replacing current workers⁸ among the total 27,950 clerical workers in the province, a replacement rate of 29%.

I think if there was an opportunity to job share, we would retain more experienced secretaries. With the lack of flexibility around holidays it is difficult to take any extended trips. I know of many secretaries that would like to share a full time position with another secretary and have the flexibility to travel. As it stands, this is not possible and with the shortage of clerical subs, approval for time off without pay is not given.

Clerical staff

Applying this replacement rate to the number of clerical staff in the K-12 system means that over the next ten years, school districts will need to hire approximately 800 new clerical employees to replace current staff.

Support staff survey findings suggested that K-12 sector needs to plan for even higher recruitment – replacing 36% of clerical staff (approximately 1,000) in five years instead of ten. Just under two-thirds (65%) of clerical staff respondents reported expecting to continue to work for the school district in five years, where 25% expected to be retired and 9% expected to be working outside the school district.

Where do you see yourself in 5 years?		
Response	Clerical	All
In my current role	37%	43%
In a different role within the school district	28%	23%
Working outside of the school district	9%	15%
Retired from the school district	25%	20%
Total	100%	100%
	N = 1,833	N = 9,505

Qualifications and Training

Across school districts, minimum job requirements for clerical staff range from grade 12 or equivalent and office related experience, to a certificate or diploma in a 6- to 12-month administrative assistant program. A review of clerical job descriptions in a sample of sixteen school districts (with consideration for regional and community size variation) found that four in five clerical positions required completion of an administrative assistant certificate or diploma.

Administrative assistant certificates are available across the province, but there may be barriers to access in some rural and remote communities

⁷ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/1241#earnings-and-outlook>

⁸ Note that the replacement rate does not include job openings due to growth, as the K-12 sector does not experience growth at the same rate as the province overall.

There is at least one in-person administrative assistant program available in each region throughout the province at public post-secondary institution, except in Kootenay-Boundary, where the only program is online. Of the fourteen public post-secondary institutions which offer administrative assistant certificate programs, six offer these programs either in-person and online (four) or online only (two).

Online programs are more accessible in some ways, as they do not require students to live within commuting distance of a post-secondary institution. However, there are many learners who struggle with online learning, and others who lack access to a home computer or broadband internet. This is still a common issue in many rural and remote communities across the province. According to the Canadian Radio-television and Telecommunications Commission (CRTC), in rural B.C. only 38% of rural communities and 38% of rural Indigenous communities have access to the recommended broadband internet speeds.⁹

The table below provides a snapshot of the public post-secondary administrative assistant certificate offerings in the 2021-22 school year. Some of these programs, particularly ones in satellite campuses, may not be offered regularly.

Region	Post-Secondary Institution	Campus	Online
Fraser Valley	University of the Fraser Valley	Abbotsford	
Kootenay-Boundary	College of the Rockies		Online
Metro	BCIT	Vancouver	
	Capilano University	North Vancouver Sunshine Coast	
	Douglas College	Coquitlam New Westminster	
	Langara College	Vancouver	Online
	Vancouver Community College	Vancouver	Online
Northern Interior	College of New Caledonia	Mackenzie	Online
Northwest	Coast Mountain College	Terrace	
Thompson-Okanagan	Okanagan College	Kelowna Penticton Salmon Arm Vernon	Online
	Nicola Valley Institute of Technology	Merritt	
	Thompson Rivers University	Kamloops, Williams Lake	
Vancouver Island	Camosun College	Victoria	
	North Island College		Online

More than one quarter of clerical staff survey respondents (26%) agreed that a lack of local in-person training prevents people from seeking necessary training in their area, and one in five (20%) agreed that the cost and length of training prevents local people from seeking training required for clerical positions.

⁹ <https://www2.gov.bc.ca/gov/content/governments/connectivity-in-bc>

Some clerical staff reported that current job qualifications do not reflect required skills

Overall, the job requirements of clerical staff have changed quite dramatically over the last decade, with an increased need to understand and use a wide array of electronic systems, as well as more practical issues like dealing with greater behavioural issues among students. For example, the *MyEducationBC* site is much more relied upon, and clerical staff are expected to communicate with parents and families using a wide array of forms and media. Skills testing, however, is still based on an old and outdated model, and there are few opportunities for professional development.

The current composition of administrative assistant training programs received mixed reviews from participants, many of whom felt that programs do not include factors which are important for meeting the specific needs of school districts. Only about one-third of survey respondents agreed that formal training is closely related to the requirements of their daily work:

To what extent do you agree about the training requirements for your position?					
Question	Agree	Neutral	Disagree	N/A	Total
The formal training requirements for my position are not closely related to the daily work	34%	29%	34%	3%	100% N = 1,933

Some components of programs are seen as obsolete - for example, an emphasis on typing skills that does not take into account how technology is now commonly used. Other skills that are commonly needed are not included in training – for example, head secretaries in some schools also do bookkeeping, a skill that is no longer included in administrative assistant programs. New staff often have to learn education-specific skills on the job, usually with limited supports.

Clerical staff who participated in focus groups also felt that the content of administrative assistant programs, especially the one-year programs, was not always highly relevant for the actual work required in clerical positions. It was suggested that a shorter administrative assistant training program combined with a K-12 clerical program which introduced common clerical tasks, software, and tools would be more relevant.

Clerical staff feel the skills test does not reflect the skills needed for the work

Focus group participants also discussed the skills test for clerical staff, which varies by district but is typically administered as part of the initial hiring process, and sometimes as part of promotion to a more senior clerical position. Participants were especially critical of the typing speed component of the test, noting that it was no longer common for clerical staff to have to type at this speed. This was often raised in two contexts:

- As a barrier to hiring: while many applicants were able to meet the typing speed requirement on hiring, some were not, and this presented a barrier to hiring clerical staff who might otherwise be qualified.
- As a barrier to advancing: for clerical staff who met the typing speed requirement on hiring but then were not required to type rapidly in their workplace, the

Testing for clerical does not fit what the job actually requires. For example, a 65 word a minute typing speed is completely not applicable, however a problem solving test or 'common scenario' test would give an insight into how that person will respond in a busy school environment, much more useful.

Clerical staff

requirement to take the test again as part of an internal hiring process for another clerical position presented an unfair barrier, privileging more recent graduates.

Previous experience is widely considered, but could be given higher priority

While over two-thirds of clerical survey respondents reporting having all (47%) or some (22%) of the required training for their position before they applied, this is lower than the more than three-quarters of all support staff who met all or some formal qualifications of their positions. At the same time, almost one in five respondents said they had no formal training but did have related experience, higher than the average of 13% for all support staff.

Did you have formal training in your current role prior to your employment?		
Response	Clerical	All
Yes, I had all the requested training before I applied	47%	60%
Yes, I had some of the requested training but not all of it	22%	16%
I had no formal training, but had related experience	18%	13%
No, but the district provided training on hiring	3%	3%
No, I did not have any training or experience	3%	3%
Other	6%	5%
Total	100%	100%

N = 1,965 N = 10,212

Overall, a slightly lower-than-average number of clerical staff felt their training left them well or very well prepared for their position.

How well did your training prepare you for your role?		
Response	Clerical	All
Well or Very Well	70%	76%
Acceptably	24%	20%
Poorly or Very Poorly	5%	4%
Total	100%	100%

N = 1,429 N = 8,024

The validity of previous clerical experience was a very common job qualification in school districts across the province, although this was often paired with the requirement for an administrative assistant certificate. While just under one-third of clerical staff surveyed (31%) reported being unhappy that some people in their position had not been required to complete formal training, less than one in ten disagreed that similar experience in another role should be given more weight when new hires are being considered.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	63%	26%	9%	2%	100% N = 1,934

Recruitment

External clerical hires are only hired to casual lists, unlike most other clerical employers who hire directly to a permanent position

Permanent clerical staff are hired only from school district's casual list (also known as a spareboard). As casual clerical staff are rarely able to access full time employment, even during the school year, recruitment to the school district is hampered by competing employers in other sectors, who are able to hire new employees straight into full time positions. Some school districts require casual staff to commit to full time availability or limit them to refusing a maximum number of shifts. Both these factors can limit the number of qualified clerical applicants to the casual list or contribute to attrition from the casual list.

Clerical focus group participants suggested that creating a structured exception to this requirement would open clerical casual positions to retired clerical staff. This could be accomplished through a B list of casual staff who self-identify as wanting part time hours when they apply to the position, on the understanding that they will only be called out if the district is unable to fill an absence with someone looking for full time hours.

A number of school districts noted that recruiting clerical staff onto a casual list is challenging, typically as a result of competition from other employers who are able to offer full time work immediately. The school-day defined work hours and school year defined vacations and breaks were seen as advantages for recruitment and retention, particularly for clerical staff with children or who prioritize having the summer off for lifestyle reasons.

Clerical staff reported the need for more orientation for casual staff

In the clerical focus groups, participants spoke to the challenges of being hired onto the casual list due to the limited hours and orientation. Although the number of orientation hours provided to new hires varies, all participants noted the need for a more comprehensive orientation to multiple schools, as there were differences between schools on the clerical work.

While some districts provided, for example, one to four days paid training for casual clerical staff, focus group participants recommended instead a two-week training program. This would allow casual clerical staff to familiarize themselves with the clerical tasks in multiple schools, and provide time to gain a basic comfort level with clerical tasks and software which might be unique to the K-12 system (such as *MyEducationBC*) or tools which are less typically taught in administration programs but commonly used in the K-12 system, like e-newsletters.

When I started with our district, I received one-on-one training for several days to orient me to the position, learn policies and procedures, and get hands-on training in our software. This was followed up with monthly team meetings and ongoing training sessions whenever a new policy was introduced. This sort of training has not been happening for many years now and has negatively impacted retention. I have seen a steady stream of new staff quit or take stress leave: first they do not receive start up training, then are blamed for making mistakes without getting any remedial training, and finally they are so stressed they look for a way out.

Clerical staff

The majority of clerical staff reported mostly positive experiences on the casual list, although one in three did not get enough hours and over half were not able to maintain other income sources while working casually

Approximately two in three clerical staff surveyed reported mostly positive experiences on casual list, noting that they had gained experience, got enough hours, and transitioned to a temporary or permanent job within a year. However, about one in three remained as casual staff for more than a year, and were not assigned enough hours while on the casual list. Only about one third reported being able to maintain other income opportunities while on the casual list.

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
It allowed me to gain income and experience while looking for a permanent job	75%	18%	7%	100% N=1,395
I got enough hours while on the casual list	60%	36%	4%	100% N=1,431
I transitioned into a temporary or permanent job within one year	59%	37%	4%	100% N=1,457
I was able to maintain other income opportunities while on the casual list.	35%	58%	7%	100% N=1,392

Policies to not replace absent clerical staff at 100% lowers clerical staff morale and contributes to lower casual opportunities

A contributing factor to frustrations with the casual list, according to focus group participants, is that clerical staff are not immediately replaced when they are sick, reducing the numbers of clerical casual shifts available to those on the casual list. For example, one head secretary reported that she had to be sick for five days before she was replaced. Clerical staff said that not being replaced at 100% of their time made them feel as though their work was not valuable.

The current policy of not replacing clerical staff until the 4th day away in multi-clerical school assignments creates a negative atmosphere with office staff and casuels. If the staff is available, they should be working, and would reduce the casual clerical turnover.

Clerical staff

Benefits and schedule were positive recruitment factors, while hiring via the casual list and the relative level of compensation were negative ones

Clerical staff surveyed were asked to rate various factors in terms of their perception of the impact on recruitment of clerical staff to the school district. The most positive factors cited were work hours that are limited to the school day, the position's pension and benefits, seasonal breaks, having a full time position, and working with children.

Please rate the following issues in terms of their impact on recruitment (clerical)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	54%	14%	27%	5%	100% N=1,987	28%
<i>Pension and benefits</i>	80%	10%	5%	5%	100% N=1,989	75%
<i>Opportunity for a full-time position</i>	74%	14%	7%	6%	100% N=1,980	67%

Please rate the following issues in terms of their impact on recruitment (clerical)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Opportunity for a part-time position	63%	20%	7%	9%	100% N=1,959	56%
Work hours within the school day	80%	13%	2%	4%	100% N=1,974	78%
10-month employment	68%	16%	7%	8%	100% N=1,969	61%
New employees typically hired to a casual list	37%	26%	27%	10%	100% N=1,968	10%
Local availability of qualified candidates	41%	28%	17%	14%	100% N=1,953	24%
Local availability of required training	43%	27%	19%	11%	100% N=1,962	24%
Spring, Summer, and Winter breaks	75%	15%	3%	7%	100% N=1,968	72%
Working with children	67%	22%	1%	10%	100% N=1,950	66%

Factors that were more negatively viewed included the requirement for new employees to first work from a casual list, and the wages that are available in the K-12 system compared to the market rate for similar work.

Compensation

K-12 clerical staff typically earn a higher hourly wage than other clerical staff, but as their hours are more likely to be part year or part time, their overall income is lower

Clerical staff earn a median hourly wage of \$26.15 (slightly higher than the median of \$25.98 for all support staff) and median annual income of \$39,160 (notably higher than the overall median of \$29,702).

Income, Clerical					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$26.15	\$24.03	\$25.41	\$26.59	\$27.97	\$43.70
TOTAL INCOME					
\$39,160	\$26,625	\$36,437	\$41,404	\$45,940	\$68,149
HOURS OF WORK					
1,460	1,008	1,394	1,526	1,631	3,014

School district clerical staff in urban areas earn slightly higher annual incomes than their colleagues in remote and rural locations:

Income by District Classification, Clerical	
School District	Median
Remote	\$36,925
Rural-Remote	\$38,232
Rural	\$38,970
Urban	\$39,948
Overall	\$39,160

Comparing clerical wages within the K-12 system to other British Columbia clerical positions overall, the hourly wage is notably better – higher than the low, median, and high wages captured across the province. Despite this, the median annual income in the K-12 system is lower, due to the prevalence of part year and part time hours.

Hourly Wage and Income, Clerical – K-12 vs. All Sectors				
Sector	Hourly Wage			Median Income
	Low	Median	High	
K-12	\$24.03	\$26.15	\$43.70	\$39,160
Overall	\$15.50	\$22.05	\$31.79	\$45,987

Over half of clerical staff surveyed felt their compensation was appropriate for their work.

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Clerical	All
Somewhat or Completely Appropriate	58%	51%
Neutral	12%	14%
Somewhat or Completely Inappropriate	30%	36%
Total	100%	100%

N = 2,212

N = 11,763

School districts and clerical staff both noted that the K-12 sector faces competition from other public sector employers, who offer not only full time full year hours, but also higher hourly wages, flexible vacations, and flex days. This competition includes local and regional governments across the province, and is further heightened in areas where provincial government offices are located.

Most clerical staff have work hours aligned to the school year, and work up to 35 hours a week during these 10 months

Few K-12 clerical staff (estimated 14%) are hired on a full year, full time basis – typically only those working in the school district offices. Most (54%) are estimated to be employed on a full time basis (defined by the school district as 35 hours for clerical staff) but only during the 10-month school year. The final third (32%) are estimated to be part time permanent employees.

These hours are notably different than those of clerical staff working across the province, where over half work full year (58% compared to 14%) and almost three quarters work full time (73% compared to 68%).

Work Hours, Clerical – K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
K-12	14%	86%	63%	38%
Overall	58%	42%	73%	27%

Local wage allowances do not reflect the additional responsibilities required

Local wage allowances which top up wages for tasks such as providing First Aid to students as needed are extremely low, and do not reflect the additional responsibility required. For example, in a review of Collective Agreement wage tables, the First Aid attendant allowance ranges from \$0.10 / hour to \$1.39 / hour (median \$0.60 / hour) for the responsible staff person, yet this is a substantial task which also requires regular re-certification.

Full time hours are defined differently for female dominated clerical staff (35 hours) than for other male dominated support staff occupations (40 hours)

Focus group participants spoke to the hours for clerical staff, noting that their female dominated occupation was typically allocated a workday of 7 hours or less, compared to the more male dominated occupations such as grounds and trades.

Clerical staff commonly reported that there is not enough time in their workday to complete their workload. Some clerical staff said their districts consistently paid for overtime, where others said overtime was rarely approved, but noted that overtime is not reliable or pensionable. Staff also noted that holiday and overtime have to be paid out because districts are unable to attract casual clerical workers to provide coverage.

Jobs traditionally held by men are at 8 hours and jobs traditionally held by women are 7 hours.

Clerical staff

Focus group participants also felt strongly that increasing clerical hours to an 8-hour day, and extending the work period to an additional week both at the end and the start of the school year would make clerical jobs much more manageable and equitable.

Lower annual incomes due to lower hours contributes to one in five clerical staff holding additional jobs outside the school district

One in five clerical staff (19%) surveyed reported doing paid work outside of the school district, either during the school year or during breaks. Although a high proportion, this is considerably lower than the 42% of all support staff who completed the survey who said they do paid work in addition to their school district position.

Do you do paid work outside of the school district?		
Response	Clerical Staff	All respondents
Yes, during the school year	16%	29%
Yes, during one or more of the breaks	10%	19%
Yes, during the school year and all breaks	5%	10%
No	81%	58%

N=2,012 N=10,477

Retention

Clerical staff are among the most stable of the support staff occupations, with a median of 10.9 years of service (compared to 7.5 years overall), putting the category second only behind custodians in terms of service longevity.

Years of Service, Clerical						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	7.5	2.2	5.6	10.6	18.3	53.8
Clerical	10.9	3.5	7.6	13.2	21.3	45.3

Regionally, clerical serve the longest in the Northwest, Vancouver Island, Metro Vancouver, and the Northern Interior, and stay in their positions for the shortest time in the Thompson-Okanagan, Fraser Valley, and Kootenay-Boundary.

Years of Service, Clerical, by Region	
Region	Median
Fraser Valley	9.7
Kootenay-Boundary	9.6
Metro	11.2
Northern Interior	10.8
Northwest	14.0
Thompson-Okanagan	9.7
Vancouver Island	11.4
Total	10.9

Clerical staff who work in the context of the K-12 system often require very specific qualities: primarily, the ability to be the center of communications for a school and work with constant interruption. They are also the first line of requests and demands from all students and parents, and must be able to deal with a wide range of personality types and behaviours. This can be taxing, and is a commonly cited challenge of the position.

The school-based work year poses both benefits and challenges

The overall structure of K-12 clerical positions, which includes summers off from work (during which employees are eligible for Employment Insurance), can be a draw for many staff. This structure also poses challenges, though, and many staff who want or prefer to work year-round often supplement their income by requesting custodial hours. It also makes taking time off during the school year challenging, particularly given the challenge in recruiting casual staff noted above.

In addition, many participants reported that strict adherence to a school year-based work year results in significant overtime at the beginning and ends of school years, as schools ramp up for the new year and then complete all of the administration that is required at the end of the year. Overtime is appreciated, but doesn't count towards pensions. Many suggested that this could be addressed by moving to a 40-hour work week, starting a week earlier, and ending a week later, which would reduce stress and improve overall working conditions.

Another challenge cited by participants was the difficulty in taking personal or sick leave. In general, employees are not replaced on a 1:1 basis when taking leave. Replacements are only assigned for part of the workday, and often have very little orientation to the

Workload and exhaustion in the current climate is negatively affecting retention. Chronic understaffing means that clerks are many times having to cover more than their workload share.

Clerical staff

requirements of the job. This creates tension, reduces positive experiences for both permanent and casual replacement staff, and increases the tendency of casual staff to seek employment elsewhere.

Several school districts and clerical staff noted the particular challenges in dispatcher clerical roles. These are lower paid positions, but are highly stressful because of the urgency of filling positions and the often upsetting circumstances which have led to staff needing to miss work.

Clerical staff want more Professional Development opportunities

Clerical focus group participants strongly suggested increasing the diversity and amount of professional development opportunities offered to clerical staff across the province, noting that this could be done efficiently through a centralized program. Participants also suggested specific training that would be valued, such as training in Microsoft Office, especially advanced Excel, Sway, Power BI, Sharepoint and Outlook for shared calendaring and templates.

Some staff reported that their districts used to provide more professional development than they now do, but most reported that the training available now is limited to a few topics and rarely offered. While clerical staff can apply for funding to take office courses outside of Pro D days, they suggest that instead these courses should be offered during the days when other school staff are completing training. A district trainer could provide training to staff across the district, or this could be provided by distance for multiple districts at once.

Clerical staff are looking for career pathways within the school district

Focus group clerical participants also suggested that retention would be improved by having more support for clerical staff to plan and move towards new career pathways within the school district. They suggested that as clerical roles are more diverse than some other support staff roles, clerical staff would appreciate opportunities to better understand other clerical roles and learn what skills are required so they can work towards developing these skills over time, in preparation for internal job postings.

When surveyed, approximately two in three clerical staff reported being interested in progressing to another role, and feeling that this was also important to their co-workers.

To what extent do you agree with the following statements?				
Response	Agree	Neutral	Disagree	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	61%	15%	24%	100% N=1,846
The opportunity to progress to another role in the school district is important to my co-workers	58%	37%	4%	100% N=1,842
The opportunity to progress to another role in the school district is important to me	68%	23%	9%	100% N=1,838

Many of the factors which attracted clerical staff to their jobs are helping to retain them

When clerical survey respondents were asked about factors which impacted retention of clerical staff, the top positive factors were much the same as those that impact recruitment. Pension and benefits, having work hours within the school day, working full time hours and working with children are the most positively perceived retention factors.

Please rate the following factors in terms of their impact on retention (clerical)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	53%	14%	24%	8%	100% N=1,799	29%
Opportunity for full-time hours	68%	15%	8%	9%	100% N=1,793	60%
Opportunity for part-time hours	56%	23%	7%	14%	100% N=1,793	49%
Work hours within the school day	75%	14%	3%	9%	100% N=1,792	72%
Fixed holiday schedule	62%	17%	11%	10%	100% N=1,795	51%
10-month employment	64%	17%	8%	11%	100% N=1,799	56%
Career pathway options	48%	26%	15%	11%	100% N=1,796	33%
Workload	46%	21%	25%	9%	100% N=1,798	21%
Working conditions	62%	18%	11%	8%	100% N=1,796	51%
Pension and benefits	78%	10%	5%	7%	100% N=1,797	73%
Feeling valued in the workplace	60%	17%	15%	8%	100% N=1,795	45%
Working with children	61%	24%	2%	12%	100% N=1,794	60%
Job satisfaction	63%	19%	10%	8%	100% N=1,793	53%
Availability of time off	57%	18%	16%	10%	100% N=1,800	41%

Of note for being less positively perceived as factors for retention of clerical staff are the workload, wages compared to market rate, and lack of career pathway options.

Finally, the top five issues raised by clerical staff in the comments section of the survey were:

1. Hourly wages
2. Workload, understaffing and unpaid time
3. Orientation and professional development training
4. Hours of work and total income
5. Casual hiring system

Targeted and Innovative Support

Some school districts have implemented innovative ways to provide support to clerical staff and address staffing gaps, including:

- School District 12 (Kelowna) has appointed a *MyEducationBC* mentor for staff in its district. In many schools, especially larger secondary schools with multiple staff, a clerical mentor/lead hand is responsible for coordinating permanent and casual staff and ensuring appropriate skills are in place.
- Another, School District 40 (New Westminster) has appointed a single resource to help all staff throughout the district. In general, however, school districts rely on principals to provide mentoring to clerical staff, although few have experience in this area.
- School District 41 (Burnaby) offers clerical training through their continuing education department and can promote jobs to students.
- One School District has developed a “B-list” of casual staff who only want to work part time, and who understand they will get called out after the people who are looking for full time work (with each list under a seniority model). This allows retired and staff who cannot commit to full time work to continue working from the casual list, while still prioritizing work for people who are interested in obtaining full time positions.

Summary

Almost all clerical staff are women, and approximately one in six are nearing retirement.

Administrative assistant certificates are available across the province, but there may be barriers to access in some rural and remote communities. Some clerical staff reported that current job qualifications, especially the skills test, do not reflect required skills for daily work. Previous experience is widely considered, but could be given higher priority.

External clerical hires are only hired to casual lists, unlike most other clerical employers who hire directly to a permanent position. The majority of clerical staff reported mostly positive experiences on the casual list, although one in three did not get enough hours and over half were not able to maintain other income sources while working casually. Clerical staff also reported the need for more orientation for casual clerical staff.

Benefits and schedule are positive recruitment factors, while hiring via the casual list and the relative level of compensation are seen negatively. The school-based work year is polarizing, with some seeing this as a benefit and others a challenge of working in clerical positions.

K-12 clerical staff typically earn a higher hourly wage than other clerical staff, but their overall income is lower because hours are more likely to be part year or part time. Most clerical staff have work hours aligned to the school year, and work up to 35 hours a week during these 10 months. Full time hours are defined differently for female dominated occupations such as clerical staff (35 hours) than for other male dominated support staff occupations (40 hours).

Lower annual incomes due to lower hours contributes to one in five clerical staff holding additional jobs outside the school district. Policies to not fully replace absent clerical staff lowers clerical staff

morale. In addition, as a group clerical staff expressed a desire for more professional development opportunities, and more clearly defined career pathways within their school district.

Key clerical recruitment and retention factors include:







- While the potentially higher numbers of clerical staff nearing retirement is a challenge, clerical staff feel there is an opportunity to help retain some of these staff by allowing job sharing.
- Clerical staff, along with other female dominated occupation categories among K-12 support staff, have a lower definition of full time hours than the male dominated occupations do. Clerical staff feel overworked, and that an increase in hours would make a substantial difference to recruitment and retention.
- School districts reported that finding casual clerical staff is challenging. Clerical staff suggest that the skills test is testing for irrelevant skills for their current daily work, and is presenting a barrier to recruitment. Staff also recommend that increasing orientation for casual staff and offering more professional development opportunities on an ongoing basis would help with retention.

3.2 Custodians

School custodians clean and maintain the upkeep and safety of schools and district facilities. They secure the district's facilities by locking doors, securing windows, and setting the security system. Custodians perform routine cleaning, which includes vacuuming, sweeping, mopping, waxing hallways burnishing or polishing floors and stairways, dusting and wiping furniture, disinfecting washrooms, kitchen areas and replenishing supplies, among others.

They may also assist districts from minor repairs to major renovations of school buildings, grounds, and equipment. Custodians also help students, staff, and the public by moving furniture, setting up equipment, providing facility information. The position titles of school custodian, building service worker, and janitor are used by school districts to describe the role.

Custodians' primary functions of creating and maintaining cleanliness and safety at schools have been highlighted during the COVID-19 pandemic, which has brought a heightened and more pervasive understanding of the importance of personal and organizational hygiene. These positions also play a more nuanced role in creating an underlying sense of comfort, safety, and pride in the schools where they work.

Custodians		3,684 staff
 Hours of work	35-40 hours, primarily afternoon/evening, some daytime 10 and 12 month positions	
 Regular hours	Median: 1,911	80%: 2,072 or below
 Annual income	Median: \$45,424	80%: earn \$49,374 or below
 Hiring Qualifications	Typical: Building Service Worker certificate Low: Custodian experience High: Building Services Worker certificate and custodian experience	
 SD Training	Typical: 1-2 day orientation High: Building Service Worker training	
 Demographics	Sex: Female 37% Male 63% Age: 67% are 51+ Median years of service: 11.5	

Demographics

Across the province, two-thirds of custodians are male, and more than one in five are nearing retirement but these patterns vary by region

Across the province there are 3,648 custodians, which comprises about 10% of all support staff (the third most predominant of the seven occupational groups). It is an older cohort, with almost one in four custodians aged 61 or older (22%), two-thirds aged over 51, and only 13% under the age of 40. Although primarily male, the gender imbalance is somewhat less extreme than other occupational categories.

Age and Gender, Custodians						
Age	Female		Male		Total	Age as % of Total
Up to 20	3	60%	2	40%	5	0%
21-30	48	35%	89	65%	137	4%
31-40	118	36%	208	64%	326	9%
41-50	307	41%	442	59%	749	21%
51-60	615	38%	987	62%	1,602	44%
61-70	238	30%	548	70%	786	22%
71+	6	14%	37	86%	43	1%
Total	1,335	37%	2,313	63%	3,648	100%

As illustrated on the following table, the gender imbalance is not consistent across the province, and is reversed in Kootenay-Boundary, Northern Interior, and the Northwest, which report clear majorities of female custodians. This may reflect the availability of similarly skilled, higher paying jobs in the resource sector in those regions. The Northern Interior also reports a much lower than average proportion of custodians over the age of 61, while the Northwest, Kootenay-Boundary and Metro Vancouver all report higher proportions of older custodians.

Proportion of Female and Older Custodians, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	445	42%	20%
Kootenay-Boundary	190	69%	26%
Metro	1,559	22%	26%
Northern Interior	320	76%	16%
Northwest	112	62%	27%
Thompson-Okanagan	452	37%	20%
Vancouver Island	570	35%	20%
Total	3,648	37%	23%

Custodians employed in the K-12 system make up about 12% of all custodians employed in British Columbia. Over the next 10 years, the B.C. Labour Market Outlook¹⁰ estimates that there will be approximately 9,590 openings¹¹ to replace current staff among the total 31,050 custodian positions in the province, a replacement rate of 31%.

Applying this replacement rate to custodians in the K-12 system suggests school districts will need to hire approximately 1,130 new custodial employees in the next ten years.

However, as with custodians support staff survey findings suggest a higher replacement rate – that in the next five years instead of ten, just over one-third (34%) of current custodians will no longer be employed by the school district, either through retirement or finding alternative employment. Forty-two percent of current custodians expect to remain in their positions for the next five years.

¹⁰ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/1241#earnings-and-outlook>

¹¹ Note that the replacement rate does not include job openings due to growth, as the K-12 sector does not experience growth at the same rate as the province overall.

Where do you see yourself in 5 years?		
Response	Custodians	All
In my current role	42%	43%
In a different role within the school district	24%	23%
Working outside of the school district	7%	15%
Retired from the school district	27%	20%
Total	100%	100%
	N = 539	N = 9,505

Qualifications and Training

Training requirements for custodians are summarized by *Make A Future* as the following: In addition to strength, stamina, and the ability to perform the physical tasks of this role, custodians working in school districts may require:

- a Building Service Worker certificate or equivalent combination of training and experience;
- knowledge or certification in Workplace Hazardous Materials Information System (WHMIS);
- a B.C. driver's licence;
- First Aid certification;
- Grade 10 education.

In a slight contrast with the *Make a Future* requirements listing, most school districts required a grade 12 education for custodial applicants. This was questioned by custodian focus group participants, who felt that completion of secondary school was irrelevant to the position.

Building service worker certificates are the most common qualification for custodians

Across school districts, minimum job requirements for custodians range from grade 12 or equivalent, to a building support worker certificate. A review of clerical job descriptions in a sample of sixteen school districts (with consideration for regional and community size variation) found that three in four job qualifications positions required completion of a building service worker certificate.

Building Service Worker Training Programs are listed as on offer public post-secondary institutions in all regions of the province. However, as programs are delivered through Continuing Education, their offering is dependent on sufficient interest.

Region	Post-Secondary Institution
Fraser Valley	University of the Fraser Valley
Kootenay-Boundary	Selkirk College
Metro	Vancouver Community College
Northern Interior	College of New Caledonia
Northwest	Northwest Community College
Thompson-Okanagan	Okanagan College
Vancouver Island	Camosun College
	North Island College
	Vancouver Island University

In Metro Vancouver and the Fraser Valley, a number of school districts also offer Building Service Worker certificate programs through their continuing education programs.

- SD 36 Surrey Community College
- SD 37 Delta School District
- SD 41 Burnaby Continuing Education
- SD 42 Ridge Meadows College
- SD 43 Coquitlam Continuing Education

This certificate is also offered through private institutions across the province.

The cost, time, and availability of building service worker training can be a barrier for applicants

Where required in job descriptions, BSW certification can be difficult to fulfill, as building certification programs are intermittently available where the program is offered, based on demand. Courses vary widely in length and breadth (course lengths include 16, 20, 80 and 140 hours) and the cost can be prohibitive (from free, to \$326, \$495, \$650, and \$1799).

These structural challenges have impacts: 30% of custodial staff responding to the support staff survey agreed that “the availability of in-person training locally prevents local people from seeking training required for my position” and 25% agreed that “the cost and length of training prevents local people from seeking training required for my position.”

Even relevant experience in custodial work can be difficult for applicants to find in rural and remote. There are few other institutions in many communities with similar cleaning requirements to a school other than health facilities. School districts noted that cleaning in a hotel or office space is quite different.

Some school districts reported having changed their hiring practices to try to find a good fit for the position regardless of experience in custodial work, and then provide the training to successful applicants. Others had partnered with local agencies to offer the training, and offered positions to those who completed the training, though they noted that only a small number of those who began the training completed it and were interested or a good fit for work in the school district.

One in five custodians felt the training requirements for their job were not closely related to their daily work

Compared to some other occupational categories, custodians had a higher degree of comfort with the linkage between training program content and the actual requirements of their jobs, with almost half feeling there is a close relationship between training requirements and job duties. Just over one in five respondents to the survey, though, felt that formal requirements are not closely related to their daily work.

The Building Service Worker course does not prepare them for what they actually have to do.

Custodial staff

To what extent do you agree about the training requirements for your position?					
Question	Agree	Neutral	Disagree	N/A	Total
The formal training requirements for my position are not closely related to the daily work	22%	28%	46%	4%	100% N = 580

More custodians are hired without having completed formal training compared to other K-12 support staff: about one-half of custodians were hired with full qualifications, compared to 60% of overall support staff, while 17% had no formal training but had related experience instead (compared to 13% of overall support staff).

Did you have formal training in your current role prior to your employment?		
Response	Custodians	All
Yes, I had all the requested training before I applied	51%	60%
Yes, I had some of the requested training but not all of it	17%	16%
I had no formal training, but had related experience	17%	13%
No, but the district provided training on hiring	9%	3%
No, I did not have any training or experience	4%	3%
Other	1%	5%
Total	100%	100%

N = 587

N = 10,212

Among those that did have formal training, 71% felt this prepared them well or very well for their work as a custodian, while 24% felt the training was acceptable. Only 5% felt their training prepared them poorly or very poorly.

How well did your training prepare you for your role?		
Response	Custodians	All
Well or Very Well	71%	76%
Acceptably	24%	20%
Poorly or Very Poorly	5%	4%
Total	100%	100%

N = 450

N = 8,024

While more than one-third of custodian staff surveyed (37%) reported being unhappy that some people in their position had not been required to complete formal training, just more than half agreed that similar experience in another role should be given more weight when new hires are being considered.

To what extent do you agree about the training requirements for your position?					
Question	Agree	Neutral	Disagree	N/A	Total
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	52%	33%	11%	3%	100% N = 581

Although school districts offer relatively high compensation compared to other custodial employers, participants reported a number of factors that impact their ability to bring people into

the occupation. Another practical challenge is that individuals who are attracted to cleaning may have other challenges to employment. Barriers to entry are lower than other categories, and the individuals who opt for this route may not always be a good fit for the K-12 context.

SD 39 Vancouver School Board have a unique requirement for some custodians to be Power Engineers

SD 39 has a unique requirement that some of its custodians have Power Engineering certification, a legacy requirement from the period when schools were heated by large, intricate boiler systems. This complicates securing sufficient custodial staff, and school districts must recruit for certified engineers who are willing to spend the majority of their workday with custodial work.

Recruitment

Although recruiting for K-12 custodial positions shares some similarities with other support staff categories, in general this category presents less acute challenges than others. For candidates with limited skills and training, the jobs in the K-12 system are seen as good options and school districts have typically found this a less challenging position to fill.

However, it is challenging to address a widespread sense of the low status of employment as a custodian within the school district. Despite the relatively good wages, there is a pervasive negative perception, one that is not ameliorated by word of mouth, as custodians participating in this review consistently described a lack of respect, visibility, and appreciation for the value of their work.

The requirement for custodians to be initially hired to the casual list appears to be less of a challenge for custodians than other support staff positions

Like clerical and other support staff, permanent custodial staff are only hired from school districts' casual lists. Casual custodians can have intermittent, unpredictable hours and are susceptible to recruitment from other organizations in the community (e.g. private business or hospitals) that have similar job qualifications but are willing to hire into permanent positions.

Some school districts have implemented a few floater custodial positions which are guaranteed full time hours, which they reported has made it easier to ensure that casual staff will be available. School district HR and custodial staff in other districts expressed interest in the model.

When I was employed in a school district elsewhere, they had a number of "full time casual employees in each category". Those employees were the first called out to work, and were guaranteed 35 or 40 hours per week.

Custodial staff

However, compared to some other occupational categories, custodians were less concerned about the requirement to be hired into permanent positions from the casual list. While just over a third said they were not able to maintain other income opportunities, strong majorities reported getting enough hours and being able to gain experience while seeking a permanent position.

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
I was able to maintain other income opportunities while on the casual list.	59%	36%	5%	100% N = 486

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
I got enough hours while on the casual list	61%	32%	7%	100% N = 492
It allowed me to gain income and experience while looking for a permanent job	67%	21%	12%	100% N = 484
I transitioned into a temporary or permanent job within one year	41%	54%	5%	100% N = 493

Of concern is the response that more than half of survey respondents waited for more than a year on a casual list before obtaining more secure employment. This does not account for employees who obtained other employment and moved on from the school district's casual list without having obtained a permanent position.

In addition, while some school districts use a square footage-based ration to determine custodian staff numbers, not all do so. Where this is not the case, custodians reported feeling more subject to changes in work expectations without having a voice or notice. This often took the form of a reduction of hours, or an increase in responsibilities.

Custodians want more orientation for new hires

Participants in the survey and focus groups noted that a challenge with new hires is that they are not generally provided with enough orientation or a notes on the school routine from the regular custodian when they begin as casuals. The learning curve can be difficult and discourage newly trained recruits from staying on through their casual period instead of seeking employment elsewhere. More than half of custodians who responded to the survey felt more orientation time was needed (although 29% disagreed with this question, one of the more polarized responses about training for custodial positions).

To what extent do you agree?					
Response	Agree	Neutral	Disagree	N/A	Total
More orientation time is needed for people in my position	56%	13%	29%	2%	100% N = 263

Pension and benefits and full time work were the most positive recruitment factors, while others such as wages and work hours received more mixed feedback

Custodial staff surveyed were asked to rate various factors in terms of their perception of the impact on recruitment of clerical staff to the school district. Overall, positive response rates were lower than for some other occupations, with only two factors (pension and benefits, and having the opportunity for a full time position) receiving clear endorsement as being positive factors in recruiting new hires to custodial positions.

Please rate the impact of the following factors on recruitment (custodians)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	55%	17%	23%	5%	100% N=609	32%
<i>Pension and benefits</i>	78%	12%	5%	5%	100% N=607	73%
<i>Opportunity for a full-time position</i>	70%	16%	7%	7%	100% N=608	63%
Opportunity for a part-time position	48%	28%	12%	13%	100% N=600	36%
Work hours within the school day	57%	24%	8%	11%	100% N=604	49%
10-month employment	34%	25%	15%	26%	100% N=601	19%
New employees typically hired to a casual list	45%	26%	22%	7%	100% N=602	23%
Local availability of qualified candidates	45%	28%	16%	11%	100% N=599	29%
Local availability of required training	51%	27%	14%	8%	100% N=603	37%
Spring, Summer, and Winter breaks	53%	24%	10%	13%	100% N=601	43%
Working with children	43%	30%	4%	22%	100% N=602	39%

Custodians do not feel well respected within the school district

In focus groups, custodians often expressed a general sense that their work is not well respected within the school district, which can have an impact on recruiting sufficient staff. While some noted that this lack of respect has negatively affected custodian wages and hours in their district, custodians still suggested highlighting factors such as wage, relatively undemanding training, and lighter administrative responsibilities in recruitment.

Compensation

Custodians in the K-12 system earn higher hourly wages than custodians overall in the province

Custodians in the K-12 system earn median hourly wage of \$22.98, with a median annual income of \$45,427. Twenty percent of custodians earn under \$33,790, 60% earn between \$33,790 and \$49,374, and 20% earn more than \$49,374 to a maximum of \$99,000.

Income, Custodians					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$22.98	\$22.08	\$22.76	\$23.26	\$24.58	\$49.70
TOTAL INCOME					
\$45,427	\$33,790	\$43,372	\$46,610	\$49,374	\$99,000
HOURS OF WORK					
1,875	1,300	1,820	1,944	2,064	3,234

Supervisory custodial positions in all school districts reported slightly higher hourly wages.

Custodians employed by school districts in urban areas earn more than their colleagues in other districts, and significantly more than those in remote areas.

Income by District Classification, Custodians	
School District	Median
Remote	\$38,656
Rural-Remote	\$44,065
Rural	\$42,874
Urban	\$46,432
Overall	\$45,427

When compared to custodians in all sectors across the province, those in the K-12 system are paid higher than average wages. This is the case for low, median, and high wages, and across all regions¹².

Hourly Wage and Income, Custodians – K-12 vs. All Sectors				
Sector	Hourly Wage			Median Income
	Low	Median	High	
K-12	\$18.06	\$24.18	\$33.14	\$39,160
Overall	\$15.20	\$20.00	\$29.00	\$41,712

On the whole, custodial staff is less concerned about their compensation than other support staff. Almost half of custodial staff surveyed felt their compensation is appropriate for their work (higher than most support staff), while about one-quarter felt is not appropriate (notably lower than support staff overall).

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Custodians	All
Somewhat or Completely Appropriate	58%	51%
Neutral	15%	14%
Somewhat or Completely Inappropriate	27%	36%
Total	100%	100%

N = 585

N = 10,183

Support staff wages vary district by district, and K-12 custodial staff expressed clear awareness of how their wages differed from surrounding districts, noting that recruitment suffered as a result. Other clerical staff noted that while K-12 custodian jobs had once been notably good positions, as minimum wage had increased, there were more competitive entry level positions.

Wages in this district are not the same as surrounding districts.

Custodial staff

¹² <https://www.jobbank.gc.ca/wagereport/occupation/14394>

K-12 custodians are more likely to work full time than B.C. custodians working elsewhere

Once in a permanent position, most custodians work full time (35-40 hours), year-round. Two-thirds of K-12 custodial staff (estimated 63%) are hired on a full year, full time basis, with the remaining estimated to be employed full time, but only during the 10-month school year (16%) or part time employees (20%). These hours are notably different than that of custodians working outside the school district.

Work Hours, Custodians, K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
K-12	64%	36%	79%	21%
Overall	56%	44%	68%	32%

K-12 custodian shifts are typically 3 p.m. to 11 p.m., Monday through Friday, though there are daytime shifts in some districts. Working outside the school day allows staff to be productive with minimal distraction, but some participants reported a sense of disconnect with students and other staff that exacerbates an already pervasive lack of visibility.

One in four custodians work outside the school district in addition to their main job

About one quarter (26%) of K-12 custodians also do work outside of their employment with the school districts, lower than for all support staff of 42%. Notably, approximately 17% of custodians with permanent positions also report casual hours, indicating that a high proportion of them also take on additional roles in the district.

Do you do paid work outside of the school district?		
Response	Custodians	All
Yes, during the school year	23%	29%
Yes, during one or more of the breaks	11%	19%
Yes, during the school year and all breaks	7%	10%
No	74%	58%

N=603

N=10,477

Finally, a number of districts reported a specific challenge in recruiting custodian supervisors. Many reported a widespread sense that the limited increase in pay compared to the additional responsibilities of a supervisor made this a difficult sell among existing custodial staff.

Retention

Pension and benefits and full time hours were significant retention factors as well as recruitment factors

Custodian respondents to the staff survey reported that pension and benefits are the most significant factor in keeping them and their colleagues in their current positions, even in light of overall low morale among employees. The only other factor that was a clearly positive consideration was the full time nature of their work.

Please rate the following factors in terms of their impact on retention (custodians)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	50%	18%	24%	7%	100% N=535	26%
Opportunity for full-time hours	65%	16%	10%	9%	100% N=534	55%
Opportunity for part-time hours	39%	32%	9%	20%	100% N=531	30%
Work hours within the school day	46%	28%	8%	17%	100% N=531	38%
Fixed holiday schedule	47%	5%	13%	35%	100% N=533	34%
10-month employment	30%	25%	13%	32%	100% N=530	17%
Career pathway options	36%	34%	14%	16%	100% N=535	22%
Workload	41%	23%	29%	7%	100% N=537	12%
Working conditions	52%	24%	17%	6%	100% N=536	35%
Pension and benefits	76%	12%	5%	7%	100% N=536	71%
Feeling valued in the workplace	51%	19%	23%	7%	100% N=536	28%
Working with children	38%	32%	2%	27%	100% N=535	36%
Job satisfaction	54%	23%	14%	9%	100% N=538	40%
Availability of time off	51%	22%	17%	10%	100% N=537	34%

In addition, custodian focus group participants reported a sense of accomplishment in keeping schools clean and safe, despite feeling unappreciated by other school district staff.

Across all school districts, custodians have the longest retention rates of all support staff categories, but this varies by region

This is reflected in strong retention rates, with custodians' median term of service of 11.4 years being much higher than 5.9-year median for all support staff. This is the longest retention rate of all support staff occupational categories.

Years of Service, Custodians						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	5.9	1.4	3.8	8.4	16.1	53.8
Custodians	11.4	3.7	8.2	13.6	22.3	47.3

Regionally, custodians serve the longest in Vancouver Island and the Northwest, and stay in their positions for the least time in the Thompson-Okanagan.

Years of Service, Custodians, by Region	
Region	Median
Fraser Valley	11.7
Kootenay-Boundary	8.3
Metro	12.0
Northern Interior	8.2
Northwest	12.4
Thompson-Okanagan	8.0
Vancouver Island	12.7
Total	11.4

Among focus group participants, replacement practices were also cited as a factor that negatively impacts retention. As with clerical staff, custodians are not generally replaced on a one-to-one basis when they take time off for vacation or illness. Participants said that not being fully replaced can lead to basic requirements going uncompleted while the staff member is away, resulting in extra work on their return and contributing to the overall sense that their work and contributions are not valued.

Many participants also reported a perceived lack of respect as a significant factor in their overall dissatisfaction in their jobs. An example that was raised by a number of participants was the decision by school districts not to use air conditioning in the summer to save money without accounting for the impact on the staff who continue to work throughout the summer.

Morale could be uplifted with the use of some lessons in equality and respect of workers. Being looked down on by bosses and teachers is very degrading and minimizing. It's not the most glamorous job but it is a vital one and that fact seems to be easily overlooked all too often...and it just makes you feel like "less".

Custodial staff

Finally, the top five issues that were raised by custodial staff in the comments section of the staff survey were:

1. Low morale and disrespectful treatment
2. Hourly wages
3. Hours of work and total income
4. Casual hiring system
5. Understaffing

Targeted and Innovative Support

One school district, SD 46 Sunshine Coast, has developed its own online training program to help address availability and access challenges for existing BSW training programs. The school district was able to do this because it was fortuitous enough to have a person on staff with the skills to develop and offer the training, and this provides an interesting opportunity for partnerships with other school districts.

A number of districts have created “floater” casual positions, where newer employees are deployed on an as-needed basis throughout the school district. This allows casual employees to work more predictable hours and earn a higher income while waiting for a permanent position to become available, although it comes with the challenge of new employees having to quickly familiarize themselves with the specific requirements of a wider array of buildings and locations.

Summary

Across the province, two-thirds of custodians are male, and more than one in five are nearing retirement – but these patterns vary by region.

Building service worker certificates are the most common qualification for custodians but the cost, time, and availability of building service worker training can be a barrier for applicants. In addition, one in five custodians felt the training was not closely related to their daily work.

The requirement for custodians to be initially hired to the casual list appears to be less of a challenge for custodians than other support staff positions, although staff suggested that more orientation is needed for new hires.

Custodians in the K-12 system earn higher hourly wages than custodians overall in the province, and they are also more likely to work full time than B.C. custodians working elsewhere. Nevertheless, one in four custodians works outside the school district in addition to their main job. Pension and benefits and full time work were the most positive recruitment factors, while others such as wages and work hours received more mixed feedback.

Overall, custodians do not feel well respected within the school district, which impacts both recruitment and retention efforts. Despite this challenge, custodians have the longest retention rates of all support staff categories, although this varies by region.

Key recruitment and retention factors for custodians include:

- Both school districts and custodians reported that the cost and availability of Building Service Worker training is a barrier to recruitment, and were interested in the idea of an online program designed to train custodians to work in school districts.
- Custodians reported commonly feeling disrespected and undervalued by school district, and reported that it is negatively impacting word of mouth recruitment as well as retention.
- Custodians said that while custodian jobs were once seen as good jobs, as minimum wages have increased for other entry level jobs, they are not as attractive as they were.

3.3 Direct Student Support

The direct student support occupational category includes a range of distinct occupations, often with widely varying qualifications, wages, and working conditions. Direct student support includes the following EDAS job classifications:

- Classroom support (Education Assistant)
- Classroom support (Education Assistant) Supervisory
- Education Other School Support Non-Supervisory
- Education Other School Support Supervisory
- Education Support Language (oral or sign)
- Education Support Language (oral or sign) Supervisory
- Education Support Board Office Non-Supervisory
- Education Support Board Office Supervisory
- Education Support Counsellors
- School Support Non-Supervisory
- School Support Supervisory

For the purposes of the report we have grouped these occupations into four sub-categories: education assistants, specialized student support workers, Indigenous support workers, and Supervisors.

- Education Assistants (EAs) work with teachers to support students with diverse learning challenges and special needs. Position titles within this sub-category include Learning Assistants, Special Education Assistants, Autism Support Workers, and Severe Behaviour Worker, among others.

In some school districts, EAs work specialized learning, behaviour, or medical positions, and in others, all EAs may provide any of these supports to students. EAs may work with a school-based team including teachers, parents, and medical professionals to support a student's physical, emotional, and learning needs. They also help to implement individualized education plan (IEP) designed to help students thrive in the classroom.







- Specialized student support workers (SSSWs) include some positions requiring diplomas or degrees, such as Child and Youth Care workers, others requiring certificates, such as Early Childhood Educators, and others with specialized training such as Sign Language Interpreters.
- Indigenous support workers (ISWs) are similar to the Specialized Student Support category, in that they often have a different qualification pathway from Education Assistants. However, due to their distinct role and experience in the school system, this report includes this position as a separate sub-category.
- Student supervisors include positions such as crossing guards, noon hour supervisors, and cafeteria workers. These part time positions typically require minimal qualifications, such as First Aid or Foodsafe, and are often filled by school parents, grandparents, or neighbours.

3.3.1 Education Assistants

Education assistants (EAs) work with teachers to support students with diverse learning challenges, and special needs. The positions within have a range of titles, such as Learning Assistant, Special Education Assistants, Autism Support Workers, and Severe Behaviour Worker. The supports they provide include behaviour management, curriculum implementation, social skills development, personal care, and physical assistance.

EAs may be tasked with providing support directly to one or a group of students. The number of EAs in a school, under the current funding model, depends on the number of students designated with special needs registered at each school. As EAs provide support for students with special needs in the classroom, the ability of the school district to appropriately staff EAs can impact all students' learning experiences. This pressure also coincides with an increasing expectation among parents that classrooms will be fully staffed with EAs for their children.

Like many support staff, EAs are generally employed on ten-month, school year-based contracts. EAs, both general and specialized, are generally laid off at the end of June with an expectation they will be rehired in September. Specialized EAs are generally more certain to be hired back. However, as the number of EAs is determined by specific student enrolment, hiring is often not completed until October when student registration is finalized. This impacts both the EAs who are uncertain of their job status, and the children who need the support that EAs provide.

Education Assistants		14,692 Staff
 Hours of work	20-33 hours, 10 month position; more hours in Secondary than Elementary Learning Improvement Fund time sometimes extends hours	
 Regular hours	Median: 1,110	80%: 1,267 or below
 Annual income	Median: \$30,255	80%: earn \$36,101 or below
 Hiring Qualifications	Typical: Education Assistant Certificate or equivalent education and experience Low: Grade 12; Experience with children High: Education Assistant Certificate and experience	
 SD Training	Typical: 1-2 day orientation, supplement training (e.g. Popard, Crisis Intervention) High: Pair new EAs with EA mentor; Subsidize uncertified EAs to complete training	
 Demographics	Sex: Female 91% Male 9% Age: 39% are 51+ Median years of service: 6.7	

Demographics

Education assistants are the largest support staff occupation, and are predominantly female

A total of 14,692 people are employed across the province as education assistants, making this the largest support staff occupation and accounting for about 39% of all support staff. EAs are predominantly female (91% across the province) and a bit younger on average than other support staff, with 39% being aged 51 or older (overall support staff average: 45%) and 10% over 61 (overall average: 15%). Overall, the age distribution of EAs is more evenly dispersed than other support staff categories.

Age and Gender, Education Assistants						
Age	Female		Male		Total	Age as % of Total
Up to 20	47	94%	3	6%	50	0%
21-30	1,558	90%	166	10%	1,724	12%
31-40	2,647	90%	296	10%	2,943	20%
41-50	3,935	91%	371	9%	4,306	29%
51-60	3,876	93%	313	7%	4,189	29%
61-70	1,312	93%	103	7%	1,415	10%
71+	54	83%	11	17%	65	0%
Total	13,429	91%	1,263	9%	14,692	100%

The predominance of women in the role of EA is consistent across the province, with all regions showing at least 9 out of 10 roles being filled by women. The cohort is notably older than average in the Northwest, where about 17% of EAs are 61 years of age or older and Vancouver Island (14% aged 61 years or older).

Proportion of Female and Older Staff, Education Assistants, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	2,164	94%	9%
Kootenay-Boundary	549	95%	11%
Metro	6,373	90%	9%
Northern Interior	1,248	96%	10%
Northwest	342	93%	17%
Thompson-Okanagan	1,590	95%	9%
Vancouver Island	2,426	89%	14%
Total	14,692	91%	10%

Unlike in all other support staff occupation, education assistants positions are only employed within the K-12 school system. Public K-12 schools are by far the largest employers of this position, though EAs are also employed in First Nations and Independent schools.

Over the next 10 years, the B.C. Labour Market Outlook¹³ estimates a replacement rate of 26% for the 16,170 education assistants across the province. Applying this replacement rate to the number of EAs in the K-12 system means that over the next ten years, school districts will need to hire approximately 3,820 new EAs to replace current staff, not including any growth in the occupation.

Again, support staff survey findings suggested that without interventions, school districts will need to plan for a higher recruitment rate. 33% of education assistants over the next five years instead of ten. Just under half of EA respondents reported expecting to continue to work in their current role in five years, where 22% expected to be in a different role, 17% expected to be retired and 16% expected to be working outside the school district.

Job sharing is permitted with teachers but not EAs or other support roles, yet they ARE WANTED.

Education Assistant

Where do you see yourself in 5 years?		
Response	EAs	All
In my current role	44%	43%
In a different role within the school district	22%	23%
Working outside of the school district	17%	15%
Retired from the school district	16%	20%
Total	100%	100%

N = 4,703

N = 9,505

Qualifications and Training

Education Assistant certificate programs are offered across the province, but there are many communities with no in-person access, especially in the north

Across school districts, minimum job requirements for EAs most commonly require an EA certificate or equivalent. A review of EA job descriptions from all school districts across the province where they were available found that EA certificates or equivalent were required in 86% of job descriptions. In some districts, there are entry level EA positions which require only Grade 12 and experience with children. In other districts, no EA positions an EA certificate.

One third of EA survey respondents (30%) reported that the cost and length of training prevents local people from seeking EA training.

Training is available throughout the province at the following public post-secondary institutions.

Region	Post-Secondary Institution	Campus	Online
Fraser Valley	University of the Fraser Valley (Community Support Worker) <ul style="list-style-type: none"> 1 year, 1 practicum 	Abbotsford	
Kootenay-Boundary	College of the Rockies (Education Assistant) <ul style="list-style-type: none"> 10 months, 2 practicums 		Online

¹³ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4413#earnings-and-outlook>

Region	Post-Secondary Institution	Campus	Online
	Selkirk College (Education Assistant and Community Support) <ul style="list-style-type: none"> 9 months, 2 practicums 	Castlegar	
Metro Vancouver	Capilano University (Education Assistant) <ul style="list-style-type: none"> 18 months part time, 1 practicum (120 hrs) 	North Vancouver	
	Douglas College (Education Assistance and Inclusion) <ul style="list-style-type: none"> 1 year, 1 practicum 	Coquitlam New Westminster	
	Langara College (Education Assistant) <ul style="list-style-type: none"> 8 months (or 2 years part time), 2 practicums 	Vancouver	Online
	Kwantlen Polytechnic University (Education Assistant) <ul style="list-style-type: none"> 9 months, 2 practicums 	Surrey	
	Vancouver Community College (Education Assistant) <ul style="list-style-type: none"> 1 year, 2 practicums 	Vancouver	Online
Northern Interior	College of New Caledonia (Education Assistant) <ul style="list-style-type: none"> 1 year, 2 practicums 		Online
	Northern Lights College (Education Assistant) <ul style="list-style-type: none"> 1 year (2 years part time), 2 practicums 		Online
Northwest	Coast Mountain College (Education Assistant) <ul style="list-style-type: none"> 1 year, 2 practicums 	Prince Rupert	
Thompson-Okanagan	Okanagan College (Education Assistant) <ul style="list-style-type: none"> 1 year, 1 practicum 	Kelowna Penticton Revelstoke Salmon Arm Vernon	Online
	Thompson Rivers University (Education Assistant and Community Support) <ul style="list-style-type: none"> 8 months, 1 practicum 	Kamloops	
Vancouver Island	Camosun College (Education Assistant and Community Support) <ul style="list-style-type: none"> 10 months (2 years part time), 1 practicum 	Victoria	
	North Island College (Educational Assistant and Community Support) <ul style="list-style-type: none"> 1 year, 2 practicums 	Comox Valley	Online
	Vancouver Island University (Education Assistant and Community Support) <ul style="list-style-type: none"> 8 months, 2 practicums 	Nanaimo Powell River	

Public post-secondary programs cost between \$3,195 and \$10,855, and take between 8 months to a year to complete.

A number of School District Continuing Education departments also offer Education Assistant programs. These are all located in Metro Vancouver and the Fraser Valley. These programs tend

to be significantly shorter than those offered through public post-secondary institutions, typically 6 months full time.

Region	Post-Secondary Institution	Campus
Fraser Valley	SD 36 Surrey <ul style="list-style-type: none"> 6 months, 1 practicum 	Surrey
	SD 37 Delta <ul style="list-style-type: none"> 10 months part time, 1 practicum 	Delta
Metro Vancouver	SD 38 Richmond <ul style="list-style-type: none"> 14 months part time, 1 practicum 	Richmond
	SD 41 Burnaby <ul style="list-style-type: none"> 6 months (1 year part time), 1 practicum 	Burnaby New Westminster Vancouver

School district continuing education programs cost between \$4,035 and \$5,500, and take between 6 months (full time) to 14 months (part time) to complete.

Education assistant programs are also available through private institutions. These programs tend to be more expensive than the public or school district programs, ranging in cost from \$4,280 to \$17,435. Some of these programs are also delivered online.

As noted above, online programs are more accessible in some ways, as they do not require students to live within commuting distance of a post-secondary institution. However, there are many learners who struggle with online learning, and others who lack access to a home computer or broadband internet. This is still a common issue in many rural and remote communities across the province. One quarter of EA survey respondents (26%) reported that the availability of in-person training locally prevents local people from seeking training for EAs.

There are some education programs that are NOT equivalent and yet people are being allowed to take those and be considered "certified" as EA's. It is unprofessional, demoralizing, and frustrating for those of us who have taken a quality program that truly prepares us for the work.

Education Assistant

Some EA programs require additional specialized training

For roles supporting students with particular needs or challenges, additional training in a particular area may be required, such as the Applied Behaviour Analysis Therapy Program. Applied Behaviour Analysis programs are offered at Capilano University and Douglas College.

Many school districts increasingly consider candidates with equivalent experience as qualified

More and more, however, school districts are likely to consider equivalent experience in lieu of credentialling. This is particularly true in more rural and remote areas, which are more flexible about the qualifications they require due to a lack of sufficiently credentialed applicants to meet the demand in open positions, due to less proximity to locations that offer in-person education assistant training programs.

While the acceptance of alternative qualifications has become more common, there is no consistent definition or understanding of that “equivalent” experience means, and this varies not

I spent a considerable amount of money for training at Kwantlen (2 year program) - now new hires get hired with a very short inadequate program and receive the same pay. They simply are not trained properly and it's sad, dangerous, and embarrassing to those of us who consider ourselves paraprofessional not babysitters or pay cheque collectors. There is a large pool of excellent retired EAs who would gladly come back to work given the opportunity to be able to work part time (i.e. 2-3 days or 4 hour days.

Education Assistant

only by school district, but also by the specific context or market reality of any given hiring year. Some examples of equivalent experience include Early Childhood Education certificates or 2 years of post-secondary education, along with experience with school aged children.

While many districts will hire candidates who do not meet the job qualifications (either through a certificate or what is considered equivalent experience), these candidates are only offered temporary positions for the school year. At the end of the school year, they are laid off, with no guarantee of being hired again in the fall. These staff are also unable to access benefits through the summer. Despite the lack of job security, as

demand for EAs is so high, unqualified EAs are almost certain to be rehired again by October when student registration is confirmed.

Over half of EA survey respondents (52%) reported being unhappy that some EAs had not been required to complete formal training.

Four out of five EAs reported that they had all (68%) or some (13%) of the requested training when they applied

Though some school districts reported offering EA training to unqualified EAs, they noted that few take them up on the option, as there is limited direct benefit to the staff person being qualified other than being better prepared to provide care. Qualifications provide more job security, and in a small number of districts, a slight increase in hourly wage, but there is still a significant investment of time even if there is no tuition cost.

Did you have formal training in your current role prior to your employment?		
Response	EAs	All
Yes, I had all the requested training before I applied	68%	60%
Yes, I had some of the requested training but not all of it	13%	16%
I had no formal training, but had related experience	10%	13%
No, but the district provided training on hiring	1%	3%
No, I did not have any training or experience	3%	3%
Other	5%	5%
Total	100%	100%

N = 5,065

N = 10,212

Almost all EAs who had completed training felt their training had prepared them well (76%) or acceptably (21%) for their work.

How well did your training prepare you for your role?		
Response	Education Assistants	All respondents
Well or Very Well	76%	76%
Acceptably	21%	20%
Poorly or Very Poorly	4%	4%
Total	100%	100%

N = 4,177 N = 8,024

Recruitment

Education assistants are initially hired to the casual list, but demand is so high most are able to work 5 days a week in a casual position if they want to

As with Clerical, Custodians, and Bus Drivers, education assistants are initially hired on the casual list. However, the demand for EAs is so high that most are offered regular work. EA focus group participants reported that in some districts, hiring casual EAs in some districts was limited by a requirement that applicants commit to full time availability. They proposed that a part time list for casual EAs be created in each district, with staff being called out only when casual staff wanting full time hours were not available. EAs noted that this would, in particular, enable retired EAs to work casually, and EAs to join the casual list for multiple urban districts.

EA survey respondents reported the fastest transition into a temporary or permanent job of any support staff position hired to a casual list, as well as 65% getting enough hours on the casual list, and 76% gaining income and experience while working in a casual position.

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
I was able to maintain other income opportunities while on the casual list.	38%	54%	8%	100% N=3,586
I got enough hours while on the casual list	65%	30%	5%	100% N=3,604
It allowed me to gain income and experience while looking for a permanent job	76%	15%	9%	100% N=3,591
I transitioned into a temporary or permanent job within one year	70%	27%	4%	100% N=3,638

Classroom teachers commonly provide orientation and training for new EAs

Once hired, on-site training of education assistants is often led by their classroom teacher rather than another EA. This is due the very practical reason that there are insufficient numbers of EAs to allow for some to be designated as mentors or supervisors. While this allows for immediate classroom experience, some participants felt this compromised the quality of EA training because the points of view and priorities of teachers can be very different from those of EAs.

This can also be exacerbated by the parameters of teachers' contracts. While a few school districts include preparation time with EAs in the teacher's own prep time, most do not. As a result, teachers are not able to set aside time to train and mentor EAs, who are obliged to begin

their work with no or very little preparation time. Overall, 58% of EA respondents to the staff survey reported the need for more orientation time, and 75% felt more professional development was generally needed.

EA positions are particularly attractive to parents with younger school-aged children

A common target for recruitment efforts are parents who have school-aged children. The benefits are primarily the availability of these individuals during school hours, who may otherwise be attracted to more full time work at comparable wages. While these have been overwhelmingly female parents, the slightly higher proportion of male EAs in urban areas and where more full time hours are available suggests marketing should be inclusive of both women and men

Once hired, EAs can expect to quickly move from the casual pool into a temporary or regular position. The lack of sufficient numbers means that EAs can fairly quickly work up to the maximum hours available – although these are limited to the school day. It also means, however, that it is increasingly challenging for school districts to fill absences from the casual pool, making it challenging for staff to take time off without significant classroom/student support impacts.

EAs reported working with children as the most positive recruitment factor, with wages as the most negative factor

Education assistants were asked by survey to rate various factors in terms of their perception of the impact on recruitment of EAs to the school district. In contrast to other support staff positions, working with children was seen, by far, as the most positive aspect in recruiting potential new education assistants, with seasonal breaks and pension and benefits also cited as significantly positive components of working in the K-12 system.

Please rate the impact of the following factors on recruitment (education assistants)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	47%	17%	32%	5%	100% N=5,256	15%
<i>Pension and benefits</i>	71%	15%	9%	5%	100% N=5,254	62%
Opportunity for a full-time position	51%	16%	19%	15%	100% N=5,235	32%
Opportunity for a part-time position	47%	25%	18%	10%	100% N=5,234	29%
Work hours within the school day	65%	17%	13%	5%	100% N=5,246	52%
10-month employment	59%	20%	15%	6%	100% N=5,235	43%
New employees typically hired to a casual list	39%	30%	22%	10%	100% N=5,223	17%
Local availability of qualified candidates	39%	25%	24%	12%	100% N=5,210	15%
Local availability of required training	51%	24%	16%	9%	100% N=5,225	35%
<i>Spring, Summer, and Winter breaks</i>	70%	17%	7%	6%	100% N=5,231	64%
<i>Working with children</i>	84%	10%	2%	4%	100% N=5,225	82%

Compensation

Education assistants earn a comparable median hourly wage to all support staff

Education assistants earn a median hourly wage of \$26.85 (compared to the overall median of \$25.98 for all support staff) and median annual income of \$30,255 (compared to \$29,702 overall). At the lower end, 20% of staff earn \$24.77 per hour or lower, and less than \$22,991 per year. 60% of staff earn between \$22,991 and \$36,101 per year.

Income, Education Assistants					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$26.84	\$24.77	\$26.06	\$27.24	\$28.02	\$44.83
TOTAL INCOME					
\$30,255	\$22,991	\$28,452	\$32,162	\$36,101	\$92,134
HOURS OF WORK					
1,115	817	1,071	1,162	1,260	2,471

Taken as a whole, the hourly wage for education assistants is not an issue but given the 10-month employment pattern, overall income levels make it challenging for people to look to the profession as a primary source of income.

Education assistants in urban areas earn, on average, higher annual incomes than their colleagues in remote and rural locations:

Income by District Classification, Education Assistants	
School District	Median
Remote	\$26,207
Rural-Remote	\$29,628
Rural	\$28,206
Urban	\$32,056
Overall	\$30,255

Overall incomes are highly impacted by the part time, part year nature of EA positions

Many school districts have made a concerted effort to increase EA hours, but very few of these positions are offered full time hours, even within the 10-month school year that characterizes all EA employment. There are two distinct groups of EAs – those who would like to keep hours generally in line with the school day (or not work all five days), and those who would like full time hours, and EAs suggest that there should be options for both types of jobs.

There are no part time jobs for EAs that can't be here 5 days a week - and those that need an income, you can't get enough hours here to support yourself. All the EAs I know who have to survive on this wage have second jobs as this doesn't provide that opportunity.

Education Assistant

Work Hours, Educational Assistant, K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
K-12	0%	100%	10%	90%
Overall	56%	44%	68%	32%

Where School Districts differentiate between general and specialized EAs, the difference in wages and annual income is not notable. This lack of differentiation in compensation may contribute to lower-than-average years of service for EA compared to other support staff, as EAs see few opportunities to progress in the field and little incentive to pursue specialized credentialing.

Hours limited to bell-to-bell (or less than), without sufficient paid prep/meeting time very negatively impacts retention, as does chronic understaffing for support needs within the school.

Education Assistant

This may be particularly challenging in some areas of the province, where regional economies with greater availability of jobs with higher wages results in a corresponding challenge to secure a sufficient supply of EAs.

Hourly wages for public EAs across the province are higher than those reported in the B.C. Labour Market Outlook, which may reflect slightly lower wages in First Nations and independent schools.

Hourly Wage and Income, Education Assistants – K-12 vs. All Sectors				
Sector	Hourly Wage			Median Income
	Low	Median	High	
K-12	\$24.77	\$26.84	\$44.83	\$30,255
Overall	\$19.25	\$24.85	\$28.00	\$51,827

Overall, almost half of education assistants feel their compensation is appropriate, slightly lower than the overall average for support staff. A slightly higher proportion than average (38%) said their compensation is not appropriate.

How appropriate do you think the compensation you receive is for the work that you do?		
Response	EAs	All
Somewhat or Completely Appropriate	47%	51%
Neutral	15%	14%
Somewhat or Completely Inappropriate	38%	36%
Total	100%	100%

N = 5,048

N = 10,183

About 40% of education assistants, like all support staff, report that they do work in addition to their regular position as an EA.

Do you do paid work outside of the school district?		
Response	EAs	All
Yes, during the school year	36%	29%
Yes, during one or more of the breaks	25%	19%
Yes, during the school year and all breaks	13%	10%
No	57%	58%

N=5,196

N=10,477

Retention

As noted above, many EAs are drawn from the ranks of parents with school-aged children, for whom the position's limited daily hours of work are not necessarily a drawback. The link between having school-aged children is one explanation for the relatively short median years of service of current EAs across the province: 6.7 years, though this is longer than the overall median of 5.9 years for all support staff. As children age into middle and high school, parents may feel able to work longer hours outside the school day, and seek alternate employment.

Years of Service, Education Assistants						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	7.5	2.2	5.6	10.6	18.3	53.8
EAs	6.7	1.9	4.6	8.7	15.4	43.8

EA retention is notably longest in the Northwest and Vancouver Island, and shortest in Thompson Okanagan

Regionally, EAs serve longest in the Northwest, with an average of 9.8 years. Other parts of the province are close to the provincial average of about 7 years, although the Thompson-Okanagan shows a notably shorter average period of service at about three and a half years. Generally, men remain as EAs for a shorter period than women, although this is not the case in Kootenay-Boundary.

Average Years of Service, Education Assistants, by Region			
Region	Female	Male	Total
Fraser Valley	6.1	5.6	6.0
Kootenay-Boundary	6.3	7.7	6.4
Metro	6.8	6.8	6.8
Northern Interior	6.6	4.3	6.5
Northwest	10.8	5.2	9.8
Thompson-Okanagan	3.4	2.8	3.4
Vancouver Island	7.8	6.8	7.7
Total	6.7	6.7	6.7

EAs described overwork and lack of respect from teachers and administration

EA focus group participants noted a number of significant challenges in terms of EA working conditions. Very common was a sense that the field is chronically understaffed, leading to untenable situations such as a single EA being assigned multiple students, all of whom required 100% coverage. Many reported the lack of basic supports such as desks, chairs, or a place to

store their personal items. All of these contributed to a widely reported sense that the position is

We are not valued for the work that we do. We are not respected for the work that we do. We have no say in our scheduling or who we work with. We take abuse from teachers, administrators, and students. We are not provided with lockable storage so we at least have a place of our own to keep our belongings.

Education Assistant

not respected by teachers, administration, or students.

Retention is also challenged by a lack of consistency and accuracy in how the job of EA is presented, both in preparatory courses and in recruitment practices. Participants often cited a lack of understanding of the limitations of the job (e.g. limited hours available) and the demands of the job (e.g. working conditions and scope of work) as factors that negatively impacted their

Violence in the workplace, with the normalization of abuse that is towards support staff, (by students) is also a huge reason that many do not want to do this job. It has become "part of the job" to be hit, kicked, spat at, punched, verbally abused, scratched.

Education Assistant

desire to remain working as EAs. In particular, the challenge of working with children that often exhibit and express aggressive behaviour was cited as a factor for which better preparation would make a meaningful difference in the ability to be fully prepared for the demands of the job.

According to survey respondents, and in notable contrast to other occupations, EAs identified working with children as the strongest positive factor in the decision to remain working in in the K-12 system. The pension and benefits available also rated highly.

Please rate the impact of the following factors on retention (EAs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	44%	18%	30%	8%	100% N=4,672	14%
Opportunity for full-time hours	48%	17%	21%	14%	100% N=4,672	27%
Opportunity for part-time hours	47%	26%	14%	13%	100% N=4,662	33%
Work hours within the school day	62%	17%	14%	7%	100% N=4,667	48%
Fixed holiday schedule	64%	17%	10%	8%	100% N=4,667	54%
10-month employment	58%	19%	15%	8%	100% N=4,675	44%
Career pathway options	37%	26%	24%	14%	100% N=4,675	13%
Workload	39%	20%	33%	7%	100% N=4,668	6%
Working conditions	48%	20%	25%	7%	100% N=4,664	23%
Pension and benefits	72%	14%	8%	7%	100% N=4,669	64%
Feeling valued in the workplace	53%	16%	24%	7%	100% N=4,668	29%
Working with children	82%	10%	2%	6%	100% N=4,672	80%

Please rate the impact of the following factors on retention (EAs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Job satisfaction	56%	19%	16%	8%	100% N=4,674	40%
Availability of time off	49%	20%	22%	9%	100% N=4,667	26%

The lack of preparation time was often cited as a significant negative working condition by participants in this review. Some school districts have attempted to address this by working with unions to use the district's allocation of the recent Learning Improvement Funding to add 15 minutes per day to EA's workdays. Others used this funding more flexibly, providing opportunities for EAs to attend meetings or participate in processes not otherwise covered in their bell-to-bell workday.

EAs should be getting paid to have a meeting with SST once a week after school extra hours, meeting with other EAs on another day, an hour a week to write notes etc.

Education Assistant

Both approaches had advantages and disadvantages: where school districts opted for flexibility, there tended to be a lack of clarity on how the funding could be used, and a sense among employers of a lack of interest in its uptake. However, a number of focus group EAs reported preferring this to the stricter, 15 minute-per-day addition to their workdays because this was not felt to be sufficient to make a real difference to the demands on their time, or their resulting paycheck.

Along with the ceiling on hours and earnings, and challenging classroom behaviours, the lack of career progression was often cited by participants as a major impediment to job retention.

To what extent do you agree with the following statements:				
Response	Agree	Neutral	Disagree	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	34%	22%	44%	100% N=4,725
The opportunity to progress to another role in the school district is important to my co-workers	49%	2%	49%	100% N=4,714
The opportunity to progress to another role in the school district is important to me	67%	4%	29%	100% N=4,726

Some school districts have attempted to address this by offering targeted professional development options at both specialized EAs and general or unqualified EAs, to help get them qualified and/or advance to more specialized roles. Where most successful, school districts work with EAs to jointly determine priorities for development. Scheduling professional development for times that make it possible for EAs with school-aged children to attend (i.e. not during general professional development days) was also cited as a promising practice for improved retention.

The lay off at the end of the school year can have a negative impact on retaining people. You are not guaranteed work every year. It is difficult to commit when this happens every year, especially for the one income families.

Education Assistant

The common practice among school districts of waiting for final registration numbers before funding and hiring EA staff also impacts working conditions. During this time, student needs are not fully met, and potential employees are left in an uncertain position during which they often seek alternative employment.

Finally, where EAs are assigned to a specific student, it can be challenging for all involved when the student transfers to a different school. In some cases, the district maintains the authority to transfer the EA with the student to the new school. The EA may not wish to transfer to a different school, especially if they are working at a school near their home or that their own children attend.

Finally, the top five issues that were raised by EAs in the comments section of the staff survey were:

1. Hours of work and overall income
2. Workload and unpaid time
3. Hourly wages
4. Low morale, feeling undervalued and disrespectful treatment
5. Lack of pay scale recognition for experience, training, roles, or work ethic

Summary

Education assistants are the largest support staff occupation, and are predominantly female.

Education Assistant certificate programs are offered across the province, but there are many communities with no in-person access, especially in the north. In addition, some EA positions require specialized training. Due to lack of fully qualified candidates, many school districts increasingly consider those with equivalent experience as well as applicants they consider unqualified. Four out of five EAs reported that they had all (68%) or some (13%) of the requested training when they applied, lower than for other support staff categories.

Education assistants are initially hired to the casual list, but demand is so high that most people are able to work five days a week in a casual position if they want to. EAs earn a comparable median hourly wage to all support staff, but overall incomes are highly impacted by the part time, part year nature of EA positions.

With respect to recruitment and retention, education assistant positions are particularly attractive to parents with younger school-aged children, who want to match their work to school hours. EAs reported working with children as the most positive recruitment factor of their work, with wages as the most negative factor. Participants also described overwork and lack of respect from teachers and administration

Finally, retention rates for education assistants are notably longest in the Northwest and Vancouver Island, and shortest in Thompson Okanagan. Overall, key recruitment and retention factors for EAs include:

- The part time, part year nature of EA positions significantly lowers overall income. This makes it more difficult for potential EAs to justify the investment of time and money into training, given the limited income. As a result, school districts report a decreasing number of qualified EA applicants, EA understaffing, and high EA turnover.
- There are two distinct groups of EAs: those who would like to keep hours generally in line with the school day, and those who would like full time hours, and EAs suggest that there should be options for both types of jobs. EAs reported needing at least a small amount of additional time each day outside of direct time with children to prep for the next day and connect with teachers and families.
- Some districts have found ways to increase hours for EAs to close to full time. A common approach to increasing hours was to either integrate student supervision as an EA job responsibility or support EAs to take on a second job as a student supervisor.
- EAs, like custodians, commonly report disrespectful treatment by teachers and other K-12 staff, which negatively impacts job retention for these positions.

3.3.2 Specialized Student Support Workers

The category of Specialized Student Support Workers (SSSW) includes some positions requiring diplomas or degrees, such as Child and Youth Care workers, others requiring certificates, such as Early Childhood Educators, and others with specialized training such as Sign Language Interpreters. The specific EDAS job classifications that are included in this group are:

- Education Other School Support (supervisory and non-supervisory)
- Education Support Language (Oral or Sign) (supervisory and non-supervisory)
- Education Support Board Office (supervisory and non-supervisory)
- Education Support Counsellors

Demographics

Specialized Student Support Workers are predominantly female, and slightly older than EAs as a group

There is a total of 2,909 SSSWs in the province, comprising 14.5% of Direct Student Support staff, and almost 8% of all K-12 support staff. As with EAs, SSSWs are overwhelmingly female (91%). They are slightly older as a group, with 56% being 51 years or older (39% for EAs) and 14% aged 61 or older (10% for EAs).

Age and Gender, SSSWs						
Age	Female		Male		Total	Age as % of Total
Up to 20	5	100%	-	-	5	0%
21-30	182	81%	44	19%	226	8%
31-40	472	90%	51	10%	523	18%
41-50	766	92%	65	8%	831	29%
51-60	855	92%	74	8%	929	32%
61-70	332	89%	39	11%	371	13%
71+	21	88%	3	12%	24	1%
Total	2,633	91%	276	9%	2,909	100%

Also similarly to EAs, the proportion of female SSSWs is consistent throughout the province, with the Northwest and Metro Vancouver showing a slightly higher tendency to hire men into these positions. A higher proportion is older than 61 and therefore likely to retire in the next few years: 14% compared to about 10% of EAs. This is a particular challenge in Vancouver Island and Metro Vancouver; less so in the Northern Interior:

Proportion of Female and Older SSSWs, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	412	94%	12%
Kootenay-Boundary	100	96%	12%
Metro	1,156	87%	15%
Northern Interior	317	92%	8%
Northwest	100	88%	13%
Thompson-Okanagan	422	93%	11%
Vancouver Island	402	93%	17%
Total	2,909	91%	14%

Over the next 10 years, the B.C. Labour Market Outlook¹⁴ estimates a replacement rate of 22% for the 54,640 workers in the key roles which make up specialized support student workers across the province¹⁵. Applying this replacement rate to the number of SSSWs in the K-12 system means that over the next ten years, school districts will need to hire approximately 640 new SSSWs to replace current staff, not including any growth in the occupation.

Support staff respondents to the survey again projected a higher replacement rate, with about 38% of SSSW respondents to the staff survey included that they will not be working in their same position for the school district within the next five years, which is in sync with the estimated 10-year rate of 37% for education assistants. This would require hiring about 1,100 new SSSW staff in the next five years.

¹⁴ www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx

¹⁵ Social and Community Service Workers, Instructors of persons with disabilities, Library Assistants, Early Childhood Educators

Where do you see yourself in 5 years?		
Response	SSWs	All
In my current role	44%	43%
In a different role within the school district	18%	23%
Working outside of the school district	18%	15%
Retired from the school district	20%	20%
Total	100%	100%

N = 614

N = 9,505

Qualifications and Training

As this sub-category reflects a number of occupations, there are a diverse set of job qualifications and training pathways as well

The most common occupation in this sub-category are Child and Youth Care Workers. These positions typically require a diploma. Child and Youth care diplomas, as well as Human Service diplomas are both accepted. Diplomas and degrees in this field are available at public post-secondary institution in every region in the province.

Region	Post-Secondary Institution	Campus
Fraser Valley	University of the Fraser Valley	Abbotsford
Kootenay-Boundary	College of the Rockies	Cranbrook
Metro	Douglas College (degree)	New Westminster
Northern Interior	College of New Caledonia	Mackenzie
	University of Northern . (certificate)	Prince George
Northwest	Coast Mountain College	Terrace
Thompson-Okanagan	Okanagan College	Kelowna Salmon Arm Vernon
	Thompson Rivers University	Kamloops, Williams Lake
Vancouver Island	Camosun College	Victoria
	Vancouver Island University	Nanaimo

Another common specialized student support position is Early Childhood Educators. These staff run Strong Start programs, and are also often employed in the Seamless Day pilots across the province. Early Childhood Educator programs are also widely available across the province in both public and private programs, in-person and online.

Library assistants are also employed in some school districts. Training required for this occupation is typically a Library and Information Technology Diploma, which is only offered through Langara College and the University of the Fraser Valley.

Positions such as Brailist or Sign Language Interpreter require completion of specialized programs such as:

- Sign Language programs, offered at Douglas College and Vancouver Community College.

- Brailist programs are offered through the Provincial Resource Centre for the Visually Impaired.

Though SSSW training programs may be less commonly available locally than EA programs, more SSSWs begin their jobs with some or all of the training than EAs do

Given the limited pathways to support advancement in these areas, some school districts have worked to identify and support EAs who are interested in taking advanced training to qualify as SSSWs. However, this tends to be an *ad hoc* response, and has not been systematically considered as an option to addressing current and anticipated demands for workers to fill these positions. Some EA certificate programs do provide credit towards child and youth care or human service diplomas at the same institution.

SSSWs were divided in their perception of the impacts of training programs' cost, length, and availability, with roughly equal proportions agreeing, disagreeing, and being neutral about the statement that this prevents local people from pursuing a career in the field. However, about two-thirds (66%) said that experience in a similar role should be given higher weighting when hiring decisions are made, with which less than one in ten (9%) disagreed.

Despite challenges with training programs, a high proportion of SSSWs reported they had all or some of the required training for their position before applying (82% compared to 81% of education assistants and 76% of all support staff), and more of them felt that their training prepared them well or very well for their role (84% compared to 76% of education assistants and all support staff).

Recruitment

Positive SSSW recruitment factors are similar to EAs – working with children, pension and benefits, school day work hours, and seasonal breaks

Unlike education assistants, SSSWs are typically hired directly into temporary or permanent positions, and there is not a casual roster maintained for these positions. However, some people working as SSSWs now may have begun work with the district in a casual EA role. Because there are fewer programs offered across the province for many of these occupations (with the exception of Early Childhood Educator), it is harder for school districts to maintain a connection with the training programs in order to recruit from their graduates. On the other hand, it may be easier for *Make a Future* to build a connection to these programs and promote school district careers and awareness of the *Make a Future* site for job search opportunities.

The most positive recruitment factors for SSSWs, as for education assistants, are the opportunity to work with children, the position's pension and benefits, work hours that are bound by the school day, and seasonal breaks.

Please rate the impact of the following factors on recruitment (SSSWs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	53%	14%	29%	4%	100% N=682	24%
<i>Pension and benefits</i>	76%	13%	6%	4%	100%	70%

Please rate the impact of the following factors on recruitment (SSSWs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
					N=680	
Opportunity for a full-time position	60%	14%	14%	12%	100% N=676	46%
Opportunity for a part-time position	46%	26%	15%	13%	100% N=673	31%
Work hours within the school day	72%	15%	8%	4%	100% N=678	64%
10-month employment	60%	18%	16%	6%	100% N=676	44%
New employees typically hired to a casual list	31%	26%	29%	15%	100% N=667	2%
Local availability of qualified candidates	37%	27%	22%	14%	100% N=670	14%
Local availability of required training	46%	25%	16%	13%	100% N=667	30%
Spring, Summer, and Winter breaks	71%	16%	6%	7%	100% N=674	65%
Working with children	86%	9%	1%	4%	100% N=668	85%

Compensation

Specialized Student Support Workers earn a lower median hourly wage than education assistants, but a higher annual income due to their hours of work

Compared to their Education Assistant colleagues, SSSWs make a slightly lower median hourly wage (\$25.69 compared to \$26.84) but higher median annual income (\$31,169 compared to \$30,255). This is likely because of the mix of occupations within this sub-category – while some are paid more highly than EAs, others have lower hourly wages. The higher annual income is likely because more of these occupations are more likely to have full time employment than EAs.

Income, SSSWs					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$25.69	\$23.14	\$25.09	\$26.40	\$28.02	\$75.00
TOTAL INCOME					
\$31,169	\$12,424	\$27,018	\$34,361	\$40,779	\$100,131
HOURS OF WORK					
1,206	587	1,085	1,301	1,469	3,150
YEARS OF SERVICE					
7.5	2.1	5.5	10.7	17.8	45.9

SSSWs staff employed by school districts in urban and rural-remote areas earn slightly higher annual incomes than their colleagues in remote and rural locations:

Income by District Classification, SSSWs	
School District	Median
Remote	\$27,846
Rural-Remote	\$32,362
Rural	\$27,747
Urban	\$32,839
Overall	\$31,169

K-12 SSSWs earn a higher median hourly wage than their BC counterparts.

Wages by key Occupations, K-12 vs. All Sectors				
Sector	Median Hourly Wage			
	Child and Youth Care Worker	Sign Language Interpreter	Library Assistant	Early Childhood Educator
K-12	\$29.10	\$27.93	\$25.38	\$27.18
Overall	\$21.00	\$27.53	\$22.97	\$18.00

Most SSSW staff have work hours aligned to the school year, and work part time during these 10 months – notably lower hours than their provincial counterparts

Few K-12 SSSW staff (estimated 9%) are hired on a full year, full time basis. Most are estimated to be employed on a part time basis and only during the 10-month school year. These hours are notably different than those of SSSW staff working across the province in a number of key occupations.

Work Hours, SSSWs – K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
School Districts	9%	91%	31%	69%
Child and Youth Care	58%	42%	72%	28%
Sign Language Interpreter	40%	60%	56%	44%
Library Assistant	57%	43%	41%	59%
Early Childhood Educator	46%	54%	68%	32%

Overall, SSSWs report higher levels of satisfaction with their compensation compared to EAs and support staff in general.

How appropriate do you think the compensation you receive is for the work that you do?			
Response	SSSWs	EAs	All
Somewhat or Completely Appropriate	55%	47%	51%
Neutral	11%	15%	14%
Somewhat or Completely Inappropriate	34%	38%	36%
Total	100%	100%	100%
	N =655	N = 5,048	N =10,183

About 40% of SSSWs in the K-12 system also works outside of their school district job, a proportion that is comparable to EAs and to support staff overall.

Do you do paid work outside of the school district?			
Response	SSSWs	EAs	All
Yes, during the school year	35%	36%	29%
Yes, during one or more of the breaks	23%	25%	19%
Yes, during the school year and all breaks	12%	13%	10%
No	59%	57%	58%

Retention

SSSWs have similar years of service to support staff overall, but longer than EAs

SSSWs tend to have been in their positions longer than EAs, with a median service of 7.5 years compared to 6.7 years for EAs.

Years of Service, SSSWs						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
SSSWs	7.5	2.1	5.5	10.7	17.8	45.9
EAs	6.7	1.9	4.6	8.7	15.4	43.8
All Support	7.5	2.2	5.6	10.6	18.3	53.8

Regionally, SSSWs serve the longest in the Northwest, Vancouver Island, Metro Vancouver and the Thompson-Okanagan, and stay in their positions for the shortest time in the Northern Interior, Kootenay-Boundary, and Fraser Valley.

Years of Service, SSSWs, by Region	
Region	Median
Fraser Valley	5.8
Kootenay-Boundary	6.8
Metro	7.8
Northern Interior	6.2
Northwest	8.9
Thompson-Okanagan	7.6
Vancouver Island	10.1
Total	7.50

The factors that are seen to positively impact retention are similar to EAs, led by working with children, pension and benefits, and work hours that are limited to the school day. Workload and lack of career pathway options were cited as leading negative factors.

Please rate the impact of the following factors on retention (SSSWs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	53%	15%	27%	5%	100% N=615	26%
Opportunity for full-time hours	56%	15%	17%	11%	100% N=615	39%
Opportunity for part-time hours	47%	27%	12%	14%	100% N=615	34%
Work hours within the school day	70%	15%	9%	6%	100% N=617	61%
Fixed holiday schedule	67%	16%	12%	5%	100% N=618	54%
10-month employment	57%	18%	18%	7%	100% N=615	38%
Career pathway options	43%	24%	24%	9%	100% N=612	19%
Workload	43%	21%	31%	5%	100% N=616	12%
Working conditions	59%	16%	19%	6%	100% N=611	40%
Pension and benefits	77%	12%	6%	5%	100% N=616	71%
Feeling valued in the workplace	58%	14%	23%	5%	100% N=614	35%
Working with children	83%	11%	2%	4%	100% N=617	81%
Job satisfaction	64%	16%	15%	5%	100% N=613	49%
Availability of time off	55%	18%	20%	7%	100% N=615	34%

Finally, the top five issues raised by SSSW staff in the comments section of the survey were:

1. Hours of work and overall income
2. Low morale, feeling undervalued, and disrespectful treatment
3. Workload, understaffing and unpaid time
4. Hourly wages
5. Lack of pay scale recognition for experience, training, roles, or work ethic

Summary

Specialized Student Support Workers are predominantly female, and slightly older than EAs as a group.

As this sub-category reflects a number of occupations, there are a diverse set of job qualifications and training pathways as well, and for most of these occupations, the training programs are less available than EA programs. Despite lower regional access to training, more SSSWs report beginning their jobs with some or all of the training than EAs do.

Positive SSSW recruitment factors are similar to EAs – working with children, pension and benefits, school day work hours, and seasonal breaks. As with EAs, there is a cohort of SSSWs who want full time full year hours, and a cohort who want part time part year hours.

Specialized Student Support Workers earn a lower median hourly wage than education assistants, but a higher annual income due to their hours of work. SSSWs are more likely feel their compensation is reasonable. Though SSSW occupations may be more desirable than EAs within the K-12 sector, SSSWs would typically earn a higher overall income in other sectors, as the hours are notably higher.

Perhaps related to higher satisfaction with their compensation, SSSWs have similar years of service to support staff overall, and longer than EAs.

Key SSSW recruitment and retention factors include:

- SSSW occupations may be more desirable than EAs within the K-12 sector, but would have higher earnings in other provincial sectors, which likely presents recruitment challenges.
- The limited number of training programs for most SSSW occupations presents an opportunity for *Make a Future* to develop and maintain a connection with these programs, and promote the unique positive aspects of working in the K-12 sector, such as pension and benefits, school day hours, and seasonal breaks.

3.3.3 Indigenous Support Workers

Separate demographic information is not available for Indigenous Support Workers

Although Indigenous support workers (ISWs) are not separately defined in EDAS or other job information data, this job category warrants specific mention because it was commonly cited by school districts as one of the harder positions to hire, as well as the unique role and training pathway for the position. Some districts use different titles for Indigenous Student Support Workers, such as Indigenous (Aboriginal) Education Assistants, Support Workers, Resource Worker, or Cultural Advocate, among other titles.

Within EDAS data, ISWs may be listed under various direct student support positions, though are likely most comparable to the Specialized Student Support Workers. Though we have no information on how many ISWs are currently employed, all school districts would have these positions employed. There would typically be more ISWs in districts with higher percentages of Indigenous students.

A higher proportion of ISWs than support staff overall reported thinking that they would still be in their current role in five years

Separate demographic information is not available for ISWs, nor is there a specific estimated replacement rate from the B.C. Labour Market Outlook. When asked about their probable employment in the next five years, a higher proportion of ISWs than average thought they would still be in their current role (53%). However, a total of 33% thought they would no longer be employed by the school district, either due to retirement or because they would find other work.

Qualifications and Training

ISW jobs typically require completion of a human service diploma

The path to becoming an ISW generally requires completion of a human service diploma. However, there are few Indigenous focused training opportunities across the province, and placements are not increasing despite the increase in demand for ISWs. Currently, the following post-secondary institutions offer credential programs:

- College of the Rockies: Aboriginal Education Support Worker
- Douglas College, Indigenous Pathway, Child and Youth Care
- Native Education College: Indigenous Special Needs Educator
- Northern Lights College: Indigenous Human Service Worker
- Okanagan College: Aboriginal Community Support Worker
- University of the Fraser Valley: Aboriginal Culture and Language Support Diploma

ISWs also commonly have credentials in human service certificates or diplomas without a specific Indigenous focus, and have brought experience within Indigenous communities to their role.

Experience with Indigenous communities is often preferred, but not a formal requirement

ISWs are more likely than education assistants and other support staff to be hired without having completed in whole or in part the formal requirements of their position, and to be hired on the basis of related experience instead of formal training. Though many school districts described preferring to hire ISWs with experience working within Indigenous communities, this would not typically be a formal job requirement.

Did you have formal training in your current role prior to your employment?			
Response	ISWs	EAs	All
Yes, I had all the requested training before I applied	49%	68%	60%
Yes, I had some of the requested training but not all of it	20%	13%	16%
I had no formal training, but had related experience	18%	10%	13%
No, but the district provided training on hiring	2%	1%	3%
No, I did not have any training or experience	4%	3%	3%
Other	6%	5%	5%
Total	100%	100%	100%

N =272 N =5,065 N = 10,212

Surveyed ISWs who did complete training expressed an overall lower sense of confidence in how well the training prepared them for their position with their school district, compared to education assistants and to all support staff. This reflects the positions of ISW focus group participants, who emphasized the importance of experience working with Indigenous communities and families over the training offered by human service diplomas.

There is inadequate on site training provided for orientation, inadequate guidance for use of department resources and cultural resources period, and unavailable point people to help us make plans and follow through. The breadth and depth of the knowledge of most of my coworkers in our department is extensive, however, we are not paid in a reflective way and are systematically denied an opportunity to be better prepared. This occurs both at a higher administrative level and unfortunately even within our own department.

Indigenous Support Worker

How well did your training prepare you for your role?			
Response	ISWs	EAs	All
Well or Very Well	73%	76%	76%
Acceptably	20%	21%	20%
Poorly or Very Poorly	8%	4%	4%
Total	100%	100%	100%

N = 194

N = 4,177

N = 8,024

Recruitment

ISWs were commonly reported as among the hardest to fill of support staff occupations

Along with EAs, the position of ISW was frequently identified as those among direct student support workers that is most difficult to fill. A number of reasons were cited for this challenge, including a disconnect between school district HR offices and the Aboriginal Education Office, and competition from community organizations who are putting increasing importance on hiring staff that reflect their communities. A particular challenge arises in districts that also have First Nations schools, which are able to offer better wages, better working conditions, and a more direct connection to the cultures that ISWs are charged to support and promote.

The factors that positively impact recruitment for ISWs are similar to those for other direct student support positions:

working with children, seasonal breaks, pension and benefits, and work hours that are tagged to the school day. Hiring from the casual list and the wages available through K-12 system compared to the market rate for similar work are seen as the least positive factors that impact recruitment.

The demand for Indigenous Support Worker services is high. The physical spaces that we work in are small which is limiting for programming/activities/circles and privacy and storing supplies and materials, the positions are simply under resourced. One support worker in 3 schools is not enough for students supporting their success at school completion, sense of belonging, cultural pride and increasing cultural awareness for students and school communities.

Indigenous Support Worker

Please rate the impact of the following factors on recruitment (ISWs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	44%	20%	30%	6%	100% N=285	14%
Pension and benefits	74%	13%	9%	5%	100% N=285	65%
Opportunity for a full-time position	60%	15%	14%	10%	100% N=285	46%
Opportunity for a part-time position	45%	27%	14%	14%	100% N=282	32%
Work hours within the school day	71%	14%	10%	5%	100% N=283	61%
10-month employment	67%	15%	12%	6%	100% N=284	55%
New employees typically hired to a casual list	35%	31%	23%	12%	100% N=283	12%
Local availability of qualified candidates	38%	27%	19%	16%	100% N=280	19%
Local availability of required training	48%	25%	16%	11%	100% N=280	32%
Spring, Summer, and Winter breaks	73%	15%	6%	6%	100% N=282	67%
Working with children	83%	10%	0%	6%	100% N=282	83%

One third of districts have been approved for preferential hiring for persons who self-identify as Indigenous for positions in their Indigenous education department, including ISWs

Nineteen school districts who have had applications to the BC Human Rights Commission for a preferential hiring exemption for some Indigenous staff approved. Some reported that while Indigenous identity is primarily self-reported, they do ask which Nation an Indigenous candidate is from.

School districts acknowledged that it is common to hire ISWs who are not from local Nations, so their language and culture differs from those of the territory. However, as many Indigenous children in each district are also not from the local Nations, there are benefits to having staff with a range of Indigenous cultures, who have similar experiences to those students of living apart from their territories and communities. ISWs reported that their co-workers often do not understand that they are not from local Nations, or do not speak the local language or have different cultural practices.

Look into native ancestry before hired into Indigenous Department.

Indigenous Support Worker

Despite this recognition of the importance of connection to local cultures, some ISWs who participated in this review expressed frustration that school districts continue to place greater emphasis on an applicant's credentials instead of their cultural connections. This is particularly challenging for potential Indigenous staff who had traumatic experiences in the school system as children, and for whom formal education presents extra barriers.

School districts that have strong relationships with local First Nations often report that this is key to being able to attract ISWs to work in their schools. Word of mouth is often the most powerful way to share information about available positions and identify potential recruits.

Compensation

ISWs reported a widely shared perception that the position is typically paid less than comparable direct student support workers, though data is not available to confirm this

Although separate income information is not available from EDAS, focus group participants voiced a widely shared perception that although the position requires extra qualifications and specific cultural knowledge, ISWs are paid less than comparable direct student support workers. Despite this perception, ISW survey respondents expressed slightly higher levels of satisfaction with their compensation than SSSWs and support staff overall.

How appropriate do you think the compensation you receive is for the work that you do?			
Response	ISWs	SSSWs	All
Somewhat or Completely Appropriate	58%	55%	51%
Neutral	13%	11%	14%
Somewhat or Completely Inappropriate	29%	34%	36%
Total	100%	100%	100%
	N = 271	N = 655	N = 10,183

In addition, fewer ISWs do work in addition to their position with the school district, compared to both SSSWs and to support staff generally.

Do you do paid work outside of the school district?			
Response	ISWs	SSSWs	All
Yes, during the school year	25%	35%	29%
Yes, during one or more of the breaks	23%	23%	19%
Yes, during the school year and all breaks	7%	12%	10%
No	63%	59%	58%

Retention

ISW job descriptions vary widely, and ISWs report their scope of work is often not well defined

Across the province, a common factor cited by ISWs as a frustration with their work was the lack of clarity in their position, which results in a common practice among school staff to turn to ISWs to deal with “all things Indigenous”. The shared lack of understanding of the scope of the position of ISW often means these staff are expected to step into situations or deal with issues that should not be part of the work of student support, such as providing cultural education to teachers.

As an Indigenous Youth Worker I've felt a huge lack of respect & support from teachers, admin & EAs alike.

Indigenous Support Worker

Lack of understanding of specificities of Indigenous cultures, and the relative roles of ISWs for local cultures, was another issue that ISW participants raised as a challenge in their work. Employers and co-workers who do not understand the role assume a pan-Indigenous approach to ISWS without understanding the differences amongst the varied nations and cultures across the province.

In some districts, ISWs are attached to schools, while in others, the position is district wide. Participants also expressed a sense that ISWs are more subject to the needs of school districts than other direct student support workers, and are placed and moved from school to school more arbitrarily. This can be challenging for making the connections with students that is vital to success in the position.

I think on the surface the school district is a great place to work, however if you are Indigenous, or Two Spirited, or different than others in power, you are treated poorly. I have been bullied for years, yet my bully is free to work in an even higher position than before he was found guilty of it. If you have policies in place to protect workers then they should be used appropriately to protect your employees.

Indigenous Support Worker

ISWs who participated in the staff survey reported that working with children, pension and benefits, and the fixed holiday schedule were positive factors in their decision to keep working for the school district. Negatively viewed factors included the workload, wages available compared to the market rate, and lack of career pathway options.

Please rate the following factors they impact retention (ISWs)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	47%	20%	25%	8%	100% N=257	22%
Opportunity for full-time hours	55%	19%	15%	11%	100% N=257	40%
Opportunity for part-time hours	48%	30%	9%	13%	100% N=256	39%
Work hours within the school day	67%	18%	10%	5%	100% N=256	57%
Fixed holiday schedule	69%	16%	7%	8%	100% N=254	62%
10-month employment	63%	17%	10%	10%	100% N=257	53%
Career pathway options	45%	31%	14%	10%	100% N=256	31%
Workload	43%	19%	30%	8%	100% N=256	13%
Working conditions	56%	19%	19%	7%	100% N=254	37%
Pension and benefits	75%	11%	5%	9%	100% N=257	70%
Feeling valued in the workplace	56%	16%	21%	7%	100% N=257	35%
Working with children	82%	11%	1%	6%	100% N=257	81%
Job satisfaction	65%	17%	11%	7%	100% N=256	54%
Availability of time off	53%	21%	16%	9%	100% N=256	37%

Finally, the top five issues that were raised by ISWs in the comments section of the staff survey were:

1. Hours of work and overall income
2. Low morale, feeling undervalued and disrespectful treatment
3. Workload, understaffing and unpaid time
4. Hourly wages
5. Individual or systemic racism

Indigenous support workers were the occupation who raised individual or systemic racism most commonly in comments.

Targeted and Innovative Support

One union local has created an ISW representative position to ensure that ISWs are included in the union for better advocacy.

Summary

Separate demographic information is not available for Indigenous support workers, so this section is solely based on information gathered from school districts, unions, and Indigenous support workers themselves.

ISWs were commonly reported as among the most difficult to fill of support staff occupations. Given the difficulty recruiting ISWs, it is encouraging that a higher proportion of ISWs than support staff overall reported thinking that they would still be in their current role in five years.

ISWs reported a widely shared perception that the position is typically paid less than comparable direct student support workers, though data is not available to confirm this. ISW job descriptions vary widely, and ISWs report their scope of work is often not well defined, leading to confusion and conflict with other school district employees.

ISW jobs typically require completion of a human service diploma. Though experience with Indigenous communities is often preferred by school districts, it is usually not a formal requirement.

One third of districts have been approved for preferential hiring for persons who self-identify as Indigenous for positions in their Indigenous education department, including ISWs, but this is identity does not necessarily come with experience working with Indigenous communities and families.

ISWs were the occupation that most commonly commented on experiences in the school district with individual and systemic racism.

Key ISW recruitment and retention factors include:

- ISWs are among the hardest to fill support staff positions. School districts reported that one of many benefits of building relationships with local Nations was word of mouth referrals to support ISW recruitment.
- ISWs suggested that clarifying their job descriptions and placing a stronger emphasis on experience with culture and community would improve recruitment.
- ISWs commonly reported experiences with individual and systemic racism in the K-12 school system.

3.3.4 Student Supervisors

Most student supervisors are female, similar to other direct student support occupations

Student Supervisors include positions such as crossing guards, noon hour supervisors, and cafeteria workers. These part time positions typically require minimal qualifications, such as First Aid or Foodsafe, and are often filled by school parents, grandparents, or neighbours. They are challenging positions to fill because the shifts are short and often broken up throughout the day, leading to a sense of chronic understaffing.

Demographics

There are about 2,477 student supervisors in B.C., making up just over 12% of direct student support workers, and about 6.5% of all K-12 support staff. Across the province, almost 95% are female. They are slightly older as a group than others in this category, with 59% being 51 years or older (39% for EAs) and 26% aged 61 or older (10% for EAs).

Age and Gender, Student Supervisors						
Age	Female		Male		Total	Age as % of Total
Up to 20	2	50%	2	50%	4	0%
21-30	61	80%	15	20%	76	3%
31-40	255	94%	16	6%	271	11%
41-50	652	96%	27	4%	679	27%
51-60	779	95%	41	5%	820	33%
61-70	471	93%	38	8%	509	21%
71+	101	86%	17	14%	118	5%
Total	2,321	94%	156	6%	2,477	100%

Across the regions of the province, only about 5% of student supervisors are men. As a group, a very large proportion are aged 61 or older, especially in Metro Vancouver (28%), the Northwest (28%) and Vancouver Island (27%).

Proportion of Female and Older Student Supervisors, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	373	96%	17%
Kootenay-Boundary	64	94%	16%
Metro	1,371	93%	28%
Northern Interior	115	96%	23%

Proportion of Female and Older Student Supervisors, by Region			
Region	# of Staff	% Female	% aged 61+
Northwest	40	95%	28%
Thompson-Okanagan	198	94%	22%
Vancouver Island	316	93%	27%
Total	2,477	94%	26%

Although separate projected replacement rates are not available from the B.C. Labour Market Outlook, 31% of student supervisor respondents to the staff survey included that they do not expect to be working for the school district within the next five years, which would require hiring about 768 new staff.

Where do you see yourself in 5 years?		
Response	SS	All
In my current role	23%	43%
In a different role within the school district	45%	23%
Working outside of the school district	15%	15%
Retired from the school district	16%	20%
Total	100%	100%

N = 275

N = 9,505

Qualifications and Training

There are generally very few formal qualifications required for student supervisor positions, with the exception of food related positions

There are generally very few qualifications required for these positions, although some school districts express a preference for first aid training. It follows that a far lower than average proportion of student supervisors reported having formal training, with a higher proportion saying they had related experience or not training or experience at all prior to being hired.

Did you have formal training in your current role prior to your employment?		
Response	SS	All
Yes, I had all the requested training before I applied	22%	60%
Yes, I had some of the requested training but not all of it	9%	16%
I had no formal training, but had related experience	43%	13%
No, but the district provided training on hiring	7%	3%
No, I did not have any training or experience	12%	3%
Other	6%	5%
Total	100%	100%

N = 298

N = 10,212

The lack of formal training does not impact the sense of preparation student supervisors have for their work, however, with same proportion of student supervisors as overall support staff indicating they were well prepared, and a lower proportion saying they were poorly prepared for their role as a student supervisor. However, 41% of student supervisors surveyed agreed that more orientation time is needed for people in their position.

Retention levels would improve with proper training for the specific position (right now there is NO position-specific training for Lunch Hour Supervisors) and with more positive feedback.

Student Supervisor

How well did your training prepare you for your role?		
Response	SS	All
Well or Very Well	76%	76%
Acceptably	22%	20%
Poorly or Very Poorly	2%	4%
Total	100%	100%

N = 113

N = 8,024

Student supervisors are often best recruited through word of mouth and local media.

School districts commonly put out open calls for staffing opportunities on a variety of media, including websites, local community newspapers, school newsletters and working directly with local community centers. A number report that positions are often filled through word of mouth, as parents let other people in the neighbourhood know of open positions and opportunities.

Some school districts have attempted to address the hours deficit by combining student supervisor and EAs positions, providing a single position that is closer to full time. However, there

Noon hour supervisors - very hard to find. I think there should be opportunity for EAs in our district to work this position as well if they want but it's currently hard to find.

Student Supervisor

are structural challenges with this approach, as some school districts pay a lower wage for the supervisor component of the duties, and the combined time does not leave any time during day for the worker to have a break.

A survey of administrators found that just over half have now combined student supervisory tasks into the responsibilities for staff. Two-thirds (62%) reported that

this has been not very difficult or only somewhat difficult.

Recruitment

Despite the lack of formal requirements for student supervisor positions, school districts find recruiting sufficient student supervisor staff to be an ongoing and significant challenge. Workers who are attracted to this position are often family members of children in the school – parents or grandparents – or retired people from the community who view the positions as “an activity rather than a job”.

Participants in focus groups cited involvement in the community and participation in the lives of their children and grandchildren as drawing points for these positions, while the limited hours and split shifts were often identified as drawbacks.

It's hard to get employees to work as noon hour supervisors as it's only one hour and it's right in the middle of the day. Also most other districts pay more and pay benefits.

Student Supervisor

Student supervisor respondents to the staff survey identified working with children, seasonal breaks and work hours tagged to the school day as positive factors for recruiting into these positions. Unlike most other support staff positions, the wages available compared to market and the ability to work part time hours were also seen as positive recruitment factors.

Please rate the impact of following factors on recruitment (student supervisors)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	61%	18%	9%	11%	100% N=310	52%
Pension and benefits	39%	17%	12%	32%	100% N=307	26%
Opportunity for a full-time position	41%	19%	10%	30%	100% N=305	31%
Opportunity for a part-time position	62%	18%	6%	14%	100% N=307	56%
Work hours within the school day	72%	14%	5%	8%	100% N=308	67%
10-month employment	64%	16%	7%	13%	100% N=306	58%
New employees typically hired to a casual list	41%	27%	13%	19%	100% N=303	27%
Local availability of qualified candidates	48%	24%	9%	19%	100% N=306	39%
Local availability of required training	51%	21%	6%	21%	100% N=304	45%
Spring, Summer, and Winter breaks	76%	12%	3%	9%	100% N=307	73%
Working with children	83%	10%	0%	7%	100% N=307	83%

Compensation

Student supervisors often make the lowest incomes among support staff

Student supervisors make a lower median hourly wage than others direct student support occupations (\$21.69 compared to \$26.84 for EAs) and a much lower median annual income (\$11,151 compared to \$30,255). This is due primarily to the limited hours available for these positions – student supervisors work a median of 220 hours per year compared to the EA average of 1,115 hours.

Income, Student Supervisors					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					

\$21.36	\$20.39	\$21.34	\$22.24	\$24.13	\$34.74
TOTAL INCOME					
\$11,151	\$3,579	\$5,983	\$12,361	\$30,431	\$67,942
HOURS OF WORK					
220	146	175	505	1,023	2,080

In a reversal of the pattern that is characteristic for many support staff occupations, student supervisors in rural school districts earn the highest annual incomes, with those in urban areas earning least.

Income by District Classification, Student Supervisors	
School District	Median
Remote	\$11,773
Rural-Remote	\$15,633
Rural	\$24,313
Urban	\$10,787
Overall	\$11,151

Despite these limiting factors, student supervisors expressed higher than average levels of satisfaction with their compensation.

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Student Supervisors	All
Somewhat or Completely Appropriate	64%	51%
Neutral	23%	14%
Somewhat or Completely Inappropriate	13%	36%
Total	100%	100%

N = 300

N = 10,183

Student supervisors are also less likely than other support staff to undertake additional paid work outside of their position with the school district, although when they do, they are more likely to do so during the school year.

Do you do paid work outside of the school district?		
Response	Student Supervisors	All
Yes, during the school year	33%	29%
Yes, during one or more of the breaks	14%	19%
Yes, during the school year and all breaks	9%	10%
No	64%	58%

Retention

Student supervisors are drawn to working in the K-12 system for different reasons than other support staff, in part because the pension and benefits are rarely available to them

As noted above, many student supervisors are drawn to working in the K-12 system for different reasons than other support staff. The factors that impact their decisions to keep working in their positions include working with children, school day-based work hours, and holiday time. School supervisors also report notably higher levels of job satisfaction, and include this as a positive factor in the maintenance of their employment.

Please rate the impact of the following factors on retention (student supervisors)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	64%	16%	8%	12%	100% N=272	56%
Opportunity for full-time hours	43%	18%	11%	28%	100% N=257	32%
Opportunity for part-time hours	62%	18%	5%	15%	100% N=256	57%
Work hours within the school day	76%	10%	4%	10%	100% N=272	72%
Fixed holiday schedule	72%	12%	4%	11%	100% N=271	68%
10-month employment	69%	13%	4%	13%	100% N=271	65%
Career pathway options	50%	18%	10%	22%	100% N=270	40%
Workload	59%	21%	7%	14%	100% N=273	52%
Working conditions	70%	16%	5%	10%	100% N=273	65%
Pension and benefits	48%	14%	11%	27%	100% N=273	36%
Feeling valued in the workplace	66%	10%	14%	10%	100% N=271	51%
Working with children	83%	10%	1%	7%	100% N=272	82%
Job satisfaction	71%	17%	3%	9%	100% N=273	67%
Availability of time off	62%	15%	9%	13%	100% N=271	54%

Almost three in four student supervisors (70%) wanted the opportunity to progress to another role in the school district.

Finally, the top five issues raised by student supervisors in the survey comments section were:

1. Hours of work and overall income
2. Orientation and professional development training
3. Low morale and disrespectful treatment
4. No flexibility in time off
5. Access to pension and benefits

Summary

Most student supervisors are female, similar to other direct student support occupations. There are generally very few formal qualifications required for student supervisor positions, with the exception of food related positions. Student supervisors are often best recruited through word of mouth and local media.

Despite the lack of formal requirements for student supervisor positions, school districts find recruiting sufficient student supervisor staff to be an ongoing and significant challenge. Student supervisors often make the lowest incomes among support staff, but express higher than average satisfaction with their compensation. Student supervisors are drawn to working in the K-12 system for different reasons than other support staff, in part because the pension and benefits are rarely available to them.

Key recruitment and retention factors for student supervisors include:

- Recruiting sufficient student supervisor staff is an ongoing challenge for school districts. Some districts have addressed this issue by integrating supervisor tasks into other occupation's responsibilities, or supporting other support staff to work both in their primary occupation and as a student supervisor.
- Student supervisors are typically recruited through word of mouth, and as the pension and benefits plans are rarely available to them, this is not a motivating recruitment factor.







3.5 Finance and Human Resources

Within this report, the occupational category of finance and human resources (finance/HR) staff includes occupations included in the *Make a Future* category of accounting and payroll staff, along with similar and additional occupations grouped in the EDAS category of human resources. These are positions that provide services in support of school districts' financial and human resources needs, including accounting functions, maintenance of school district payroll records and reports, and administration of employee registration and benefits. It is important to note that Accountant positions are excluded from the collective agreement in some districts.

The specific EDAS occupational categories that are included as finance/HR are the following:

- Finance Non-Supervisory
- Finance Supervisory
- Human Resources Non-Supervisory
- Human Resources Supervisory
- Occupational Health and Safety Non-Supervisory
- Occupational Health and Safety Supervisory
- Payroll/benefits Non-Supervisory
- Payroll/benefits Supervisory

In this section, while the finance and human resources positions are generally considered as a whole group, separate analysis for HR positions is sometimes included. This is because the role is somewhat more specialized and may have different training, recruitment, and retention considerations. This is a small but important occupational group, with responsibility for ensuring the operations of underlying administration and employee support systems.

Finance & HR		452 employees
 Hours of work	Secondary: 30 hours	Board: 35 hours
 Regular hours	Median: 1,760	80%: 1,820 or below
 Annual income	Median: \$47,182	80%: earn \$52,731 or below
 Hiring Qualifications	Typical: Payroll = Payroll Certificate; Accountant = Accounting Designation Low: Payroll = Experience High: Payroll = Certificate & Experience test; Accountant = Designation & Experience	
 SD Training	Typical: 1-2 day orientation	
 Demographics	Sex: Female 87% Male 13% Age: 45% are 51+ Median years of service: 5.3	

Demographics

Most finance/HR staff are female. One in ten are nearing retirement, although regional variations are significant

There are a total of 577 finance and HR staff across the province, making up about 2% of the total number of support staff in the K-12 sector. Female employees comprise almost 90% of finance/HR staff, and the cohort is a bit younger than other occupations groups, with 55% of staff aged 50 or younger.

Age and Gender, Finance/HR						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	-	-	-	-
21-30	45	83%	9	17%	54	9%
31-40	77	79%	21	21%	98	17%
41-50	149	90%	16	10%	165	29%
51-60	182	92%	15	8%	197	34%
61-70	55	95%	3	5%	58	10%
71+	4	80%	1	20%	5	1%
Total	512	89%	65	11%	577	100%

When compared on a regional basis, EDAS data suggests that the proportion of female staff is generally consistent across the province with the exceptions of Metro Vancouver, where a slightly higher proportion of the finance/HR workforce is made up of males (82%) and Kootenay-Boundary, where the entire workforce is female. Kootenay-Boundary also has a younger cohort than average, with no finance/HR employees aged 61 or older. Fraser Valley has a notably older finance/HR cohort, with almost one in five employees aged 61 or older.

Proportion of Female and Older Finance/HR staff, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	77	92%	19%
Kootenay-Boundary	13	100%	0%
Metro	269	82%	9%
Northern Interior	36	97%	14%
Northwest	16	94%	13%
Thompson-Okanagan	58	95%	9%
Vancouver Island	108	95%	10%
Total	577	89%	11%

Finance staff are more gendered balance than HR staff

When considered as distinct categories, finance staff are slightly more gender balanced than HR staff, which includes only four men across British Columbia. Age distributions are fairly consistent between the two groups, although HR includes a slightly higher proportion of older employees over the age of 61: 16% versus 10% for finance positions.

Age and Gender, Finance						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	-	-	-	-
21-30	32	80%	8	20%	40	9%
31-40	55	72%	21	28%	76	17%
41-50	120	90%	14	10%	134	30%
51-60	146	92%	13	8%	159	35%
61-70	37	95%	2	5%	39	9%
71+	3	75%	1	25%	4	1%
Total	393	87%	59	13%	452	100%

Age and Gender, HR						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	-	-	-	-
21-30	12	92%	1	8%	13	11%
31-40	21	100%	-	-	21	18%
41-50	28	97%	1	3%	29	25%
51-60	31	94%	2	6%	33	29%
61-70	17	100%	-	-	17	15%
71+	1	100%	-	-	1	1%
Total	110	96%	4	4%	114	100%

HR staff are older than finance staff

When considered regionally, finance staff is overwhelmingly female and skews younger than average among all support staff. Kootenay-Boundary stands out for having an entirely female finance staff and no staff aged 61 or older. Fraser Valley and the Northern Interior have larger than average numbers of staff over 61, who may be considering retirement in the years to come.

Proportion of Female and Older Finance Staff, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	62	92%	16%
Kootenay-Boundary	8	100%	0%
Metro	209	78%	8%
Northern Interior	28	96%	14%
Northwest	16	94%	13%
Thompson-Okanagan	48	96%	4%
Vancouver Island	81	96%	10%
Total	452	87%	10%

HR staff includes a higher proportion both of female employees and those aged 61 or more across all regions. Although the Northwest has no HR staff, among the other regions Fraser Valley and Thompson-Okanagan both include a high proportion of older staff:

Proportion of Female and Older HR Staff, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	15	93%	33%
Kootenay-Boundary	3	100%	-
Metro	59	97%	14%
Northern Interior	8	100%	13%
Northwest	-	-	-
Thompson-Okanagan	5	100%	20%
Vancouver Island	24	96%	13%
Total	144	96%	16%

Finance/human resources employees in the K-12 system make up about 1% of all such employees in British Columbia. Over the next 10 years, the B.C. Labour Market Outlook¹⁶ estimates that there will be approximately 14,270 openings among the total 59,380 finance/human resource positions in the province, a replacement rate of 24%.

Applying this replacement rate to the number of finance/human resources employees in the K-12 system means that over the next ten years, school districts will need to hire approximately 135 new finance/human resources employees.

Support staff survey responses indicate that school districts may need to plan for a higher replacement rate than the province overall. About one third of finance/HR staff who responded to the staff survey (32%) indicated that they anticipate no longer being employed by the school district in the same role in five years, either through retirement or by finding alternative employment. Just over 40% expect to still be in their current finance/HR role in five years.

Where do you see yourself in five years?		
Response	Finance/HR	All respondents
In my current role	41%	43%
In a different role within the school district	27%	23%
Working outside of the school district	16%	15%
Retired from the school district	16%	20%
Total	100%	100%

N = 249

N = 9,505

Qualifications and Training

Training for finance and HR positions is available in most regions of the province, but there are fewer options

Most positions within the finance/HR occupational group require a minimum of graduation from secondary school, plus specific certification related to the particular occupation. For example, accountant positions generally require an accounting designation and payroll positions generally require a payroll certificate. More senior positions tend to require longer training (diploma vs.

¹⁶ www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx

certificate), though a sample of job descriptions found that only accountant positions required a degree.

Accounting and payroll designations are available through the following public post-secondary institutions in British Columbia:

Region	Accounting Post-Secondary Institution	Payroll Post-Secondary Institution
Fraser Valley	University of the Fraser Valley	
Kootenay-Boundary	College of the Rockies Selkirk College	
Metro	BCIT Capilano University Douglas College KPU Langara College SFU UBC Vancouver Community College	BCIT Douglas College
Northern Interior	College of New Caledonia UNBC	
Thompson-Okanagan	Okanagan College Thompson Rivers University	
Vancouver Island	Camosun College	Camosun College

In addition, there are a number of private institutions who offer payroll and accounting technician training. Most notably, the Canadian Payroll Association offers payroll certification courses online.

Human resources staff comprise a more specialized role within the finance/HR occupational group, and may require specific credentials such as a certificate or diploma in human resources. In B.C., these are offered by at the following public post-secondary institutions.

Region	Post-Secondary Institution
Kootenay-Boundary	College of the Rockies
Metro	BCIT Douglas College KPU
Northern Interior	College of New Caledonia UNBC
Thompson-Okanagan	Okanagan College Thompson Rivers University
Vancouver Island	Camosun College

More than half of finance/HR staff started their positions without having fully completed all of the formal job description requirements

The cost and availability of training programs is not generally seen as significantly prohibitive to working in the field. While 24% of finance/HR staff survey respondents agreed that “the availability of in-person training locally prevents local people from seeking training required for my position,” 38% disagreed with the statement. Similarly, while 29% agreed that “the cost and length of training prevents local people from seeking training required for my position,” 37% disagreed.

More than three quarters of finance/HR staff (77%) has all or some of the formal training required by their job descriptions before being hired by their school district, while 14% lacked formal training but did come with related experience.

Did you have formal training in your current role prior to your employment?		
Response	Finance/HR	All respondents
Yes, I had all the requested training before I applied	54%	60%
Yes, I had some of the requested training but not all of it	23%	16%
I had no formal training, but had related experience	14%	13%
No, but the district provided training on hiring	2%	3%
No, I did not have any training or experience	3%	3%
Other	3%	5%
Total	100%	100%

N = 263

N = 10,212

Those that completed formal training generally found it relevant, although about one in five agreed with the statement that formal requirements are not closely related to their daily work.

To what extent do you agree about the training requirements for your position?					
Question	Agree	Neutral	Disagree	N/A	Total
The formal training requirements for my position are not closely related to the daily work	21%	23%	51%	5%	100% N = 260

Despite these reservations, 81% of finance/HR staff felt their training prepared them well or very well for their job, and 16% felt the training was acceptable. Only 3% said their training prepared them poorly or very poorly.

How well did your training prepare you for your role?		
Response	Finance/HR	All
Well or Very Well	81%	76%
Acceptably	16%	20%
Poorly or Very Poorly	3%	4%
Total	100%	100%

N = 210

N = 8,024

As noted above, more than half of finance/HR staff started their positions with out having fully completed all of the formal job description requirements. This attracted mixed reactions amongst

colleagues, with 28% saying this left them unhappy. However, there was general agreement that similar relevant experience should be given higher priority in the hiring process for finance/HR staff.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
I am unhappy that some people in my position have not been required to complete formal training	28%	29%	29%	14%	100% N = 262
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	63%	27%	9%	2%	100% N = 262

Recruitment

School districts reported that payroll staff are the most challenging finance and HR occupation to recruit for

Across the province, school districts report that it can be challenging to recruit finance/HR staff. The skills that are required are not specific to the K-12 system and are easily transferable to other sectors including public sector employers. The specialized and high stress nature of the work, and the school district specificity of payroll systems and processes in particular, means that it is challenging to hire and train up staff to the point that they are comfortable with their work.

There is a lack of a clear recruitment pathway into finance/HR positions, a challenge that is intensified by the lack of local availability of training courses. This is particularly acute for payroll positions. And while wages for entry and mid-level positions are competitive with other sectors they are not so for senior positions.

Over half of finance and human resources staff agreed that more orientation time was needed for staff in their position.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
More orientation time is needed for people in my position	55%	14%	27%	3%	100% N = 262

Pension and benefits and full time work are the most positive recruitment benefits, with wages compared to market as the most negative

Finance and HR staff survey respondents focussed on the stability and long-term benefits of working for the school district when asked about the factors that impacted their decision to work there. The most positive factors were pension and benefits, the opportunity to work in a full time position, workdays that are limited to school hours, and seasonal breaks.

I think a full understanding of the benefits and sick time and what it means to have to pay for benefits, etc. is very important to all staff to understand. And I think a thorough review and of all the benefits for staff should be reviewed and negotiated so they are similar to the teacher program. Especially where the demographic is mostly women that are impacted.

Finance/HR staff

Please rate the impact of the following factors on retention (Finance/HR)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	52%	13%	32%	3%	100% N=272	19%
Pension and benefits	86%	9%	3%	2%	100% N=273	83%
Opportunity for a full-time position	77%	11%	5%	7%	100% N=273	72%
Opportunity for a part-time position	44%	25%	7%	24%	100% N=269	37%
Work hours within the school day	64%	15%	4%	17%	100% N=269	60%
10-month employment	45%	17%	10%	28%	100% N=272	35%
New employees typically hired to a casual list	26%	22%	25%	26%	100% N=270	1%
Local availability of qualified candidates	37%	25%	19%	18%	100% N=271	18%
Local availability of required training	42%	25%	16%	17%	100% N=270	26%
Spring, Summer, and Winter breaks	55%	18%	4%	23%	100% N=269	51%
Working with children	37%	24%	4%	35%	100% N=267	34%

Factors that were commonly cited as being less positive for recruitment included the compensation available versus market, hiring from the casual list, and the lack of locally available candidates.

Compensation

Finance and HR staff are among the most highly compensated of support staff, but these wages are notably lower in rural and remote communities

Employees in finance/HR are among the more highly compensated of support staff workers, with media hourly wages of \$27.30 and media annual incomes of \$46,251. Wage rates are fairly equitably distributed across employees, with 80% earning between \$25.61 and \$29.86 per hour. Twenty percent of finance/HR staff earn more than \$29.86, to a maximum of \$38.25 per hour.

There are several employees that are not pleased that we don't have the opportunity to combine benefits with our spouses as it is usually very common in other workplaces.

Finance/HR staff

Income, Finance/HR					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$27.30	\$25.61	\$26.73	\$27.97	\$29.86	\$38.25
TOTAL INCOME					
\$46,251	\$32,346	\$43,484	\$48,500	\$52,046	\$83,453
HOURS OF WORK					
1,741	1,050	1,599	1,807	1,820	2,080

Finance/HR staff in remote areas report lower overall incomes - \$35,011 compared to the provincial average of \$42,252. This includes much lower than average lower-end incomes, with 20% of employees earning below \$17,830 compared to the provincial average of \$32,346.

Finance/HR staff in urban areas earn considerably higher incomes than those in rural and remote areas, although similar to school districts classified as rural-remote.

Income by District Classification, Finance/HR	
School District	Median
Remote	\$40,532
Rural-Remote	\$46,264
Rural	\$43,025
Urban	\$47,382
Overall	\$46,251

Within the occupational category, finance staff are also slightly better compensated than HR staff, both on an hourly basis and with respect to annual incomes. As illustrated below, both groups work comparable total hours of work annually (generally, positions are employed on a full year rather than school year basis).

Category	Income, Finance vs. HR Positions					
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE						
Finance	\$27.54	\$25.61	\$27.10	\$28.18	\$29.89	\$38.25
HR	\$26.68	\$25.46	\$26.20	\$26.74	\$28.41	\$30.94
TOTAL INCOME						
Finance	\$47,182	\$32,798	\$44,189	\$49,123	\$52,731	\$83,453
HR	\$42,688	\$31,467	\$40,913	\$46,325	\$49,278	\$67,328
HOURS OF WORK						
Finance	1,760	1,088	1,668	1,814	1,820	2,080
HR	1,575	949	1,500	1,719	1,820	2,080

When compared to finance/HR staff in all sectors across the province, those in the K-12 system are paid lower wages for more senior positions, and higher wages for more junior positions.¹⁷

Average Wages, HR, Finance and Payroll, K-12 vs. All Sectors			
Sector	Median Hourly Wage		
	HR	Finance	Payroll
K-12	\$27.30	\$27.54	\$27.75
Overall	\$28.85	\$28.85	\$25.00

¹⁷<https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/1223#earnings-and-outlook>

Wages have been a reason why we have lost many from our department and the inflexibility of working hours (i.e. part time vs full time). In payroll we've always worked under the cloud that the wage market adjustment that is part of our wage could be taken away at any point and we're already under market wages for our position even with the added adjustment.

Finance/HR staff

Across the province, some districts have applied for and received temporary labour market adjustment hourly increases for specific positions to address the recruitment and retention difficulty of some positions within the finance/HR occupational group. This is especially so for accountants within the finance/HR occupational category.

Overall, finance/HR staff reflect close to average levels of satisfaction with their compensation, with half feeling it is somewhat or completely appropriate. Fewer are neutral on this issue, although a higher than average proportion (41%) indicated that their compensation is somewhat or completely inappropriate.

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Finance/HR	All
Somewhat or Completely Appropriate	50%	51%
Neutral	9%	14%
Somewhat or Completely Inappropriate	41%	36%
Total	100%	100%

N = 263

N = 10,183

K-12 Finance and HR staff have lower hours of work than other B.C. comparable staff

Once in a permanent position, over half of finance and HR staff are still estimated to work only part year, though three quarters do work full time. These hours are notably lower than those in similar positions across British Columbia.

Work Hours, Finance/HR – K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
School Districts	49%	51%	72%	28%
Accounting (non K12)	71%	29%	88%	12%
Payroll (non K12)	74%	26%	87%	13%
Human Resources (non K12)	64%	36%	89%	11%

Fewer Finance/HR staff work outside the school district

Taking all of the above into account, stability of hours and a generally competitive level of compensation seem to be key factors that result in the finance/HR occupational category having a very low rate of staff who also work outside school district in addition to their regular position.

Do you do paid work outside of the school district?		
Response	Finance/HR	All
Yes, during the school year	13%	29%
Yes, during one or more of the breaks	8%	19%
Yes, during the school year and all breaks	5%	10%
No	84%	58%

N=272

N=10,477

Retention

Finance and HR staff have slightly below average retention rates

Compared to all employees in all support staff occupational categories, those in finance/HR show slightly below average retention rates. The overall median is 5.9 years of service, while the median for finance/HR is 5.4 years. Within the occupational category, HR employees have slightly lower retention rates than those in finance:

Category	Years of Service, Finance/HR					
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	5.9	1.4	3.8	8.4	16.1	53.8
All Fin/HR	5.4	1.3	3.7	7.6	15.2	53.8
Finance	5.3	1.3	3.6	7.0	15.0	53.8
HR	5.9	1.4	4.1	7.8	15.2	30.9

Regionally, finance/HR staff serve the longest in Vancouver Island. Note that while it appears as though Kootenay Boundary has a very low retention rate, this may be skewed by the small number of finance and HR staff in this region:

Years of Service, Finance/HR, by Region	
Region	Median
Fraser Valley	5.6
Kootenay-Boundary	2.4
Metro	5.3
Northern Interior	4.2
Northwest	5.8
Thompson-Okanagan	5.4
Vancouver Island	6.4
Total	5.4

Flexible working schedule where possible: most of the younger generation of support staff cannot afford housing close to work. The option to work from home 2-3 days a week, where possible, would be very helpful. Commuting 2 hours every day and contributing to traffic jams and pollution with today's technology should not be the norm for a government employee. Let's lead by example!

Finance/HR staff

During focus groups, finance/HR staff often cited the tendency to full year employment, long-term benefits and pension, and stability of the positions in finance/HR as factors that positively contribute to their retention in their position.

However, participants also reported high level of stress with the work, which can be exacerbated by a lack of skilled relief and a resulting challenge in taking vacations or time off for illness. Staff in payroll, in particular, reported high levels of stress with their jobs. Finance and HR staff suggested that adopting flexible practices like work from home policies would help make the K-12 sector positions more competitive with the market.

Respondents to the staff survey reported similar factors, with the most positive characteristics of the job being pension and benefits and the full time nature of the work. Less positive factors are the workload, wages compared to market, and lack of career pathway options.

How I am treated as an employee by my superiors (flexibility and communication, etc.) has a positive impact on the retention of employees at my office.

Finance/HR staff

Please rate the impact of the following factors on retention (Finance/HR)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	55%	2%	28%	15%	100% N=247	27%
Opportunity for full-time hours	68%	13%	5%	14%	100% N=247	63%
Opportunity for part-time hours	37%	24%	7%	32%	100% N=244	30%
Work hours within the school day	56%	16%	5%	23%	100% N=245	51%
Fixed holiday schedule	47%	15%	11%	27%	100% N=245	36%
10-month employment	40%	18%	7%	35%	100% N=247	33%
Career pathway options	50%	19%	17%	13%	100% N=244	33%
Workload	49%	17%	25%	9%	100% N=247	24%
Working conditions	63%	18%	11%	8%	100% N=247	52%
Pension and benefits	85%	5%	4%	6%	100% N=244	81%
Feeling valued in the workplace	60%	18%	14%	9%	100% N=245	46%
Working with children	35%	24%	1%	40%	100% N=244	34%
Job satisfaction	63%	15%	12%	10%	100% N=247	51%
Availability of time off	64%	13%	12%	10%	100% N=245	52%

Finance and HR staff want more opportunities for career development

The lack of opportunities for career development was a more common theme with Finance/HR staff than other support staff. Significant proportions of survey respondents agreed that progressing to other positions in the district was important to them (70%) and that more professional development is needed (61%). They also felt that most of their colleagues agree with the desire to advance and progress in their careers.

I want a performance management system in place to give opportunities for employees who would like to grow professionally with the district. There are so few opportunities for clerical staff in the district to grow.

Finance/HR staff

To what extent do you agree with the following statements?				
Response	Agree	Neutral	Disagree	Total
More ongoing professional development is needed for people in my position	61%	25%	12%	100% N=251
The opportunity to progress to another role in the school district is important to my co-workers	53%	42%	5%	100% N=251
The opportunity to progress to another role in the school district is important to me	70%	19%	12%	100% N=251

A significant practical challenge for retention is that employees in finance/HR have skills that are highly transferable and in demand in a wide array of sectors both public and private. Many employers reported a pattern of hiring and training young employees, providing specific training in skills like payroll and bookkeeping, and then losing the skilled employee to local employers that pay higher wages or similar benefit and pension plans.

Some employers said they have attempted to address this challenge by recruiting and training from employees that are already in the K-12 system (often general clerical staff), rather than looking to freshly certified new employees.

Moving up in my position will require CPA designation and the school district provides no financial support for this. More opportunity and support for Pro D in this position would be very helpful.

Finance/HR staff

Finally, the top five issues that finance/HR staff raised in the comments section of the staff survey were the following:

1. Low morale
2. Hourly wages
3. Total hours and income
4. Workload and understaffing
5. Professional development training

Summary

Most finance/HR staff are female. One in ten are nearing retirement, although regional variations are significant. Finance staff are more gendered balance than HR staff, and HR staff are older than finance staff.

Training for finance and human resources positions is available in most regions of the province, but there are fewer options. More than half of finance/HR staff started their positions without having fully completed all of the formal job description requirements.

Pension and benefits and full time work are the most positive recruitment benefits, with wages compared to market as the most negative.

Finance and HR staff are among the most highly compensated of support staff, but these wages are notably lower in rural and remote communities, and staff in the K-12 system work fewer total

hours comparable staff in other B.C. employment sectors. Fewer finance/HR staff work outside the school district, though, than do other support staff.

Finance and HR staff have slightly below average retention rates compared to support staff in general, and want more opportunities for career development.

Key recruitment and retention with respect to finance and HR staff include the following:

- The wages for higher paid Finance positions such as accountants are not competitive with the provincial market, and school districts report that this is making recruitment and retention very difficult.
- School districts and clerical staff note that the payroll jobs are highly stressful by nature. The workload is heavy and there are limited options for casual support when staff are sick or on holiday. Workload is a significant issue in recruitment and retention.
- Finance and HR staff across the occupational category expressed an interest in career development, including professional development training and pathways to more senior positions.







3.5 Information Technology

Information Technology (IT) staff are responsible for the maintenance and technological support of school district information systems. This occupational category includes a number of jobs that are titled and described differently across school districts, including Computer Systems Technician, T Services Technician, Network Engineers, Webmasters, Network Systems Support, Systems Trainers, and District Computer Systems Coordinator.

Although small in numbers, the importance of the position is pivotal, as all school records are now stored, maintained, and utilized electronically. Appropriate and efficient functioning of the underlying systems is fundamental to the ability of school districts to do their work.

The specific EDAS occupations that are within this category includes:

- Information/data technology non-supervisory
- Information/data technology supervisory
- Information systems analysts and consultants
- Database analysts and database administrators
- Computer network technicians
- User support technicians
- Web designers and developers

Information Technology		569 staff
 Hours of work	35-40 hours	
 Regular hours	Median: 1,925	80%: 2,080 or below
 Annual income	Median: \$58,239	80% earn \$64,927 or below
 Hiring Qualifications	Typical: Diploma or degree	
 SD Training	Typical: 1-2 day orientation and familiarization with routes	
 Demographics	Sex: Female 20% Male 80% Age: 43% are 51+ Median years of service: 10.6	

Demographics

There are 569 IT staff across British Columbia, comprising less than 2% of all support staff in the K-12 system and making this group the smallest by numbers of the support staff categories.

Most IT staff are men, and are a bit younger as a cohort than other support staff

About four out of five IT staff men, and the group is a little bit younger than other support staff with an overall median age of 47 years (compared to 49 for all support staff workers). Forty-one percent of IT staff are aged 51 or older (compared to 45% of all support staff), with only 8% being more than 61 years of age.

Age and Gender, IT						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	2	100%	2	0%
21-30	5	9%	48	91%	53	9%
31-40	16	14%	102	86%	118	21%
41-50	27	17%	134	83%	161	28%
51-60	52	28%	135	72%	187	33%
61-70	13	27%	35	73%	48	8%
71+	-	-	-	-	-	0%
Total	113	20%	456	80%	569	100%

Regionally, the gender balance is fairly consistent, although Kootenay-Boundary has a far lower proportion of female IT staff than the average. That region, along with Thompson-Okanagan and the Northwest, also have lower than average proportions of older IT staff:

Proportion of Female and Older IT staff, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	70	19%	9%
Kootenay-Boundary	21	5%	5%
Metro	262	20%	10%
Northern Interior	24	21%	8%
Northwest	17	18%	-
Thompson-Okanagan	62	19%	5%
Vancouver Island	113	23%	10%
Total	569	20%	8%

The K-12 system employs a very small percentage of IT employees in British Columbia

IT employees in the K-12 system make up about 1% of all such employees¹⁸ in British Columbia. The over the next 10 years, the B.C. Labour Market Outlook¹⁹ estimates that there will be approximately 8,360 openings among the total of 39,990 IT positions in the province, a replacement rate of 21%. Applying this replacement rate to the number of IT staff in the K-12

¹⁸ Includes 5 NOC codes: 2171, 2172, 2175, 2281, 2282

¹⁹ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/0213#earnings-and-outlook>

system means that over the next ten years, school districts will need to hire approximately 120 new IT staff.

The current IT staff cohort is expected to be less stable over the next few years than support staff in general, with almost half of survey respondents (45%) saying they expect to either retire or be working for another employer in the next five years (compared to 35% of all respondents). Slightly lower than average numbers of IT staff respondents say they expect to stay in their current role (40% versus 43% overall) or stay with the school district but in another role (15% versus 23% overall).

Where do you see yourself in 5 years?		
Response	IT	All
In my current role	40%	43%
In a different role within the school district	15%	23%
Working outside of the school district	23%	15%
Retired from the school district	22%	20%
Total	100%	100%

N = 218

N = 9,505

Qualifications and Training

The most common training requirement was an IT diploma, available in most regions

Training and expertise requirements for IT positions vary widely, with requirements ranging from a university degree in information technology or related discipline (4%), to a diploma (73%), certificate (17%), or simply experience (6%). Of a sample of 47 IT job descriptions across 16 school districts, the most common credential level required was a diploma.

IT staff training is not available throughout the province. The following is a list of B.C. public post-secondary institutions offering training programs in information technology and computer science. No programs are available in Northwest B.C. (and only a web development diploma in the Kootenays), though there are some online programs available.

Region	Post-Secondary Institution	Campus	Online
Fraser Valley	University of the Fraser Valley (Degree, Diploma, Certificate)	Abbotsford	
Kootenay-Boundary	Selkirk College (Diploma)	Nelson	
Metro	BCIT (Degree, Diploma, Certificate)	Burnaby	Online
	Douglas College (Diploma, Certificate)	Vancouver	
	KPU (Degree, Diploma, Certificate)	Surrey	
	Langara (Diploma)	Vancouver	
	SFU (Degree, Diploma, Certificate)	Burnaby	
	UBC (Degree)	Richmond	
	Vancouver Community College	Vancouver	

Region	Post-Secondary Institution	Campus	Online
Northern Interior	College of New Caledonia (Diploma, Certificate)	Prince George	
	UNBC (Degree)	Prince George	
Thompson-Okanagan	Okanagan College (Degree, Diploma)		
	Thompson Rivers University (Degree, Diploma)	Kamloops	Online
	UBC Okanagan (Degree)	Kelowna	
Vancouver Island	Camosun (Diploma, Certificate)	Victoria	
	UVIC (Degree, Certificate)	Victoria	Online
	Vancouver Island University () Degree, Diploma	Nanaimo	

An additional challenge is that the programs above all have different focuses. Most districts look at a combination of training and experience, and would consider applicants with a related but not specific credential to the work of a position (e.g. computer science diploma) if they have relevant work experience.

This is further complicated by the lack of standard systems across school districts and the tendency to use long-standing, idiosyncratic systems specifically tailored to the district's own needs, which makes centralized or standardized training less than optimally relevant. As a result, knowledge is very school-district specific and new employees face a steep learning curve to learn specific IT needs and challenges.

Most IT staff completed all or some of the required training before being hired, and almost all felt their training had prepared them well for their daily work

Slightly more IT staff survey respondents (80%), compared to overall respondents (76%), reported that they had completed all or some of the training requested in their job descriptions before securing their employment with the school district. Just over one in ten (13%) did not have formal training, but instead had relevant previous experience before being hired (a proportion consistent with the overall response for this question).

Did you have formal training in your current role prior to your employment?		
Response	IT	All
Yes, I had all the requested training for my position before I applied	55%	60%
Yes, I had some of the requested training but not all of it	25%	16%
I had no formal training, but had related experience	13%	13%
No, but the district provided training on hiring	3%	3%
No, I did not have any training or experience	2%	3%
Other	2%	5%
Total	100%	100%

N = 230

N = 10,212

Among those who completed training, the vast majority felt it prepared them well or very well for their employment, with only 2% saying they were poorly or very poorly prepared by their training.

How well did your training prepare you for your role?		
Response	IT	All
Well or Very Well	79%	76%
Acceptably	19%	20%
Poorly or Very Poorly	2%	4%
Total	100%	100%

N = 189

N = 8,024

IT respondents were split on their views about the availability, cost, and length of training programs as being factors that impact the ability of people to work in their positions, with roughly equal proportions agreeing, disagreeing, and holding no opinion on those question. And while almost one quarter (24%) of respondents expressed some unhappiness that people in their positions had not been required to complete formal training, about two thirds (65%) agreed that previous experience should be given greater consideration when hiring decisions are made.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
The cost and length of training prevents local people from seeking training required for my position	35%	30%	31%	4%	100% N=247
The availability of in-person training locally prevents local people from seeking training required for my position	35%	31%	29%	5%	100% N = 247
I am unhappy that some people in my position have not been required to complete formal training	24%	28%	29%	18%	100% N = 229
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	65%	27%	6%	3%	100% N = 230
The formal training requirements for my position are not closely related to the daily work	23%	34%	39%	4%	100% N = 230

Recruitment

Due to the relatively smaller number of IT staff, not all districts had recently had to recruit IT staff

IT staff were identified as hard to hire in a small number of districts, most of whom had recently had to recruit IT positions. Rural and remote districts reported that there were very few qualified applicants, often due to the lack of local training, and urban districts reported that there was significant local competition, especially from the private sector.

Our job descriptions/class specifications are laughably out of date and make no sense in the current day. Technology certainly moves fast, however, updating this should seriously be considered.

IT staff

Most IT staff did not start work on the casual list, and those that did tend to have started as clerical and transitioned to IT. IT positions are typically hired externally, especially the more senior positions.

Almost two-thirds of IT staff reported that the IT wages in the K-12 system compared to what is available in other sectors for similar work was a negative factor in recruitment

As with most other occupational categories, IT staff rated the pension and benefits available to staff in the K-12 sector as an important factor in their decision to work for a school district. This, along with having a full time position, and the school hours-based workday were the only strongly positive rated recruitment factors for IT positions.

As compared to elsewhere in the IT industry, the fact that working overtime outside of regular hours is never required of us, and almost never asked, is a big bonus.

IT staff

IT staff reported that marketing the unique aspects of the K-12 sector IT roles could help with recruitment, such as the hours and the opportunity to work inside the school system for parents with school aged children.

On the other hand, wages in the K-12 system compared to what is available in other sectors for similar work was strongly cited as a most negative recruitment factor for recruitment, along the

requirement of being hired into a permanent position from a casual list, and the local availability of required training.

Please rate the impact of the following factors on recruitment (IT)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	22%	13%	62%	4%	100% N=232	-40%
Pension and benefits	78%	12%	5%	5%	100% N=232	73%
Opportunity for a full-time position	68%	17%	4%	10%	100% N=231	64%
Opportunity for a part-time position	29%	30%	7%	34%	100% N=231	22%
Work hours within the school day	52%	30%	2%	16%	100% N=232	50%
10-month employment	23%	20%	12%	46%	100% N=229	11%
New employees typically hired to a casual list	14%	24%	26%	36%	100% N=230	-12%
Local availability of qualified candidates	30%	24%	26%	20%	100% N=229	4%
Local availability of required training	31%	26%	24%	19%	100% N=229	8%
Spring, Summer, and Winter breaks	30%	27%	3%	40%	100% N=228	27%
Working with children	23%	32%	3%	42%	100% N=227	20%

Wages were by far the most significant issue raised for IT positions by both school districts and IT staff themselves. However, IT staff also suggested other ways that the K-12 sector could be more comparable or competitive for IT jobs, such as revising policies to regularly allow IT staff to work from home would help.

Many IT roles elsewhere are completely work from home - this was allowed for 18 months during the pandemic, and was a refreshing change which greatly helped work/life balance. This would definitely be a positive for recruitment and retention.

IT staff

Compensation

IT staff are among the highest earners of K-12 support staff, yet their wages are well below competitor employers, especially for more senior positions

IT staff are among the highest earners of K-12 support staff, earning a median hourly wage of \$29.31 (compared to the overall median of \$25.98) and median annual income of \$58,239 (compared to \$29,702 overall). This is well distributed across employees, with the lower 20% earning up to \$47,489, 60% between \$47,489 and \$64,927, and the top 20% over \$64,927 to a maximum of \$101,864.

Income, IT					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$25.54	\$23.77	\$24.95	\$26.22	\$26.71	\$37.71
TOTAL INCOME					
\$58,239	\$47,489	\$56,594	\$60,124	\$64,927	\$101,864
HOURS OF WORK					
1,875	1,666	1,857	1,957	2,080	2,160

Higher earnings are due in part to the fact that about three-quarters (74%) of IT staff work full time hours throughout the calendar year, which is the highest proportion of all occupational categories.

In contrast to most other occupational categories, IT staff in rural and remote communities earn slightly more than their colleagues in urban areas. This may be due to the additional challenges these districts face in attracting IT staff to their communities.

Income by District Classification, IT	
Classification	Median
Remote	\$58,649
Rural-Remote	\$58,239
Rural	\$60,116
Urban	\$57,754
Overall	\$58,239

IT staff are stuck in a pay scale call banding. Many of us do different jobs and have different levels of skills, but we are banded similar to student support work or office staff. Our employer and union will not do anything even after several job evaluations to make us have fair industry wages.

IT staff

Despite higher-than-average wages compared to other K-12 support staff occupations, IT staff employed in the sector generally earn less than their colleagues in other sectors, as illustrated on the following table that separates out more specific job classifications.

Classification		Low Wage	Median Wage	High Wage
NOC 2171 Information systems analysts and consultants	Overall	\$24.04	\$38.00	\$51.28
	K-12	\$26.88	\$33.43	\$37.80
NOC 2172 Database analysts and administrators	Overall	\$20.19	\$29.81	\$47.69
	K-12	\$23.57	\$27.92	\$37.74
NOC 2175 Web designers and developers	Overall	\$16.00	\$28.85	\$42.31
	K-12	\$25.45	\$29.54	\$33.75
NOC 2281 Computer network technicians	Overall	\$19.93	\$28.85	\$49.15
	K-12	\$18.54	\$31.51	\$37.74
NOC 2282 User support technicians	Overall	\$18.40	\$30.29	\$50.00
	K-12	\$19.60	\$28.84	\$36.74

Though median annual incomes are not available for K-12 IT staff due to data limitations in EDAS, IT support staff hours are more in sync with the overall sector than many other support staff positions.

Work Hours, IT – K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
K-12	75%	25%	86%	14%
Overall	75%	25%	94%	6%

IT staff expressed the highest level of dissatisfaction with their compensation of any support staff

IT staff expressed a much higher degree of most concern with their compensation compared to other support staff, with a majority (58%) saying it is somewhat or completely inappropriate. Thirty percent expressed satisfaction with their compensation, a rate that is 19% lower rate than all support staff.

The IT wages need to be taken a look at and improved seeing as how much technology changes and how reliant we are on it given the pandemic. We have been working tirelessly to assist and aid all district staff adjusting from in-office to in-home work environments and with the new age of teaching remotely from the pandemic. IT is constantly being undervalued and overlooked in terms of wages and respect.

IT staff

How appropriate do you think the compensation you receive is for the work that you do?		
Response	IT	All
Somewhat or Completely Appropriate	30%	51%
Neutral	12%	14%
Somewhat or Completely Inappropriate	58%	36%
Total	100%	100%

N = 229

N = 10,183

IT staff are also far less likely than other support staff to do work in addition to their main employment with the school district: while 42% of all staff also work elsewhere, only 19% of IT staff do so.

Do you do paid work outside of the school district?		
Response	IT	All
Yes, during the school year	19%	29%
Yes, during one or more of the breaks	7%	19%
Yes, during the school year and all breaks	6%	10%
No	81%	58%

N=232

N=10,477

Retention

IT staff are among the most stable of support staff occupations, with the longest median years of service across the province

IT staff are among the most stable of the support staff occupations, with a median of 10.7 years of service (compared to 5.9 years overall), putting it third behind custodians and clerical staff in terms of service longevity.

Years of Service, IT						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	5.9	2.2	5.6	10.6	18.3	53.8
IT	10.7	2.9	7.6	12.8	18.9	37.7

Regionally, IT staff serve the longest in the Northern Interior and Vancouver Island, and stay in their positions for the least time in the Northwest and Fraser Valley.

IT Years of Service, by Region	
Region	Median
Fraser Valley	7.3
Kootenay-Boundary	9.9
Metro	10.8
Northern Interior	12.0
Northwest	6.0
Thompson-Okanagan	11.6
Vancouver Island	11.8
Total	10.7

IT staff are looking for more career pathway opportunities

Compared to other support staff, IT survey respondents expressed more concern about the ability to progress to other roles, both for themselves and for their colleagues, both two-thirds saying that advancing is important to them but only one-third feeling there is a reasonable opportunity to do so.

To what extent do you agree with the following statements?				
Response	Agree	Neutral	Disagree	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	32%	24%	44%	100% N=219
The opportunity to progress to another role in the school district is important to my co-workers	60%	30%	10%	100% N=220
The opportunity to progress to another role in the school district is important to me	66%	25%	9%	100% N=217

When asked about the factors that might impact potential recruits to working as IT staff in the K-12 system, IT staff respondents most positively viewed pension and benefits, the availability of time off, and the opportunity for full time hours. The strongest negative factors were the wages compared to market rates, the lack of career pathway options, the 10-month versus full year employment, and the workload.

Unfortunately, many talented staff in my department have left over the years to more lucrative positions elsewhere. Especially in the IT industry, wages and opportunity for advancement is much better elsewhere. In many ways school district IT has become a stepping-stone for many, rather than a long lived career.

IT staff

Please rate the impact of the following factors on retention (IT)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	29%	1%	49%	21%	100% N=214	-20%
Opportunity for full-time hours	55%	18%	3%	24%	100% N=214	52%
Opportunity for part-time hours	25%	24%	8%	43%	100% N=213	17%
Work hours within the school day	46%	29%	1%	24%	100% N=213	44%
Fixed holiday schedule	31%	21%	8%	40%	100% N=214	22%
10-month employment	16%	21%	9%	54%	100% N=213	7%
Career pathway options	30%	23%	31%	16%	100% N=213	-1%
Workload	38%	23%	26%	13%	100% N=214	13%
Working conditions	53%	21%	15%	12%	100% N=212	38%
Pension and benefits	74%	11%	5%	10%	100% N=213	69%

Please rate the impact of the following factors on retention (IT)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Feeling valued in the workplace	51%	18%	20%	10%	100% N=212	31%
Working with children	22%	30%	1%	47%	100% N=214	21%
Job satisfaction	55%	18%	15%	12%	100% N=212	40%
Availability of time off	61%	20%	5%	14%	100% N=214	56%

Finally, the top five recruitment and retention issues that IT staff raised in the comments section of the staff survey were:

1. Hourly wage
2. Lack of pay scale recognition for length of service, role, or work ethic
3. Low morale
4. Career path opportunities
5. Union ineffectiveness

Summary

The K-12 system employs a very small percentage of IT employees in British Columbia. Most IT staff are men, and are a bit younger as a cohort than other support staff.

The most common training requirement was an IT diploma, available in most regions. Most IT staff (80%) had completed all or some of the required training before being hired, and almost all (98%) felt their training had prepared them well for their daily work.

IT staff are among the highest earners of K-12 support staff, yet their wages are well below competitor employers, especially for more senior positions. Almost two-thirds (62%) of IT staff reported that the IT wages in the K-12 system compared to what is available in other sectors for similar work was a negative factor in recruitment. IT staff expressed the highest level of dissatisfaction with their compensation of any support staff.

While they expressed strong interest in more career pathways, IT staff are among the most stable of support staff occupations, with the longest median years of service across the province.

Overall, the top factors that impact the recruitment and retention of IT staff include:

- School districts and IT staff both reported that IT wages are too low relative to the market, and that this is causing significant barriers to recruitment and retention. Both were frustrated at the inability to address this issue.
- IT staff also reported that the lack of career pathway opportunities and opportunities to work from home were also barriers to retention.

3.6 Trades and Maintenance

School maintenance and repairs are done by both Red Seal trades and other maintenance and grounds workers. Occupations such as carpenters, plumbers, electricians, groundskeepers, and general labourers assist districts from minor repairs and improvements to major renovations of school district facilities.

Due to broad differences in training and skills requirements, demographics and compensation, the occupational category of trades is divided in this report between Red Seal trades occupations, and groundskeeping and maintenance occupations to allow for more focused and meaningful analysis and narrative.

Skilled trades includes the following specific EDAS occupations:

- Carpenter (non-supervisory and supervisory)
- Electrician (non-supervisory and supervisory)
- Gasfitter (non-supervisory and supervisory)
- HVAC technician (non-supervisory and supervisory)
- Mechanic (non-supervisory and supervisory)
- Painter (non-supervisory and supervisory)
- Plumber (non-supervisory and supervisory)
- Trades (other) (non-supervisory and supervisory)
- Welder

The category of groundskeeping and maintenance includes the following EDAS occupations:







- Facilities (non-supervisory and supervisory)
- Maintenance/repair (buildings) (non-supervisory and supervisory)
- Maintenance/repair (grounds) (non-supervisory and supervisory)

Combined, these groups account for 2,228 of the 37,724 individuals in all support staff positions across the province, or about 6% of the total.

3.6.1 Red Seal Trades

Overall, the employment of Red Seal tradespeople by school districts in the K-12 system has experienced some decline, as fewer things are built at a district level, and the use of contracted work for specific jobs and requirements has become more common. This trend has been exacerbated by the school districts' reliance on capital funding to fund specific projects, which is not consistent across the province and not predictable over the long term.

As a result, many school districts have been challenged by an inability to offer sufficient permanent positions, coupled with the challenge of attracting temporary workers when the traditional draws of the positions – primarily pension and benefits – are not available to these employees.

Red Seal Trades		1,433 Staff
 Hours of work	40 hours 12 months	
 Regular hours	Median: 1,950	80%: 2,080 or below
 Annual income	Median: \$63,447	80% earn \$69,189 or below
 Hiring Qualifications	Typical: Red Seal Low: Trades experience / apprenticeship	
 SD Training	Typical: 1-2 day orientation	
 Demographics	Sex: Female 4% Male 96% Age: 49% are 51+ Median years of service: 7.6	

Demographics

K-12 Red Seal tradespeople are almost exclusively men, and one in six is nearing retirement age

Taken together, there are 1,433 individuals employed in the K-12 system in the various specific trades that make up the Red Seal trades category. The most widely held skilled trade positions in the K-12 system are carpenters (378 individuals) and electricians (282), while there are only 70 HVAC technicians employed by school districts across the province.

Composition of K-12 Red Seal Trades		
Region	# of Staff	% Skilled Trades
Carpenters	378	26%
Electricians	282	20%
HVAC (Refrigeration & Air Conditioning)	70	5%
Mechanics	110	8%
Painters	173	12%
Plumbers/Gasfitters ²⁰	165	12%
Welders + Other trades ²¹	255	18%
Total	1,433	100%

About 96% of these are men, a significant gender gap that is demonstrated across all age categories with the exception of the very few skilled tradespeople who are under the age of 21.

²⁰ Plumber and gasfitter combined due to low numbers of gasfitters and the common practice of hiring as a combined position

²¹ Other trades corresponds to a specific EDAS reporting category

Age and Gender, Red Seal Trades						
Age	Female		Male		Total	Age as % of Total
Up to 20	3	38%	5	62%	8	1%
21-30	9	10%	83	90%	92	6%
31-40	19	7%	265	93%	284	20%
41-50	13	4%	320	96%	333	23%
51-60	17	4%	461	96%	478	33%
61-70	2	1%	218	99%	220	15%
71+	-	-	18	100%	18	1%
Total	63	4%	1,370	96%	1,433	100%

The median age of skilled trades employees is 50, the same as for all support staff. About 49% of skilled trades employees are aged 51 or older, compared to the average of 46% for all support staff. This ranks skilled trades in the middle of median ages for support staff, slightly younger than office and clerical staff and slightly older than those in finance and administration. This finding differs from the perception of school district HR staff, who often expressed concern in interviews that a large portion of their Red Seal trades staff were nearing retirement – while this is true, it is no more so than many other support staff occupational categories.

The strong gender imbalance among skilled trades is consistent throughout the province, ranging from 8% females in Kootenay-Boundary to zero in the Northwest. The Northwest is also most vulnerable to potentially imminent retirements by a significant number of skilled tradespeople, with more than one in four being over the age of 61.

Proportion of Female and Older Staff, Red Seal Trades, by Region			
Region	# of Staff	% Female	% aged 61+
Fraser Valley	191	7%	15%
Kootenay-Boundary	84	8%	19%
Metro	506	3%	19%
Northern Interior	161	7%	14%
Northwest	31	-	26%
Thompson-Okanagan	158	4%	16%
Vancouver Island	302	4%	13%
Total	1,433	4%	17%

When considered by individual trade, the gender imbalance is high across all trades but particularly acute among plumbers/gasfitters and mechanics. It is least acute among painters and welders/others, but even in these trades less than one in ten employees is female. Carpenters, painters, and mechanics are also the categories most susceptible to upcoming retirements, with about one in five employees aged 61 or older:

Proportion of Female and Older Staff, by Trade		
Skilled Trade	% Female	% aged 61+
Carpenters	3%	21%
Electricians	4%	12%
HVAC (Refrigeration & Air Conditioning)	3%	14%
Heavy Duty Equipment	2%	19%
Painters	9%	19%
Plumbers/Gasfitters	1%	11%
Welders + Other trades	8%	17%
Total	4%	17%

The K-12 system employs about 2% of tradespeople working in seven key trades

Red Seal tradespeople working in the K-12 system make up about 2% of all people working in these occupations in British Columbia, but it is important to note that many tradespeople working in this field do not have their Red Seal ticket, and so are not eligible to work in the K-12 system. Currently, there are no trades in B.C. where it is compulsory to be certified to work (either with a provincial or Red Seal ticket), though by 2025 electricians, heavy duty equipment technicians (mechanics), and HVAC technicians will have to be certified.

Over the next 10 years, the B.C. Labour Market Outlook²² estimates that there will be approximately 17,080 openings to replace current staff among the total 78,820 tradespeople in the key seven K-12 trades in the province, a replacement rate of 22%. Higher replacement rates are projected for heavy duty equipment technicians, painters, and welders than for the other key trades. Applying this replacement rate to the number of skilled tradespeople in the K-12 system means that over the next ten years, school districts will need to hire approximately 315 new employees in skilled trades.

Compared to all support staff, skilled trades respondents to the staff survey are more likely to remain in their position for the next 5 years (51% compared to 43% overall), and fewer are likely to retire in this timespan (13% versus 20%). However, more than one quarter (26%) of current skilled trades staff see themselves working outside of the school district, much higher than the 15% of all support staff who expect this, which may indicate greater dissatisfaction with employment in the K-12 system specifically. As with other support staff roles, K-12 trades staff report a higher replacement rate (39%) than in the province overall (22%), suggesting that the system will need to replace 560 trades workers in the next five years.

Where do you see yourself in 5 years?		
Response	Skilled Trades	All
In my current role	51%	43%
In a different role within the school district	10%	23%
Working outside of the school district	26%	15%
Retired from the school district	13%	20%
Total	100%	100%

N = 257

N = 9,505

²² <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/7237#earnings-and-outlook>

Qualifications and Training

Training for most of the key K-12 trades is available across the province

Red Seal trades qualifications are required for all Trades positions. This can take between three and four years depending on the trade and generally includes about 20% technical/class training and 80% on the job training through apprenticeships.

Training programs for the key seven trades are available throughout the province at the following institutions:

Region	Post-Secondary Institution	Key Red Seal Trades
Fraser Valley	University of the Fraser Valley	Carpentry Electrical Heavy Duty Equipment Technicians Plumber
Kootenay-Boundary	College of the Rockies	Carpentry Electrical Heavy Duty Equipment Technicians Plumber Welder
	Selkirk	Carpentry Electrical Welder
Metro	BCIT	Carpentry Electrical Gasfitter Refrigeration and Air Conditioning Heavy Duty Equipment Technicians Plumber Welder
	KPU	Carpentry Electrical Plumber Welder
	Vancouver Community College	Heavy Duty Equipment Technicians
Northern Interior	College of New Caledonia	Carpentry Electrical Heavy Duty Equipment Technicians Plumber Welder
	Northern Lights College	Carpentry Heavy Duty Equipment Technicians Welder

Region	Post-Secondary Institution	Key Red Seal Trades
Northwest	Coast Mountain College	Electrical Heavy Duty Equipment Technicians Welder
Thompson-Okanagan	Okanagan College	Carpentry Heavy Duty Equipment Technicians Plumber Refrigeration and Air Conditioning Welder
	Thompson Rivers University	Carpentry Electrical Gasfitter Heavy Duty Equipment Technicians Plumber Refrigeration and Air Conditioning Welder
Vancouver Island	Camosun College	Carpentry Electrical Plumber Refrigeration and Air Conditioning Welder
	North Island College	Electrical Heavy Duty Equipment Technicians Plumber Welder
	Vancouver Island University	Carpentry Electrical Gasfitter Heavy Duty Equipment Technicians

Technical training is not available for all key trades are trained in each region (Refrigeration and Air Conditioning is not available in the Fraser Valley, the Kootenays, Northern Interior, or the Northwest). With trades training, proximity to a training provider has limited impact on a trades employer who will only employ tradespeople who have completed their training.

In order to encourage employers to participate in the trades training system and provide the 80% of training on the job which apprentices need, technical training providers do not support employers connecting with only senior level classes. It is not possible for school districts to develop relationships with trades technical training providers to hire from newly certified tradespeople.

Two-thirds of K-12 tradespeople (60%) agree that their training requirements are related to their daily work

Trades staff are far more likely than other support staff to meet stated required job requirements, with 93% of survey respondents saying they had completed all or some of their position's required training prior to being employed by their school district. This is perhaps not surprising, given the formalized nature of certified training and apprenticeship processes for skilled trades.

Did you have formal training in your current role prior to your employment?		
Response	Skilled Trades	All
Yes, I had all the requested training before I applied	79%	60%
Yes, I had some of the requested training but not all of it	14%	16%
I had no formal training, but had related experience	4%	13%
No, but the district provided training on hiring	1%	3%
No, I did not have any training or experience	0%	3%
Other	1%	5%
Total	100%	100%

N = 267 N = 10,212

It is also perhaps not surprising that staff survey respondents expressed a greater sense that their training is relevant to their daily work. Less than one in five agreed that formal training requirements are not closely related to their daily work, while almost 60% disagreed – overall, these are much more positive responses than other occupational categories.

The disagreement may be related to scope of trade. A full apprenticeship would train a tradesperson to complete a wide range of trades related tasks, but it is common that at any one employer, you might only use a portion of those skills. This issue was raised by school districts during interviews, who expressed concern about providing on the job training for apprentices given the narrower scope of trades work provided through the district.

Taken as a whole, skilled trades survey respondents were also much more positive when asked to the effectiveness of their training, with 90% saying they were well or very well prepared for their role in the K-12 system. No respondents said their training left them poorly or very poorly prepared.

How well did your training prepare you for your role?		
Response	Skilled Trades	All
Well or Very Well	90%	76%
Acceptably	10%	20%
Poorly or Very Poorly	0%	4%
Total	100%	100%

Trades respondents were mixed in their assessment of the impact that training programs' cost, length and availability has on bringing people into their occupation. They also expressed lower levels of concern about not fully trained people being hired, and more strongly agreed that relevant experience should be given more consideration when potential new hires are being assessed.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
The cost and length of training prevents local people from seeking training required for my position	29%	29%	35%	6%	100% N=267
The availability of in-person training locally prevents local people from seeking training required for my position	27%	29%	33%	11%	100% N = 264
I am unhappy that some people in my position have not been required to complete formal training	24%	21%	24%	30%	100% N = 266
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	55%	29%	9%	7%	100% N = 266

Recruitment

School districts tend not to hire apprentices, though most collective agreements allow them to do so

When recruiting for new positions, school districts tend not to participate in apprenticeship programs and only hire fully qualified trades. This is despite the fact that most collective agreements include apprenticeship clauses – which are rarely used across British Columbia. School districts shared several reasons as to why apprentices are so rarely hired, including:

- Inability to provide proper supervision for apprentices given the numbers of tradespeople working together (although the ability to provide supervision for an apprentice is more of a concern for some trades than for others, as some trades are more likely to work together in the K-12 system than others);
- Concern that school districts are unable to provide the full scope of trade in the work they provide to apprentices;
- A common misunderstanding that taking on an apprentice for part of their apprenticeship requires the employer to commit to employing them for the full three to four years; or,
- A widespread misapprehension that that employers are required to pay apprentices for the time that they are in technical training (approx. 6-8 weeks / year).

Not taking on apprentices means that school districts are missing a key recruitment opportunity and a chance to familiarize young tradespeople with the benefits of working in the K-12 system:

- Few apprenticeship sponsors provide full scope of trade, and many provide only a narrow scope of work, especially for more junior apprentices. Technical training is designed to cover the full scope of trade.
- There is no trades training system requirement for apprentice sponsor employers to commit to employing an apprentice for the full term of their apprenticeship. However, a school district would need to hire apprentices on a temporary contract to employ them only for a period of time. It is common that an apprentice work with multiple sponsors during an apprenticeship.

- There is no trades training system requirement for apprentice sponsor employers to pay an apprentice's wages during technical training or the technical training fees, though some sponsors do. There are provincial and federal funds to subsidize these expenses.

School districts noted that they do commonly hire tradespeople on temporary contracts, especially in trades like painter and carpenter, related to capital projects.

A number of participants in this review reported a sense that the individuals who work in trades in the K-12 system are largely those who find other sectors more challenging and are attracted to the relatively solitary working conditions of school districts. Although their qualifications would allow them to work in other contexts, the relatively low stress and expectations of the K-12 setting is a draw for this cohort.

Pension and benefits are a positive recruitment factor, but the wages compared to other employers are a significantly negative one – more than for any other support staff category

As noted above, private sector competition for trades is significant. More than some other support staff, the ability of the K-12 sector to attract trades is highly correlative to the overall and regional economies: if there is a thriving private sector, it is very challenging to recruit trades to work for school districts. Those that are successful focus on the positive aspects of working in the sector instead of, for example, working far away from home in resource-based camps: the reasonable schedule, good benefits and pension, and ability to work close to family and friends. However, school districts also face competition from local public sector employees, such as local governments, who provide similar employment benefits, and often pay higher wages.

For skilled trades staff, like most other support staff, the pension and benefits available as employees of the K-12 system were very important, along with the availability of full time work and to some degree a workday limited to school hours seem to be the most compelling reasons people chose to work for a school district.

On the other hand, the wages available to skilled trades in the K-12 system versus other sectors was by far the most challenging aspect of recruiting to these positions, along with the requirement of being hired for permanent positions only from a casual list, and a lack of locally available candidates who were qualified for skilled trades.

Wages are stopping us from getting the highest quality of employees.

Trades staff

Please rate the impact of the following factors on recruitment (skilled trades)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	15%	5%	77%	2%	100% N=269	-62%
<i>Pension and benefits</i>	80%	13%	5%	2%	100% N=268	75%
<i>Opportunity for a full-time position</i>	65%	19%	6%	10%	100% N=267	59%
Opportunity for a part-time position	15%	30%	15%	41%	100% N=264	0%

Please rate the impact of the following factors on recruitment (skilled trades)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Work hours within the school day	53%	27%	6%	14%	100% N=266	47%
10-month employment	11%	23%	14%	52%	100% N=265	-3%
New employees typically hired to a casual list	10%	25%	29%	36%	100% N=266	-19%
Local availability of qualified candidates	21%	32%	29%	18%	100% N=265	-8%
Local availability of required training	28%	37%	18%	17%	100% N=266	11%
Spring, Summer, and Winter breaks	22%	28%	7%	43%	100% N=265	15%
Working with children	25%	36%	3%	36%	100% N=262	22%

Finally, trades staff suggested other options to make trades positions more competitive, such as offering paid vacation the first year, or offering a 4 day 10 hour compressed work week, but almost all comments focused on wages.

Compensation

Skilled trades, as an entire group, are the best compensated occupational category amongst all K-12 support staff

Skilled trades, as an entire group, are the best compensated occupational category amongst all K-12 support staff, earning a median hourly wage of \$31.93 (compared to \$25.98 for all support staff), and median annual earnings of \$63,447 (compared to the overall median of \$29,702).

Income, Red Seal Trades						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE						
All Skilled Trades	\$31.93	\$30.29	\$31.53	\$32.47	\$33.39	\$63.32
Carpenters	\$31.93	\$30.29	\$31.23	\$32.47	\$33.39	\$58.84
Electricians	\$32.47	\$30.56	\$31.93	\$32.63	\$33.64	\$63.32
HVAC	\$32.76	\$31.83	\$32.46	\$33.41	\$35.40	\$41.27
Mechanics	\$31.84	\$30.44	\$31.61	\$32.13	\$33.36	\$38.00
Painters	\$31.93	\$29.30	\$31.09	\$32.36	\$33.39	\$41.05
Plumbers/Gasfitters	\$32.28	\$31.09	\$31.87	\$32.47	\$34.23	\$41.27
Welders + Other trades	\$31.23	\$24.51	\$30.46	\$31.78	\$32.47	\$36.19
TOTAL INCOME						
All Skilled Trades	\$63,447	\$47,150	\$61,573	\$65,446	\$69,189	\$108,331
Carpenters	\$62,964	\$51,113	\$61,462	\$65,090	\$67,956	\$108,331
Electricians	\$64,822	\$56,188	\$63,315	\$66,528	\$72,474	\$101,625
HVAC	\$66,658	\$61,460	\$65,437	\$67,706	\$73,368	\$98,149
Heavy duty equip.	\$64,075	\$48,577	\$62,526	\$65,374	\$68,690	\$90,764
Painters	\$61,784	\$42,953	\$58,409	\$62,960	\$68,764	\$92,267

Income, Red Seal Trades						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Plumbers/Gasfitters	\$65,260	\$53,982	\$62,876	\$66,716	\$73,474	\$98,779
Welders + Other trades	\$60,624	\$43,414	\$53,007	\$63,326	\$68,170	\$99,747

Both hourly wages and annual incomes are relatively consistent amongst the individual skilled trades, with HVAC techs, electricians, and plumbers/gasfitters earning slightly higher median hourly wage of \$31.93. HVAC tech, plumbers/gasfitters, electricians, and heavy duty equipment technicians also earn slightly more than the average annual income of \$63,447. Some school districts pay all trades workers (regardless of trade) the same hourly wage, whereas others pay higher wages for the harder to fill trades positions.

K-12 wages are believed to be lower than Red Seal tradespeople can access from private or other public sector employers

Comparing the wages of the K-12 trades staff to industry wages is difficult. The only wage information available is for all employees working in that occupation, regardless of certification. In British Columbia, because as of 2022 certification is not mandatory in any trade (though it will be by 2025 for electrician, heavy duty equipment technician and HVAC), many people working in the trades are not certified, and therefore are commonly paid a lower wage.

The wages for tradespeople are so under the going rates that we cannot hire or retain existing staff.

Trades staff

Private sector employers may commonly require overtime, which results in higher earnings, but also provide less employment stability – either with layoffs or requirements to relocate for work. School districts report that their strongest competition comes from other local public sector employers, who offer stable local employment, set hours and benefits, but are able to pay a higher wage.

A 2007 study²³ found that median wages of apprentices who had completed their certification was 35% higher than those of apprentices who had discontinued their programs. When compared to skilled trades in all sectors across the province, those in the K-12 system are paid comparably to overall median wages, but lower than median wages +35%, as a more accurate measure of Red Seal trades wages²⁴:

Average wage and income, Skilled Trades, Overall vs. K-12			
Region	Sector	Median Wage	Median Income
Carpenters	Overall	\$28.00	\$58,397
	Overall +35%	\$37.80	\$78,836
	K-12	\$31.93	\$62,964
Electricians	Overall	\$28.00	\$58,397
	Overall +35%	\$37.80	\$78,836

²³ Ménard, M., F. Menezes, C.K.Y. Chan and M. Walker. 2008. National Apprenticeship Survey: Canada Overview Report, 2007. Statistics Canada Catalogue no. 81-598-X. Ottawa, Ontario. No. 1.

²⁴ <https://www.jobbank.gc.ca/wagereport/occupation/6388>

Average wage and income, Skilled Trades, Overall vs. K-12			
Region	Sector	Median Wage	Median Income
HVAC	K-12	\$32.47	\$64,822
	Overall	\$31.50	\$65,696
	Overall +35%	\$42.53	\$88,690
	K-12	\$32.76	\$66,658
Heavy duty equipment tech.	Overall	\$38.00	\$79,253
	Overall +35%	\$51.30	\$106,991
	K-12	\$31.84	\$64,075
	Overall	\$24.00	\$50,054
Painters	Overall +35%	\$32.40	\$67,573
	K-12	\$31.93	\$61,784
	Overall	\$28.00	\$58,397
	Overall +35%	\$37.80	\$78,836
Plumbers	K-12	\$32.28	\$65,260
	Overall	\$30.00	\$62,568
	Overall +35%	\$40.50	\$84,467
	K-12	\$31.23	\$60,624

When considered as an amalgamated group, skilled trades staff in urban areas earn slightly more than their colleagues in rural and remote areas, although the gap is much lower than for some other occupational categories.

Income by District Classification, Skilled Trades	
School District	Median Income
Remote	\$61,227
Rural-Remote	\$63,996
Rural	\$62,244
Urban	\$64,020
Overall	\$63,447

Along with IT staff, skilled trades expressed the most dissatisfaction with their compensation, with just over one quarter (27%) of survey respondents saying it was somewhat or completely appropriate (compared to 51% of all support staff), and 63% say it was somewhat or completely inappropriate (compared to 36% of all support staff).

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Skilled Trades	All
Somewhat or Completely Appropriate	27%	51%
Neutral	10%	14%
Somewhat or Completely Inappropriate	63%	36%
Total	100%	100%

N = 267

N = 10,183

Wages have to be the greatest factor. The School District just isn't competitive with the wage market when it comes to certified tradesmen. I like the fact that it is close to my home, so the commute is short, and I can focus on my family. But honestly, I find it challenging to make ends meet, let alone get ahead. I mean the minimum wage has gone up how much in the last 10 years? My wages certainly haven't gone up that much.

Trades staff

School districts requested help with applying for labour market adjustments

School districts noted that their ability to apply for a labour market adjustment to increase wages for any particular occupation is limited. The process is long, and labour intensive, and it is not easy to demonstrate the differential wages that Red Seal tradespeople are paid (as noted above).

The largest issue, however, is that the labour market adjustment is limited to comparisons to private sector wages, when school districts report that the competition they are trying to match is that offered by other public sector employers. Some school districts noted that it is also difficult to justify increasing wages for the highest paid support staff within the union without adjusting other staff's wages, even if the low wages for trades staff are presenting significant recruitment problems. Provincial union support for this approach would likely help generate support at a local level.

Most K-12 trades staff are employed full time, on a 40-hour work week

Skilled trades staff in the K-12 system generally work a 40-hour work week and are amongst the most fully employed of all support staff, with 70% working full time, full year positions. The hours offered by school districts for trades staff are more likely to be full year, but less likely to be full time than those offered by the sector overall.

Work Hours, Skilled Trades – Overall vs. K-12				
Overall or K-12	Full year	Part year	Full time	Part time
Carpenter	70%	30%	83%	17%
Electrician	72%	28%	86%	14%
HVAC	80%	20%	88%	12%
Heavy Duty Equipment	71%	29%	85%	15%
Painter	68%	32%	79%	21%
Plumber/Gasfitter	69%	31%	82%	18%
Welder + other trades	69%	31%	80%	20%
K-12	70%	30%	83%	17%

As a group, skilled trades are less likely to also work outside of the school district: about one-third of survey respondents said they do, compared to 42% of all support staff.

Do you do paid work outside of the school district?		
Response	Skilled Trades	All
Yes, during the school year	33%	29%
Yes, during one or more of the breaks	11%	19%
Yes, during the school year and all breaks	10%	10%
No	66%	58%

N=271

N=10,477

Retention

The greatest challenge is recruiting trades staff; once they are hired, most stay longer than other support staff workers

Skilled tradespeople generally earn more in the private sector or other local public employers than as employees of school districts and this can leave the K-12 sector vulnerable to employees moving on to different sectors for employment, particularly in areas where there is a strong resource and construction economy.

Despite this vulnerability, trades rank in the middle of the seven occupational categories for average term of service. Individuals who are employed by school districts tend to stay in their positions once hired, with a median term of service of 7.6 years compared to the 5.9 years median for all support staff.

At present the District will stand no chance of retaining people in most trade positions. The only real reason I and most tradespeople are still here is that the COVID pandemic reset their plans to leave at this time.

Trades staff

Years of Service, Skilled Trade vs. All Support Staff						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	7.5	2.2	5.6	10.6	18.3	53.8
Skilled Trades	7.6	2.0	5.5	11.0	19.2	44.2

Retention rates are notably different for male and female skilled tradespeople, with women tending to serve for much shorter periods of time. Regionally, employees' average term of service is longest in the Thompson-Okanagan overall and for men, amongst the shortest for women. Metro Vancouver also has longer-than average retention rates. Average terms of service are shortest overall in the Northwest and, for women, on Vancouver Island.

Years of Service, Skilled Trade, by Gender			
Region	Female	Male	All
Fraser Valley	7.3	7.0	7.1
Kootenay-Boundary	4.5	9.5	7.4
Metro	4.3	8.2	8.0
Northern Interior	3.5	7.1	7.1
Northwest	-	5.9	5.9
Thompson-Okanagan	1.5	9.4	8.3
Vancouver Island	2.8	7.6	7.6
Total	3.9	7.8	7.6

Participants in this review noted that individuals with skilled trades qualifications who are employed by school districts tend to be attracted to the low stress and intensity of the work. Many spoke of a trades in the sector being perceived of as less demanding and sometimes less challenging than employment in other sectors. The disadvantage of a less demanding workplace was, for some, a sense that there is little incentive to work hard or do anything but the minimum requirements of the job. For these employees, the healthy benefits and pension available in the K-12 sector were key factors in maintaining their employment for a long period of time.

Communication between management and the workers is next to nil which can be a detriment to retention of employees or recruitment.
Trades staff

There can be some tension and frustration when managers lack direct experience in trades. This was less marked than other occupational categories (e.g. custodians and clerical staff), however, and participants also reported generally feeling respected by their managers.

Although skilled trades expressed less interest than other support staff positions in progressing or advancing to other roles within the school district, with less than half reporting this being important to them, they were also mixed in their views about the availability of opportunities to progress. Overall, 60% of respondents felt that more professional development is required for skilled trades staff.

To what extent do you agree with the following?					
Response	Agree	Neutral	Disagree	N/A	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	29%	30%	41%	-	100% N=261
The opportunity to progress to another role in the school district is important to my co-workers	39%	49%	12%	-	100% N=260
The opportunity to progress to another role in the school district is important to me	49%	40%	10%	-	100% N=259
More ongoing professional development is needed for people in my position	60%	21%	15%	3%	100% N = 265

When asked about factors that were considerations when deciding to remain employed in their positions, skilled trades respondents most positively viewed pension and benefits, the availability of time off, and work hours that are limited to the school day. Factors that are seen less positively include the wage that is paid compared to market rates, the 10-month versus calendar working year working, the lack of career pathway options, and not feeling valued in the workplace.

Please rate the impact of the following factors on retention (skilled trades)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	17%	1%	71%	10%	100% N=255	-54%
Opportunity for full-time hours	63%	17%	5%	16%	100% N=256	58%
Opportunity for part-time hours	13%	25%	7%	54%	100% N=256	6%
Work hours within the school day	59%	24%	5%	12%	100%	54%

Please rate the impact of the following factors on retention (skilled trades)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
					N=258	
Fixed holiday schedule	35%	28%	12%	25%	100% N=258	23%
10-month employment	12%	20%	8%	60%	100% N=258	5%
Career pathway options	25%	39%	22%	13%	100% N=256	3%
Workload	49%	29%	17%	5%	100% N=259	31%
Working conditions	58%	20%	15%	6%	100% N=255	43%
Pension and benefits	79%	14%	3%	4%	100% N=257	76%
Feeling valued in the workplace	46%	22%	27%	5%	100% N=259	19%
Working with children	27%	34%	3%	36%	100% N=258	24%
Job satisfaction	50%	26%	19%	5%	100% N=257	32%
Availability of time off	74%	14%	7%	5%	100% N=257	67%

Finally, the top five issues raised by skilled trades staff in the comments section of the staff survey were:

1. Hourly wages
2. Low morale and poor communication
3. Overall income
4. Leadership and district culture
5. Union ineffectiveness

Summary

Within the K-12 system, Red Seal tradespeople are almost exclusively men, and one in six is nearing retirement age. The K-12 system employs about 2% of tradespeople working in the seven key trades identified.

Training for most of the key K-12 trades is available across the province. The majority of tradespeople agree that training program requirements are related to their daily work. School districts tend not to hire apprentices, though most collective agreements allow them to do so.

Most trades staff are employed full time, on a 40-hour work week. Skilled trades, as an entire group, are the best compensated occupational category amongst all K-12 support staff, although this is lower than the level that tradespeople can access from private or other public sector employers. Pension and benefits are a positive recruitment factor, but the wages compared to other employers are a significantly negative one – more than for any other support staff category. School districts have recognized this and requested help with applying for labour market adjustments.

The greatest challenge is recruiting trades staff; once they are hired, most stay longer than other support staff workers.







Overall, key recruitment and retention factors for skilled trades employees in the K-12 system include:

- K-12 trades staff wages are notably lower than their Red Seal counterparts across the province, and this wage difference limits recruitment and retention.
- It may be easier for school districts to hire apprentices, especially for short term contracts, than to limit recruitment to Red Seal trades workers. This also presents an opportunity to expose younger trades workers to the trades positions in the K-12 system.

3.6.2 Facilities and Maintenance

The category of facilities and maintenance includes groundskeepers and employees who do indoor and outdoor maintenance who is not a custodian.

Three EDAS occupational categories are included in this group: facilities, maintenance/repair (buildings) and maintenance (grounds). Included within these groups are some very specialized positions, such as theatre techs.

Facilities & Grounds		795 Staff
 Hours of work	Mix of part time and full time (40 hours)	
 Regular hours	Median: 1,864	80%: 2,073 or below
 Annual income	Median: \$49,488	80% earn \$58,115 or below
 Hiring Qualifications	Typical: Experience and required certificates	
 SD Training	Typical: 1-2 day orientation	
 Demographics	Sex: Female 20% Male 80% Age: 17% are 61+ Median years of service: 12.1	

Demographics

Facilities and maintenance staff are mostly male but less gender imbalanced than trades

The 795 facilities and maintenance staff make up a just over one-third of trades staff, and about 2% of all K-12 support staff. While there is a significant gender imbalance amongst facilities and maintenance staff, with about 80% being men and 20% women, it is much less extreme than with skilled trades.

Age and Gender, Facilities and Maintenance						
Age	Female		Male		Total	Age as % of Total
Up to 20	4	57%	3	43%	7	1%
21-30	15	21%	56	79%	71	9%
31-40	20	21%	77	79%	97	12%
41-50	37	22%	132	78%	169	21%
51-60	512	16%	265	84%	317	40%
61-70	30	24%	98	76%	127	16%
71+	2	29%	5	71%	7	1%
Total	160	20%	635	80%	795	100%

The median age of grounds and maintenance employees is 53 (slightly older than the median of 51 years for all trades), compared to 52 for all support staff. 17% of employees are over the age of 60 compared to 15% for all support staff. This ranks grounds and maintenance third among median ages for support staff, slightly younger than Custodians and slightly older than Student Supervisors

Regionally, the Northern Interior has the highest proportion of female facilities and maintenance staff, 10% above the provincial average of 20%. The Northwest's proportion of 4% female staff is the lowest in the province, and that region also has the highest proportion of older employees: 30% are aged 61 or older and may be contemplating retirement in the near future. Fraser Valley and Kootenay-Boundary also have higher than average proportions of older facilities and maintenance staff.

Proportion of Female and Older Staff, Facilities and Maintenance		
Region	% Female	% aged 61+
Fraser Valley	24%	29%
Kootenay-Boundary	13%	26%
Metro	18%	14%
Northern Interior	30%	12%
Northwest	4%	30%
Thompson-Okanagan	21%	13%
Vancouver Island	22%	20%
Total	20%	17%

When considered more granularly, the three groups within this occupational category - facilities, maintenance/repair (buildings) and maintenance/repair (grounds) - show different compositions in terms of gender balance but similar age distribution.

Facilities staff are more likely to be female than maintenance or grounds

On the whole, facilities staff has a much higher proportion of female staff than the maintenance groups (64% versus 8% and 13%). Grounds staff are generally younger, with only 22% of staff being aged 51 or older, compared to almost 60% of staff in facilities and buildings:

Age and Gender, Facilities and Maintenance							
Age	Occupation	Female		Male		Total	Age as % of total
Up to 20	Facilities	-	-	-		-	-
	Buildings	-	-	1	100%	1	0%
	Grounds	4	67%	2	33%	6	9%
21-30	Facilities	5	63%	3	37%	8	6%
	Buildings	2	7%	26	93%	28	11%
	Grounds	8	23%	27	77%	35	11%
31-40	Facilities	10	63%	6	37%	16	12%
	Buildings	2	5%	35	95%	37	14%
	Grounds	8	18%	36	82%	44	23%
41-50	Facilities	18	56%	14	44%	32	23%
	Buildings	8	17%	38	83%	46	18%
	Grounds	11	13%	80	87%	91	40%
51-60	Facilities	30	59%	21	41%	51	37%
	Buildings	6	6%	101	94%	107	41%
	Grounds	16	11%	143	89%	159	15%
61-70	Facilities	23	85%	4	15%	27	20%
	Buildings	4	10%	37	90%	41	16%
	Grounds	3	5%	56	95%	59	1%
71+	Facilities	2	67%	1	33%	3	2%
	Buildings	0	-	1	100%	1	0%
	Grounds	-	-	3	100%	3	9%
Total	Facilities	88	64%	49	36%	137	100%
	Buildings	22	8%	239	92%	261	100%
	Grounds	50	13%	347	87%	397	100%

Facilities and maintenance staff in the K-12 system make up about 3% of all such employees in British Columbia. The over the next 10 years, the B.C. Labour Market Outlook²⁵ estimates that there will be approximately 7,490 openings among the total of 31,840 people working as facilities and maintenance staff in the province, a replacement rate of 24%.

Applying this replacement rate to the K-12 system means that over the next ten years, school districts will need to hire approximately 190 new employees in facilities and maintenance. Recruitment may be more challenging in the mainland, where the projected replacement rate is higher.

Support staff survey findings suggest a replacement rate of more than double in the K-12 sector than in the province overall, as 54% of facilities and maintenance workers say they plan to either retire or work outside the school district in this timeframe. Less than a third (31%) expect to remain in their current positions.

²⁵ www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx

Where do you see yourself in 5 years?		
Response	Facilities/Maintenance	All
In my current role	31%	43%
In a different role within the school district	15%	23%
Working outside of the school district	27%	15%
Retired from the school district	27%	20%
Total	100%	100%
	N = 67	N = 9,505

Qualifications and Training

Facilities and maintenance jobs may require primarily experience, or occupation-specific certificates

Unlike skilled trades, support staff in the facilities and maintenance category do not generally require specific training such as Red Seal. Most would require experience in the work, and some might require specific certificates.

For some positions, some school districts require specific training and certification, while others do not. For example, to undertake groundskeeping some school districts hire skilled horticulturalists, while others look for staff with specific certification such as the use of pesticides, playground inspection, and others look for people who have a gardening or turf management diploma or a specific period of equivalent experience. Some more specialized positions such as building technicians and theatre technicians require more formal training, generally a 2-year diploma plus experience in the field.

Because of the wide range of certificates and training required, it is difficult to present a comprehensive list of training locations. Certificates such as pesticide application can be studied for and tested by distance, whereas diploma programs typically require in-person attendance.

Of note, school districts did not report that this occupational category of support staff was particularly hard to recruit, with the exception of the specific example of one rural district which was concerned about their theatre technician. There are a wide range of theatre programs at public post-secondary institutions across B.C., and the school district theatre technician program would likely be very attractive to some graduates, even if it required relocating, so positions like this could be shared through those programs directly.

Focus group participants working in grounds and maintenance reported that districts can be reluctant to support staff to complete certificate training or develop their skills, even to ensure that more than one staff person in a district has the basic skill required. Cost and time to complete the training was described as a barrier more than the local availability.

The range of formal requirements for this occupational category is reflected in survey responses from facilities and maintenance staff to the question about formal training. A notably lower proportion had completed all required training as stated in the job description (43%) compared to all support staff (60%), although a comparable proportion had completed all or some training (69%)

vs. 77%). A greater proportion came into their job with no formal training but related experience, compared to support staff as a whole.

Did you have formal training in your current role prior to your employment?		
Response	Facilities/Maintenance	All
Yes, I had all the requested training before I applied	43%	60%
Yes, I had some of the requested training but not all of it	27%	16%
I had no formal training, but had related experience	18%	13%
No, but the district provided training on hiring	5%	3%
No, I did not have any training or experience	2%	3%
Other	5%	5%
Total	100%	100%

N = 82

N = 10,212

Interestingly, despite the emphasis on experience in the job qualifications, survey respondents felt that relevant experience should be more heavily weighted when new hires for facilities and maintenance are considered.

To what extent do you agree about the training requirements for your position?					
Experience in a similar role should be given higher weighting in the initial hiring process for people in my position	57%	33%	5%	5%	100% N=81

Overall, respondents mostly felt that their training was appropriate for their position in facilities and maintenance, although a higher proportion compared to all support staff said their training was only “acceptable”.

How well did your training prepare you for your role?		
Response	Facilities	All
Well or Very Well	72%	76%
Acceptably	26%	20%
Poorly or Very Poorly	2%	4%
Total	100%	100%

N = 61

N = 8,024

Facilities and maintenance staff gave mixed feedback on the survey about the training requirements for their positions, which is difficult to interpret given the wide variety of training required.

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
The cost and length of training prevents local people from seeking training required for my position	29%	37%	27%	7%	100% N=82
The availability of in-person training locally prevents local people from seeking training required for my position	30%	40%	23%	6%	100% N=82

To what extent do you agree about the training requirements for your position?					
Response	Agree	Neutral	Disagree	N/A	Total
I am unhappy that some people in my position have not been required to complete formal training	33%	33%	20%	15%	100% N=82
The formal training requirements for my position are not closely related to the daily work	32%	28%	33%	7%	100% N=82

Recruitment

School districts reported that it was not challenging to recruit for facilities and maintenance positions

In general, school districts reported that it is not challenging to recruit for facilities and maintenance positions, as these positions are seen as desirable. They are often filled from within the union, particularly for summer hires from other occupational groups such as bus drivers where employment is more likely to be on a 10-month, school year basis. Some felt that the biggest challenge was being able to undertake longer-term planning for positions in this field, as many of these positions require unique skills and training, so it is challenging to support succession planning through cross training.

As with other support staff, facilities and maintenance workers are hired into permanent positions from casual lists. A notable difference with this occupational group, though, are the higher ratings on staff surveys with respect to the opportunity to work enough hours and gain income and experience while casual.

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
I was able to maintain other income opportunities while on the casual list.	53%	44%	3%	100% N=36
I got enough hours while on the casual list	71%	26%	3%	100% N=38
It allowed me to gain income and experience while looking for a permanent job	66%	23%	11%	100% N=35
I transitioned into a temporary or permanent job within one year	47%	47%	6%	100% N=36

With respect to factors that impact recruitment into facilities and maintenance positions, pension and benefits topped the list as it did for almost all occupational categories. Overall positive ratings were lower than many other occupations, with wages compared to the market rate, new employees being hired from casual lists, and the lack of locally available candidates being ranked as overall negative factors.

Please rate the impact of the following factors on recruitment (facilities/maintenance)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	26%	15%	54%	6%	100% N=89	-28%

Please rate the impact of the following factors on recruitment (facilities/maintenance)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Pension and benefits	63%	17%	10%	10%	100% N=90	53%
Opportunity for a full-time position	60%	21%	9%	10%	100% N=89	51%
Opportunity for a part-time position	29%	28%	18%	25%	100% N=89+	11%
Work hours within the school day	49%	24%	9%	18%	100% N=89	40%
10-month employment	19%	25%	18%	38%	100% N=89	1%
New employees typically hired to a casual list	20%	33%	27%	20%	100% N=89	-7%
Local availability of qualified candidates	17%	40%	24%	19%	100% N=88	-7%
Local availability of required training	25%	38%	15%	22%	100% N=89	10%
Spring, Summer, and Winter breaks	34%	26%	8%	33%	100% N=89	26%
Working with children	25%	36%	3%	36%	100% N=87	22%

Compensation

This occupational category is complex due to the combination of multiple occupations and levels of seniority, but it appears that K-12 facilities and maintenance staff earn lower wages than their B.C. counterparts

Facilities and maintenance staff earn a median hourly wage of \$25.45 (compared to \$25.98 for all support staff), and median annual earnings of \$49,488 (compared to the overall median of \$29,702).

Income, Facilities and Maintenance					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$25.45	\$23.10	\$24.57	\$25.80	\$28.92	\$43.09
TOTAL INCOME					
\$49,488	\$34,024	\$47,248	\$51,549	\$58,115	\$99,000
HOURS OF WORK					
1,864	1,248	1,803	1,904	2,072	2,309

Within the category, maintenance workers (buildings and grounds) earn a slightly lower average wage than facilities employees, but a slightly higher overall average annual income. This is because both maintenance categories work more hours on an annual basis than facilities employees do.

Comparative Income, Facilities and Maintenance			
Occupation	Median Wage	Median Income	Hours worked
Facilities	\$26.21	\$47,864	1,801
Maintenance (buildings)	\$25.68	\$50,752	1,875
Maintenance (grounds)	\$24.83	\$49,573	1,875

It is challenging to compare wages for facilities and maintenance staff within the K-12 system to those in other British Columbia sectors, as there are a range of occupations within the category. Because the K-12 category includes junior and senior staff, but the B.C. categories do not, the table below shows both the junior and senior B.C. wages for comparison. It appears, from this information, that the K-12 building maintenance wages are lower than for B.C., and the grounds wages are on the higher end, but approximately equivalent.

It's mostly due to wages in my department and getting qualified staff that want to stay long term. Having wages that are \$10-\$15 less than the local city pays for the same job is tough to beat.

Facilities/Maintenance staff

Annual Income, Facilities/Maintenance, K-12 vs. All Sectors			
Classification		Median Wage	Median Income
Maintenance (buildings)	K-12	\$25.68	\$50,752
	Contractors and supervisors, other construction trades	\$35.00	\$72,996
	Other trades helpers and labourers	\$26.50	\$55,268
Maintenance (grounds)	K-12	\$24.83	\$49,573
	Contractors and supervisors, landscaping	\$25.00	\$52,140
	Landscaping and grounds maintenance labourers	\$20.00	\$41,712

Across the province, facilities and maintenance staff in urban areas earn slightly more on average than their colleagues in rural and remote locations:

Income by District Classification	
School District	Median
Remote	\$45,004
Rural-Remote	\$49,532
Rural	\$45,775
Urban	\$50,172
Overall	\$49,488

Grounds and maintenance staff work fewer hours than trades staff, but more than support staff overall. This is largely due to the higher proportion of staff in full year full time positions.

Hours of Work, Facilities/Maintenance vs. Skilled Trades and All Support Staff						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Grounds/Maintenance	1,864	1,248	1,803	1,904	2,072	2,309
Skilled Trades	1,950	1,501	1,875	2,036	2,080	2,768
All Support Staff	1,172	667	1,089	1,260	1,616	4,303

No comparison is available of the hours typically worked by facilities and maintenance staff in B.C. overall compared to for the K-12 system.

Facilities and maintenance staff are less likely than other support staff to also work outside the school district: 32% of survey respondents reported doing so, compared to 42% of all support staff.

Do you do paid work outside of the school district?		
Response	Facilities/Maintenance	All
Yes, during the school year	33%	29%
Yes, during one or more of the breaks	13%	19%
Yes, during the school year and all breaks	11%	10%
No	67%	58%

N=87

N=10,477

As a whole, staff in facilities and maintenance express less satisfaction with their compensation than other support staff, with only 30% saying it is somewhat or completely appropriate, and more than half saying it is somewhat or completely inappropriate.

How appropriate do you think the compensation you receive is for the work that you do?		
Response	Facilities/Maintenance	All
Somewhat or Completely Appropriate	30%	51%
Neutral	15%	14%
Somewhat or Completely Inappropriate	55%	36%
Total	100%	100%

N = 82

N = 10,183

Retention

Facilities and maintenance staff have long retention, but workload was raised as an increasing concern

Reflecting feedback from participants that grounds and maintenance positions are seen as desirable, the occupational category has a very high average term of service among its employees. Its median of 12.1 years services ranks this occupational category as the single longest-serving of all support staff groups.

Years of Service, Facilities/Maintenance vs. Others						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Grounds/Maintenance	12.1	2.8	7.9	16.2	28.2	47.7
Skilled Trades	7.6	2.0	5.5	11.0	19.2	44.2
All Support Staff	5.9	1.4	3.8	8.4	16.1	53.8

Within the occupational category, facilities staff have slightly lower average years of service than either of the maintenance categories, although this is still significantly higher than the average for all support staff.

Comparative Years of Service, Facilities/Maintenance	
Occupation	Median
Facilities	9.0
Maintenance (buildings)	12.8
Maintenance (grounds)	12.8

Both men and women tend to stay in their positions for longer than average amongst support staff, although the average term of service for females is notably shorter than for males (7.9 years vs. 13.1 years). This is a consistent pattern across the regions, although less marked in Thompson-Okanagan and Vancouver Island²⁶.

Years of Service, Facilities/Maintenance, by Region			
Region	Female	Male	All
Fraser Valley	10.2	18.9	18.2
Kootenay-Boundary	6.6	15.7	15.1
Metro	7.5	14.7	13.2
Northern Interior	1.4	6.4	4.4
Northwest	29.7	8.5	8.9
Thompson-Okanagan	4.7	6.1	5.8
Vancouver Island	13.2	15.1	14.0
Total	7.9	13.1	12.1

Although widely viewed as being desirable positions, focus group employees in this category reported an increasing sense of feeling overworked and somewhat undervalued because the positions are so easy to fill when they come open. A number also noted that as new schools come online, there is often not a corresponding increase in grounds or maintenance positions. Staff are assigned to more schools and locations, and it becomes more challenging to fulfill the job requirements with available resources.

Management tries to maximize workload with fewer people.

Facilities/Maintenance staff

²⁶ The very long service noted for female staff in the Northwest is due to the fact that there is only one woman employed among the total of 27 in this occupational category in the region.

Half of facilities and maintenance staff wanted to progress in their role at the school district, but only a quarter felt there was a reasonable opportunity to do so

To what extent do you agree with the following statements:				
Response	Agree	Neutral	Disagree	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	25%	26%	49%	100% N=68
The opportunity to progress to another role in the school district is important to my co-workers	43%	42%	15%	100% N=67
The opportunity to progress to another role in the school district is important to me	54%	31%	15%	100% N=68

Pension and benefits tops the list of factors that impact the decision of facilities and maintenance staff to remain in their positions. Factors that were most commonly identified as negative with respect to deciding whether or not to stay in their current facilities and maintenance position included wages compared to market rate, the 10-month work year, not feeling valued in the workplace, lack of career pathway options, and workload.

Please rate the impact of the following factors on retention (facilities/maintenance)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	32%	1%	47%	19%	100% N=68	-15%
Opportunity for full-time hours	55%	21%	9%	15%	100% N=67	46%
Opportunity for part-time hours	24%	32%	16%	28%	100% N=68	7%
Work hours within the school day	45%	32%	8%	15%	100% N=66	38%
Fixed holiday schedule	32%	20%	17%	31%	100% N=65	15%
10-month employment	18%	24%	18%	39%	100% N=66	0%
Career pathway options	35%	23%	29%	14%	100% N=66	6%
Workload	40%	33%	18%	9%	100% N=67	22%
Working conditions	52%	28%	14%	6%	100% N=69	38%
Pension and benefits	70%	14%	9%	7%	100% N=69	61%
Feeling valued in the workplace	39%	16%	37%	7%	100% N=67	1%
Working with children	16%	39%	4%	40%	100% N=67	12%
Job satisfaction	41%	32%	18%	9%	100% N=68	24%
Availability of time off	54%	24%	15%	7%	100% N=68	40%

Finally, the top five issues raised by facilities and maintenance staff in the comments section of staff survey include:

1. Hourly wages
2. Hours of work and overall income
3. Low morale and disrespectful treatment
4. Leadership and district culture
5. Workload and understaffing

Summary

Facilities and maintenance staff are still mostly male, though less gender imbalanced than trades. Within the group, facilities staff are more likely to be female than maintenance or grounds.

Overall, school districts reported that it was not challenging to recruit for facilities and maintenance positions. Facilities and maintenance jobs may require primarily experience, or specific occupation specific certificates.

Drawing comparisons about compensation for this category is complex due to the combination of multiple occupations and levels of seniority, but it appears that K-12 facilities and maintenance staff earn lower wages than their B.C. counterparts.

Facilities and maintenance staff have long retention, but workload was raised as an increasing concern. And while half of facilities and maintenance expressed a desire to progress in their role at the school district, only a quarter felt there was a reasonable opportunity to do so.

Overall, key recruitment and retention factors for facilities and maintenance staff include:

- Hourly wages for K-12 facilities and maintenance staff are lower than wages for comparable positions in other sectors, and compounded by lower hours, presents challenges for recruitment.
- Facilities and maintenance staff expressed significant concern about their workload, which may begin to affect retention.
- Facilities and maintenance staff are looking for more professional development and career progression opportunities.

3.7 Transportation

The transportation occupational category includes both bus drivers and other transportation workers, such as couriers. Although not all school districts employ bus drivers, they were identified as one of the top-three most difficult to fill occupations.







School bus drivers are responsible for operating school district school buses, transporting students to and from school and related events and ensuring the bus is maintained and operated in a safe and hygienic condition. Bus drivers fill a key role both from an access and a safety perspective, and are particularly critical in rural and remote school districts.

Across the province, 45 of 60 school districts employ bus drivers,²⁷ with the remaining districts either contracting out the service or, in more urban areas, relying on public transportation to for students to travel to and from school.

The driver category in this report includes the following EDAS occupations (although across school districts, a wide variety of position titles are used):

- Bus Driver
- Bus Driver Supervisory
- Transportation Non-Supervisory
- Transportation Supervisory

The focus of reporting in this section is on the first two categories, which together make up 997 of the total 1,110 positions in this occupational category across the province. Where the data revealed a substantial difference between them and the other transportation categories (that is, dispatchers and general drivers), this is specifically noted.

Bus Drivers		997 employees
		75% of districts
 Hours of work	Split shift, 4-6 hours per day, 10 month position Extra hours available by seniority	
 Regular hours	Median: 1,075	80%: 1,402 or below
 Annual income	Median: \$30,125	80%: \$ 38,755 or below
 Hiring Qualifications	Typical: Class 2 Low: Class 5 (SD trains to Class 2) High: Class 2, 2 years experience	
 SD Training	Typical: Orientation and familiarization with routes High: Class 2 training provided with pay along with behaviour management training	
 Demographics	Sex: Female 39% Male 61% Age: 22 % are 61+ Median years of service: 7.7	

²⁷ See Appendix B

Overall, maintaining a sufficient supply of bus drivers is important because many school districts have a policy that if buses aren't running, the school must shut down. This is especially critical in rural and remote areas where a lack of bus drivers has significant implications on route lengths and efficiencies, the ability to ensure children are supervised when dropped off (which is impacted by route timing and efficiencies), and the ability to offer extra-curricular and field trips.

Demographics

A larger proportion of K-12 bus drivers are older than any other support staff category, but some districts have been successful in recruiting younger drivers

A total of 997 people are employed across the 75% of school districts which employ bus drivers, with men accounting for 61% and women 39% of the occupational category. Overall, bus drivers are an older group of employees, with almost one in four being over 61, and 78% of all employees over the age of 51. The largest single cohort is men aged 61-70, who make up 28% of all drivers:

Age and Gender, Bus Drivers						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	-	-	-	0%
21-30	6	86%	1	14%	7	1%
31-40	42	68%	20	32%	62	6%
41-50	90	60%	61	40%	151	15%
51-60	162	45%	195	55%	357	36%
61-70	85	23%	278	77%	363	36%
71+	3	5%	54	95%	57	6%
Total	388	39%	609	61%	997	100%

Although women make up a higher proportion of bus drivers in the lower-aged groups, this inverts as age increases. This may suggest that school districts have made progress in recruiting younger parents who have children in school, taking advantage of an alignment of work and school hours.

There are also notable regional differences in the proportion of bus drivers who are female, and who are older. Overall, while 39% of drivers are female, this ranges from a high of 65% in the Northern Interior (with the Northwest and Kootenay-Boundary also recording higher than average proportions of female drivers) to a low of 23% in Metro Vancouver.

Proportion of Female and Older Bus Drivers, by Region			
Region	# of Drivers	% Female	% aged 61+
Fraser Valley	154	34%	43%
Kootenay-Boundary	129	41%	42%
Metro	47	23%	21%
Northern Interior	197	65%	33%
Northwest	29	45%	52%
Thompson-Okanagan	254	30%	46%
Vancouver Island	187	29%	49%
Total	997	39%	42%

The Northwest also has the highest proportion of older bus drivers, with just over half of its cohort being aged 61 or older, although in Vancouver Island, Thompson-Okanagan, Fraser Valley and Kootenay-Boundary, almost half of the bus driver workforce is also over 61 years of age. The aging workforce is a concern throughout the province, with the exception of Metro Vancouver and to some degree the Northern Interior.

Other transportation employees are younger and more gender balanced than bus drivers

When considered separately, the 113 individuals employed in the “transportation” category tend to be both younger and more equally gender balanced than bus drivers:

Age and Gender, Transportation						
Age	Female		Male		Total	Age as % of Total
Up to 20	-	-	-	-	-	-
21-30	1	33%	2	67%	3	3%
31-40	5	38%	8	62%	13	12%
41-50	13	52%	12	48%	25	22%
51-60	25	54%	21	46%	46	41%
61-70	11	50%	11	50%	22	19%
71+	3	75%	1	25%	4	4%
Total	58	51%	54	49%	113	100%

Taken together, these demographic indicators may suggest that more women see driving as a potential career while men tend to come into employment as an income supplement after retirement from primary occupations. This was also the message that bus drivers delivered in interviews, focus groups and surveys, which suggested that many drivers have retired from other careers such as long-haul truck driving, military services, and work in law enforcement.

Work BC projects bus drivers to have the highest projected replacement rate of all support staff occupations, but K-12 bus drivers report a higher degree of projected stability

Bus drivers employed in the K-12 system make up about 11% of all bus drivers in British Columbia. Over the next 10 years, the B.C. Labour Market Outlook²⁸ estimates that there will be approximately 3,250 openings to replace current staff among the total of 9,710 bus drivers in the province, a replacement rate of 34%.

Applying this replacement rate to the number of bus drivers in the K-12 system means that over the next ten years, school districts will need to hire approximately 340 new bus drivers.

Despite their older age as a cohort, compared to other staff survey respondents, bus drivers reported a higher-than-average degree of projected stability in their jobs, with 59% saying they expected to still be in their current jobs in the next five years (16% higher than the average). Bus drivers were very much less likely than average to seek alternative jobs either in the school district or elsewhere. However, more than one-quarter expect to retire within five years, which is higher

²⁸ <https://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/1241#earnings-and-outlook>

than the overall average of one in five. As with all other support staff positions, the K-12 system should expect to replace 34% (340) of their bus drivers not within 10 years, as the provincial projections suggest, but within five.

Where do you see yourself in five years?		
Response	Drivers	All respondents
In my current role	59%	43%
In a different role within the school district	6%	23%
Working outside of the school district	7%	15%
Retired from the school district	27%	20%
Total	100%	100%

N = 150

N = 9,505

Qualifications and Training

The typical qualification required for bus drivers across B.C.'s school districts is a Class 2 driver's license, with some also requiring experience as a bus driver. A small number of districts hire individuals with a Class 5 license and provide the training required to obtain a Class 2 license.

Class 2 driver training is expensive and not always available locally – many other bus driver employers offer training internally

The availability of bus driver training from public institutions is limited, and *Make A Future* notes that the following post-secondary institutions offer bus driving training programs:

- College of New Caledonia – Class 1
- Thompson Rivers University – Class 2
- College of the Rockies – Class 1

Note that the schools which offer a Class 1 training program is greater than the requirement for a bus driver, and would be longer and more costly than a Class 2 program.

There are private training providers across the province who offer Class 2 driver training, which from the sample reviewed, ranges in cost from \$1,600 to \$3,750). The more costly programs tend to be designed for people with limited experience driving large vehicles. Some of these providers will travel to provide training, though will then charge additional travel and prep times.

When contacted, driver training providers reported having extremely limited demand for Class 2 driving training, as most bus drivers were trained internally by their employers. Participants in this review noted that the cost can be prohibitive to people who may otherwise be interested in working in this area and, in contrast to other public and private sector employers, school districts tend not to provide this training for bus drivers as part of their recruitment efforts.

On the job training should be paid to help retain prospective employees. To keep the people from leaving after training a 6 month or 1 year contract should be signed.

Transportation staff

A high proportion of bus drivers responding to the support staff survey (41%) agreed that “the cost and length of training prevents local people from seeking training required for my position”,

while 28% agreed that “the availability of in-person training locally prevents local people from seeking training required for my position”.

Cost of training is likely to become more of a factor, as some driver training providers felt that British Columbia will follow the lead of other provinces and adopt Mandatory Entry Level Training (MELT) for Class 2 drivers as well as Class 1. This is an enhanced training program developed in response to the Humboldt, Saskatchewan bus accident involving a hockey team. British Columbia has adopted it as a requirement for Class 1 driver’s licenses (the last province to do so) and may eventually follow the lead of the prairie provinces and Ontario and extending this to Class 2 licenses. Even in advance of its extension to Class 2 licenses, MELT will likely impact recruitment for bus drivers by limiting the number of Class 1 drivers and their eventual downstream recruitment when they retire.

A few school districts reported offering bus driver training or will pay for new drivers to complete their Class 2, but this is not always noted on job postings. Other public and private bus companies, in contrast, tend to include the cost of training in their recruitment efforts. This can have a significant impact on the ability of school districts to attract drivers. New drivers who begin work in the private sector to gain training and experience may be difficult to entice back to school districts, to begin again as a casual driver at a starting wage.

Class 2 training program content is sufficient, but it does not account for student management skills

Overall, bus driver survey respondents appeared to be satisfied with the content of training programs, with only 10% feeling that that formal requirements are not closely related to the daily work (much lower than other occupational categories) and 85% reporting that their training prepared them well or very well for their positions (versus 76% for all respondents).

A training gap that some focus group and interview participants identified was instruction and practical experience in managing the behaviour of the children who ride buses. This has resulted in the not-uncommon situation of a new driver going through training and being recruited into a driving position, but quickly resigning when they discover the job does not fit well with their personality. Some school districts have had success in addressing this by providing thorough orientations, including ride-along programs, before assigning recruits to their positions.

All districts offer some degree of training to familiarize drivers with routes and equipment, but one-third of respondents agreed that more orientation time is needed for bus drivers, time that could be used to familiarize new trainees with both “hard” information like routes and timing requirements and “softer” skills like behaviour management and expectations.

One in ten K-12 bus drivers reported being trained by their school district

Surprisingly, a lower proportion of bus drivers had completed all required training when they were hired, compared to all support staff (42% compared to 60%), although the proportion that had all or some training (75%) is consistent with the average. However, some school districts have attempted to address the lack of training programs by providing training opportunities themselves

– 10% of current drivers reported that they obtained their qualifications this way, a much higher proportion compared to all support staff respondents.

Did you have formal training in your current role prior to your employment?		
Response	Drivers	All respondents
Yes, I had all the requested training before I applied	42%	60%
Yes, I had some of the requested training but not all of it	33%	16%
I had no formal training, but had related experience	9%	13%
No, but the district provided training on hiring	10%	3%
No, I did not have any training or experience	4%	3%
Other	2%	5%
Total	100%	100%

N = 164

N = 10,212

Bus drivers did not see having alternative qualifications as an issue, with only 12% reporting being unhappy that some people in their position did not complete formal training. Indeed, 40% felt that experience in a similar role should be given a higher priority in recruitment.

Recruitment

Part time hours and split shifts has resulted in hiring many bus drivers retired from other careers, but some districts have been successful in recruiting parents with school-aged children

The basic parameters of the K-12 bus driver position, with limited hours and split shifts, present an overall challenge to bus driver recruitment. Staff are not able to work full time as bus drivers, and the split shifts make it more challenging to easily able to work a second job during the work week.

Some drivers, especially those with school-aged children, may be specifically attracted to the hours that align with the time their own children are traveling to and from school, and the relatively high, predictable wages that are paid. However, the hours on balance tend to be a disadvantage in recruitment efforts.

Recruiting retired drivers requires different recruitment techniques

While school districts do use *Make A Future* to advertise for open positions, they have also commonly approached recruitment through more specific efforts. As the workforce demographics are somewhat unique, so is the planning for recruitment cycles. This has primarily included advertising through local community papers and sites, which has become more challenging over the years as the role this publications play has evolved and become less central to community life. Some districts have had success at very targeted advertisements in publications aimed at specific audiences, such as military newspapers/publications, community activity centres, and trade publications – particularly where the availability of assistance with training is available and communicated.

School districts reported difficulties recruiting casual bus drivers

As with many other support staff categories, permanent bus drivers are generally hired only from school districts' casual lists. The casual positions are hard to fill because casual drivers must be available early in the morning with very little notice and with little orientation or preparation, but due to the smaller number of positions, there are fewer casual shifts available.

The wait for a permanent position can be lengthy, and many districts require casual drivers to commit to availability throughout the school year. For retired people looking for part time work as a bus driver, the limited casual hours available are a challenge. For self-employed people looking for casual income to supplement their other work, such as farmers, they may need to book time off during busy periods from their main employment (e.g. calving season).

Bus drivers reported less positive experiences while being on the casual list compared to other support staff categories, with only slim majorities of respondents (all now permanent staff) reporting the ability to maintain other income opportunities, work enough hours, and gain income and experience while searching for a permanent position.

I feel that we lose casual bus drivers because they may work as many hours as the regular bus drivers, perhaps even more and yet they are unable to receive benefits. It can take a long time before they are able to receive benefits, it took me over 3 years as a casual. I feel that some people leave due to this. I feel it's important to keep our casual bus drivers busy, so they stay on with our district. Also it gives them driving experience that in turn makes them safer drivers. If our casuals do the training and then are not called on, they forget bus runs and are not behind the wheel so their driving ability could be hindered. It's very important to keep them busy so they stay and so they are safe drivers.

Transportation staff

These results, of course, do not account for drivers who did not persist on the casual list until finding a permanent position and instead looked elsewhere for work. Of those who did persist, about half were able to find a permanent position with the school district within a year.

What was your experience being hired from the casual list?				
Response	Yes	No	Unsure	Total
I was able to maintain other income opportunities while on the casual list.	54%	38%	7%	100% N=138
I got enough hours while on the casual list	53%	40%	6%	100% N=139
It allowed me to gain income and experience while looking for a permanent job	57%	30%	12%	100% N=138
I transitioned into a temporary or permanent job within one year	53%	44%	4%	100% N=142

Bus drivers reported pension and benefits as the most positive recruitment factor with the requirement to be hired casually as the most negative factor

Bus drivers who participated in the staff survey were asked to rate the impact of various factors on the ability to recruit new candidates into open positions. Most commonly cited as positive factors were pension and benefits, seasonal breaks, school-day based work hours, and working with children. Factors that were seen to negatively impact recruitment included having to work on a casual list before being permanently hired, wages compared to the market rate, and the lack of ability of local candidates.

In transportation it's very hard to recruit new drivers. Winter driving, large equipment, early/late hours working shift work, safety standards or working with children, student management are daunting things to take on. Very hard to get into full time and it's not enough work and money to support a family if you do. Great type of job for semi retired individual who just wants to supplement his/her income.

Transportation staff

Please rate the following issues in terms of their impact on retention (bus drivers)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	49%	20%	26%	5%	100% N=172	23%
<i>Pension and benefits</i>	76%	11%	6%	6%	100% N=170	69%
Opportunity for a full-time position	52%	24%	13%	11%	100% N=170	33%
Opportunity for a part-time position	48%	30%	13%	9%	100% N=169	35%
<i>Work hours within the school day</i>	66%	15%	9%	9%	100% N=169	57%
10-month employment	62%	21%	9%	9%	100% N=169	53%
New employees typically hired to a casual list	31%	30%	30%	9%	100% N=168	1%
Local availability of qualified candidates	26%	32%	24%	19%	100% N=170	2%
Local availability of required training	49%	25%	15%	11%	100% N=170	34%
<i>Spring, Summer, and Winter breaks</i>	67%	15%	5%	13%	100% N=171	61%
<i>Working with children</i>	62%	24%	4%	11%	100% N=169	58%

Compensation

K-12 bus drivers earn comparable hourly wages to other bus drivers

While the *Make A Future* website indicates bus drivers' hourly wages range from \$19.76 to \$30.87, with an average of \$24.37, EDAS data suggests that the range is narrower and average compensation is generally a bit higher with a median of \$27.60. However, there is a wide range in total income, which correlates predominantly to the hours that an individual works.

Income, Bus Drivers					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$27.60	\$25.54	\$26.99	\$28.08	\$28.71	\$33.98
TOTAL INCOME					
\$30,127	\$22,462	\$27,828	\$32,763	\$38,755	\$78,286
HOURS OF WORK					
1,083	807	984	1,185	1,402	2,160

When compared to workers in similar positions, the wages offered by school districts are generally in line with averages in other sectors, although the lowest (presumably starting) wage is notably higher.²⁹

Average Wages, Bus Drivers, K-12 vs. All Sectors				
Sector	Hourly Wage			Median Income
	Low Wage	Median Wage	High Wage	
K-12	\$24.60	\$27.60	\$33.98	\$30,127
Overall	\$16.32	\$27.00	\$32.63	\$56,311

K-12 bus driver positions have limited annual income due to the part time hours

Despite the relatively healthy hourly wage, overall incomes for bus drivers were impacted by the limited hours worked. Most bus drivers work between 4 and 6 hours per day, with shifts determined by the timing necessary to get children to their school for the beginning of the school day, and home after the end of regular school hours. Some districts include extra time (up to an hour per day) for tasks such as pre- and post- trip safety checks and the cleaning of buses. Extra hours are sometimes available for extra-curricular and field trips, the assignment of which is usually according to driver seniority.

Work Hours, Bus Drivers –K-12 vs. All Sectors				
Sector	Full year	Part year	Full time	Part time
K-12	5%	95%	23%	77%
Overall	57%	46%	79%	21%

As a result, K-12 bus drivers earn a median annual income of \$30,127, compared to \$56,311 of all B.C. bus drivers. Despite these differences, bus drivers report higher satisfaction with their compensation relative to other support staff.

How appropriate do you think your compensation is for the work that you do?		
Response	Drivers	All respondents
Somewhat or Completely Appropriate	65%	51%
Neutral	15%	14%
Somewhat or Completely Inappropriate	20%	36%
Total	100%	100%

N = 161

N = 10,183

²⁹ <https://www.jobbank.gc.ca/wagereport/occupation/23319>

Bus driver wages have little variation by district size

While bus drivers in rural and remote areas of the province receive slightly lower average compensation than their colleagues in more urban areas, as summarized in the table below this contrast is much less obvious than for other occupational categories.

Income by District Classification, Bus Drivers	
District	Median
Remote	\$28,556
Rural	\$30,207
Rural-Remote	\$30,286
Urban	\$31,080
Overall	\$30,127

Almost one-third of bus drivers also work outside the school district

About one in three bus drivers (32%) who responded to the staff survey reported doing paid work outside of the school district, either during the school year or during breaks. This is lower than the average for all support staff respondents, 42% of whom said they also work outside the school districts.

Do you do paid work outside of the school district?		
Response	Drivers	All
Yes, during the school year	26%	29%
Yes, during one or more of the breaks	19%	19%
Yes, during the school year and all breaks	10%	10%
No	68%	58%

N=172

N=10,477

Due to longer hours, transportation staff have higher annual incomes than bus drivers

Workers in the transportation category were more highly compensated than bus drivers, due to longer daily working hours (1,673 versus the 1,083 for bus drivers).

Income Summary, Transportation Staff					
Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
HOURLY WAGE					
\$25.32	\$24.96	\$26.34	\$27.92	\$35.69	\$23.16
TOTAL INCOME					
\$46,390	\$29,271	\$42,670	\$48,644	\$53,444	\$83,990
HOURS OF WORK					
1,673	1,251	1,596	1,819	1,893	2,152

Retention

Bus driver retention is longer than most other support staff occupations

Once recruited, the retention of bus drivers is less of an issue than for many other occupations. Although a certain proportion of new drivers reassess their suitability for the work once they experience the challenges of managing children's behaviour, this number is small. Overall across the province, bus drivers have been in their positions for median of 7.7 years, compared to the overall median of 5.9 years.

Years of Service, Bus Drivers						
Category	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
All Support	5.9	1.4	3.8	8.4	16.1	53.8
Bus Drivers	7.7	2.8	5.8	10.9	18.1	44.3

Twenty percent of bus drivers have been in their positions for 2.8 years or less, 60% for between 2.8 and 18.1 years, and 20% have worked for more than 18.1 years, to a maximum of 44.3 years. Regionally, bus drivers serve the longest in Vancouver Island, and stay in their positions for the least time in the Metro Vancouver, the Northwest, and Fraser Valley.

Years of Service, Bus Drivers, by Region	
Region	Median
Fraser Valley	5.8
Kootenay-Boundary	7.5
Metro	5.7
Northern Interior	9.8
Northwest	5.7
Thompson-Okanagan	7.2
Vancouver Island	10.5
Total	7.7

Hours of work limit recruitment, but are not perceived as a retention problem, though availability of time off can be an issue

A practical result of bus drivers being an older-than-average cohort, and an occupation that relies in part on retirees to fill its needs, is that "best case" retention is shorter than for other occupations. Focusing on recruiting older drivers means their period of service is likely to be shorter than if younger drivers were more systemically recruited. A similar retention challenge likely follows from looking to parents with school-aged children in recruitment efforts.

The limited (and split) hours of work were cited by school district HR staff as a primary drawback of working as a bus driver. Although some suggested that this could be addressed by combining the position with others that do not have clashing hours of work, such as education assistants or noon-hour supervisors, this was not universally seen as a practical option as other positions tend to require distinct training and are generally have lower hourly wages.

In addition to age and the desire for full retirement as the primary reason that drivers leave their jobs, some school districts noted that the difficulty to take time off during the school year could also be a factor in districts that look to agriculture workers to supplement their stock of drivers. Districts with more flexibility in this area had fewer challenges retaining drivers over the long term.

Bus drivers tended to report better morale than other support staff occupations

Overall bus drivers tended to report better morale than many other occupations, particularly where districts fostered and emphasized team building and a shared understanding and adoption of the mission of supporting children and keeping them safe. Particularly in smaller school districts with more rural and remote routes, focus group participants reported feeling a strong part of the community and a valued member of a team focused on children's wellbeing.

Focus group participants also reported a general sense of appreciation of the value of their work from teachers, administrators, and other support staff workers, including a more positive than average relationship with supervisors and management. A number of participants suggested this was due in part to the fact that managers tend to have direct experience as drivers, and understand the unique challenges of safely transporting children in conditions that can be very challenging in many parts of the province throughout the year.

The working environment is so important for success in any workplace. We have recently been sent a new Supervisor/Manager to our Transportation department and there is a very cautiously optimistic change in the whole overall atmosphere right now that is being welcomed by many of the employees. Morale is on the rise for sure.

Transportation staff

Pension and benefits are the most positive retention factor, with wages and availability of time off as the most negative ones

Factors that were most commonly cited by survey respondents as positive factors influencing the decision to stay employed as a K-12 bus driver were the pension and benefits, fixed holiday schedule, working with children, job satisfaction and 10-month employment. Factors such as the lack of full time hours, availability of time off, and wages compared to the market rate were identified factors that more negatively influence retention.

Please rate the impact on the following factors on retention (bus drivers)						
Response	Positive	Neutral	Negative	N/A	Total	+/-
Wages compared to market rate for similar work	51%	2%	22%	25%	100% N=151	29%
Opportunity for full-time hours	38%	26%	23%	12%	100% N=151	15%
Opportunity for part-time hours	42%	36%	12%	11%	100% N=152	30%
Work hours within the school day	61%	22%	7%	10%	100% N=153	54%
Fixed holiday schedule	70%	2%	3%	25%	100% N=151	66%
10-month employment	59%	25%	7%	9%	100% N=152	53%
Career pathway options	34%	38%	15%	13%	100% N=151	20%
Workload	53%	32%	6%	9%	100% N=152	47%
Working conditions	60%	20%	12%	8%	100% N=151	48%
Pension and benefits	73%	12%	7%	8%	100% N=153	67%
Feeling valued in the workplace	55%	22%	17%	6%	100% N=152	38%
Working with children	61%	25%	3%	11%	100% N=153	58%
Job satisfaction	61%	24%	8%	8%	100% N=153	53%
Availability of time off	45%	18%	25%	11%	100% N=153	20%

Bus drivers are not looking for alternative career paths within the district

Compared to some other occupational categories, bus drivers are less interested in career pathways and progression to other roles, perhaps in recognition of the very specific and scope-limited roles these employees play.

To what extent do you agree with the following statements:				
Response	Agree	Neutral	Disagree	Total
People in the same role as me at the school district have a reasonable opportunity to progress to another role, if interested	48%	27%	25%	100% N=153
The opportunity to progress to another role in the school district is important to my co-workers	33%	54%	14%	100% N=153
The opportunity to progress to another role in the school district is important to me	43%	41%	16%	100% N=152

Finally, the top five issues raised by transportation staff in survey comments were:

1. Hours of work and overall income
2. Low morale and disrespectful treatment
3. Leadership and upper management
4. Hourly wage
5. Workload and understaffing

Summary

A larger proportion of K-12 bus drivers are older than any other support staff category, but some districts have been successful in recruiting younger drivers. Other transportation employees are younger and more gender balanced than bus drivers. Work BC projects bus drivers to have the highest projected replacement rate of all support staff occupations, but K-12 bus drivers report a higher degree of projected stability.

Class 2 driver training is expensive and not always available locally. While content is sufficient, it does not account for student management skills. One in ten K-12 bus drivers reported being trained by their school district, while other bus driver employers tend to offer training internally.

It is very challenging to recruit sufficient number of casual bus drivers. Part time hours and split shifts has resulted in hiring a large number of bus drivers retired from other careers, but some districts have been successfully recruiting parents with school-aged children. Bus drivers reported pension and benefits as the most positive recruitment factor with the requirement to be hired casually as the most negative factor.

K-12 bus drivers earn comparable hourly wages to other bus drivers, although annual income is limited due to the part time hours of the position. Due to longer hours, transportation employees have higher annual incomes than bus drivers. Bus driver wages vary little by school district size, and almost one-third of bus drivers also work outside the school district.

Bus driver retention is longer than most other support staff occupations. While the limited hours of work hinder recruitment, this is not perceived as a retention problem (although availability of time off can be an issue). Pension and benefits continue to be the most positive retention factor, with wages and availability of time off as the most negative ones. Overall, bus drivers tended to report better morale than other support staff occupations and tend not to be interested in alternative career paths within the district.

Finally, key recruitment and retention factors for transportation staff include:

- School districts may need to find a way to offer Class 2 training for prospective bus drivers to become more competitive with other employers – the majority of whom provide this training.
- Districts who have focused on recruiting stay at home parents have had good success, and suggest that others broaden their prospective recruitment pool beyond retired drivers.
- Bus drivers report that casual bus drivers need better orientation, and that this will help in recruitment and retention of casual drivers.

4.0 Regional Considerations

Although wage increases are provincially bargained, wages vary across districts and regions

Support staff are often aware of what neighbouring districts pay, so varying wages can be a recruitment and retention issue if commuting to neighbouring district is an option, and a morale issue if it isn't.

Wage variation can be reflective of current economic conditions and historical wage decisions within each district. For example, staff in SD 83 historically bargained lower wages than their neighbouring districts in order to improve their benefits package. Later, a provincial benefits package was introduced, so neighbouring districts now had equivalent benefits and higher wages, and there has not been support to redress this. SD 64 historically did not introduce optional wage lifts, and now has a wage disparity with neighbouring staff which cannot be addressed under the Labour Market Adjustment process, as the central competition are public sector employees, not private sector ones.

Interestingly, there is not a clear correlation between the median family income within the district population and K-12 support staff median hourly wages, hours of work, or years of service. One might expect to see that lower hourly wages, lower hours of work, and higher population income (better job options outside K-12 sector) would result in lower years of service. However, the relationships between these factors are not so clear.

The tables below show the median years of service for custodians. The districts with the 20% lowest and highest median years of service (Quintile 1) included districts with wages, hours of work, and population incomes across the spectrum.

Districts with Lowest 20% Median Years of Service, Custodians						
	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Total
Median Custodian Hourly Wage	4	5	2	0	1	12
Median Custodian Hours of Work	4	3	3	0	2	12
District Population Median Income	3	3	2	2	2	12

Districts with Highest 20% Median Years of Service, Custodians						
	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Total
Median Custodian Hourly Wage	3	0	3	3	3	12
Median Custodian Hours of Work	2	2	3	4	1	12
District Population Median Income	5	2	4	1	0	12

The varying relationships between hourly wage, hours of work, population income shows the complexity of factors leading to retention, such as some others named by support staff such as management style, understaffing, and wage levels in neighbouring districts.

Median income in occupational categories also vary by region

The highest median incomes for clerical, custodians, direct student support, finance and human resources and transportation are typically in Metro, the Fraser Valley, and Vancouver Island, the

regions with the highest proportion of urban districts. Interestingly, the highest median incomes for information technology and trades and maintenance are higher in Kootenay Boundary, Northern Interior, and Thompson Okanagan, regions with more rural-remote districts.

Median Income by Occupational Category and Region							
	Fraser Valley	Kootenay Boundary	Metro	Northern Interior	Northwest	Thompson Okanagan	Vancouver Island
Clerical	\$38,912	\$35,701	\$40,724	\$37,613	\$33,403	\$39,274	\$40,199
Custodians	\$45,869	\$38,163	\$47,114	\$40,785	\$41,370	\$44,427	\$45,413
Direct Student Support	\$28,983	\$28,180	\$33,970	\$27,116	\$26,180	\$27,867	\$29,623
Finance & Human Resources	\$44,041	\$40,589	\$48,428	\$43,512	\$23,641	\$43,940	\$47,869
Information Technology	\$57,746	\$61,065	\$59,729	\$60,976	\$56,722	\$58,321	\$57,156
Trades & Maintenance	\$59,539	\$60,195	\$60,938	\$56,927	\$59,698	\$60,205	\$56,713
Transportation	\$30,396	\$28,423	\$31,693	\$29,365	\$22,917	\$31,462	\$34,784

Number of Districts, by Size and Region							
	Fraser Valley	Kootenay Boundary	Metro	Northern Interior	Northwest	Thompson Okanagan	Vancouver Island
Remote		5	1	5	6		2
Rural-Remote		1		3		2	5
Rural	1		2			6	1
Urban	5		9			1	5
Total	6	6	12	8	6	9	13

There is less of a regional pattern in terms of highest median hours of work, which vary by occupational category. Higher hours of work may instead reflect primarily the occupations that particular districts or regions struggle to recruit, and have increased hours accordingly.

Median Hours of Work by Occupational Category and Region							
	Fraser Valley	Kootenay Boundary	Metro	Northern Interior	Northwest	Thompson Okanagan	Vancouver Island
Clerical	1,491	1,487	1,444	1,430	1,313	1,449	1,505
Custodians	2,038	1,700	1,875	1,649	1,797	1,906	1,906
Direct Student Support	1,099	1,151	1,126	1,096	998	1,061	1,096
Finance & Human Resources	1,757	1,248	1,743	1,782	961	1,759	1,741
Information Technology	2,040	2,072	1,865	2,072	2,013	1,950	1,915
Trades & Maintenance	2,047	2,080	1,846	2,027	2,000	1,950	1,984
Transportation	1,181	1,118	1,415	1,014	895	1,120	1,198

The highest median years of service are on Vancouver Island and in the Northwest

There is no single factor which appears to contribute to these higher retention rates. In the Northwest, it may be limited job opportunities in clerical, custodial and student support type occupations which make the support staff occupations more attractive, though jobs in trades, transportation and information technology are in high demand there.

Median Years of Service by Occupational Category and Region							
	Fraser Valley	Kootenay Boundary	Metro	Northern Interior	Northwest	Thompson Okanagan	Vancouver Island
Clerical	9.7	9.6	11.2	10.8	14	9.7	11.4
Custodians	11.7	8.3	12	8.2	12.4	8.0	12.7
Direct Student Support	5.8	6.3	6.8	6.6	9.7	4.1	7.8
Finance & Human Resources	5.6	2.4	5.3	4.2	5.8	5.4	6.4
Information Technology	7.3	9.9	10.8	12.0	6	11.6	11.8
Trades & Maintenance	9	9.8	9	6.6	6.7	6.6	9.7
Transportation	7.7	7.7	7.9	9.8	6.8	6.9	11.4

It may be worthwhile for districts who are struggling to retain particular support staff categories to look at human resource practices in districts where retention rates are higher, as there may be strategies they can emulate. Appendices C and D include a summary of some indicators by region and school district, to allow districts to understand how their recruitment and retention compares to others.

Appendices

Appendix A: School district classification by type

For the purposes of the project, BC school districts were grouped into one of four following geographic categories, based on the following categorization:

- **Remote:** Districts where all schools qualify for the BC Remote Recruitment and Retention Allowance
- **Rural-Remote:** Districts where some, but not all, schools qualify for the BC Remote Recruitment and Retention Allowance
- **Rural:** Districts with a population density of 1,499 people / sq km or lower, or a population under 199,999, which is not already captured in the remote and rural-remote categories.
- **Urban:** Districts with a population density of 1,500 people / sq km or higher, or a population over 200,000, which is not already captured in the remote and rural-remote categories.

School District Classification		
Remote School Districts		
06 - Rocky Mountain	51 - Boundary	82 - Coast Mountains
08 - Kootenay Lake	52 - Prince Rupert	84 - Vancouver Island West
10 - Arrow Lake	54 - Bulkley Valley	85 - Vancouver Island North
20 - Kootenay Columbia	59 - Peace River South	87 - Stikine
49 - Central Coast	60 - Peace River North	91 - Nechako Lakes
50 - Haida Gwaii	81 - Fort Nelson	92 - Nisga'a
Rural-Remote School Districts		
05 – Southeast Kootenay	57 – Prince George	72 – Campbell River
27 – Cariboo Chilcotin	64 – Gulf Islands	73 – Kamloops/Thompson
28 – Quesnel	69 – Qualicum	74 – Gold Trail
47 – Powell River	70 – Alberni	93 – Conseil Scolaire Francophone
Rural School Districts		
19 - Revelstoke	53 - Okanagan Similkameen	78 - Fraser-Cascade
22 - Vernon	58 - Nicola-Similkameen	79 - Cowichan Valley
46 - Sunshine Coast	67 - Okanagan Skaha	83 - North Okanagan-Shuswap
48 - Sea to Sky		
Urban School Districts		
23 - Central Okanagan	39 - Vancouver	45 - West Vancouver
33 - Chilliwack	40 - New Westminster	61 - Greater Victoria
34 - Abbotsford	41 - Burnaby	62 - Sooke
35 - Langley	42 - Maple Ridge-Pitt Meadows	63 - Saanich
36 - Surrey		68 - Nanaimo-Ladysmith
37 - Delta	43 - Coquitlam	71 - Comox Valley
38 - Richmond	44 - North Vancouver	75 - Mission

Appendix B: School districts employing bus drivers

The table below lists all school districts that employ bus drivers, and the number of bus driver employees that work for each school district.

School Districts with Bus Drivers in EDAS			
District	Employees	District	Employees
05 - Southeast Kootenay	29	54 - Bulkley Valley	22
06 - Rocky Mountain	24	58 - Nicola-Similkameen	12
8 - Kootenay Lake	38	59 - Peace River South	35
10 - Arrow Lakes	5	60 - Peace River North	46
19 - Revelstoke	3	62 - Sooke	33
20 - Kootenay -Columbia	22	63 - Saanich	21
22 - Vernon	27	64 - Gulf Islands	10
23 - Central Okanagan	74	67 - Okanagan Skaha (OLRC)	4
27 - Cariboo-Chilcotin	55	68 - Nanaimo-Ladysmith	19
28 - Quesnel	24	69 - Qualicum	23
33 - Chilliwack	41	70 - Pacific Rim	5
34 - Abbotsford	48	72 - Campbell River	21
35 - Langley	34	73 - Kamloops/Thompson	66
36 - Surrey	13	74 - Gold Trail	15
38 - Richmond	17	75 - Mission	19
47 - Powell River	10	78 - Fraser-Cascade	12
48 - Sea to Sky	17	79 - Cowichan Valley	35
49 - Central Coast	2	83 - North Okanagan-Shuswap (OLRC)	40
50 - Haida Gwaii	3	84 - Vancouver Island West	2
51 - Boundary	11	85 - Vancouver Island North	8
52 - Prince Rupert	3	91 - Nechako Lakes	35
53 - Okanagan Similkameen (OLRC)	13	92 - Nisga'a	1
Total			997

Appendix C: Regional summaries

FRASER VALLEY

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	251	5%
Custodians	445	9%
Direct Student Support	2,949	59%
Finance & Human Resources	77	2%
Information Technology	70	1%
Trades & Maintenance	261	5%
Transportation	164	3%
Casual	822	16%
Total	5,039	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	9.7	10.9
Custodians	11.7	11.4
Direct Student Support	5.8	6.7
Finance & Human Resources	5.6	5.4
Information Technology	7.3	10.7
Trades & Maintenance	9	8.7
Transportation	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 16%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	6%	11%	31%	36%	16%	0%
Custodians	0%	4%	9%	25%	43%	19%	1%
Direct Student Support	0%	13%	20%	30%	27%	9%	1%
Finance & Human Resources	0%	5%	17%	25%	34%	17%	3%
Information Technology	0%	11%	33%	20%	27%	9%	0%
Trades & Maintenance	0%	7%	16%	20%	38%	16%	2%
Transportation	0%	0%	7%	16%	36%	35%	6%
Total	0%	11%	18%	28%	30%	12%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$38,912	\$27,175	\$35,936	\$40,275	\$44,229	\$52,181
Custodians	\$45,869	\$39,028	\$43,377	\$46,413	\$48,676	\$82,672
Direct Student Support	\$28,983	\$14,872	\$26,371	\$31,101	\$35,047	\$81,507
Finance & Human Resources	\$44,041	\$37,101	\$41,145	\$45,985	\$49,635	\$83,453
Information Technology	\$57,746	\$44,399	\$56,339	\$58,842	\$61,362	\$71,778
Trades & Maintenance	\$59,539	\$41,252	\$52,163	\$61,797	\$66,128	\$85,177
Transportation	\$30,396	\$21,477	\$28,727	\$32,177	\$38,683	\$83,990
Total	\$31,587	\$20,308	\$28,983	\$34,218	\$41,616	\$85,177

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,491	1,172	1,429	1,533	1,604	1,820
Custodians	2,038	1,520	1,990	2,063	2,080	2,382
Direct Student Support	1,099	504	1,050	1,136	1,211	2,471
Finance & Human Resources	1,757	1,436	1,683	1,793	1,820	2,080
Information Technology	2,040	1,543	2,014	2,074	2,080	2,080
Trades & Maintenance	2,047	1,424	2,006	2,072	2,080	2,080
Transportation	1,181	691	1,052	1,241	1,351	2,080
Total	1,154	698	1,098	1,191	1,553	2,471

KOOTENAY BOUNDARY

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	122	7%
Custodians	190	11%
Direct Student Support	713	43%
Finance & Human Resources	13	1%
Information Technology	21	1%
Trades & Maintenance	107	6%
Transportation	135	8%
Casual	357	22%
Total	1,658	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	9.6	10.9
Custodians	8.3	11.4
Direct Student Support	6.3	6.7
Finance & Human Resources	2.4	5.4
Information Technology	9.9	10.7
Trades & Maintenance	9.8	8.7
Transportation	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 22%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	2%	5%	30%	45%	18%	0%
Custodians	0%	6%	6%	26%	35%	24%	2%
Direct Student Support	0%	9%	21%	30%	28%	11%	1%
Finance & Human Resources	0%	8%	38%	23%	31%	0%	0%
Information Technology	5%	5%	10%	29%	48%	5%	0%
Trades & Maintenance	0%	2%	17%	25%	36%	18%	3%
Transportation	0%	1%	6%	15%	36%	37%	5%
Total	0%	7%	15%	28%	32%	17%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$35,701	\$27,377	\$34,112	\$37,107	\$40,617	\$51,162
Custodians	\$38,163	\$22,562	\$34,951	\$40,580	\$45,614	\$51,257
Direct Student Support	\$28,180	\$19,071	\$26,408	\$29,280	\$31,461	\$68,483
Finance & Human Resources	\$40,589	\$28,812	\$38,759	\$41,743	\$48,966	\$73,667
Information Technology	\$61,065	\$47,025	\$59,513	\$61,611	\$63,581	\$72,556
Trades & Maintenance	\$60,195	\$44,747	\$56,997	\$63,296	\$68,594	\$73,451
Transportation	\$28,423	\$18,693	\$25,915	\$32,556	\$39,279	\$62,033
Total	\$29,799	\$20,835	\$28,263	\$31,721	\$40,048	\$73,667

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,487	1,153	1,445	1,506	1,571	2,016
Custodians	1,700	1,030	1,552	1,899	2,046	2,084
Direct Student Support	1,151	723	1,066	1,192	1,297	2,080
Finance & Human Resources	1,248	836	1,180	1,517	1,811	1,896
Information Technology	2,072	1,765	2,067	2,080	2,080	2,144
Trades & Maintenance	2,080	1,366	2,072	2,080	2,080	2,101
Transportation	1,118	807	996	1,292	1,573	2,042
Total	1,211	828	1,146	1,300	1,582	2,144

Source: Employment Data and Analysis System (EDAS), 2018-19

METRO

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	1,284	8%
Custodians	1,559	10%
Direct Student Support	8,900	56%
Finance & Human Resources	269	2%
Information Technology	262	2%
Trades & Maintenance	851	5%
Transportation	84	1%
Casual	2,743	17%
Total	15,952	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	11.2	10.9
Custodians	12	11.4
Direct Student Support	6.8	6.7
Finance & Human Resources	5.3	5.4
Information Technology	10.8	10.7
Trades & Maintenance	9	8.7
Transportation	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 17%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	5%	12%	26%	40%	17%	1%
Custodians	0%	3%	7%	20%	44%	25%	1%
Direct Student Support	0%	11%	19%	29%	29%	11%	1%
Finance & Human Resources	0%	11%	16%	29%	35%	8%	1%
Information Technology	0%	10%	21%	28%	31%	10%	0%
Trades & Maintenance	0%	8%	18%	21%	35%	16%	1%
Transportation	0%	1%	15%	20%	37%	23%	4%
Total	0%	9%	17%	27%	32%	14%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$40,724	\$26,991	\$37,385	\$43,553	\$47,634	\$63,863
Custodians	\$47,114	\$39,491	\$46,247	\$48,064	\$51,251	\$99,000
Direct Student Support	\$33,970	\$15,011	\$31,294	\$36,035	\$39,171	\$100,131
Finance & Human Resources	\$48,428	\$32,321	\$46,078	\$50,694	\$55,328	\$74,433
Information Technology	\$59,729	\$52,302	\$57,380	\$61,911	\$66,015	\$83,413
Trades & Maintenance	\$60,938	\$46,231	\$55,727	\$65,532	\$72,785	\$99,000
Transportation	\$31,693	\$18,960	\$27,377	\$37,984	\$46,852	\$70,803
Total	\$36,978	\$22,098	\$34,310	\$39,014	\$47,484	\$100,131

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,444	985	1,386	1,522	1,624	2,080
Custodians	1,875	1,497	1,848	1,904	2,025	2,701
Direct Student Support	1,126	524	1,045	1,178	1,300	2,072
Finance & Human Resources	1,743	1,064	1,631	1,811	1,863	2,080
Information Technology	1,865	1,723	1,852	1,875	1,963	2,080
Trades & Maintenance	1,846	1,538	1,776	1,875	1,950	2,768
Transportation	1,415	945	1,325	1,529	1,870	1,948
Total						

Source: Employment Data and Analysis System (EDAS), 2018-19

NORTHERN INTERIOR

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	237	7%
Custodians	320	9%
Direct Student Support	1,680	49%
Finance & Human Resources	36	1%
Information Technology	24	1%
Trades & Maintenance	227	7%
Transportation	214	6%
Casual	667	20%
Total	3,405	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	10.8	10.9
Custodians	8.2	11.4
Direct Student Support	6.6	6.7
Finance & Human Resources	4.2	5.4
Information Technology	12.0	10.7
Trades & Maintenance	6.6	8.7
Transportation	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 20%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	4%	14%	28%	37%	16%	2%
Custodians	1%	4%	15%	21%	43%	15%	2%
Direct Student Support	0%	9%	24%	26%	29%	10%	1%
Finance & Human Resources	0%	17%	19%	36%	14%	14%	0%
Information Technology	0%	17%	21%	33%	21%	8%	0%
Trades & Maintenance	6%	15%	18%	24%	25%	13%	0%
Transportation	0%	2%	12%	17%	37%	29%	4%
Total	1%	8%	20%	25%	32%	13%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$37,613	\$25,481	\$35,289	\$39,704	\$42,551	\$53,000
Custodians	\$40,785	\$21,162	\$37,028	\$43,258	\$46,885	\$72,126
Direct Student Support	\$27,116	\$16,296	\$24,813	\$29,150	\$32,927	\$67,807
Finance & Human Resources	\$43,512	\$37,260	\$42,167	\$44,887	\$48,195	\$64,459
Information Technology	\$60,976	\$52,117	\$56,204	\$61,064	\$61,836	\$68,248
Trades & Maintenance	\$56,927	\$28,725	\$52,159	\$61,990	\$66,873	\$93,939
Transportation	\$29,365	\$22,871	\$26,774	\$31,766	\$37,601	\$73,316
Total	\$29,635	\$19,166	\$26,884	\$32,212	\$40,107	\$93,939

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,430	888	1,330	1,510	1,575	1,820
Custodians	1,649	848	1,467	1,891	2,016	2,080
Direct Student Support	1,096	681	1,019	1,143	1,258	3,150
Finance & Human Resources	1,782	1,230	1,627	1,814	1,820	2,022
Information Technology	2,072	1,991	2,072	2,075	2,080	2,080
Trades & Maintenance	2,027	1,012	1,972	2,058	2,080	2,080
Transportation	1,014	813	948	1,115	1,331	2,152
Total	1,149	767	1,069	1,226	1,528	3,150

Source: Employment Data and Analysis System (EDAS), 2018-19

NORTHWEST

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	75	7%
Custodians	112	11%
Direct Student Support	482	45%
Finance & Human Resources	16	2%
Information Technology	17	2%
Trades & Maintenance	58	5%
Transportation	31	3%
Casual	274	26%
Total	1,065	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	14	10.9
Custodians	12.4	11.4
Direct Student Support	9.7	6.7
Finance & Human Resources	5.8	5.4
Information Technology	6	10.7
Trades & Maintenance	6.7	8.7
Transportation	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 26%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	7%	9%	35%	31%	17%	1%
Custodians	0%	5%	7%	21%	40%	26%	1%
Direct Student Support	1%	9%	16%	25%	33%	16%	1%
Finance & Human Resources	0%	6%	13%	44%	25%	13%	0%
Information Technology	0%	18%	35%	35%	12%	0%	0%
Trades & Maintenance	0%	10%	14%	22%	26%	24%	3%
Transportation	0%	0%	3%	10%	35%	35%	16%
Total	1%	8%	14%	25%	32%	18%	2%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$33,403	\$20,178	\$30,713	\$37,229	\$41,995	\$51,785
Custodians	\$41,370	\$22,743	\$36,036	\$43,661	\$47,550	\$54,990
Direct Student Support	\$26,180	\$14,936	\$23,537	\$27,683	\$30,228	\$62,066
Finance & Human Resources	\$23,641	\$11,811	\$20,472	\$28,016	\$43,718	\$51,983
Information Technology	\$56,722	\$38,806	\$55,588	\$57,891	\$59,920	\$68,152
Trades & Maintenance	\$59,698	\$41,883	\$58,302	\$60,249	\$63,226	\$99,747
Transportation	\$22,917	\$19,416	\$20,984	\$25,976	\$30,286	\$62,231
Total	\$28,016	\$17,461	\$25,911	\$29,824	\$40,390	\$99,747

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,313	851	1,211	1,363	1,533	2,080
Custodians	1,797	992	1,580	1,917	1,974	2,186
Direct Student Support	998	566	932	1,056	1,150	1,793
Finance & Human Resources	961	504	712	1,037	1,568	2,024
Information Technology	2,013	1,372	2,000	2,080	2,080	2,091
Trades & Maintenance	2,000	1,389	2,000	2,000	2,076	2,309
Transportation	895	804	855	963	1,231	2,078
Total	1,073	694	990	1,129	1,519	2,309

Source: Employment Data and Analysis System (EDAS), 2018-19

THOMPSON OKANAGAN

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	298	7%
Custodians	452	10%
Direct Student Support	2,210	49%
Finance & Human Resources	58	1%
Information Technology	62	1%
Trades & Maintenance	265	6%
Transportation	279	6%
Casual	917	20%
Total	4,541	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	9.7	10.9
Custodians	8.0	11.4
Direct Student Support	4.1	6.7
Finance & Human Resources	5.4	5.4
Information Technology	11.6	10.7
Trades & Maintenance	6.6	8.7
Transportation	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 20%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	3%	10%	31%	39%	15%	1%
Custodians	0%	5%	11%	20%	44%	20%	1%
Direct Student Support	0%	8%	17%	34%	30%	10%	1%
Finance & Human Resources	0%	7%	17%	29%	38%	9%	0%
Information Technology	2%	11%	16%	35%	31%	5%	0%
Trades & Maintenance	0%	6%	15%	26%	38%	15%	0%
Transportation	0%	1%	5%	15%	35%	37%	6%
Total	0%	6%	15%	30%	34%	14%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$39,274	\$27,831	\$36,867	\$40,947	\$45,673	\$61,959
Custodians	\$44,427	\$31,085	\$42,479	\$44,993	\$48,004	\$71,566
Direct Student Support	\$27,867	\$21,157	\$26,673	\$29,263	\$32,637	\$59,374
Finance & Human Resources	\$43,940	\$34,064	\$42,415	\$46,389	\$49,607	\$57,700
Information Technology	\$58,321	\$49,503	\$56,633	\$59,057	\$65,448	\$101,864
Trades & Maintenance	\$60,205	\$43,910	\$55,727	\$63,244	\$65,298	\$85,796
Transportation	\$31,462	\$24,306	\$29,362	\$33,285	\$41,247	\$78,286
Total	\$30,528	\$23,621	\$28,271	\$32,771	\$43,180	\$101,864

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile1	Quintile2	Quintile3	Quintile4	Quintile5
Clerical	1,449	1,068	1,398	1,498	1,680	3,014
Custodians	1,906	1,194	1,730	1,950	2,070	3,234
Direct Student Support	1,061	770	1,036	1,102	1,268	2,070
Finance & Human Resources	1,759	1,276	1,645	1,816	1,820	2,080
Information Technology	1,950	1,779	1,950	2,068	2,080	2,160
Trades & Maintenance	1,950	1,629	1,950	2,055	2,079	2,160
Transportation	1,120	846	1,022	1,198	1,469	2,160
Total	1,138	879	1,065	1,266	1,666	3,234

Source: Employment Data and Analysis System (EDAS), 2018-19

VANCOUVER ISLAND

Number of Employees by Occupational Category, 2018-19		
Occupational Category	Employees	% of all
Clerical	504	8%
Custodians	570	9%
Direct Student Support	3,144	52%
Finance & Human Resources	108	2%
Information Technology	113	2%
Trades & Maintenance	459	8%
Transportation	203	3%
Casual	963	16%
Total	6,064	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category		
	Region	Province
Clerical	11.4	10.9
Custodians	12.7	11.4
Direct Student Support	7.8	6.7
Finance & Human Resources	6.4	5.4
Information Technology	11.8	10.7
Trades & Maintenance	9.7	8.7
Transportation	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Casual Staff to Total Staff Ratio: 16%

Age Percent by Occupational Category							
	Up to 20	21-30	31-40	41-50	51-60	61-70	71+
Clerical	0%	3%	11%	24%	47%	13%	1%
Custodians	0%	4%	10%	17%	49%	19%	1%
Direct Student Support	0%	7%	16%	28%	34%	15%	1%
Finance & Human Resources	0%	8%	16%	26%	40%	10%	0%
Information Technology	0%	4%	15%	27%	44%	10%	0%
Trades & Maintenance	0%	4%	17%	23%	40%	15%	1%
Transportation	0%	0%	0%	15%	37%	41%	5%
Total	0%	6%	14%	25%	38%	16%	1%

Source: Employment Data and Analysis System (EDAS), 2018-19

Income by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	\$40,199	\$26,155	\$37,177	\$41,768	\$46,131	\$68,149
Custodians	\$45,413	\$33,044	\$43,327	\$46,786	\$49,310	\$77,736
Direct Student Support	\$29,623	\$19,754	\$27,944	\$31,041	\$34,344	\$88,296
Finance & Human Resources	\$47,869	\$36,340	\$46,509	\$49,085	\$52,428	\$64,461
Information Technology	\$57,156	\$42,464	\$53,906	\$57,787	\$63,112	\$85,298
Trades & Maintenance	\$56,713	\$32,576	\$51,390	\$61,364	\$65,563	\$108,331
Transportation	\$34,784	\$25,236	\$31,287	\$36,928	\$45,534	\$70,157
Total	\$32,010	\$22,887	\$29,854	\$34,597	\$45,776	\$108,331

Source: Employment Data and Analysis System (EDAS), 2018-19

Hours of Work by Occupational Category						
	Median	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Clerical	1,505	1,005	1,441	1,568	1,702	2,702
Custodians	1,906	1,299	1,780	1,950	2,058	2,944
Direct Student Support	1,096	652	1,021	1,174	1,281	2,080
Finance & Human Resources	1,741	1,049	1,637	1,813	1,820	2,072
Information Technology	1,915	1,505	1,803	1,984	2,080	2,080
Trades & Maintenance	1,984	1,028	1,855	2,054	2,080	2,176
Transportation	1,198	845	1,074	1,323	1,630	2,080
Total	1,204	785	1,106	1,285	1,694	2,944

Source: Employment Data and Analysis System (EDAS), 2018-19

Appendix D: School District summaries

SD 05: SOUTHEAST KOOTENAY

Region: Kootenay-Boundary

Community Size: Rural-Remote

Population Median Income: \$100,936

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	40	8.4%
Custodians	47	9.9%
Direct Student Support	224	47.3%
Finance & Human Resources	3	0.6%
Information Technology	2	0.4%
Trades & Maintenance	30	6.3%
Transportation	30	6.3%
Casual	98	20.7%
Total	474	100%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Education Assistant, Trades
Difficult Specialized Student Support, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	54	52
Custodians	59	56	55
Student Support	45	46	48
Finance / HR	40	42	49
IT	32	52	47
Trades/Maintenance	53	52	51
Transportation	58	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1433.5	1,487	1,460
Custodians	1061	1,700	1,875
Student Support	1846	1,151	1,098
Finance / HR	1199	1,248	1,741
IT	1599	2,072	1,875
Trades/Maintenance	2080	2,080	1,889
Transportation	2078	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$23.54	\$24.24	\$26.15
Custodians	\$23.54	\$22.26	\$22.98
Student Support	\$20.07	\$24.62	\$26.15
Finance / HR	\$23.54	\$28.13	\$27.30
IT	\$26.42	\$29.76	\$29.31
Trades/Maintenance	\$28.83	\$30.62	\$30.87
Transportation	\$27.84	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	6.8	9.6	10.9
Custodians	7	8.2	11.4
Student Support	6.4	6.3	6.7
Finance / HR	3.8	2.4	5.4
IT	7.9	9.9	10.7
Trades/Maintenance	5.9	9.8	8.65
Transportation	6.35	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 206

% of staff that work outside SD: 30% (N=181)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	54%	51%	43%
In a different role within the school district	15%	14%	23%
Working outside of the school district	16%	13%	15%
Retired from the school district	16%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 161

N = 490

N = 9,545

SD 06: ROCKY MOUNTAIN

Region: Kootenay-Boundary Community Size: Remote

Population Median Income: \$88,036

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	23	7.9%
Custodians	35	12.0%
Direct Student Support	122	41.8%
Finance & Human Resources	-	0.0%
Information Technology	3	1.0%
Trades & Maintenance	22	7.5%
Transportation	24	8.2%
Casual	63	21.6%
Total	292	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult
Specialized Student Support
Difficult
Bus Driver, Clerical, Education Assistant, Indigenous Support Worker, Student Supervisor, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	49	54	52
Custodians	56	56	55
Student Support	44	46	48
Finance / HR		42	49
IT	53	52	47
Trades/Maintenance	55	52	51
Transportation	59	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,489	1,487	1,460
Custodians	1,538	1,700	1,875
Student Support	1,037	1,151	1,098
Finance / HR		1,248	1,741
IT	2,080	2,072	1,875
Trades/Maintenance	2,080	2,080	1,889
Transportation	1,340	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$24.14	\$24.24	\$26.15
Custodians	\$21.73	\$22.26	\$22.98
Student Support	\$22.24	\$24.62	\$26.15
Finance / HR		\$28.13	\$27.30
IT	\$30.17	\$29.76	\$29.31
Trades/Maintenance	\$30.62	\$30.62	\$30.87
Transportation	\$23.22	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.8	9.6	10.9
Custodians	4.7	8.3	11.4
Student Support	3.8	6.3	6.7
Finance / HR		2.4	5.4
IT	18.4	9.9	10.7
Trades/Maintenance	16.4	9.8	8.65
Transportation	9.1	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 15

% of staff that work outside SD: 55% (N=11)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	50%	51%	43%
In a different role within the school district	10%	14%	23%
Working outside of the school district	20%	13%	15%
Retired from the school district	20%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 10

N = 490

N = 9,545

SD 08: KOOTENAY LAKE

Region: Kootenay-Boundary Community Size:

Population Median Income: \$72,047

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	36	8.5%
Custodians	50	11.8%
Direct Student Support	169	39.8%
Finance & Human Resources	8	1.9%
Information Technology	8	1.9%
Trades & Maintenance	26	6.1%
Transportation	42	9.9%
Casual	86	20.2%
Total	425	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Custodian, Indigenous Support Worker
Difficult Bus Driver, Information Technology, Education Assistant, Specialized Student Support, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	54	52
Custodians	55	56	55
Student Support	50	46	48
Finance / HR	45	42	49
IT	53	52	47
Trades/Maintenance	53	52	51
Transportation	60	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,527	1,487	1,460
Custodians	1,972	1,700	1,875
Student Support	1,181	1,151	1,098
Finance / HR	1,074	1,248	1,741
IT	2,080	2,072	1,875
Trades/Maintenance	2,080	2,080	1,889
Transportation	1,291	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.17	\$24.24	\$26.15
Custodians	\$22.26	\$22.26	\$22.98
Student Support	\$24.83	\$24.62	\$26.15
Finance / HR	\$33.14	\$28.13	\$27.30
IT	\$29.76	\$29.76	\$29.31
Trades/Maintenance	\$32.18	\$30.62	\$30.87
Transportation	\$25.17	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.6	9.6	10.9
Custodians	9.8	8.3	11.4
Student Support	8.8	6.3	6.7
Finance / HR	1.4	2.4	5.4
IT	9.4	9.9	10.7
Trades/Maintenance	10.3	9.8	8.7
Transportation	14.7	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 69 % of staff that work outside SD: 25% (N=65)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	44%	51%	43%
In a different role within the school district	7%	14%	23%
Working outside of the school district	22%	13%	15%
Retired from the school district	27%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 59 N = 490 N = 9,545

SD 10: ARROW LAKES

Region: Kootenay-Boundary Community Size: Remote

Population Median Income: \$64,955

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	4	5.4%
Custodians	11	14.9%
Direct Student Support	23	31.1%
Finance & Human Resources		0.0%
Information Technology		0.0%
Trades & Maintenance	4	5.4%
Transportation	5	6.8%
Casual	27	36.5%
Total	74	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Education Assistant
Difficult Clerical, Custodian, Facilities and Maintenance, Specialized Student Support, Student Supervisors, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	48	54	52
Custodians	58	56	55
Student Support	51	46	48
Finance / HR		42	49
IT		52	47
Trades/Maintenance	46	52	51
Transportation	63	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,458	1,487	1,460
Custodians	1,356	1,700	1,875
Student Support	859	1,151	1,098
Finance / HR		1,248	1,741
IT		2,072	1,875
Trades/Maintenance	2,074	2,080	1,889
Transportation	860	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.98	\$24.24	\$26.15
Custodians	\$22.91	\$22.26	\$22.98
Student Support	\$24.93	\$24.62	\$26.15
Finance / HR		\$28.13	\$27.30
IT		\$29.76	\$29.31
Trades/Maintenance	\$33.32	\$30.62	\$30.87
Transportation	\$25.98	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	17.6	9.6	10.9
Custodians	13.8	8.3	11.4
Student Support	11.8	6.3	6.7
Finance / HR		2.4	5.4
IT		9.9	10.7
Trades/Maintenance	5.5	9.8	8.65
Transportation	12.8	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 10

% of staff that work outside SD: 78% (N=9)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	22%	51%	43%
In a different role within the school district	22%	14%	23%
Working outside of the school district	33%	13%	15%
Retired from the school district	22%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 9 N = 490 N = 9,545

SD 19: REVELSTOKE

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$89,458

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	5	5.9%
Custodians	9	10.6%
Direct Student Support	44	51.8%
Finance & Human Resources	2	2.4%
Information Technology		0.0%
Trades & Maintenance	3	3.5%
Transportation	3	3.5%
Casual	19	22.4%
Total	85	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Difficult Bus Driver, Clerical, Custodian, Education Assistant, Facilities and Maintenance, Specialized Student Support, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	52	52
Custodians	56	54	55
Student Support	49	48	48
Finance / HR	47	49	49
IT		47	47
Trades/Maintenance	29	51	51
Transportation	49	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,554	1,449	1,460
Custodians	1,670	1,906	1,875
Student Support	1,038	1,061	1,098
Finance / HR	1,719	1,759	1,741
IT		1,950	1,875
Trades/Maintenance	1,568	1,950	1,889
Transportation	1,137	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.43	\$26.43	\$26.15
Custodians	\$21.26	\$21.95	\$22.98
Student Support	\$23.25	\$23.66	\$26.15
Finance / HR	\$24.82	\$25.92	\$27.30
IT		\$29.37	\$29.31
Trades/Maintenance	\$21.26	\$31.09	\$30.87
Transportation	\$26.43	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	8.8	9.7	10.9
Custodians	12.5	8.0	11.4
Student Support	9.7	4.1	6.7
Finance / HR	7.5	5.4	5.4
IT		11.6	10.7
Trades/Maintenance	2.0	6.6	8.65
Transportation	10.9	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 12

% of staff that work outside SD: 30% (N=10)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role		46%	43%
In a different role within the school district	20%	17%	23%
Working outside of the school district	30%	15%	15%
Retired from the school district	20%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 10

N = 1,069

N = 9,545

20: KOOTENAY-COLUMBIA

Region: Kootenay-Boundary Community Size: Remote

Population Median Income: \$88,549

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	16	5.8%
Custodians	30	10.9%
Direct Student Support	125	45.5%
Finance & Human Resources	2	0.7%
Information Technology	6	2.2%
Trades & Maintenance	17	6.2%
Transportation	23	8.4%
Casual	56	20.4%
Total	275	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Finance and HR, Information Technology, Specialized Student Support,
Difficult Clerical, Custodian, Education Assistant, Facilities and Maintenance

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	54	52
Custodians	54	56	55
Student Support	45	46	48
Finance / HR	53	42	49
IT	57	52	47
Trades/Maintenance	47	52	51
Transportation	57	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,554	1,487	1,460
Custodians	1,927	1,700	1,875
Student Support	1,176	1,151	1,098
Finance / HR	1,524	1,248	1,741
IT	1,921	2,072	1,875
Trades/Maintenance	2,079	2,080	1,889
Transportation	1,092	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.21	\$24.24	\$26.15
Custodians	\$23.26	\$22.26	\$22.98
Student Support	\$25.06	\$24.62	\$26.15
Finance / HR	\$28.31	\$28.13	\$27.30
IT	\$31.13	\$29.76	\$29.31
Trades/Maintenance	\$33.53	\$30.62	\$30.87
Transportation	\$26.21	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	8.7	9.6	10.9
Custodians	13.7	8.3	11.4
Student Support	3.5	6.3	6.7
Finance / HR	20.2	2.4	5.4
IT	13.7	9.9	10.7
Trades/Maintenance	12.4	9.8	8.65
Transportation	6.8	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 244

% of staff that work outside SD: 33% (N=209)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	54%	51%	43%
In a different role within the school district	16%	14%	23%
Working outside of the school district	7%	13%	15%
Retired from the school district	22%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 188

N = 490

N = 9,545

SD 22: VERNON

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$86,208

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	30	5.5%
Custodians	42	7.7%
Direct Student Support	234	43.1%
Finance & Human Resources	10	1.8%
Information Technology	8	1.5%
Trades & Maintenance	35	6.4%
Transportation	29	5.3%
Casual	155	28.5%
Total	543	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Specialized Student Support
Difficult Bus Driver, Indigenous Support, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	52	52
Custodians	52	54	55
Student Support	50	48	48
Finance / HR	46	49	49
IT	53	47	47
Trades/Maintenance	52	51	51
Transportation	59	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,447	9.7	1,460
Custodians	2,026	8.0	1,875
Student Support	1,043	4.1	1,098
Finance / HR	1,660	5.4	1,741
IT	1,943	11.6	1,875
Trades/Maintenance	1,936	6.6	1,889
Transportation	1,003	6.9	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.00	\$26.43	\$26.15
Custodians	\$23.83	\$21.95	\$22.98
Student Support	\$23.83	\$23.66	\$26.15
Finance / HR	\$25.47	\$25.92	\$27.30
IT	\$28.68	\$29.37	\$29.31
Trades/Maintenance	\$31.66	\$31.09	\$30.87
Transportation	\$27.00	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	15.8	1,449	10.9
Custodians	13.5	1,906	11.4
Student Support	10.4	1,061	6.7
Finance / HR	6.9	1,759	5.4
IT	15.8	1,950	10.7
Trades/Maintenance	10.8	1,950	8.65
Transportation	19.5	1,120	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 317

% of staff that work outside SD: 35% (N=275)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	48%	46%	43%
In a different role within the school district	18%	17%	23%
Working outside of the school district	13%	15%	15%
Retired from the school district	20%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 249

N = 1,069

N = 9,545

SD 23: CENTRAL OKANAGAN

Region: Thompson-Okanagan Community Size: Urban

Population Median Income: \$95,120

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	103	6.6%
Custodians	127	8.1%
Direct Student Support	786	50.3%
Finance & Human Resources	16	1.0%
Information Technology	22	1.4%
Trades & Maintenance	75	4.8%
Transportation	78	5.0%
Casual	355	22.7%
Total	1562	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	52	52
Custodians	55	54	55
Student Support	47	48	48
Finance / HR	53	49	49
IT	45	47	47
Trades/Maintenance	55	51	51
Transportation	60	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,436	9.7	1,460
Custodians	2,068	8.0	1,875
Student Support	1,050	4.1	1,098
Finance / HR	1,820	5.4	1,741
IT	2,077	11.6	1,875
Trades/Maintenance	2,069	6.6	1,889
Transportation	931	6.9	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$23.66	\$26.43	\$26.15
Custodians	\$21.95	\$21.95	\$22.98
Student Support	\$23.66	\$23.66	\$26.15
Finance / HR	\$25.38	\$25.92	\$27.30
IT	\$28.81	\$29.37	\$29.31
Trades/Maintenance	\$31.05	\$31.09	\$30.87
Transportation	\$26.22	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	4.4	1,449	10.9
Custodians	7.7	1,906	11.4
Student Support	2.8	1,061	6.7
Finance / HR	7.0	1,759	5.4
IT	6.2	1,950	10.7
Trades/Maintenance	10.4	1,950	8.65
Transportation	6.7	1,120	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 20 % of staff that work outside SD: 45%(N=11)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	55%	46%	43%
In a different role within the school district	27%	17%	23%
Working outside of the school district	18%	15%	15%
Retired from the school district	0%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 11

N = 1,069

N = 9,545

SD 27: CARIBOO-CHILCOTIN

Region: Northern Interior

Community Size: Rural-remote

Population Median Income: \$80,035

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	33	6.7%
Custodians	41	8.3%
Direct Student Support	177	35.8%
Finance & Human Resources	5	1.0%
Information Technology		0.0%
Trades & Maintenance	34	6.9%
Transportation	58	11.7%
Casual	146	29.6%
Total	494	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver
Difficult Education Assistant, Indigenous Support, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	52	52
Custodians	55	54	55
Student Support	48	47	48
Finance / HR	49	45	49
IT		45	47
Trades/Maintenance	48	46	51
Transportation	55	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,180	1,430	1,460
Custodians	1,829	1,649	1,875
Student Support	1,005	1,096	1,098
Finance / HR	1,798	1,782	1,741
IT		2,072	1,875
Trades/Maintenance	2,035	2,027	1,889
Transportation	957	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.27	\$25.41	\$26.15
Custodians	\$23.99	\$23.13	\$22.98
Student Support	\$26.68	\$25.09	\$26.15
Finance / HR	\$27.27	\$26.02	\$27.30
IT		\$29.72	\$29.31
Trades/Maintenance	\$31.78	\$30.98	\$30.87
Transportation	\$26.71	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.7	10.8	10.9
Custodians	10.5	8.2	11.4
Student Support	8.5	6.6	6.7
Finance / HR	7.6	4.2	5.4
IT		12.0	10.7
Trades/Maintenance	7.8	6.6	8.65
Transportation	7.6	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 1

SD 28: QUESNEL

Region: Northern Interior

Community Size: Rural-remote

Population Median Income: \$86,021

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	31	9.4%
Custodians	30	9.1%
Direct Student Support	164	49.7%
Finance & Human Resources	1	0.3%
Information Technology	4	1.2%
Trades & Maintenance	17	5.2%
Transportation	25	7.6%
Casual	58	17.6%
Total	330	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Indigenous Support, Student Supervisor, Trades
Difficult Clerical, Education Assistant

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	50	52	52
Custodians	56	54	55
Student Support	48	47	48
Finance / HR	60	45	49
IT	43	45	47
Trades/Maintenance	54	46	51
Transportation	59	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,323	1,430	1,460
Custodians	1,606	1,649	1,875
Student Support	1,074	1,096	1,098
Finance / HR	1,188	1,782	1,741
IT	2,068	2,072	1,875
Trades/Maintenance	1,988	2,027	1,889
Transportation	1,020	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$24.42	\$25.41	\$26.15
Custodians	\$22.83	\$23.13	\$22.98
Student Support	\$24.77	\$25.09	\$26.15
Finance / HR	\$30.3	\$26.02	\$27.30
IT	\$32.59	\$29.72	\$29.31
Trades/Maintenance	\$30.29	\$30.98	\$30.87
Transportation	\$24.95	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	9.3	10.8	10.9
Custodians	13.5	8.2	11.4
Student Support	10.6	6.6	6.7
Finance / HR	28.4	4.2	5.4
IT	12.9	12.0	10.7
Trades/Maintenance	5.2	6.6	8.65
Transportation	17.4	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 143

% of staff that work outside SD: 35% (N=130)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	48%	50%	43%
In a different role within the school district	14%	20%	23%
Working outside of the school district	14%	10%	15%
Retired from the school district	24%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 123

N = 972

N = 9,545

SD 33: CHILLIWACK

Region: Fraser Valley

Community Size: Urban

Population Median Income: \$85,072

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical		0.0%
Custodians	73	7.9%
Direct Student Support	537	58.4%
Finance & Human Resources	3	0.3%
Information Technology	16	1.7%
Trades & Maintenance	50	5.4%
Transportation	42	4.6%
Casual	199	21.6%
Total	920	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Student Supervisor, Trades
Difficult Clerical, Education Assistant, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		51	52
Custodians	52	53	55
Student Support	47	47	48
Finance / HR	53	52	49
IT	38	42	47
Trades/Maintenance	47	53	51
Transportation	56	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical		1,491	1,460
Custodians	2,008	2,038	1,875
Student Support	1,103	1,099	1,098
Finance / HR	1,790	1,757	1,741
IT	1,989	2,040	1,875
Trades/Maintenance	1,972	2,047	1,889
Transportation	1,232	1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical		\$25.04	\$26.15
Custodians	\$22.99	\$22.18	\$22.98
Student Support	\$25.36	\$25.36	\$26.15
Finance / HR	\$26.09	\$25.72	\$27.30
IT	\$27.55	\$27.55	\$29.31
Trades/Maintenance	\$28.49	\$30.44	\$30.87
Transportation	\$24.02	\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical		9.7	10.9
Custodians	9.4	11.7	11.4
Student Support	7.3	5.8	6.7
Finance / HR	16.1	5.6	5.4
IT	9.8	7.3	10.7
Trades/Maintenance	8.1	9.0	8.65
Transportation	8.2	5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 289

% of staff that work outside SD: 32% (N=263)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	52%	46%	43%
In a different role within the school district	19%	21%	23%
Working outside of the school district	15%	18%	15%
Retired from the school district	14%	15%	19%
Total	100%	100%	100%

Source: support staff survey

N = 244

N = 881

N = 9,545

SD 34: ABBOTSFORD

Region: Fraser Valley

Community Size: Urban

Population Median Income: \$91,745

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	89	7.7%
Custodians	98	8.5%
Direct Student Support	588	51.1%
Finance & Human Resources	17	1.5%
Information Technology	11	1.0%
Trades & Maintenance	62	5.4%
Transportation	50	4.3%
Casual	236	20.5%
Total	1151	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver
Difficult Education Assistant, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	51	52
Custodians	56	53	55
Student Support	47	47	48
Finance / HR	53	52	49
IT	52	42	47
Trades/Maintenance	54	53	51
Transportation	58	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,459	1,491	1,460
Custodians	1,995	2,038	1,875
Student Support	1,076	1,099	1,098
Finance / HR	1,766	1,757	1,741
IT	2,080	2,040	1,875
Trades/Maintenance	2,075	2,047	1,889
Transportation	1,200	1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$22.69	\$25.04	\$26.15
Custodians	\$21.39	\$22.18	\$22.98
Student Support	\$23.97	\$25.36	\$26.15
Finance / HR	\$25.03	\$25.72	\$27.30
IT	\$29.51	\$27.55	\$29.31
Trades/Maintenance	\$30.44	\$30.44	\$30.87
Transportation	\$23.83	\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.1	9.7	10.9
Custodians	13.5	11.7	11.4
Student Support	7.7	5.8	6.7
Finance / HR	7.7	5.6	5.4
IT	15.6	7.3	10.7
Trades/Maintenance	14.2	9.0	8.65
Transportation	4.6	5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 412

% of staff that work outside SD: 35% (N=344)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	45%	46%	43%
In a different role within the school district	18%	21%	23%
Working outside of the school district	21%	18%	15%
Retired from the school district	17%	15%	19%
Total	100%	100%	100%

Source: support staff survey

N = 308

N = 881

N = 9,545

SD 35: LANGLEY

Region: Fraser Valley

Community Size: Urban

Population Median Income: \$104,135

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	89	6.7%
Custodians	132	9.9%
Direct Student Support	749	56.3%
Finance & Human Resources	19	1.4%
Information Technology	20	1.5%
Trades & Maintenance	78	5.9%
Transportation	38	2.9%
Casual	206	15.5%
Total	1331	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	50	51	52
Custodians	53	53	55
Student Support	44	47	48
Finance / HR	52	52	49
IT	39	42	47
Trades/Maintenance	55	53	51
Transportation	58	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,498	1,491	1,460
Custodians	2,072	2,038	1,875
Student Support	1,162	1,099	1,098
Finance / HR	1,820	1,757	1,741
IT	2,076	2,040	1,875
Trades/Maintenance	2,044	2,047	1,889
Transportation	1,200	1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.05	\$25.04	\$26.15
Custodians	\$22.18	\$22.18	\$22.98
Student Support	\$27.05	\$25.36	\$26.15
Finance / HR	\$27.05	\$25.72	\$27.30
IT	\$27.4	\$27.55	\$29.31
Trades/Maintenance	\$31.93	\$30.44	\$30.87
Transportation	\$23.77	\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	8.8	9.7	10.9
Custodians	11.3	11.7	11.4
Student Support	5.1	5.8	6.7
Finance / HR	3.9	5.6	5.4
IT	6.5	7.3	10.7
Trades/Maintenance	6.6	9.0	8.65
Transportation	8.8	5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 88

% of staff that work outside SD: 36% (N=78)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	41%	46%	43%
In a different role within the school district	29%	21%	23%
Working outside of the school district	24%	18%	15%
Retired from the school district	6%	15%	19%
Total	100%	100%	100%

Source: support staff survey

N = 70

N = 881

N = 9,545

SD 36: SURREY

Region: Metro

Community Size: Urban

Population Median Income: \$92,426

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	374	8.4%
Custodians	326	7.3%
Direct Student Support	2939	66.2%
Finance & Human Resources	50	1.1%
Information Technology	72	1.6%
Trades & Maintenance	198	4.5%
Transportation	26	0.6%
Casual	454	10.2%
Total	4439	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Indigenous Support, Specialized Student Support, Trades
Difficult Custodian

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	52	52
Custodians	54	55	55
Student Support	46	48	48
Finance / HR	50	49	49
IT	43	48	47
Trades/Maintenance	50	52	51
Transportation	57	54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,535	1,444	1,460
Custodians	1,874	1,875	1,875
Student Support	1,110	1,126	1,098
Finance / HR	1,857	1,743	1,741
IT	1,875	1,865	1,875
Trades/Maintenance	1,875	1,846	1,889
Transportation	1,769	1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.1	\$27.10	\$26.15
Custodians	\$22.66	\$23.22	\$22.98
Student Support	\$28.02	\$27.59	\$26.15
Finance / HR	\$27.1	\$28.22	\$27.30
IT	\$29.96	\$30.86	\$29.31
Trades/Maintenance	\$32.47	\$32.47	\$30.87
Transportation	\$25.32	\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.6	11.2	10.9
Custodians	11.2	12.0	11.4
Student Support	6.5	6.8	6.7
Finance / HR	5.3	5.3	5.4
IT	11.3	10.8	10.7
Trades/Maintenance	10.7	9.0	8.65
Transportation	13.2	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 880

% of staff that work outside SD: 30% (N=743)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	39%	39%	43%
In a different role within the school district	26%	28%	23%
Working outside of the school district	15%	15%	15%
Retired from the school district	19%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 671

N = 3,942

N = 9,545

SD 37: DELTA

Region: Metro

Community Size: Urban

Population Median Income: \$104,840

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	63	6.1%
Custodians	100	9.7%
Direct Student Support	503	48.7%
Finance & Human Resources	19	1.8%
Information Technology	5	0.5%
Trades & Maintenance	62	6.0%
Transportation		0.0%
Casual	281	27.2%
Total	1033	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Specialized Student Support, Trades
Difficult Clerical, Education Assistant

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	52	52
Custodians	54	55	55
Student Support	50	48	48
Finance / HR	46	49	49
IT	57	48	47
Trades/Maintenance	54	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,449	1,444	1,460
Custodians	2,064	1,875	1,875
Student Support	1,095	1,126	1,098
Finance / HR	1,796	1,743	1,741
IT	1,820	1,865	1,875
Trades/Maintenance	2,080	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$29.29	\$27.10	\$26.15
Custodians	\$22.54	\$23.22	\$22.98
Student Support	\$27.38	\$27.59	\$26.15
Finance / HR	\$28.38	\$28.22	\$27.30
IT	\$29.35	\$30.86	\$29.31
Trades/Maintenance	\$31.84	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.3	11.2	10.9
Custodians	12.8	12.0	11.4
Student Support	8.8	6.8	6.7
Finance / HR	6.7	5.3	5.4
IT	18.3	10.8	10.7
Trades/Maintenance	8.4	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 279 % of staff that work outside SD: 23% (N=246)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	42%	39%	43%
In a different role within the school district	26%	28%	23%
Working outside of the school district	11%	15%	15%
Retired from the school district	21%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 225

N = 3,942

N = 9,545

SD 38: RICHMOND

Region: Metro

Community Size: Urban

Population Median Income: \$82,364

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	97	7.8%
Custodians	134	10.7%
Direct Student Support	538	43.1%
Finance & Human Resources	19	1.5%
Information Technology	30	2.4%
Trades & Maintenance	80	6.4%
Transportation	25	2.0%
Casual	324	26.0%
Total	1247	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Trades
Difficult Bus Driver, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		52	52
Custodians		55	55
Student Support		48	48
Finance / HR		49	49
IT		48	47
Trades/Maintenance		52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,383	1,444	1,460
Custodians	1,746	1,875	1,875
Student Support	1,210	1,126	1,098
Finance / HR	1,453	1,743	1,741
IT	1,852	1,865	1,875
Trades/Maintenance	1,709	1,846	1,889
Transportation	1,272	1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	53	\$26.18	\$26.15
Custodians	55	\$22.94	\$22.98
Student Support	50	\$27.24	\$26.15
Finance / HR	51	\$26.55	\$27.30
IT	47	\$32.16	\$29.31
Trades/Maintenance	54	\$32.76	\$30.87
Transportation	54	\$24.05	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	4.8	11.2	10.9
Custodians	4.2	12.0	11.4
Student Support	3.8	6.8	6.7
Finance / HR	3.1	5.3	5.4
IT	5.5	10.8	10.7
Trades/Maintenance	5.8	9.0	8.65
Transportation	4.7	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 495 % of staff that work outside SD: 31% (N=440)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	45%	39%	43%
In a different role within the school district	21%	28%	23%
Working outside of the school district	15%	15%	15%
Retired from the school district	19%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 413

N = 3,942

N = 9,545

SD 39: VANCOUVER

Region: Metro

Community Size: Urban

Population Median Income: \$91,634

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	273	8.1%
Custodians	385	11.4%
Direct Student Support	1571	46.4%
Finance & Human Resources	68	2.0%
Information Technology	64	1.9%
Trades & Maintenance	234	6.9%
Transportation	15	0.4%
Casual	773	22.8%
Total	3383	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistants, Information Technology
Difficult Custodian, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	52	52
Custodians	56	55	55
Student Support	49	48	48
Finance / HR	47	49	49
IT	50	48	47
Trades/Maintenance	50	52	51
Transportation	42	54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,608	1,444	1,460
Custodians	1,913	1,875	1,875
Student Support	1,455	1,126	1,098
Finance / HR	1,847	1,743	1,741
IT	1,855	1,865	1,875
Trades/Maintenance	1,743	1,846	1,889
Transportation	1,879	1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.97	\$27.10	\$26.15
Custodians	\$24.15	\$23.22	\$22.98
Student Support	\$26.84	\$27.59	\$26.15
Finance / HR	\$29.86	\$28.22	\$27.30
IT	\$31.4	\$30.86	\$29.31
Trades/Maintenance	\$34.81	\$32.47	\$30.87
Transportation	\$24.96	\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	14.8	11.2	10.9
Custodians	15.7	12.0	11.4
Student Support	10.8	6.8	6.7
Finance / HR	7.1	5.3	5.4
IT	18.0	10.8	10.7
Trades/Maintenance	11.1	9.0	8.65
Transportation	14.2	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 1,477

% of staff that work outside SD: 36% (N=1,271)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	36%	39%	43%
In a different role within the school district	31%	28%	23%
Working outside of the school district	17%	15%	15%
Retired from the school district	16%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 1114

N = 3,942

N = 9,545

SD 40: NEW WESTMINSTER

Region: Metro

Community Size: Urban

Population Median Income: \$93,366

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	43	10.0%
Custodians	30	6.9%
Direct Student Support	246	56.9%
Finance & Human Resources	10	2.3%
Information Technology	5	1.2%
Trades & Maintenance	28	6.5%
Transportation		0.0%
Casual	70	16.2%
Total	432	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult
Clerical, Education Assistant, Indigenous Support
Difficult
Student Supervisor, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	52	52
Custodians	50	55	55
Student Support	49	48	48
Finance / HR	49	49	49
IT	48	48	47
Trades/Maintenance	54	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,568	1,444	1,460
Custodians	2,080	1,875	1,875
Student Support	1,184	1,126	1,098
Finance / HR	1,741	1,743	1,741
IT	2,080	1,865	1,875
Trades/Maintenance	2,080	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.1	\$27.10	\$26.15
Custodians	\$22.76	\$23.22	\$22.98
Student Support	\$28.43	\$27.59	\$26.15
Finance / HR	\$29.5	\$28.22	\$27.30
IT	\$31.63	\$30.86	\$29.31
Trades/Maintenance	\$30.94	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	7.8	11.2	10.9
Custodians	9.6	12.0	11.4
Student Support	8.8	6.8	6.7
Finance / HR	3.7	5.3	5.4
IT	10.7	10.8	10.7
Trades/Maintenance	11.5	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 3

SD 41: BURNABY

Region: Metro

Community Size: Urban

Population Median Income: \$87,088

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	166	11.2%
Custodians	173	11.7%
Direct Student Support	762	51.5%
Finance & Human Resources	22	1.5%
Information Technology	18	1.2%
Trades & Maintenance	60	4.1%
Transportation		0.0%
Casual	279	18.9%
Total	1480	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Specialized Student Support, Trades
Difficult Education Assistant, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	52	52
Custodians	58	55	55
Student Support	46	48	48
Finance / HR	46	49	49
IT	50	48	47
Trades/Maintenance	52	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,387	1,444	1,460
Custodians	2,080	1,875	1,875
Student Support	1,084	1,126	1,098
Finance / HR	1,708	1,743	1,741
IT	2,080	1,865	1,875
Trades/Maintenance	2,080	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.16	\$27.10	\$26.15
Custodians	\$24.84	\$23.22	\$22.98
Student Support	\$28.91	\$27.59	\$26.15
Finance / HR	\$29.48	\$28.22	\$27.30
IT	\$30.35	\$30.86	\$29.31
Trades/Maintenance	\$33.64	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.5	11.2	10.9
Custodians	16.7	12.0	11.4
Student Support	8.4	6.8	6.7
Finance / HR	5.9	5.3	5.4
IT	12.7	10.8	10.7
Trades/Maintenance	15.2	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 460

% of staff that work outside SD: 40% (N=408)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	38%	39%	43%
In a different role within the school district	27%	28%	23%
Working outside of the school district	17%	15%	15%
Retired from the school district	18%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 377

N = 3,942

N = 9,545

SD 42: MAPLE RIDGE-PITT MEADOWS

Region: Fraser Valley

Community Size: Urban

Population Median Income: \$106,057

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	36	4.0%
Custodians	83	9.1%
Direct Student Support	638	70.0%
Finance & Human Resources	26	2.9%
Information Technology	15	1.6%
Trades & Maintenance	33	3.6%
Transportation		0.0%
Casual	80	8.8%
Total	911	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Specialized Student Support, Indigenous Support
Difficult Education Assistant, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	57	51	52
Custodians	54	53	55
Student Support	48	47	48
Finance / HR	51	52	49
IT	49	42	47
Trades/Maintenance	55	53	51
Transportation		59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,437	1,491	1,460
Custodians	2,051	2,038	1,875
Student Support	1,057	1,099	1,098
Finance / HR	1,484	1,757	1,741
IT	1,808	2,040	1,875
Trades/Maintenance	2,080	2,047	1,889
Transportation		1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.37	\$25.04	\$26.15
Custodians	\$22.08	\$22.18	\$22.98
Student Support	\$28.6	\$25.36	\$26.15
Finance / HR	\$26.37	\$25.72	\$27.30
IT	\$25.24	\$27.55	\$29.31
Trades/Maintenance	\$31.94	\$30.44	\$30.87
Transportation		\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	17.7	9.7	10.9
Custodians	13.1	11.7	11.4
Student Support	6.3	5.8	6.7
Finance / HR	4.5	5.6	5.4
IT	6.7	7.3	10.7
Trades/Maintenance	12.0	9.0	8.65
Transportation		5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 199

% of staff that work outside SD: 28% (N=173)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	46%	46%	43%
In a different role within the school district	23%	21%	23%
Working outside of the school district	15%	18%	15%
Retired from the school district	16%	15%	19%
Total	100%	100%	100%

Source: support staff survey

N = 158

N = 881

N = 9,545

SD 43: COQUITLAM

Region: Metro

Community Size: Urban

Population Median Income: \$100,561

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	37	2.3%
Custodians	193	11.9%
Direct Student Support	991	61.1%
Finance & Human Resources	33	2.0%
Information Technology	33	2.0%
Trades & Maintenance	91	5.6%
Transportation		0.0%
Casual	244	15.0%
Total	1622	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	58	52	52
Custodians	56	55	55
Student Support	49	48	48
Finance / HR	46	49	49
IT	49	48	47
Trades/Maintenance	51	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,423	1,444	1,460
Custodians	1,832	1,875	1,875
Student Support	1,152	1,126	1,098
Finance / HR	1,687	1,743	1,741
IT	1,888	1,865	1,875
Trades/Maintenance	1,812	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.8	\$27.10	\$26.15
Custodians	\$23.4	\$23.22	\$22.98
Student Support	\$27.59	\$27.59	\$26.15
Finance / HR	\$28.22	\$28.22	\$27.30
IT	\$31.2	\$30.86	\$29.31
Trades/Maintenance	\$33.39	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	20.3	11.2	10.9
Custodians	11.2	12.0	11.4
Student Support	7.4	6.8	6.7
Finance / HR	1.7	5.3	5.4
IT	13.8	10.8	10.7
Trades/Maintenance	18.7	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 626

% of staff that work outside SD: 29% (N=562)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	42%	39%	43%
In a different role within the school district	29%	28%	23%
Working outside of the school district	10%	15%	15%
Retired from the school district	20%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 510

N = 3,942

N = 9,545

SD 44: NORTH VANCOUVER

Region: Metro

Community Size: Urban

Population Median Income: \$118,722

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	107	11.5%
Custodians	102	11.0%
Direct Student Support	535	57.6%
Finance & Human Resources	21	2.3%
Information Technology	12	1.3%
Trades & Maintenance	32	3.4%
Transportation	1	0.1%
Casual	119	12.8%
Total	929	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
<p>Most difficult</p> <p>Custodian, Education Assistant</p> <p>Difficult</p> <p>Trades</p>

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	52	52
Custodians	55	55	55
Student Support	49	48	48
Finance / HR	53	49	49
IT	50	48	47
Trades/Maintenance	50	52	51
Transportation	57	54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,215	1,444	1,460
Custodians	2,080	1,875	1,875
Student Support	1,159	1,126	1,098
Finance / HR	1,697	1,743	1,741
IT	2,080	1,865	1,875
Trades/Maintenance	1,846	1,846	1,889
Transportation	544	1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.62	\$27.10	\$26.15
Custodians	\$22.54	\$23.22	\$22.98
Student Support	\$28.98	\$27.59	\$26.15
Finance / HR	\$26.73	\$28.22	\$27.30
IT	\$29.09	\$30.86	\$29.31
Trades/Maintenance	\$32.66	\$32.47	\$30.87
Transportation	\$23.15	\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.6	11.2	10.9
Custodians	13.3	12.0	11.4
Student Support	6.0	6.8	6.7
Finance / HR	5.6	5.3	5.4
IT	12.4	10.8	10.7
Trades/Maintenance	5.4	9.0	8.65
Transportation	28.6	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 444 % of staff that work outside SD: 42% (N=393)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	36%	39%	43%
In a different role within the school district	30%	28%	23%
Working outside of the school district	13%	15%	15%
Retired from the school district	21%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 363 N = 3,942 N = 9,545

SD 45: WEST VANCOUVER

Region: Metro

Community Size: Urban

Population Median Income: \$118,365

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	35	8.4%
Custodians	52	12.5%
Direct Student Support	247	59.4%
Finance & Human Resources	9	2.2%
Information Technology	4	1.0%
Trades & Maintenance	21	5.0%
Transportation		0.0%
Casual	48	11.5%
Total	416	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Custodian, Education Assistant
Difficult Clerical, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	52	52
Custodians	52	55	55
Student Support	44	48	48
Finance / HR	49	49	49
IT	45	48	47
Trades/Maintenance	50	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,446	1,444	1,460
Custodians	1,854	1,875	1,875
Student Support	1,109	1,126	1,098
Finance / HR	1,309	1,743	1,741
IT	1,871	1,865	1,875
Trades/Maintenance	1,701	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.18	\$27.10	\$26.15
Custodians	\$22.81	\$23.22	\$22.98
Student Support	\$26.22	\$27.59	\$26.15
Finance / HR	\$26.76	\$28.22	\$27.30
IT	\$29.45	\$30.86	\$29.31
Trades/Maintenance	\$27.45	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	7.6	11.2	10.9
Custodians	11.7	12.0	11.4
Student Support	3.8	6.8	6.7
Finance / HR	3.8	5.3	5.4
IT	5.6	10.8	10.7
Trades/Maintenance	7.9	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 5

SD 46: SUNSHINE COAST

Region: Metro

Community Size: Rural

Population Median Income: \$78,626

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	24	9.9%
Custodians	28	11.5%
Direct Student Support	144	59.3%
Finance & Human Resources	2	0.8%
Information Technology	5	2.1%
Trades & Maintenance	20	8.2%
Transportation		0.0%
Casual	20	8.2%
Total	243	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant
Difficult Custodian, Information Technology, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	52	52
Custodians	56	55	55
Student Support	52	48	48
Finance / HR	60	49	49
IT	47	48	47
Trades/Maintenance	53	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,485	1,444	1,460
Custodians	1,936	1,875	1,875
Student Support	1,055	1,126	1,098
Finance / HR	1,658	1,743	1,741
IT	1,999	1,865	1,875
Trades/Maintenance	1,962	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$28.55	\$27.10	\$26.15
Custodians	\$25.69	\$23.22	\$22.98
Student Support	\$27.74	\$27.59	\$26.15
Finance / HR	\$26.84	\$28.22	\$27.30
IT	\$30.28	\$30.86	\$29.31
Trades/Maintenance	\$28.71	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.6	11.2	10.9
Custodians	11.6	12.0	11.4
Student Support	6.8	6.8	6.7
Finance / HR	16.3	5.3	5.4
IT	6.0	10.8	10.7
Trades/Maintenance	4.4	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 44

% of staff that work outside SD: 53% (N=38)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	29%	39%	43%
In a different role within the school district	26%	28%	23%
Working outside of the school district	20%	15%	15%
Retired from the school district	26%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 35

N = 3,942

N = 9,545

SD 47: POWELL RIVER

Region: Vancouver Island

Community Size: Rural-remote

Population Median Income: \$77,071

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	14	7.7%
Custodians	11	6.1%
Direct Student Support	81	44.8%
Finance & Human Resources	3	1.7%
Information Technology		0.0%
Trades & Maintenance	9	5.0%
Transportation	10	5.5%
Casual	53	29.3%
Total	181	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Recruiting all support staff occupations is relatively easy

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	54	52
Custodians	55	55	55
Student Support	50	50	48
Finance / HR	42	51	49
IT		51	47
Trades/Maintenance	50	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,348	1,505	1,460
Custodians	1,884	1,906	1,875
Student Support	980	1,096	1,098
Finance / HR	1,820	1,741	1,741
IT		1,915	1,875
Trades/Maintenance	1,950	1,984	1,889
Transportation	884	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$28.10	\$26.11	\$26.15
Custodians	\$24.22	\$23.20	\$22.98
Student Support	\$26.89	\$25.66	\$26.15
Finance / HR	\$30.56	\$27.30	\$27.30
IT		\$27.84	\$29.31
Trades/Maintenance	\$31.94	\$30.29	\$30.87
Transportation	\$25.01	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	17.6	11.4	10.9
Custodians	22.7	12.7	11.4
Student Support	8.2	7.8	6.7
Finance / HR	9.7	6.4	5.4
IT		11.8	10.7
Trades/Maintenance	17.7	9.7	8.65
Transportation	8.1	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 111

% of staff that work outside SD: 29% (N=80)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	47%	41%	43%
In a different role within the school district	18%	21%	23%
Working outside of the school district	8%	17%	15%
Retired from the school district	26%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 72

N = 1894

N = 9,545

SD 48: SEA TO SKY

Region: Metro

Community Size: Rural

Population Median Income: \$104,742

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical		0.0%
Custodians	36	12.3%
Direct Student Support	136	46.6%
Finance & Human Resources	6	2.1%
Information Technology	4	1.4%
Trades & Maintenance	24	8.2%
Transportation	17	5.8%
Casual	69	23.6%
Total	292	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver
Difficult Education Assistant, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		52	52
Custodians	56	55	55
Student Support	46	48	48
Finance / HR	53	49	49
IT	49	48	47
Trades/Maintenance	55	52	51
Transportation	57	54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical		1,444	1,460
Custodians	1,928	1,875	1,875
Student Support	1,059	1,126	1,098
Finance / HR	1,679	1,743	1,741
IT	2,000	1,865	1,875
Trades/Maintenance	1,871	1,846	1,889
Transportation	955	1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical		\$27.10	\$26.15
Custodians	\$25.06	\$23.22	\$22.98
Student Support	\$27.33	\$27.59	\$26.15
Finance / HR	\$27.50	\$28.22	\$27.30
IT	\$29.68	\$30.86	\$29.31
Trades/Maintenance	\$31.54	\$32.47	\$30.87
Transportation	\$25.45	\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical		11.2	10.9
Custodians	8.0	12.0	11.4
Student Support	5.3	6.8	6.7
Finance / HR	13.1	5.3	5.4
IT	7.7	10.8	10.7
Trades/Maintenance	8.0	9.0	8.65
Transportation	7.8	7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 137 % of staff that work outside SD: 43% (N=118)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	41%	39%	43%
In a different role within the school district	25%	28%	23%
Working outside of the school district	19%	15%	15%
Retired from the school district	16%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 106

N = 3,942

N = 9,545

SD 49: CENTRAL COAST

Region: Northern Interior

Community Size: Remote

Population Median Income: \$71,918

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical		0.0%
Custodians	8	9.8%
Direct Student Support	42	51.2%
Finance & Human Resources		0.0%
Information Technology	1	1.2%
Trades & Maintenance	4	4.9%
Transportation	2	2.4%
Casual	25	30.5%
Total	82	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		52	52
Custodians	51	54	55
Student Support	40	47	48
Finance / HR		45	49
IT	30	45	47
Trades/Maintenance	58	46	51
Transportation	55	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical		1,430	1,460
Custodians	490	1,649	1,875
Student Support	1,166	1,096	1,098
Finance / HR		1,782	1,741
IT	891	2,072	1,875
Trades/Maintenance	1,409	2,027	1,889
Transportation	1,052	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical		\$25.41	\$26.15
Custodians	\$21.86	\$23.13	\$22.98
Student Support	\$21.80	\$25.09	\$26.15
Finance / HR		\$26.02	\$27.30
IT	\$25.72	\$29.72	\$29.31
Trades/Maintenance	\$25.72	\$30.98	\$30.87
Transportation	\$25.38	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical		10.8	10.9
Custodians	3.6	8.2	11.4
Student Support	4.6	6.6	6.7
Finance / HR		4.2	5.4
IT	2.1	12.0	10.7
Trades/Maintenance	16.0	6.6	8.65
Transportation	24.8	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 3

SD 50: HAIDA GWAII

Region: Northwest

Community Size: Remote

Population Median Income: \$82,160

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	10	9.3%
Custodians	11	10.3%
Direct Student Support	38	35.5%
Finance & Human Resources	3	2.8%
Information Technology	1	0.9%
Trades & Maintenance	5	4.7%
Transportation	3	2.8%
Casual	36	33.6%
Total	107	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver
Difficult Clerical, Specialized Student Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	48	50	52
Custodians	54	54	55
Student Support	48	50	48
Finance / HR	46	47	49
IT	46	40	47
Trades/Maintenance	48	52	51
Transportation	69	61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,324	1,313	1,460
Custodians	1,399	1,797	1,875
Student Support	948	998	1,098
Finance / HR	935	961	1,741
IT	1,419	2,013	1,875
Trades/Maintenance	1,758	2,000	1,889
Transportation	1,106	895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$28.6	\$25.59	\$26.15
Custodians	\$24.3	\$24.30	\$22.98
Student Support	\$28.16	\$25.25	\$26.15
Finance / HR	\$27.17	\$26.27	\$27.30
IT	\$27.17	\$28.77	\$29.31
Trades/Maintenance	\$31.78	\$30.29	\$30.87
Transportation	\$25.75	\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.9	14.0	10.9
Custodians	9.6	12.4	11.4
Student Support	7.3	9.7	6.7
Finance / HR	6.5	5.8	5.4
IT	8.7	6.0	10.7
Trades/Maintenance	8.0	6.7	8.65
Transportation	0.8	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 20

% of staff that work outside SD: 50% (N=18)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	63%	49%	43%
In a different role within the school district	0%	18%	23%
Working outside of the school district	13%	13%	15%
Retired from the school district	25%	20%	19%
Total	100%	100%	100%

Source: support staff survey

N = 16

N = 297

N = 9,545

SD 51: BOUNDARY

Region: Kootenay-Boundary Community Size: Remote

Population Median Income: \$64,426

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	3	2.5%
Custodians	17	14.4%
Direct Student Support	50	42.4%
Finance & Human Resources		0.0%
Information Technology	2	1.7%
Trades & Maintenance	8	6.8%
Transportation	11	9.3%
Casual	27	22.9%
Total	118	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Trades
Difficult Education Assistant, Student Supervisor

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	54	52
Custodians	50	56	55
Student Support	51	46	48
Finance / HR		42	49
IT	32	52	47
Trades/Maintenance	51	52	51
Transportation	63	58	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,252	1,487	1,460
Custodians	1,398	1,700	1,875
Student Support	1,057	1,151	1,098
Finance / HR		1,248	1,741
IT	1,904	2,072	1,875
Trades/Maintenance	2,068	2,080	1,889
Transportation	993	1,118	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.82	\$24.24	\$26.15
Custodians	\$22.74	\$22.26	\$22.98
Student Support	\$24.62	\$24.62	\$26.15
Finance / HR		\$28.13	\$27.30
IT	\$26.55	\$29.76	\$29.31
Trades/Maintenance	\$27.85	\$30.62	\$30.87
Transportation	\$25.82	\$25.17	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.9	9.6	10.9
Custodians	10.6	8.3	11.4
Student Support	7.9	6.3	6.7
Finance / HR		2.4	5.4
IT	6.0	9.9	10.7
Trades/Maintenance	13.4	9.8	8.65
Transportation	8.5	7.7	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 79

% of staff that work outside SD: 39% (N=71)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	48%	51%	43%
In a different role within the school district	13%	14%	23%
Working outside of the school district	14%	13%	15%
Retired from the school district	25%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 63

N = 490

N = 9,545

SD 52: PRINCE RUPERT

Region: Northwest

Community Size: Remote

Population Median Income: \$85,916

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	12	6.0%
Custodians	17	8.5%
Direct Student Support	109	54.5%
Finance & Human Resources	2	1.0%
Information Technology	3	1.5%
Trades & Maintenance	10	5.0%
Transportation	3	1.5%
Casual	44	22.0%
Total	200	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Trades
Difficult Bus Driver, Finance and HR

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	48	50	52
Custodians	55	54	55
Student Support	48	50	48
Finance / HR	50	47	49
IT	42	40	47
Trades/Maintenance	58	52	51
Transportation	53	61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,538	1,313	1,460
Custodians	1,956	1,797	1,875
Student Support	968	998	1,098
Finance / HR	1,140	961	1,741
IT	2,080	2,013	1,875
Trades/Maintenance	1,980	2,000	1,889
Transportation	832	895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.22	\$25.59	\$26.15
Custodians	\$21.43	\$24.30	\$22.98
Student Support	\$25.35	\$25.25	\$26.15
Finance / HR	\$23.86	\$26.27	\$27.30
IT	\$29.13	\$28.77	\$29.31
Trades/Maintenance	\$30.29	\$30.29	\$30.87
Transportation	\$24.10	\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.8	14.0	10.9
Custodians	13.3	12.4	11.4
Student Support	11.3	9.7	6.7
Finance / HR	3.1	5.8	5.4
IT	4.4	6.0	10.7
Trades/Maintenance	19.4	6.7	8.65
Transportation	1.8	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 69 % of staff that work outside SD: 33% (N=60)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	44%	49%	43%
In a different role within the school district	11%	18%	23%
Working outside of the school district	17%	13%	15%
Retired from the school district	28%	20%	19%
Total	100%	100%	100%

Source: support staff survey

N = 54

N = 297

N = 9,545

SD 53: OKANAGAN SIMILKAMEEN (OLRC)

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$66,940

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	16	7.4%
Custodians	20	9.3%
Direct Student Support	100	46.3%
Finance & Human Resources	4	1.9%
Information Technology	2	0.9%
Trades & Maintenance	12	5.6%
Transportation	14	6.5%
Casual	48	22.2%
Total	216	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant
Difficult Bus Driver, Clerical, Custodial, Specialized Student Support, Indigenous Support, Student Supervisor

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	52	52
Custodians	55	54	55
Student Support	49	48	48
Finance / HR	47	49	49
IT	52	47	47
Trades/Maintenance	43	51	51
Transportation	59	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,153	1,449	1,460
Custodians	1,664	1,906	1,875
Student Support	965	1,061	1,098
Finance / HR	1,344	1,759	1,741
IT	1,738	1,950	1,875
Trades/Maintenance	1,457	1,950	1,889
Transportation	958	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.43	\$26.43	\$26.15
Custodians	\$21.26	\$21.95	\$22.98
Student Support	\$23.25	\$23.66	\$26.15
Finance / HR	\$22.22	\$25.92	\$27.30
IT	\$32.21	\$29.37	\$29.31
Trades/Maintenance	\$30.56	\$31.09	\$30.87
Transportation	\$26.43	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	8.8	9.7	10.9
Custodians	5.4	8.0	11.4
Student Support	7.4	4.1	6.7
Finance / HR	6.3	5.4	5.4
IT	22.9	11.6	10.7
Trades/Maintenance	6.7	6.6	8.65
Transportation	6.6	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 113 % of staff that work outside SD:45% (N=86)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	44%	46%	43%
In a different role within the school district	27%	17%	23%
Working outside of the school district	8%	15%	15%
Retired from the school district	21%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 75 N = 1,069 N = 9,545

SD 54: BULKLEY VALLEY

Region: Northwest

Community Size: Remote

Population Median Income: \$92,766

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	17	7.5%
Custodians	25	11.0%
Direct Student Support	88	38.8%
Finance & Human Resources	1	0.4%
Information Technology	3	1.3%
Trades & Maintenance	11	4.8%
Transportation	23	10.1%
Casual	59	26.0%
Total	227	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Information Technology, Specialized Student Support, Indigenous Support
Difficult Bus Drivers, Clerical, Custodial, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	50	52
Custodians	54	54	55
Student Support	48	50	48
Finance / HR	52	47	49
IT	47	40	47
Trades/Maintenance	57	52	51
Transportation	61	61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,401	1,313	1,460
Custodians	1,724	1,797	1,875
Student Support	1,001	998	1,098
Finance / HR	1,491	961	1,741
IT	2,080	2,013	1,875
Trades/Maintenance	2,066	2,000	1,889
Transportation	872	895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$24.81	\$25.59	\$26.15
Custodians	\$21.54	\$24.30	\$22.98
Student Support	\$24.45	\$25.25	\$26.15
Finance / HR	\$26.08	\$26.27	\$27.30
IT	\$27.59	\$28.77	\$29.31
Trades/Maintenance	\$29.68	\$30.29	\$30.87
Transportation	\$23.29	\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	15.2	14.0	10.9
Custodians	8.7	12.4	11.4
Student Support	6.3	9.7	6.7
Finance / HR	11.0	5.8	5.4
IT	13.4	6.0	10.7
Trades/Maintenance	4.4	6.7	8.65
Transportation	12.8	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 109

% of staff that work outside SD: 31% (N=104)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	48%	49%	43%
In a different role within the school district	13%	18%	23%
Working outside of the school district	19%	13%	15%
Retired from the school district	19%	20%	19%
Total	100%	100%	100%

Source: support staff survey

N = 98

N = 297

N = 9,545

SD 57: PRINCE GEORGE

Region: Northern Interior

Community Size: Rural-Remote

Population Median Income: \$97,699

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	80	7.8%
Custodians	111	10.8%
Direct Student Support	612	59.7%
Finance & Human Resources	18	1.8%
Information Technology		0.0%
Trades & Maintenance	61	6.0%
Transportation		0.0%
Casual	143	14.0%
Total	1025	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
<p>Most difficult</p> <p>Clerical, Finance and HR</p> <p>Difficult</p> <p>Specialized Student Support</p>

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	52	52
Custodians	52	54	55
Student Support	46	47	48
Finance / HR	43	45	49
IT		45	47
Trades/Maintenance	40	46	51
Transportation		56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,547	1,430	1,460
Custodians	1,898	1,649	1,875
Student Support	1,158	1,096	1,098
Finance / HR	1,817	1,782	1,741
IT		2,072	1,875
Trades/Maintenance	2,073	2,027	1,889
Transportation		1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.41	\$25.41	\$26.15
Custodians	\$23.13	\$23.13	\$22.98
Student Support	\$26.58	\$25.09	\$26.15
Finance / HR	\$25.41	\$26.02	\$27.30
IT		\$29.72	\$29.31
Trades/Maintenance	\$31.24	\$30.98	\$30.87
Transportation		\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.5	10.8	10.9
Custodians	7.9	8.2	11.4
Student Support	5.9	6.6	6.7
Finance / HR	3.5	4.2	5.4
IT		12.0	10.7
Trades/Maintenance	6.2	6.6	8.65
Transportation		9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 315

% of staff that work outside SD: 31% (N=271)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	50%	50%	43%
In a different role within the school district	22%	20%	23%
Working outside of the school district	9%	10%	15%
Retired from the school district	19%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 243

N = 972

N = 9,545

SD 58: NICOLA-SIMILKAMEEN

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$81,535

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	18	10.1%
Custodians	18	10.1%
Direct Student Support	85	47.5%
Finance & Human Resources	3	1.7%
Information Technology	3	1.7%
Trades & Maintenance	8	4.5%
Transportation	12	6.7%
Casual	32	17.9%
Total	179	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	52	52
Custodians	63	54	55
Student Support	44	48	48
Finance / HR	48	49	49
IT	51	47	47
Trades/Maintenance	47	51	51
Transportation	59	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,323	1,449	1,460
Custodians	1,570	1,906	1,875
Student Support	1,076	1,061	1,098
Finance / HR	1,332	1,759	1,741
IT	1,950	1,950	1,875
Trades/Maintenance	1,932	1,950	1,889
Transportation	1,919	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.15	\$26.43	\$26.15
Custodians	\$25.64	\$21.95	\$22.98
Student Support	\$26.67	\$23.66	\$26.15
Finance / HR	\$26.92	\$25.92	\$27.30
IT	\$30.81	\$29.37	\$29.31
Trades/Maintenance	\$30.81	\$31.09	\$30.87
Transportation	\$26.91	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.7	9.7	10.9
Custodians	10.5	8.0	11.4
Student Support	6.5	4.1	6.7
Finance / HR	8.0	5.4	5.4
IT	16.3	11.6	10.7
Trades/Maintenance	3.8	6.6	8.65
Transportation	9.3	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 7 % of staff that work outside SD: 57% (N=7)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	40%	46%	43%
In a different role within the school district	40%	17%	23%
Working outside of the school district	0%	15%	15%
Retired from the school district	20%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 5

N = 1,069

N = 9,545

SD 59: PEACE RIVER SOUTH

Region: Northern Interior

Community Size: Remote

Population Median Income: \$98,276

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical		0.0%
Custodians	28	9.0%
Direct Student Support	155	50.0%
Finance & Human Resources	3	1.0%
Information Technology		0.0%
Trades & Maintenance	48	15.5%
Transportation	36	11.6%
Casual	40	12.9%
Total	310	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
<p>Most difficult</p> <p>Bus Driver, Custodian, Education Assistant, Trades</p>

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		52	52
Custodians	49	54	55
Student Support	50	47	48
Finance / HR	32	45	49
IT		45	47
Trades/Maintenance	44	46	51
Transportation	58	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical		1,430	1,460
Custodians	2,018	1,649	1,875
Student Support	1,065	1,096	1,098
Finance / HR	1,815	1,782	1,741
IT		2,072	1,875
Trades/Maintenance	1,873	2,027	1,889
Transportation	955	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical		\$25.41	\$26.15
Custodians	\$23.38	\$23.13	\$22.98
Student Support	\$24.53	\$25.09	\$26.15
Finance / HR	\$26.78	\$26.02	\$27.30
IT		\$29.72	\$29.31
Trades/Maintenance	\$30.24	\$30.98	\$30.87
Transportation	\$25.54	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical		10.8	10.9
Custodians	8.5	8.2	11.4
Student Support	6.7	6.6	6.7
Finance / HR	10.8	4.2	5.4
IT		12.0	10.7
Trades/Maintenance	4.3	6.6	8.65
Transportation	8.6	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 217

% of staff that work outside SD: 32% (N=196)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	49%	50%	43%
In a different role within the school district	24%	20%	23%
Working outside of the school district	9%	10%	15%
Retired from the school district	18%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 174

N = 972

N = 9,545

SD 60: PEACE RIVER NORTH

Region: Northern Interior

Community Size: Remote

Population Median Income: \$113,486

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	44	7.2%
Custodians	55	9.0%
Direct Student Support	278	45.3%
Finance & Human Resources	2	0.3%
Information Technology	11	1.8%
Trades & Maintenance	27	4.4%
Transportation	50	8.1%
Casual	147	23.9%
Total	614	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Trades
Difficult Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	52	52	52
Custodians	47	54	55
Student Support	43	47	48
Finance / HR	51	45	49
IT	47	45	47
Trades/Maintenance	43	46	51
Transportation	55	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,512	1,430	1,460
Custodians	1,725	1,649	1,875
Student Support	1,095	1,096	1,098
Finance / HR	1,408	1,782	1,741
IT	2,080	2,072	1,875
Trades/Maintenance	2,064	2,027	1,889
Transportation	1,210	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$24.11	\$25.41	\$26.15
Custodians	\$20.9	\$23.13	\$22.98
Student Support	\$24.42	\$25.09	\$26.15
Finance / HR	\$25.7	\$26.02	\$27.30
IT	\$26.65	\$29.72	\$29.31
Trades/Maintenance	\$32.03	\$30.98	\$30.87
Transportation	\$23.25	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.8	10.8	10.9
Custodians	5.8	8.2	11.4
Student Support	3.7	6.6	6.7
Finance / HR	12.5	4.2	5.4
IT	10.4	12.0	10.7
Trades/Maintenance	6.1	6.6	8.65
Transportation	9.6	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 208

% of staff that work outside SD: 31% (N=183)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	48%	50%	43%
In a different role within the school district	22%	20%	23%
Working outside of the school district	10%	10%	15%
Retired from the school district	21%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 170

N = 972

N = 9,545

SD 61: GREATER VICTORIA

Region: Vancouver Island

Community Size: Urban

Population Median Income: \$93,406

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	130	9.8%
Custodians	119	9.0%
Direct Student Support	676	51.2%
Finance & Human Resources	24	1.8%
Information Technology	28	2.1%
Trades & Maintenance	121	9.2%
Transportation	6	0.5%
Casual	217	16.4%
Total	1321	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	54	52
Custodians	55	55	55
Student Support	48	50	48
Finance / HR	50	51	49
IT	52	51	47
Trades/Maintenance	47	53	51
Transportation	55	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,562	1,505	1,460
Custodians	1,958	1,906	1,875
Student Support	1,202	1,096	1,098
Finance / HR	1,815	1,741	1,741
IT	1,675	1,915	1,875
Trades/Maintenance	1,954	1,984	1,889
Transportation	2,038	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.70	\$26.11	\$26.15
Custodians	\$22.50	\$23.20	\$22.98
Student Support	\$25.70	\$25.66	\$26.15
Finance / HR	\$26.68	\$27.30	\$27.30
IT	\$28.95	\$27.84	\$29.31
Trades/Maintenance	\$31.23	\$30.29	\$30.87
Transportation	\$23.08	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.4	11.4	10.9
Custodians	10.5	12.7	11.4
Student Support	6.8	7.8	6.7
Finance / HR	6.0	6.4	5.4
IT	11.3	11.8	10.7
Trades/Maintenance	4.1	9.7	8.65
Transportation	28.7	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 408

% of staff that work outside SD: 41% (N=347)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	37%	41%	43%
In a different role within the school district	17%	21%	23%
Working outside of the school district	22%	17%	15%
Retired from the school district	23%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 322

N = 1894

N = 9,545

SD 62: SOOKE

Region: Vancouver Island

Community Size: Urban

Population Median Income: \$94,385

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	48	6.8%
Custodians	71	10.0%
Direct Student Support	399	56.4%
Finance & Human Resources	11	1.6%
Information Technology	10	1.4%
Trades & Maintenance	56	7.9%
Transportation	35	4.9%
Casual	78	11.0%
Total	708	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	54	52
Custodians	52	55	55
Student Support	48	50	48
Finance / HR	47	51	49
IT	47	51	47
Trades/Maintenance	52	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,651	1,505	1,460
Custodians	2,058	1,906	1,875
Student Support	1,263	1,096	1,098
Finance / HR	1,719	1,741	1,741
IT	1,948	1,915	1,875
Trades/Maintenance	2,064	1,984	1,889
Transportation	1,433	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.37	\$26.11	\$26.15
Custodians	\$24.92	\$23.20	\$22.98
Student Support	\$25.66	\$25.66	\$26.15
Finance / HR	\$28.17	\$27.30	\$27.30
IT	\$25.84	\$27.84	\$29.31
Trades/Maintenance	\$27.24	\$30.29	\$30.87
Transportation	\$24.15	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.3	11.4	10.9
Custodians	11.8	12.7	11.4
Student Support	6.6	7.8	6.7
Finance / HR	1.6	6.4	5.4
IT	8.8	11.8	10.7
Trades/Maintenance	10.1	9.7	8.65
Transportation	6.2	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 417

% of staff that work outside SD: 43% (N=359)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	42%	41%	43%
In a different role within the school district	25%	21%	23%
Working outside of the school district	15%	17%	15%
Retired from the school district	19%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 314

N = 1894

N = 9,545

SD 63: SAANICH

Region: Vancouver Island

Community Size: Urban

Population Median Income: \$101,184

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	51	10.3%
Custodians	46	9.3%
Direct Student Support	251	50.5%
Finance & Human Resources	8	1.6%
Information Technology	19	3.8%
Trades & Maintenance	37	7.4%
Transportation	22	4.4%
Casual	63	12.7%
Total	497	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant
Difficult Bus Driver, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	56	54	52
Custodians	55	55	55
Student Support	52	50	48
Finance / HR	51	51	49
IT	58	51	47
Trades/Maintenance	56	53	51
Transportation	62	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,477	1,505	1,460
Custodians	1,836	1,906	1,875
Student Support	1,049	1,096	1,098
Finance / HR	1,621	1,741	1,741
IT	1,870	1,915	1,875
Trades/Maintenance	1,848	1,984	1,889
Transportation	1,165	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$23.44	\$26.11	\$26.15
Custodians	\$22.00	\$23.20	\$22.98
Student Support	\$22.84	\$25.66	\$26.15
Finance / HR	\$23.90	\$27.30	\$27.30
IT	\$24.32	\$27.84	\$29.31
Trades/Maintenance	\$29.45	\$30.29	\$30.87
Transportation	\$23.28	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	9.6	11.4	10.9
Custodians	12.4	12.7	11.4
Student Support	8.3	7.8	6.7
Finance / HR	7.1	6.4	5.4
IT	10.9	11.8	10.7
Trades/Maintenance	11.8	9.7	8.65
Transportation	11.2	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 79 % of staff that work outside SD: 39% (N=64)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	30%	41%	43%
In a different role within the school district	11%	21%	23%
Working outside of the school district	25%	17%	15%
Retired from the school district	35%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 57

N = 1894

N = 9,545

SD 64: GULF ISLANDS

Region: Vancouver Island

Community Size: Rural-remote

Population Median Income: \$73,842

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	15	7.4%
Custodians	18	8.9%
Direct Student Support	61	30.2%
Finance & Human Resources	7	3.5%
Information Technology	3	1.5%
Trades & Maintenance	15	7.4%
Transportation	11	5.4%
Casual	72	35.6%
Total	202	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Trades
Difficult Bus Driver, Education Assistant, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	48	54	52
Custodians	57	55	55
Student Support	49	50	48
Finance / HR	44	51	49
IT	48	51	47
Trades/Maintenance	54	53	51
Transportation	58	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,050	1,505	1,460
Custodians	1,394	1,906	1,875
Student Support	842	1,096	1,098
Finance / HR	1,501	1,741	1,741
IT	2,080	1,915	1,875
Trades/Maintenance	1,529	1,984	1,889
Transportation	938	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$24.39	\$26.11	\$26.15
Custodians	\$22.49	\$23.20	\$22.98
Student Support	\$25.81	\$25.66	\$26.15
Finance / HR	\$26.59	\$27.30	\$27.30
IT	\$27.40	\$27.84	\$29.31
Trades/Maintenance	\$25.99	\$30.29	\$30.87
Transportation	\$24.42	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	7.1	11.4	10.9
Custodians	6.3	12.7	11.4
Student Support	7.8	7.8	6.7
Finance / HR	7.9	6.4	5.4
IT	4.9	11.8	10.7
Trades/Maintenance	8.4	9.7	8.65
Transportation	13.1	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 66

% of staff that work outside SD: 52% (N=61)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	27%	41%	43%
In a different role within the school district	23%	21%	23%
Working outside of the school district	17%	17%	15%
Retired from the school district	33%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 52

N = 1894

N = 9,545

SD 67: OKANAGAN SKAHA (OLRC)

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$81,076

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	14	3.8%
Custodians	44	12.0%
Direct Student Support	204	55.6%
Finance & Human Resources	8	2.2%
Information Technology	7	1.9%
Trades & Maintenance	21	5.7%
Transportation	16	4.4%
Casual	53	14.4%
Total	367	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult
Specialized Student Support
Difficult
Education Assistant, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	52	52
Custodians	56	54	55
Student Support	49	48	48
Finance / HR	52	49	49
IT	45	47	47
Trades/Maintenance	54	51	51
Transportation	57	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,680	1,449	1,460
Custodians	1,848	1,906	1,875
Student Support	1,300	1,061	1,098
Finance / HR	1,537	1,759	1,741
IT	2,160	1,950	1,875
Trades/Maintenance	2,160	1,950	1,889
Transportation	1,536	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.43	\$26.43	\$26.15
Custodians	\$21.26	\$21.95	\$22.98
Student Support	\$23.25	\$23.66	\$26.15
Finance / HR	\$25.89	\$25.92	\$27.30
IT	\$31.01	\$29.37	\$29.31
Trades/Maintenance	\$31.09	\$31.09	\$30.87
Transportation	\$26.43	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	2.9	9.7	10.9
Custodians	2.8	8.0	11.4
Student Support	2.4	4.1	6.7
Finance / HR	3.5	5.4	5.4
IT	7.9	11.6	10.7
Trades/Maintenance	3.8	6.6	8.65
Transportation	2.8	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 189 % of staff that work outside SD: 47% (N=167)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	37%	46%	43%
In a different role within the school district	17%	17%	23%
Working outside of the school district	20%	15%	15%
Retired from the school district	26%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 160

N = 1,069

N = 9,545

SD 68: NANAIMO-LADYSMITH

Region: Vancouver Island

Community Size: Urban

Population Median Income: \$81,017

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	65	8.6%
Custodians	71	9.3%
Direct Student Support	437	57.5%
Finance & Human Resources	16	2.1%
Information Technology	19	2.5%
Trades & Maintenance	62	8.2%
Transportation	22	2.9%
Casual	68	8.9%
Total	760	

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Education Assistant, HR and Finance, Trades
Difficult Clerical, Custodian

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	54	52
Custodians	53	55	55
Student Support	51	50	48
Finance / HR	51	51	49
IT	56	51	47
Trades/Maintenance	55	53	51
Transportation	59	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,534	1,505	1,460
Custodians	2,032	1,906	1,875
Student Support	1,152	1,096	1,098
Finance / HR	1,820	1,741	1,741
IT	2,080	1,915	1,875
Trades/Maintenance	2,066	1,984	1,889
Transportation	1,367	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.15	\$26.11	\$26.15
Custodians	\$22.78	\$23.20	\$22.98
Student Support	\$25.60	\$25.66	\$26.15
Finance / HR	\$27.30	\$27.30	\$27.30
IT	\$27.87	\$27.84	\$29.31
Trades/Maintenance	\$30.29	\$30.29	\$30.87
Transportation	\$26.73	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	14.1	11.4	10.9
Custodians	15.1	12.7	11.4
Student Support	11.2	7.8	6.7
Finance / HR	6.0	6.4	5.4
IT	17.7	11.8	10.7
Trades/Maintenance	12.8	9.7	8.65
Transportation	14.0	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 424 % of staff that work outside SD: 42% (N=359)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	42%	41%	43%
In a different role within the school district	21%	21%	23%
Working outside of the school district	20%	17%	15%
Retired from the school district	17%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 330

N = 1894

N = 9,545

SD 69: QUALICUM

Region: Vancouver Island

Community Size: Rural-remote

Population Median Income: \$75,659

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	1	0.3%
Custodians	29	10.0%
Direct Student Support	172	59.5%
Finance & Human Resources	9	3.1%
Information Technology	5	1.7%
Trades & Maintenance	21	7.3%
Transportation	24	8.3%
Casual	28	9.7%
Total	289	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Custodian, Specialized Student Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	47	54	52
Custodians	55	55	55
Student Support	53	50	48
Finance / HR	57	51	49
IT	43	51	47
Trades/Maintenance	54	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	914	1,505	1,460
Custodians	1,507	1,906	1,875
Student Support	888	1,096	1,098
Finance / HR	1,264	1,741	1,741
IT	1,625	1,915	1,875
Trades/Maintenance	1,617	1,984	1,889
Transportation	807	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.85	\$26.11	\$26.15
Custodians	\$28.13	\$23.20	\$22.98
Student Support	\$29.97	\$25.66	\$26.15
Finance / HR	\$29.37	\$27.30	\$27.30
IT	\$28.94	\$27.84	\$29.31
Trades/Maintenance	\$35.03	\$30.29	\$30.87
Transportation	\$28.91	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	2.0	11.4	10.9
Custodians	14.5	12.7	11.4
Student Support	10.6	7.8	6.7
Finance / HR	3.1	6.4	5.4
IT	3.8	11.8	10.7
Trades/Maintenance	6.2	9.7	8.65
Transportation	12.5	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 41

% of staff that work outside SD: 49% (N=39)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	49%	41%	43%
In a different role within the school district	17%	21%	23%
Working outside of the school district	23%	17%	15%
Retired from the school district	11%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 35

N = 1894

N = 9,545

SD 70: PACIFIC RIM

Region: Vancouver Island

Community Size: Rural-remote

Population Median Income: \$72,224

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	21	8.8%
Custodians	36	15.0%
Direct Student Support	115	47.9%
Finance & Human Resources	5	2.1%
Information Technology	1	0.4%
Trades & Maintenance	25	10.4%
Transportation	5	2.1%
Casual	32	13.3%
Total	240	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Custodian, Education Assistant

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	54	52
Custodians	57	55	55
Student Support	49	50	48
Finance / HR	49	51	49
IT	49	51	47
Trades/Maintenance	54	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,869	1,505	1,460
Custodians	2,011	1,906	1,875
Student Support	922	1,096	1,098
Finance / HR	1,944	1,741	1,741
IT	1,950	1,915	1,875
Trades/Maintenance	2,054	1,984	1,889
Transportation	1,946	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$31.46	\$26.11	\$26.15
Custodians	\$25.74	\$23.20	\$22.98
Student Support	\$30.17	\$25.66	\$26.15
Finance / HR	\$31.19	\$27.30	\$27.30
IT	\$30.30	\$27.84	\$29.31
Trades/Maintenance	\$35.52	\$30.29	\$30.87
Transportation	\$28.62	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	20.8	11.4	10.9
Custodians	18.4	12.7	11.4
Student Support	12.7	7.8	6.7
Finance / HR	20.6	6.4	5.4
IT	23.2	11.8	10.7
Trades/Maintenance	15.0	9.7	8.65
Transportation	29.6	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 75

% of staff that work outside SD: 29% (N=69)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	49%	41%	43%
In a different role within the school district	19%	21%	23%
Working outside of the school district	9%	17%	15%
Retired from the school district	24%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 70

N = 1894

N = 9,545

SD 71: COMOX VALLEY

Region: Vancouver Island

Community Size: Urban

Population Median Income: \$82,422

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	56	10.5%
Custodians	58	10.9%
Direct Student Support	271	51.0%
Finance & Human Resources	7	1.3%
Information Technology	10	1.9%
Trades & Maintenance	39	7.3%
Transportation		0.0%
Casual	90	16.9%
Total	531	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistants, Indigenous Support, Specialized Student Support
Difficult Clerical, Facilities and Maintenance, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	54	52
Custodians	57	55	55
Student Support	52	50	48
Finance / HR	44	51	49
IT	47	51	47
Trades/Maintenance	51	53	51
Transportation		59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,645	1,505	1,460
Custodians	1,911	1,906	1,875
Student Support	1,213	1,096	1,098
Finance / HR	1,804	1,741	1,741
IT	2,026	1,915	1,875
Trades/Maintenance	1,984	1,984	1,889
Transportation		1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.11	\$26.11	\$26.15
Custodians	\$23.39	\$23.20	\$22.98
Student Support	\$24.09	\$25.66	\$26.15
Finance / HR	\$26.11	\$27.30	\$27.30
IT	\$27.49	\$27.84	\$29.31
Trades/Maintenance	\$29.22	\$30.29	\$30.87
Transportation		\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	5.6	11.4	10.9
Custodians	13.4	12.7	11.4
Student Support	9.6	7.8	6.7
Finance / HR	4.9	6.4	5.4
IT	7.4	11.8	10.7
Trades/Maintenance	8.1	9.7	8.65
Transportation		11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 422

% of staff that work outside SD: 39% (N=371)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	41%	41%	43%
In a different role within the school district	24%	21%	23%
Working outside of the school district	15%	17%	15%
Retired from the school district	21%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 330

N = 1894

N = 9,545

SD 72: CAMPBELL RIVER

Region: Vancouver Island

Community Size: Rural-remote

Population Median Income: \$81,276

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	47	11.4%
Custodians	38	9.2%
Direct Student Support	201	48.8%
Finance & Human Resources	3	0.7%
Information Technology	8	1.9%
Trades & Maintenance	22	5.3%
Transportation	21	5.1%
Casual	72	17.5%
Total	412	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Difficult Bus Driver, Clerical, Custodian, Education Assistant

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	57	54	52
Custodians	58	55	55
Student Support	50	50	48
Finance / HR	50	51	49
IT	43	51	47
Trades/Maintenance	56	53	51
Transportation	58	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,446	1,505	1,460
Custodians	2,056	1,906	1,875
Student Support	998	1,096	1,098
Finance / HR	1,784	1,741	1,741
IT	2,080	1,915	1,875
Trades/Maintenance	2,080	1,984	1,889
Transportation	1,225	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.63	\$26.11	\$26.15
Custodians	\$23.48	\$23.20	\$22.98
Student Support	\$25.32	\$25.66	\$26.15
Finance / HR	\$27.32	\$27.30	\$27.30
IT	\$29.69	\$27.84	\$29.31
Trades/Maintenance	\$32.11	\$30.29	\$30.87
Transportation	\$26.72	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	11.7	11.4	10.9
Custodians	11.8	12.7	11.4
Student Support	6.8	7.8	6.7
Finance / HR	5.3	6.4	5.4
IT	13.3	11.8	10.7
Trades/Maintenance	12.6	9.7	8.65
Transportation	10.3	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 208

% of staff that work outside SD: 43% (N=188)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	39%	41%	43%
In a different role within the school district	26%	21%	23%
Working outside of the school district	16%	17%	15%
Retired from the school district	20%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 174

N = 1894

N = 9,545

SD 73: KAMLOOPS/THOMPSON

Region: Thompson-Okanagan

Community Size: Rural-remote

Population Median Income: \$93,748

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	56	6.5%
Custodians	115	13.3%
Direct Student Support	405	47.0%
Finance & Human Resources	12	1.4%
Information Technology	14	1.6%
Trades & Maintenance	65	7.5%
Transportation	69	8.0%
Casual	126	14.6%
Total	862	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Trades
Difficult Clerical, Education Assistant, Indigenous Support, Information Technology

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	52	52
Custodians	53	54	55
Student Support	48	48	48
Finance / HR	48	49	49
IT	46	47	47
Trades/Maintenance	50	51	51
Transportation	62	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,680	1,449	1,460
Custodians	1,950	1,906	1,875
Student Support	1,265	1,061	1,098
Finance / HR	1,820	1,759	1,741
IT	1,950	1,950	1,875
Trades/Maintenance	1,944	1,950	1,889
Transportation	1,251	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.59	\$26.43	\$26.15
Custodians	\$23.64	\$21.95	\$22.98
Student Support	\$25.81	\$23.66	\$26.15
Finance / HR	\$26.89	\$25.92	\$27.30
IT	\$29.37	\$29.37	\$29.31
Trades/Maintenance	\$31.92	\$31.09	\$30.87
Transportation	\$26.59	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.4	9.7	10.9
Custodians	11.8	8.0	11.4
Student Support	9.1	4.1	6.7
Finance / HR	4.7	5.4	5.4
IT	16.7	11.6	10.7
Trades/Maintenance	8.6	6.6	8.65
Transportation	7.6	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 355 % of staff that work outside SD: 28% (N=313)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	47%	46%	43%
In a different role within the school district	17%	17%	23%
Working outside of the school district	15%	15%	15%
Retired from the school district	21%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 287

N = 1,069

N = 9,545

SD 74: GOLD TRAIL

Region: Thompson-Okanagan

Community Size: Rural-remote

Population Median Income: \$79,428

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	7	4.5%
Custodians	18	11.6%
Direct Student Support	59	38.1%
Finance & Human Resources	2	1.3%
Information Technology		0.0%
Trades & Maintenance	12	7.7%
Transportation	15	9.7%
Casual	42	27.1%
Total	155	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver
Difficult Clerical

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	50	52	52
Custodians	53	54	55
Student Support	52	48	48
Finance / HR	47	49	49
IT		47	47
Trades/Maintenance	49	51	51
Transportation	60	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,541	1,449	1,460
Custodians	1,320	1,906	1,875
Student Support	1,163	1,061	1,098
Finance / HR	1,073	1,759	1,741
IT		1,950	1,875
Trades/Maintenance	2,080	1,950	1,889
Transportation	1,147	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.39	\$26.43	\$26.15
Custodians	\$24.69	\$21.95	\$22.98
Student Support	\$27.14	\$23.66	\$26.15
Finance / HR	\$26.80	\$25.92	\$27.30
IT		\$29.37	\$29.31
Trades/Maintenance	\$28.3	\$31.09	\$30.87
Transportation	\$27.26	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	3.8	9.7	10.9
Custodians	3.8	8.0	11.4
Student Support	3.8	4.1	6.7
Finance / HR	2.0	5.4	5.4
IT		11.6	10.7
Trades/Maintenance	7.4	6.6	8.65
Transportation	3.8	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 48

% of staff that work outside SD: 25% (N=40)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	70%	46%	43%
In a different role within the school district	8%	17%	23%
Working outside of the school district	3%	15%	15%
Retired from the school district	19%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 37

N = 1,069

N = 9,545

SD 75: MISSION

Region: Fraser Valley

Community Size: Urban

Population Median Income: \$90,815

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	36	6.6%
Custodians	45	8.2%
Direct Student Support	335	61.4%
Finance & Human Resources	7	1.3%
Information Technology	8	1.5%
Trades & Maintenance	27	4.9%
Transportation	21	3.8%
Casual	67	12.3%
Total	546	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	49	51	52
Custodians	53	53	55
Student Support	49	47	48
Finance / HR	46	52	49
IT	43	42	47
Trades/Maintenance	54	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,524	1,491	1,460
Custodians	2,035	2,038	1,875
Student Support	1,024	1,099	1,098
Finance / HR	1,799	1,757	1,741
IT	2,049	2,040	1,875
Trades/Maintenance	2,080	2,047	1,889
Transportation	1,167	1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.04	\$25.04	\$26.15
Custodians	\$22.05	\$22.18	\$22.98
Student Support	\$26.26	\$25.36	\$26.15
Finance / HR	\$27.49	\$25.72	\$27.30
IT	\$29.42	\$27.55	\$29.31
Trades/Maintenance	\$30.14	\$30.44	\$30.87
Transportation	\$23.63	\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	5.8	9.7	10.9
Custodians	5.9	11.7	11.4
Student Support	5.7	5.8	6.7
Finance / HR	3.7	5.6	5.4
IT	4.6	7.3	10.7
Trades/Maintenance	5.8	9.0	8.65
Transportation	5.8	5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 130

% of staff that work outside SD: 35% (N=121)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	41%	46%	43%
In a different role within the school district	26%	21%	23%
Working outside of the school district	15%	18%	15%
Retired from the school district	19%	15%	19%
Total	100%	100%	100%

Source: support staff survey

N = 101

N = 881

N = 9,545

SD 78: FRASER-CASCADE

Region: Fraser Valley

Community Size: Rural

Population Median Income: \$69,537

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	1	0.6%
Custodians	14	7.8%
Direct Student Support	102	56.7%
Finance & Human Resources	5	2.8%
Information Technology		0.0%
Trades & Maintenance	11	6.1%
Transportation	13	7.2%
Casual	34	18.9%
Total	180	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
<p>Difficult</p> <p>Bus Driver, Clerical, Indigenous Support</p>

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	58	51	52
Custodians	57	53	55
Student Support	44	47	48
Finance / HR	56	52	49
IT		42	47
Trades/Maintenance	54	53	51
Transportation	61	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,596	1,491	1,460
Custodians	1,701	2,038	1,875
Student Support	1,217	1,099	1,098
Finance / HR	1,687	1,757	1,741
IT		2,040	1,875
Trades/Maintenance	1,665	2,047	1,889
Transportation	947	1,181	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.33	\$25.04	\$26.15
Custodians	\$21.58	\$22.18	\$22.98
Student Support	\$24.36	\$25.36	\$26.15
Finance / HR	\$25.61	\$25.72	\$27.30
IT		\$27.55	\$29.31
Trades/Maintenance	\$31.31	\$30.44	\$30.87
Transportation	\$23.48	\$23.83	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	23.7	9.7	10.9
Custodians	16.3	11.7	11.4
Student Support	4.6	5.8	6.7
Finance / HR	24.8	5.6	5.4
IT		7.3	10.7
Trades/Maintenance	6.1	9.0	8.65
Transportation	6.7	5.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 0

SD 79: COWICHAN VALLEY

Region: Vancouver Island

Community Size: Rural

Population Median Income: \$80,426

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	42	6.4%
Custodians	52	8.0%
Direct Student Support	365	55.8%
Finance & Human Resources	10	1.5%
Information Technology	6	0.9%
Trades & Maintenance	36	5.5%
Transportation	37	5.7%
Casual	106	16.2%
Total	654	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Indigenous Support
Difficult Bus Driver, Education Assistant, Student Supervisor

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	53	54	52
Custodians	53	55	55
Student Support	52	50	48
Finance / HR	55	51	49
IT	50	51	47
Trades/Maintenance	55	53	51
Transportation	57	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,362	1,505	1,460
Custodians	1,770	1,906	1,875
Student Support	1,029	1,096	1,098
Finance / HR	1,693	1,741	1,741
IT	2,011	1,915	1,875
Trades/Maintenance	1,827	1,984	1,889
Transportation	1,126	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$29.00	\$26.11	\$26.15
Custodians	\$24.12	\$23.20	\$22.98
Student Support	\$27.35	\$25.66	\$26.15
Finance / HR	\$29.57	\$27.30	\$27.30
IT	\$35.35	\$27.84	\$29.31
Trades/Maintenance	\$33.01	\$30.29	\$30.87
Transportation	\$26.72	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.0	11.4	10.9
Custodians	12.6	12.7	11.4
Student Support	8.0	7.8	6.7
Finance / HR	10.7	6.4	5.4
IT	12.6	11.8	10.7
Trades/Maintenance	13.4	9.7	8.65
Transportation	12.8	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 146 % of staff that work outside SD: 34% (N=131)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	43%	41%	43%
In a different role within the school district	22%	21%	23%
Working outside of the school district	12%	17%	15%
Retired from the school district	23%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 113

N = 1894

N = 9,545

SD 81: FORT NELSON

Region: Northern Interior

Community Size: Remote

Population Median Income: \$107,854

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	7	7.9%
Custodians		0.0%
Direct Student Support	48	53.9%
Finance & Human Resources	1	1.1%
Information Technology	1	1.1%
Trades & Maintenance	4	4.5%
Transportation		0.0%
Casual	28	31.5%
Total	89	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Able to hire locally for most positions, no turnover in others

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	51	52	52
Custodians		54	55
Student Support	48	47	48
Finance / HR	49	45	49
IT	27	45	47
Trades/Maintenance	56	46	51
Transportation		56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,500	1,430	1,460
Custodians		1,649	1,875
Student Support	1,081	1,096	1,098
Finance / HR	1,765	1,782	1,741
IT	2,080	2,072	1,875
Trades/Maintenance	1,770	2,027	1,889
Transportation		1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.03	\$25.41	\$26.15
Custodians		\$23.13	\$22.98
Student Support	\$22.83	\$25.09	\$26.15
Finance / HR	\$30.25	\$26.02	\$27.30
IT	\$30.52	\$29.72	\$29.31
Trades/Maintenance	\$24.32	\$30.98	\$30.87
Transportation		\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.8	10.8	10.9
Custodians		8.2	11.4
Student Support	6.6	6.6	6.7
Finance / HR	1.5	4.2	5.4
IT	2.9	12.0	10.7
Trades/Maintenance	10.8	6.6	8.65
Transportation		9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 25

% of staff that work outside SD:30% (N=23)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	62%	50%	43%
In a different role within the school district	29%	20%	23%
Working outside of the school district	0%	10%	15%
Retired from the school district	10%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 21

N = 972

N = 9,545

SD 82: COAST MOUNTAINS

Region: Northwest

Community Size: Remote

Population Median Income: \$89,580

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	24	5.6%
Custodians	45	10.6%
Direct Student Support	208	48.8%
Finance & Human Resources	4	0.9%
Information Technology	7	1.6%
Trades & Maintenance	23	5.4%
Transportation	1	0.2%
Casual	114	26.8%
Total	426	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Trades
Difficult Custodian

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	55	50	52
Custodians	53	54	55
Student Support	52	50	48
Finance / HR	52	47	49
IT	40	40	47
Trades/Maintenance	49	52	51
Transportation	75	61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,256	1,313	1,460
Custodians	1,878	1,797	1,875
Student Support	1,058	998	1,098
Finance / HR	1,750	961	1,741
IT	1,360	2,013	1,875
Trades/Maintenance	2,000	2,000	1,889
Transportation	739	895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$25.49	\$25.59	\$26.15
Custodians	\$24.65	\$24.30	\$22.98
Student Support	\$25.77	\$25.25	\$26.15
Finance / HR	\$26.21	\$26.27	\$27.30
IT	\$28.99	\$28.77	\$29.31
Trades/Maintenance	\$30.29	\$30.29	\$30.87
Transportation	\$21.04	\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	19.5	14.0	10.9
Custodians	12.8	12.4	11.4
Student Support	11.4	9.7	6.7
Finance / HR	18.7	5.8	5.4
IT	6.0	6.0	10.7
Trades/Maintenance	5.9	6.7	8.65
Transportation	28.8	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 151

% of staff that work outside SD: 33% (N=136)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	50%	49%	43%
In a different role within the school district	27%	18%	23%
Working outside of the school district	7%	13%	15%
Retired from the school district	16%	20%	19%
Total	100%	100%	100%

Source: support staff survey

N = 123

N = 297

N = 9,545

SD 83: NORTH OKANAGAN-SHUSWAP (OLRC)

Region: Thompson-Okanagan Community Size: Rural

Population Median Income: \$77,061

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	49	8.6%
Custodians	59	10.3%
Direct Student Support	293	51.2%
Finance & Human Resources	1	0.2%
Information Technology	6	1.0%
Trades & Maintenance	34	5.9%
Transportation	43	7.5%
Casual	87	15.2%
Total	572	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Information Technology, Trades
Difficult Bus Driver, Clerical, Finance and HR

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	52	52
Custodians	55	54	55
Student Support	48	48	48
Finance / HR	56	49	49
IT	40	47	47
Trades/Maintenance	52	51	51
Transportation	58	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,234	1,449	1,460
Custodians	1,489	1,906	1,875
Student Support	1,046	1,061	1,098
Finance / HR	1,823	1,759	1,741
IT	2,076	1,950	1,875
Trades/Maintenance	2,067	1,950	1,889
Transportation	1,153	1,120	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.43	\$26.43	\$26.15
Custodians	\$21.26	\$21.95	\$22.98
Student Support	\$23.25	\$23.66	\$26.15
Finance / HR	\$27.53	\$25.92	\$27.30
IT	\$32.21	\$29.37	\$29.31
Trades/Maintenance	\$31.09	\$31.09	\$30.87
Transportation	\$26.43	\$26.43	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	10.6	9.7	10.9
Custodians	8.5	8.0	11.4
Student Support	6.6	4.1	6.7
Finance / HR	25.3	5.4	5.4
IT	12.3	11.6	10.7
Trades/Maintenance	7.1	6.6	8.65
Transportation	4.2	6.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 298

% of staff that work outside SD: 42% (N=258)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	46%	46%	43%
In a different role within the school district	13%	17%	23%
Working outside of the school district	18%	15%	15%
Retired from the school district	22%	22%	19%
Total	100%	100%	100%

Source: support staff survey

N = 235

N = 1,069

N = 9,545

SD 84: VANCOUVER ISLAND WEST

Region: Vancouver Island

Community Size: Remote

Population Median Income: \$75,243

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical		0.0%
Custodians	8	10.0%
Direct Student Support	34	42.5%
Finance & Human Resources	2	2.5%
Information Technology	1	1.3%
Trades & Maintenance	4	5.0%
Transportation	2	2.5%
Casual	29	36.3%
Total	80	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical		54	52
Custodians	57	55	55
Student Support	54	50	48
Finance / HR	63	51	49
IT	55	51	47
Trades/Maintenance	45	53	51
Transportation	59	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical		1,505	1,460
Custodians	1,070	1,906	1,875
Student Support	1,006	1,096	1,098
Finance / HR	1,820	1,741	1,741
IT	2,072	1,915	1,875
Trades/Maintenance	2,080	1,984	1,889
Transportation	1,079	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical		\$26.11	\$26.15
Custodians	\$21.15	\$23.20	\$22.98
Student Support	\$24.82	\$25.66	\$26.15
Finance / HR	\$26.39	\$27.30	\$27.30
IT	\$28.23	\$27.84	\$29.31
Trades/Maintenance	\$28.76	\$30.29	\$30.87
Transportation	\$25.02	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical		11.4	10.9
Custodians	11.5	12.7	11.4
Student Support	9.2	7.8	6.7
Finance / HR	13.6	6.4	5.4
IT	8.0	11.8	10.7
Trades/Maintenance	12.5	9.7	8.65
Transportation	7.2	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 30

% of staff that work outside SD: 32% (N=25)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	52%	41%	43%
In a different role within the school district	9%	21%	23%
Working outside of the school district	4%	17%	15%
Retired from the school district	35%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 23

N = 1894

N = 9,545

SD 85: VANCOUVER ISLAND NORTH

Region: Vancouver Island

Community Size: Remote

Population Median Income: \$83,268

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	14	7.4%
Custodians	13	6.9%
Direct Student Support	81	42.9%
Finance & Human Resources	3	1.6%
Information Technology	3	1.6%
Trades & Maintenance	12	6.3%
Transportation	8	4.2%
Casual	55	29.1%
Total	189	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Specialized Student Support, Student Supervisor
Difficult Information Technology, Trades

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	49	54	52
Custodians	56	55	55
Student Support	51	50	48
Finance / HR	58	51	49
IT	56	51	47
Trades/Maintenance	56	53	51
Transportation	57	59	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,251	1,505	1,460
Custodians	1,545	1,906	1,875
Student Support	799	1,096	1,098
Finance / HR	1,820	1,741	1,741
IT	1,480	1,915	1,875
Trades/Maintenance	2,079	1,984	1,889
Transportation	1,212	1,198	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.68	\$26.11	\$26.15
Custodians	\$22.88	\$23.20	\$22.98
Student Support	\$26.44	\$25.66	\$26.15
Finance / HR	\$25.96	\$27.30	\$27.30
IT	\$28.96	\$27.84	\$29.31
Trades/Maintenance	\$31.75	\$30.29	\$30.87
Transportation	\$24.52	\$26.72	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	7.8	11.4	10.9
Custodians	11.7	12.7	11.4
Student Support	8.6	7.8	6.7
Finance / HR	25.0	6.4	5.4
IT	11.7	11.8	10.7
Trades/Maintenance	10.2	9.7	8.65
Transportation	9.8	11.4	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 5

SD 87: STIKINE

Region: Northwest

Community Size: Remote

Population Median Income: \$103,800

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	3	5.4%
Custodians	7	12.5%
Direct Student Support	17	30.4%
Finance & Human Resources	3	5.4%
Information Technology	1	1.8%
Trades & Maintenance	4	7.1%
Transportation		0.0%
Casual	21	37.5%
Total	56	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant, Specialized Student Support Trades
Difficult Bus Driver, Clerical, Custodian, IT, Indigenous Support

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	28	50	52
Custodians	61	54	55
Student Support	46	50	48
Finance / HR	45	47	49
IT	32	40	47
Trades/Maintenance	53	52	51
Transportation		61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	118	1,313	1,460
Custodians	1,024	1,797	1,875
Student Support	565	998	1,098
Finance / HR	308	961	1,741
IT	2,080	2,013	1,875
Trades/Maintenance	1,959	2,000	1,889
Transportation		895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$28.16	\$25.59	\$26.15
Custodians	\$25.91	\$24.30	\$22.98
Student Support	\$23.55	\$25.25	\$26.15
Finance / HR	\$30.65	\$26.27	\$27.30
IT	\$33.23	\$28.77	\$29.31
Trades/Maintenance	\$37.93	\$30.29	\$30.87
Transportation		\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	3.8	14.0	10.9
Custodians	11.7	12.4	11.4
Student Support	2.1	9.7	6.7
Finance / HR	2.6	5.8	5.4
IT	11.0	6.0	10.7
Trades/Maintenance	17.5	6.7	8.65
Transportation		6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 0

SD 91: NECHAKO LAKES

Region: Northern Interior

Community Size: Remote

Population Median Income: \$95,112

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	42	9.1%
Custodians	47	10.2%
Direct Student Support	204	44.3%
Finance & Human Resources	6	1.3%
Information Technology	7	1.5%
Trades & Maintenance	32	6.9%
Transportation	43	9.3%
Casual	80	17.4%
Total	461	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Bus Driver, Education Assistant, Indigenous Support, Trades
Difficult Custodian

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	54	52	52
Custodians	55	54	55
Student Support	50	47	48
Finance / HR	43	45	49
IT	47	45	47
Trades/Maintenance	45	46	51
Transportation	55	56	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,126	1,430	1,460
Custodians	1,246	1,649	1,875
Student Support	979	1,096	1,098
Finance / HR	1,298	1,782	1,741
IT	2,072	2,072	1,875
Trades/Maintenance	2,013	2,027	1,889
Transportation	955	1,014	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$26.23	\$25.41	\$26.15
Custodians	\$23.34	\$23.13	\$22.98
Student Support	\$25.03	\$25.09	\$26.15
Finance / HR	\$25.72	\$26.02	\$27.30
IT	\$29.72	\$29.72	\$29.31
Trades/Maintenance	\$30.45	\$30.98	\$30.87
Transportation	\$26.23	\$25.54	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	13.2	10.8	10.9
Custodians	11.3	8.2	11.4
Student Support	10.5	6.6	6.7
Finance / HR	4.2	4.2	5.4
IT	17.8	12.0	10.7
Trades/Maintenance	7.0	6.6	8.65
Transportation	6.3	9.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 283

% of staff that work outside SD: 24% (N=251)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	51%	50%	43%
In a different role within the school district	15%	20%	23%
Working outside of the school district	11%	10%	15%
Retired from the school district	23%	21%	19%
Total	100%	100%	100%

Source: support staff survey

N = 241

N = 972

N = 9,545

SD 92: NISGA'A

Region: Northwest

Community Size: Remote

Population Median Income: \$65,623

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	9	18.4%
Custodians	7	14.3%
Direct Student Support	22	44.9%
Finance & Human Resources	3	6.1%
Information Technology	2	4.1%
Trades & Maintenance	5	10.2%
Transportation	1	2.0%
Casual		0.0%
Total	49	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
HR department did not participate in an interview

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	49	50	52
Custodians	58	54	55
Student Support	51	50	48
Finance / HR	43	47	49
IT	31	40	47
Trades/Maintenance	63	52	51
Transportation	68	61	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	824	1,313	1,460
Custodians	1,543	1,797	1,875
Student Support	888	998	1,098
Finance / HR	504	961	1,741
IT	2,086	2,013	1,875
Trades/Maintenance	2,160	2,000	1,889
Transportation	1,708	895	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$21.93	\$25.59	\$26.15
Custodians	\$20.22	\$24.30	\$22.98
Student Support	\$23.45	\$25.25	\$26.15
Finance / HR	\$21.65	\$26.27	\$27.30
IT	\$26.88	\$28.77	\$29.31
Trades/Maintenance	\$24.58	\$30.29	\$30.87
Transportation	\$25.04	\$23.29	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	12.3	14.0	10.9
Custodians	22.8	12.4	11.4
Student Support	5.8	9.7	6.7
Finance / HR	5.0	5.8	5.4
IT	9.8	6.0	10.7
Trades/Maintenance	10.2	6.7	8.65
Transportation	15.0	6.8	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 6

% of staff that work outside SD: 17% (N=6)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	50%	49%	43%
In a different role within the school district	17%	18%	23%
Working outside of the school district	17%	13%	15%
Retired from the school district	17%	20%	19%
Total	100%	100%	100%

Source: support staff survey

N = 6

N = 297

N = 9,545

SD 93: LE CONSEIL SCOLAIRE FRANCOPHONE DE LA COLOMBIE BRITANNIQUE

Region: Province

Number of Support Staff Employees by Occupational Category		
Occupational Category	Employees	% of all
Clerical	65	14.9%
Custodians		0.0%
Direct Student Support	288	66.1%
Finance & Human Resources	10	2.3%
Information Technology	10	2.3%
Trades & Maintenance	1	0.2%
Transportation		0.0%
Casual	62	14.2%
Total	436	100.0%

Source: Employment Data and Analysis System (EDAS), 2018-19

Recruitment challenges (Source: SD interviews)
Most difficult Education Assistant
Difficult Clerical

Median Age by Occupational Category			
Category	SD	Region	BC
Clerical	49	52	52
Custodians		55	55
Student Support	46	48	48
Finance / HR	42	49	49
IT	40	48	47
Trades/Maintenance	45	52	51
Transportation		54	59

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hours of Work by Occupational Category			
Category	SD	Region	BC
Clerical	1,182	1,444	1,460
Custodians		1,875	1,875
Student Support	1,052	1,126	1,098
Finance / HR	1,100	1,743	1,741
IT	1,706	1,865	1,875
Trades/Maintenance	1,332	1,846	1,889
Transportation		1,415	1,130

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Hourly Wage by Occupational Category			
Category	SD	Region	BC
Clerical	\$27.4	\$27.10	\$26.15
Custodians		\$23.22	\$22.98
Student Support	\$26.12	\$27.59	\$26.15
Finance / HR	\$28.74	\$28.22	\$27.30
IT	\$29.31	\$30.86	\$29.31
Trades/Maintenance	\$29.96	\$32.47	\$30.87
Transportation		\$25.32	\$25.54

Source: Employment Data and Analysis System (EDAS), 2018-19

Median Years of Service by Occupational Category			
Category	SD	Region	BC
Clerical	8.1	11.2	10.9
Custodians		12.0	11.4
Student Support	5.7	6.8	6.7
Finance / HR	1.1	5.3	5.4
IT	6.7	10.8	10.7
Trades/Maintenance	6.2	9.0	8.65
Transportation		7.9	8.1

Source: Employment Data and Analysis System (EDAS), 2018-19

Number of Staff Survey Responses: 148

% of staff that work outside SD: 26% (N=134)

Where do you see yourself in 5 years?			
Response	SD	Region	BC
In my current role	38%	39%	43%
In a different role within the school district	25%	28%	23%
Working outside of the school district	17%	15%	15%
Retired from the school district	20%	18%	19%
Total	100%	100%	100%

Source: support staff survey

N = 123

N = 3,942

N = 9,545

