



About this Environmental Scan

Purpose:

The Environmental Scan provides a profile of the OCDSB and its internal and external environments. Using data from several sources and departments, it seeks to contextualize current trends, shifts, and patterns.

The environmental scan is intended to be used as one of several sources to inform the strategic planning process. We've used a number of data sources, recognizing that there are always some limitations to the data, based on the collection methodology used at the source and comparisons between sources from different data sets.

This year, we have made an important shift in our approach to the environmental scan. It has been built for use electronically, rather than on paper, which allows for dynamic interaction with the data sources. We've also worked to make it more accessible, streamlining the data, and addressing thoughtful questions, which will influence how we approach our work over the next four years. The document provides snapshots or summaries of key data points with links to the fulsome reports where further exploration can be conducted. Wherever possible, the document includes conclusions and consideration of impacts, including: assessing the OCDSB in the context of the K-12 education environment; considering organizational strengths and weaknesses, opportunities and threats; highlighting population growth, demographics, enrolment trends, programming, technology usage, human resources data, and other quantitative and qualitative data.

How to use:

This environmental scan is built on seven major sections. Users can access each section using the link from Title Page. This is a progressive document and is being rolled out by section, starting with "About OCDSB" and "Our Students". Each section addresses a number of questions and answers them through infographics and summary text. Should the reader seek further information on any question, a link to the reference document can be found in a bubble next to each question.

ABOUT OCDSB

Who are we and what do we offer?

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How are our schools organized?

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What are the patterns/trends across schools, and how do they relate to program offerings?

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Reputation and Image

How is the board perceived by the public?

School Organization

How are our schools organized?

The Ottawa-Carleton District School Board has...

- **145 schools** serving almost **75,000 students**, which are comprised of:
 - **114 elementary** including two special education sites;
 - **26 secondary** including the Adult High School; and
 - **5 secondary alternate** sites.

Portables in service

- There are currently 425 portables within the District. For the start of the 2022- 2023 school year, **382** portables are in service as homeroom instructional spaces.
- In January 2023, the Board approved the purpose of **10** new modular classrooms.

New Schools

- Shingwàkons Public School (opened January 2023)
- Half Moon Bay 2 Elementary School (scheduled September 2023)
- Stittsville Secondary School (scheduled September 2024)
- Findlay Creek 2 Elementary School (scheduled September 2024)
- Riverside South Secondary School (scheduled September 2025)



School Organization

How are our schools organized?

Currently, **95** of our **114** elementary schools follow the OCDSB's **Elementary School Program Framework**.

Click to review the [Elementary School Program Framework](#) policy (P.139.CUR)

K-8	34*
K-6	57**
Grade 7-8	4
TOTAL:	95

* includes two Special Education sites

** includes Ottawa-Carleton Virtual School

All **25** of our regular secondary schools follow the OCDSB's **Secondary School Program Framework**.

Click to review the [Secondary School Program Framework](#) policy (P.105.CUR)

7-12	6*
9-12	19
TOTAL:	25

* includes Ottawa-Carleton Virtual School

The OCDSB offers **five other configurations** of elementary schools, including: **K-5 (n=9)**, **K-4 (n=1)**, **K-3 (n=3)**, **Grade 4-8 (n=3)** and **Grade 6-8 (n=3)**.

In addition to the secondary schools above, the OCDSB offers: **5 Alternate schools**, and an **Adult** high school.

The OCDSB continues to provide **Virtual School** options for K-12.

Program Offerings

What do we offer students?

[CLICK HERE
to see
our
Programs](#)

Elementary

**Two-year, full-day,
50/50 bilingual kindergarten** program.

English Program with Core French (Grade 1-8)
Early French Immersion (Grade 1-8)
Middle French Immersion (Grade 4-8)
Alternative Program with Core French (Grade 1-8)

Secondary

Inter-school Programs:

- Specialist High Skills Major
- Secondary School Alternate programs
- English as a Second Language programs
- English Language Development programs
- Specialized Special Education programs
- Cooperative Education
- Ontario Youth Apprenticeship Program

As part of our commitment to **dismantling systemic barriers**, the OCDSB is committed to **destreaming** grade 9-10 compulsory courses.

District Programs:

- International Baccalaureate Program
- Arts Program
- High Performance Athlete Program
- Secondary Adaptive Programs
- e-Learning
- Authentic Student Learning Experience

International Education Programs:

- International Certificate Program
- International Languages and Student Exchange
- Ottawa International Student Program
- Homestay Program

Program Offerings

What do we offer students?

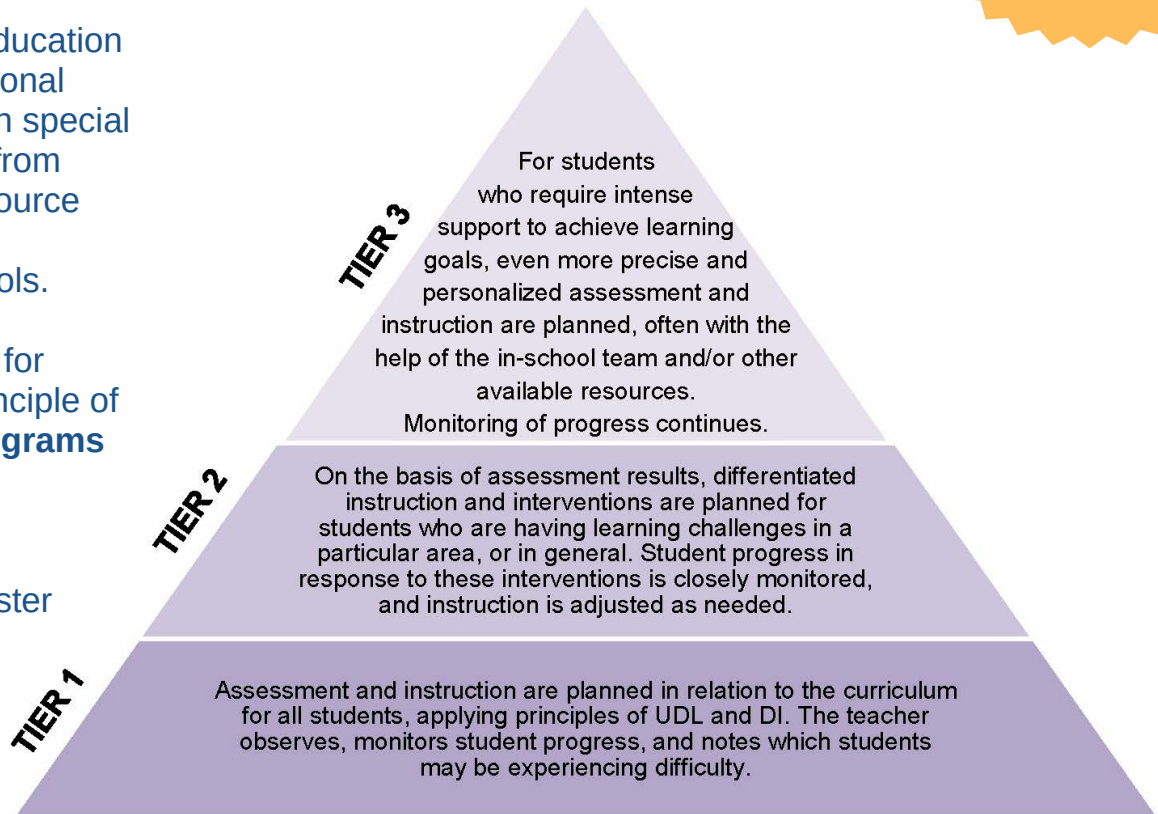
[CLICK HERE to view our Special Education Plan](#)

Special Education:

The OCDSB offers a range of special education programs, designed to enhance educational success and the welfare of students with special needs, with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools.

The OCDSB's **Service Delivery Model** for special education is based upon the principle of **inclusion**. It offers a **continuum of programs and services...**

- promoting equal access to learning opportunities and resources;
- providing structures and support to foster student growth;
- encouraging integration and full participation; and
- building independence.



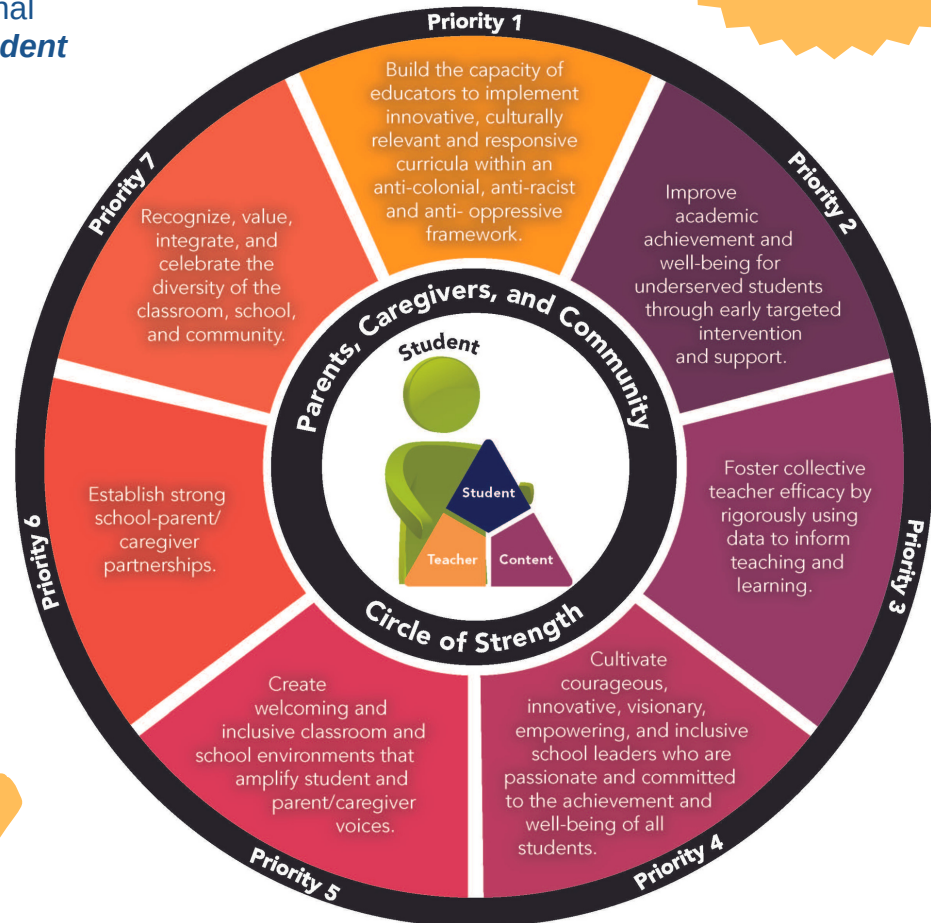
Program Offerings

What do we offer students?

[CLICK HERE
for more
information](#)

The OCDSB — in its commitment to equity of educational opportunities and outcomes — has established the ***Student Achievement Through Equity (SATE) program***.

- The SATE program:
 - examines data with an ***equity lens***;
 - develops a ***school improvement plan***;
 - prioritizes enriching ***conversations*** with ***parents/caregivers***;
 - centres ***students as agents of change*** in their learning; and
 - reframes student-teacher relationships as ***learning alliances/partnerships***.
- The SATE program is devoted to actualizing ***seven key priorities***:




Enrolment Trends


What are the patterns/trends across schools, and how do they relate to program offerings?

CLICK HERE
to see a full
report on
enrolment

As of **October 2021**, there are **74,834 students enrolled** in the OCDSB

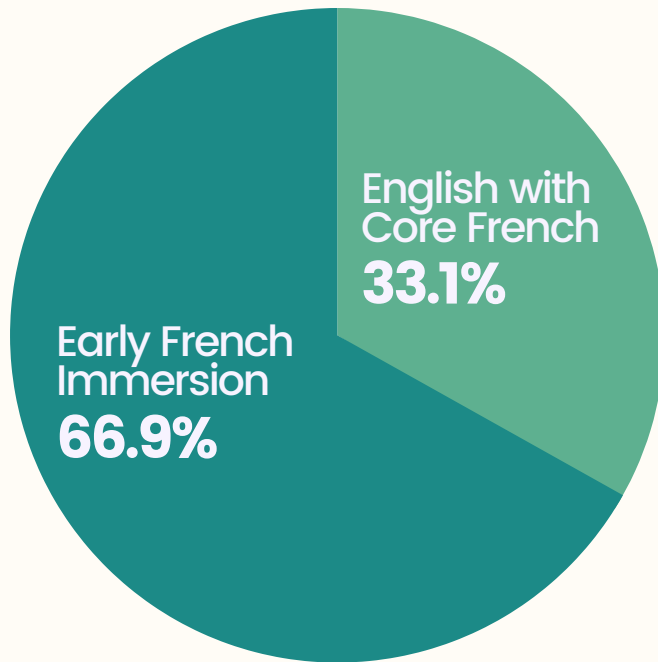
- **66.8%** of the students are at the **elementary level**
- **33.2%** of the students are at the **secondary level**

 ELEMENTARY ENROLMENT		2021
Kindergarten (JK/SK)		8,489
English with Core French (1-8)		14,631
Early French Immersion (1-8)		21,189
Middle French Immersion (4-8)		2,139
Alternative (1-8)		669
Specialized Programs (1-8)		213
Virtual School (K-8)		2,682
TOTAL		50,012

 SECONDARY ENROLMENT		2021
Regular		20,997
Adaptive		665
Alternate		814
Adult High School		831
Launch Program		17
Virtual School		1,498
TOTAL		24,822

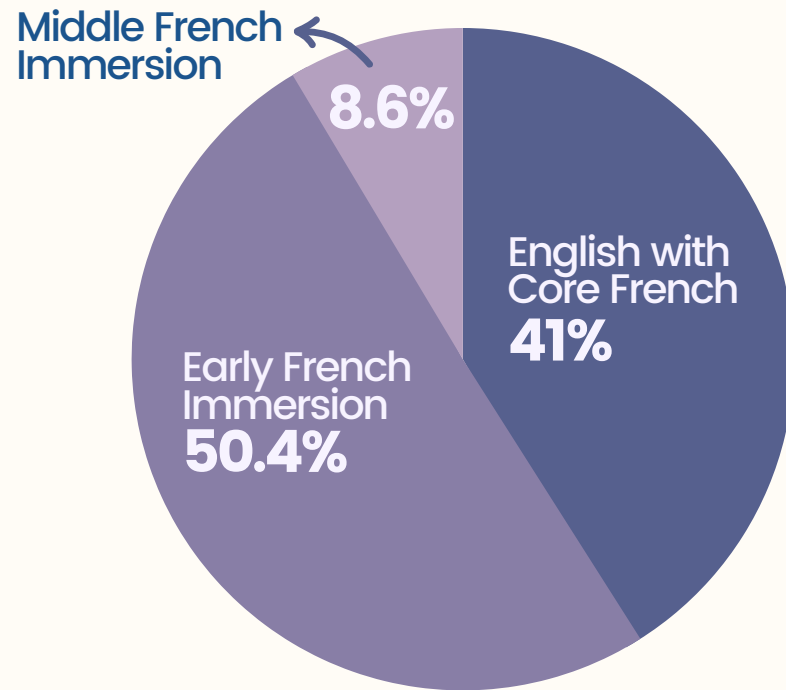
Enrolment Trends

What are the patterns/trends across schools, and how do they relate to program offerings?



English vs. French Immersion (Grades 1-3)

In primary years, approximately two thirds of students are registered in the Early French Immersion program.



English vs. French Immersion (Grades 4-8)

In junior and intermediate years, enrolment in Early French Immersion decreases, though 8.6% of students enroll in Middle French Immersion.

Enrolment Trends

What are the patterns/trends across schools, and how do they relate to program offerings?

ELEMENTARY

Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	SE	DD	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
KGTN	4064	4425											8,489	5,956	9,223	9,207	9,119
ENG			1211	1498	1662	1517	1703	1870	2010	2127	758	275	14,831	10,873	15,470	15,265	15,269
EFI			3227	3089	2868	2692	2490	2420	2229	2174			21,189	16,900	21,992	21,431	20,896
MFI						420	437	390	446	446			2,139	1,635	2,558	2,483	2,451
SPC ENG			0	0	0	2	14	16	32	43			107	92	146	180	232
SPC EFI							20	20	29	37			106	117	123	143	193
Alternative			80	83	98	89	81	90	59	62	27		669	521	804	826	776
Sub-Total	4064	4425	4518	4670	4628	4720	4745	4806	4805	4889	785	275	47,330	36,094	50,316	49,535	48,936

Virtual School	Yr 1	Yr 2	1	2	3	4	5	6	7	8	SE	DD	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
KGTN	131	198											329	2,251			
ENG			103	126	160	159	184	202	210	222			1,366	4,358			
EFI			146	142	156	115	127	120	95	86			987	5,211			
MFI														782			
SPC ENG														24			
Alternative														247			
Sub-Total	131	198	249	268	316	274	311	322	305	308			2,682	12,873			

Total Elementary	4195	4623	4767	4938	4944	4994	5056	5128	5110	5197	785	275	50,012	48,967	50,316	49,535	48,936
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SECONDARY

Program	Pre Grade 9	9	10	11	12	21 & Older	Other	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
Regular	100	5034	5044	4973	5641	10	195	20,997	18,464	22,249	22,107	21,471
Adaptive		91	100	75	179	0	220	665	617	631	730	788
Alternate		2	17	92	664	39		814	880	925	1,029	1,021
Adult Day		0	0	0	164	667		831	792	1,068	1,315	1,161
Launch Program		0	0	0	11	6		17	5			
Virtual School		241	349	387	519	2		1,498	3,834			
Total Secondary	100	5368	5510	5527	7178	724	415	24,822	24,592	24,873	25,181	24,441

FIVE YEAR

PROGRAM ENROLMENT
COMPARISON

Reputation and Image

How is the board perceived by the public?

Click on a headline to read the article

2019

"OCDSB asks province to rethink autism changes"

"Student survey aimed at understanding diversity, OCDSB says"

"OCDSB training school staff to protect children from sexual abuse"

2020

"One-quarter of Ottawa public high school students experience racism in school: Survey"

"Public school board wants feedback on learning at home and plans for September"

OCDSB

IN THE MEDIA

2021

"OCDSB, Royal facing 6 new lawsuits in historical sex abuse cases"

"Ottawa's largest school board votes to end police presence in schools"

"Free menstrual products coming to OCDSB schools"

2022

"Tribunal rules 'teachable moment' on gender identity did not breach Grade 1 student's rights"

"Residents push to make Ottawa public school board address anti-Semitism"

"Ottawa school board creates anonymous tip line to report bullying, threats"



"Enrolment shortfall leaves OCDSB in a bind"

"Ottawa families give mixed reviews for online schooling"



"Board-wide school dress code gives students more freedom, applies to all schools"

Reputation and Image

How is the board perceived by the public?

CLICK HERE
for the full
summary of
results

Throughout the Covid-19 pandemic, we had multiple check-ins with the community, where participants could share and prioritize feedback and ideas. The check-in conducted March 2022 gives us insight into the community's thoughts. Some highlights from parents/guardians include:

"The pandemic showed how underfunded our edu system is. Mandates or not, can't we all agree our kids need more educators and mh professionals? Prioritizing mental health is more than avoiding their discomfort. Whatever we do some kids will be adversely affected, we need to help them navigate."

"Thank you to all educators. Thank you. Thank you. Thank you."

"Bring back joy to school, in addition to academics"

"Continue to be transparent in your information sharing , and in asking for parents feedback on various issues. It's important to be well informed about everything concerning my children's education"

"Lower class sizes. Students are struggling and can't be supported because there are too many struggling students in each class. One teacher can only do so much."

"Prioritize keeping kids in school. Mental health."

"realize that kids learn differently and not all parents can same level of provide support at home to create opportunities for all children to succeed"

"Create more flexible learning spaces. Outdoor classrooms and other ways that children can learn without sitting at their desk the entire day"

"Keep OCV running permanently !
For the many children who are unable to participate in in-person learning and are thriving so well in Virtual!"

"Readiness for post secondary- provide more support. I'm concerned about this generation's readiness for academic success at post secondary institutions. I am not sure what the solution is."

OUR STUDENTS

Who are our students?

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Student Demographic Data

How representative is our student population of the city Ottawa?

2

Pathways & Achievement

How successful are we at supporting student learning?

3

Student Engagement

How engaged are our students?
Who are less engaged students?

4

School Climate

Do our students see their school as a safe and welcoming place to be?

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Social & Emotional Learning

What factors relate to student social and emotional learning?

Student Demographic Data

How representative is our student population of the city Ottawa?

[CLICK HERE
for more
details](#)

The OCDSB's 2019-2020 Valuing Voices Survey allowed us to hear directly from almost 35,000 parents and students. Through the survey, we learned that:

There are more than **150 languages** that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese; *which is reflective of Ottawa as a whole.*

Approximately **3.5%** of students identify as **First Nations, Métis, and/or Inuit**; *compared to 2.6% Ottawa-wide.* Diversity within this population of students is reflected in the many territories, regions, and communities to which they belong.

The **majority** of respondents identify as **White**; Black, East Asian, Middle Eastern, and South Asian were amongst the next most frequently reported; *as was the case in the Ottawa census.*

The OCDSB student population is a **multi-faith** community; **Christian** and **Muslim** faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.

Student Demographic Data

How representative is our student population of the city Ottawa?

Just **over 1%** of students JK-6, and more than 5% of students grades 7-12, reported **diverse gender identities**.

Approximately **40%** of parents/guardians of children in JK-6 were uncertain or preferred not to answer the question about their child's **sexual orientation**; 55% of parents/guardians of children in JK-6 reported that their child was straight/heterosexual, **1.5% LGBTQ2S+**, and 3.5% said that it was too soon to know. Just over **16%** of survey respondents in grades 7-12 identified as **LGBTQ2S+**.

Approximately **9%** reported having a **disability**; **Learning disability** was the most common. Of those who identified having a disability, close to **1/3** in JK-grade 6 were reported as having **Autism**, while just over **1/3** in grades 7-12 reported a **mental health** disability.

19% of parents/guardians of JK-6 students **preferred not to disclose** annual household income, while nearly **50%** reported an annual income **over \$100,000**; compared to **42%** who reported over \$100,000 Ottawa-wide.

Pathways & Achievement

How successful are we at supporting student learning?

CLICK HERE
to explore the
EQAO results

EQAO Assessment Results (2021-2022)

Assessment	% of Students Meeting or Exceeding Provincial Standard		
	All	ELL	SE
Grade 3			
Reading	74%	49%	52%
Writing	66%	40%	45%
Mathematics	61%	37%	35%
Grade 6			
Reading	85%	68%	68%
Writing	84%	68%	62%
Mathematics	53%	34%	29%
Grade 9			
Mathematics	57%	39%	32%
OSSLT			
First-time eligible	87%	77%	71%
Previously eligible	91%	81%	82%

Successes:

- Higher than the province in all areas, except Grade 6 reading and writing where they were the same.
- Students with special education needs (excluding gifted) outperformed their provincial peers.
- English language learners outperformed their provincial peers on the OSSLT.

Challenges:

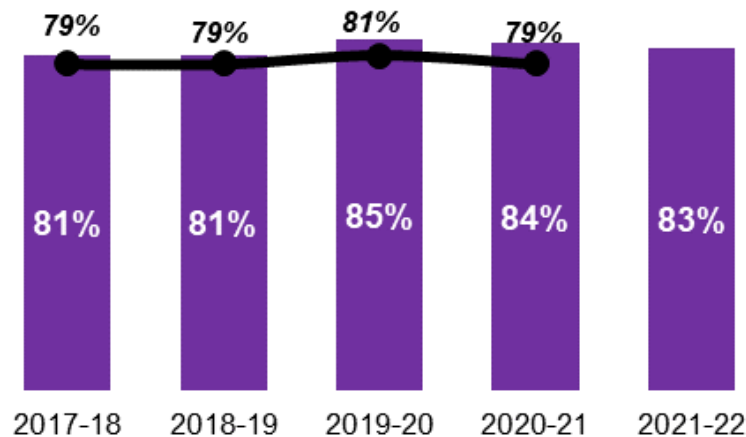
- Similar to the province, math continues to be an area for improvement.
- Relative to the province, smaller proportions of English language learners met or exceeded the provincial standard.

Pathways & Achievement

How successful are we at supporting student learning?

Grade 10 Credit Accumulation

A student is deemed to be “on track” to graduate with their peers within five years of commencing secondary school if they have accumulated at least 16 credits by the end of grade 10.

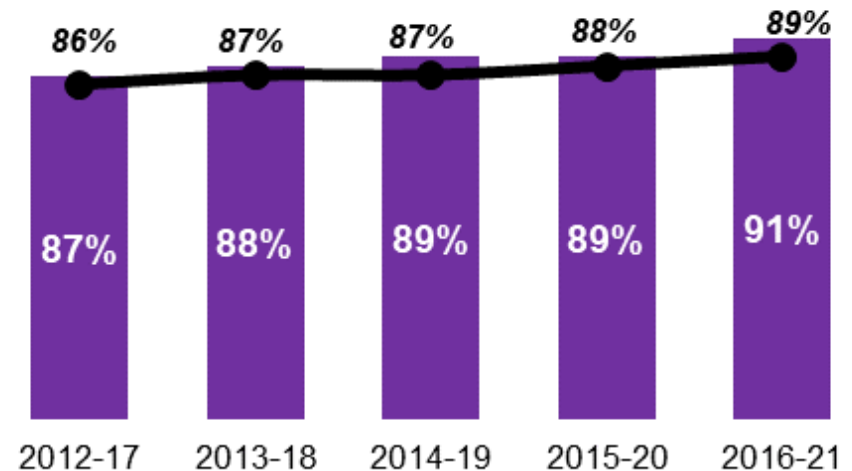


OCDSB Province

- Rates are steady, with a slight increase over time.
- *Most recent data for provincial comparison is not yet available; data is subject to Ministry verification.*

Cohort Graduation Rate

Cohort graduation rate is calculated based on the percentage of students earning an Ontario Secondary School Diploma (OSSD) within five years of starting grade 9 in an OCDSB secondary school.



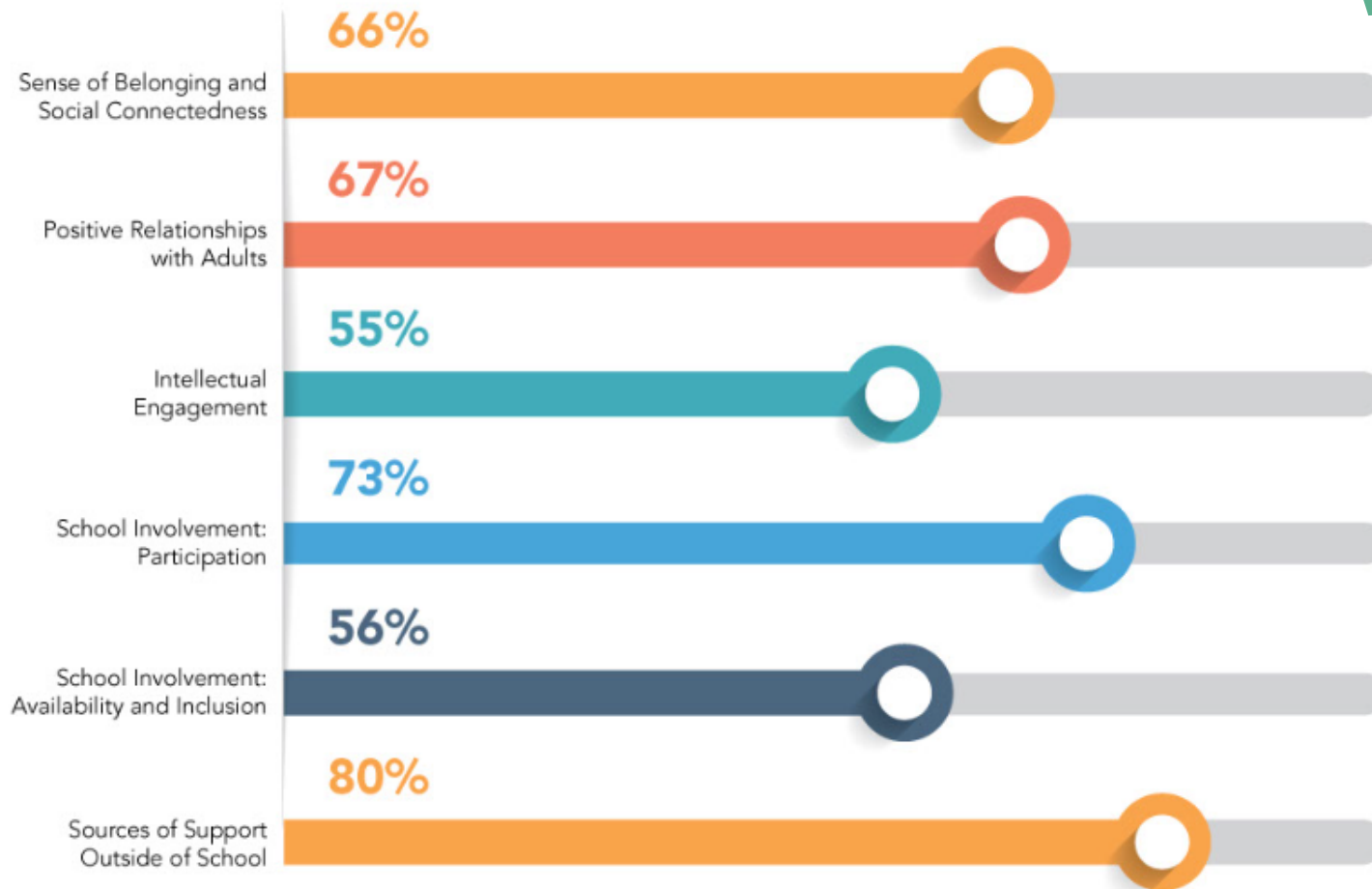
OCDSB Province

- OCDSB graduation rate continues to climb steadily;
- OCDSB graduation rate continues to hover slightly above the provincial rate;

Student Engagement

How engaged are our students?
Who are less engaged students?

[CLICK HERE
for more
highlights](#)



-School Climate Survey; Students grades 4-14, April/May 2022

Student Engagement

How engaged are our students?
Who are less engaged students?

In the School Climate Survey, students reporting **less engagement** also reported the following **demographic characteristics**:

- Diverse gender identities;
- LGBTQ2S+;
- Indigenous;
- Black; and
- Having a disability.

	Difference from District in Percentage Reporting Favourable				
	Gender: Self-identify in another way	LGBTQ2S+	Indigenous	Black	Disability
Sense of Belonging and Social Connectedness	-19%	-11%	-8%	-4%	-11%
Positive Relationships with Adults	-16%	-11%	-7%	-7%	-8%
Intellectual Engagement	-17%	-12%	-6%	-3%	-10%
School Involvement: Participation	-4%	-2%	-3%	-2%	-3%
School Involvement: Availability and Inclusion	-11%	-7%	-4%	-2%	-7%
Sources of Support Outside of School	-13%	-5%	-7%	-6%	-6%

School Climate

Do our students see their school as a safe and welcoming place to be?

[CLICK HERE for a detailed summary](#)

- Nearly **3/4** of junior and secondary, and over **2/3** of intermediate students reported **feeling safe** at school, and on the way to and from school.
- **More than 1/4** of students reported being a **victim of bullying** in the four weeks leading up to the survey, and approximately **1/3** of students reported **witnessing** bullying behaviour in the same time period.
 - The highest rates of bullying were reported by students in the junior division; however junior students reported the lowest rates of stereotyping, prejudice or discrimination (i.e., 15% over the past year, compared to 22% at the district level).
- Students who identify as **racialized** and/or from a community or group that has historically been **minoritized** tend to report **less favourable** experiences relative to other students.



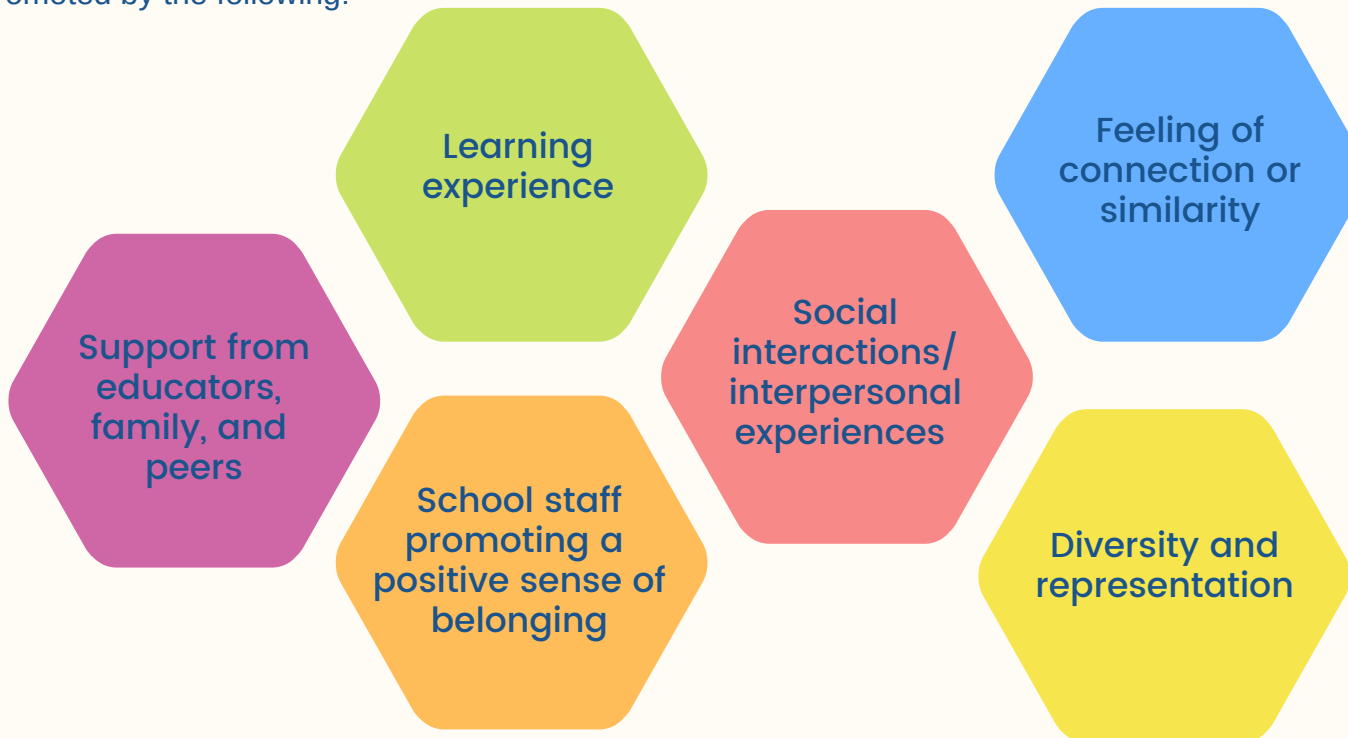
School Climate

Do our students see their school as a safe and welcoming place to be?

[CLICK HERE to interact with the data](#)

Our student survey data tells us our students' **sense of belonging** at school:

- Tends to **decline in adolescence**;
- Is affected by a complex set of factors, and may be experienced differently by students **based on personal characteristics**; and
- Is promoted by the following:



Social & Emotional Learning

What factors relate to student social and emotional learning?

[CLICK HERE](#)
read the OECD
Ottawa Report

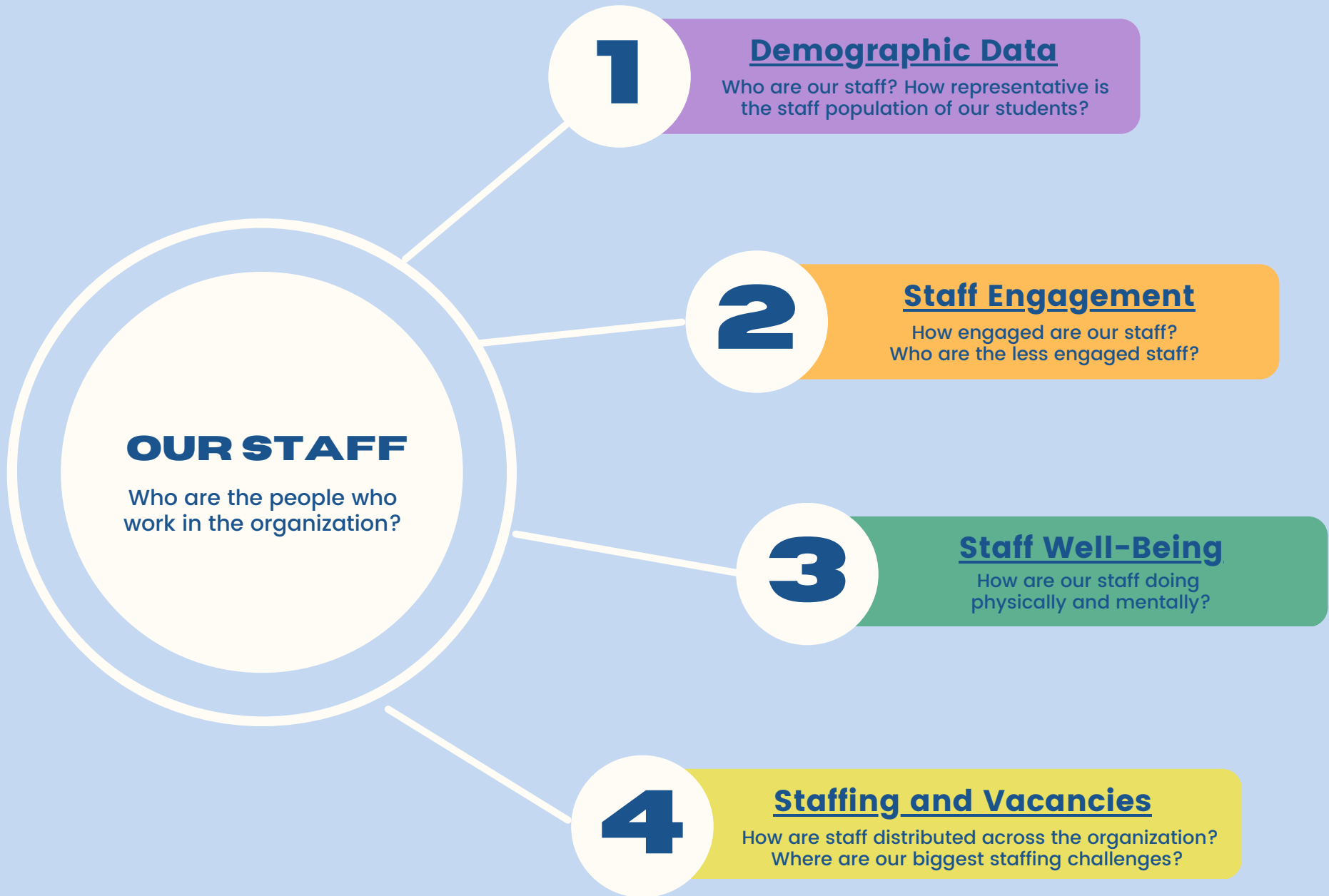
***Social and emotional skills** are individual **abilities, attributes and characteristics** that are important for academic success and life outcomes. They include skills such as curiosity, creativity, self-control, responsibility, persistence, optimism, trust, co-operation, motivation, etc.*

In 2018-2019, the OCDSB and other Ottawa school boards participated in the OECD's Survey on Social and Emotional Skills.

Highlights from the Ottawa data include:

- Students tend to have **higher educational** expectations when they have more **curiosity, assertiveness, tolerance and trust**.
- **10-year-olds** reported **higher** social and emotional skills than **15-year-olds**, with optimism and empathy showing the largest drop.
- Students who participate in after-school **art activities** report higher levels of **creativity**, particularly among 15-year-olds.
- **Socio-economically advantaged** students have **higher levels** of almost every social and emotional skill measured by SSES than their less socio-economically advantaged peers.





Staff Demographic Data

Who are our staff? How representative is the staff population of our students?

The OCDSB's 2021 Valuing Staff Voices Survey allowed us to hear directly from nearly 4000 staff. Through the survey, we learned that:*

Staff reported speaking over **35 languages** fluently, with **English then French** as the most common.

2% of staff respondents reported identifying as **Indigenous**.

Based on the responses, the **majority** of staff (85%) identify as **White**; **4%** identify as **Black** and **4%** identify as **Middle Eastern**.

The staff population is a **multi-faith** community; **45%** of staff identify as **Christian**.

Staff gender identity is reported as **76% female, 22% male**.

81% of staff reported identifying as **straight/heterosexual**; **14%** reported **2SLGBTQ+** sexual orientations.

11% of staff indicated that they have a **disability**. Of this subset, **40%** reported a **mental health disability**, **36%** a **learning disability**, and **24%** **chronic pain**.

Staff Demographic Data

Who are our staff? How representative is the staff population of our students?

[CLICK HERE
for more
comparisons](#)

- Staff who speak **English** fluently (96%) are **over-representative** of students who speak English as a first language (74%). Staff are **under-representative** of students who speak **Arabic** (3% of staff vs. 9% of students) and **Chinese** (<1% of staff vs. 4% of students).
- Staff who identify as **Indigenous** (2%) are slightly **under-representative** of students (3.5%), but are comparable to the Ottawa population (2.6%).
- Staff who identify as **racialized** are **under-represented** compared to students (18% of staff vs. 49% of students), and compared to the Ottawa population (26%).
- Staff who identify as **Christian** are **over-represented** (45% of staff vs. 27% of students), and those who identify as **Muslim** are **under-represented** (5% of staff vs. 19% of students).
- Staff who reported **diverse gender identities** (2%) are **under-represented** compared to grade 7-12 students (6%). **Similar proportions** of staff (81%) and grade 7-12 students (79%) identify as **heterosexual**.

**Ratios of response to the student and staff surveys were different and data from the whole population might skew the conclusions included herein.*

Staff Engagement

How engaged are our staff?
Who are the less engaged staff?

[CLICK HERE](#)
to see the full
report of survey
results

2021 Valuing Staff Voices Survey: Engagement & Satisfaction



Nearly 2/3rs of the respondents indicated that they are proud to work at OCDSB.

Staff Engagement

How engaged are our staff?
Who are the less engaged staff?

Based on 2021 Valuing Staff Voices Survey Results

Strengths:

- Almost **80%** of survey respondents believe they are treated with **dignity** and **respect** at work
- Almost **90%** feel they are **part of a team**
- Almost **90%** believe their **job is challenging** and **interesting** and gives them a feeling of **personal accomplishment**
- **72%** feel a **sense of belonging** in their school/department

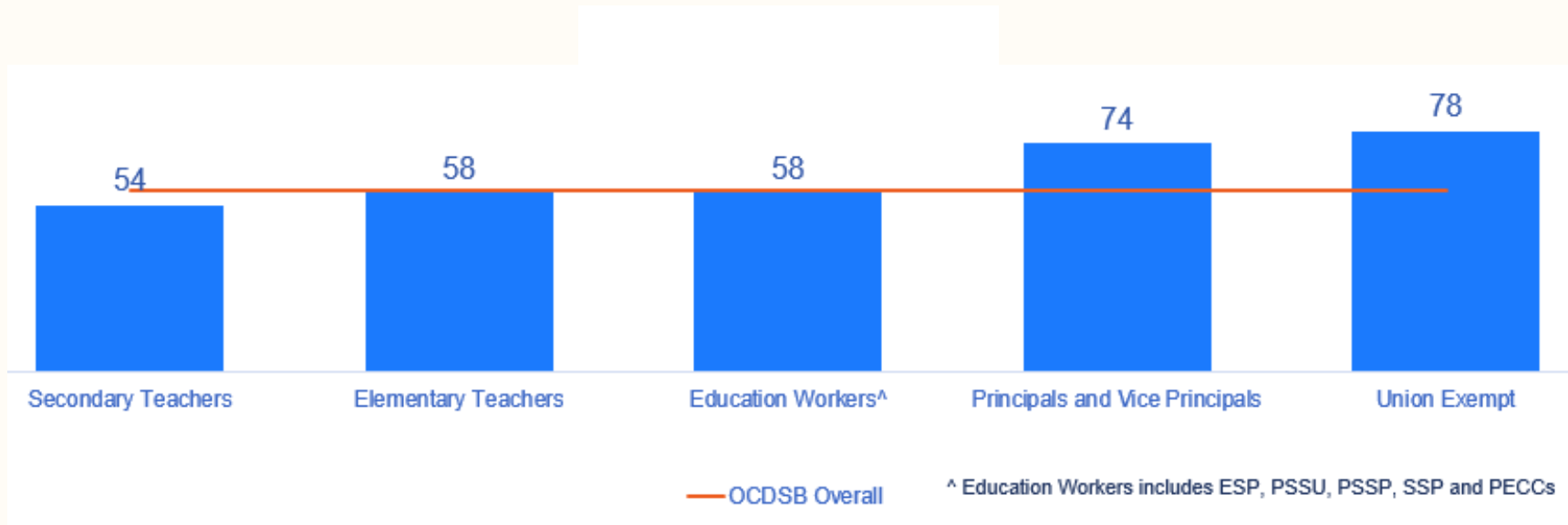
Areas for Improvement:

- **Recognition** when staff do a good job
- **Work-life balance**
- Staff seeing a **clearer link** between their work and a **strategic plan that motivates them**
- **Engagement barriers at the workplace:**
 - Almost **1/3** of survey respondents reported experiencing **racism, stereotyping, harassment, or discrimination** at the workplace (almost **1/3** of them believe it was a result of **age** and **1/5** believe it was a result of **race**)
 - **11%** of survey respondents have experienced racism, stereotyping, or discrimination in the hiring and promotion practices.
 - Top listed barriers for hiring and promotional practices are **training, growth, learning, and development**

Staff Engagement

How engaged are our staff?
Who are the less engaged staff?

Employee Groups

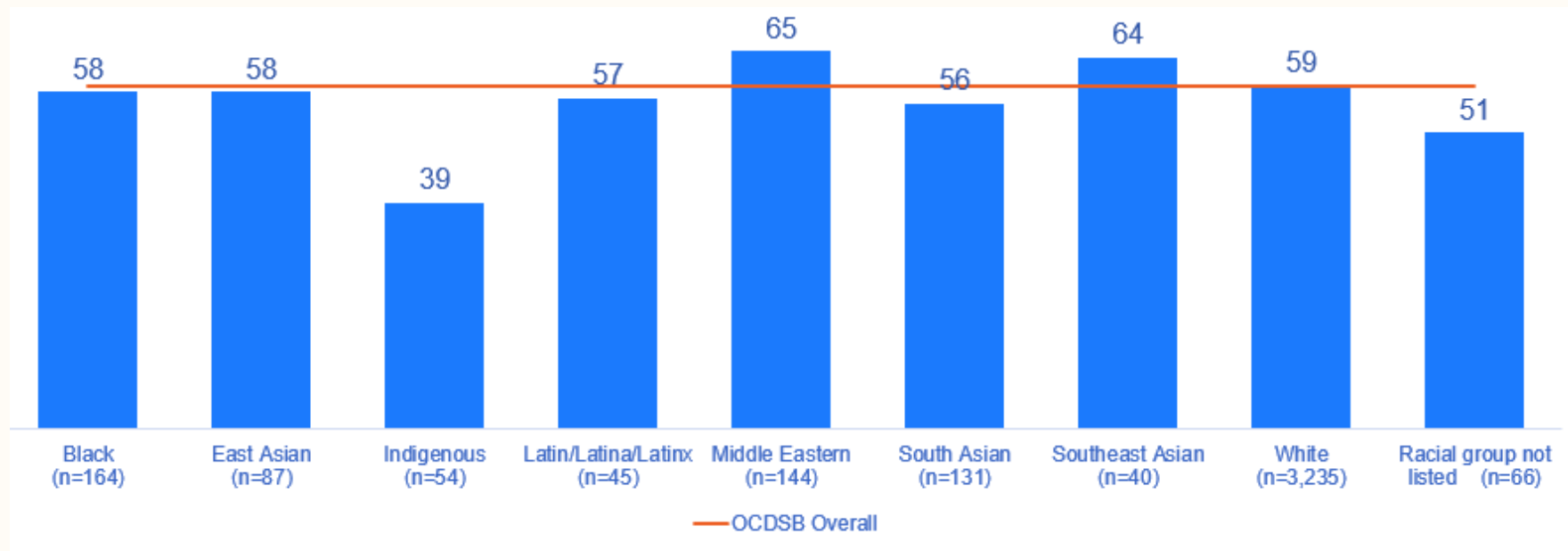


Engagement varies across Employee Groups.
Those in unionized groups reported lower levels of engagement.

Staff Engagement

How engaged are our staff?
Who are the less engaged staff?

Race

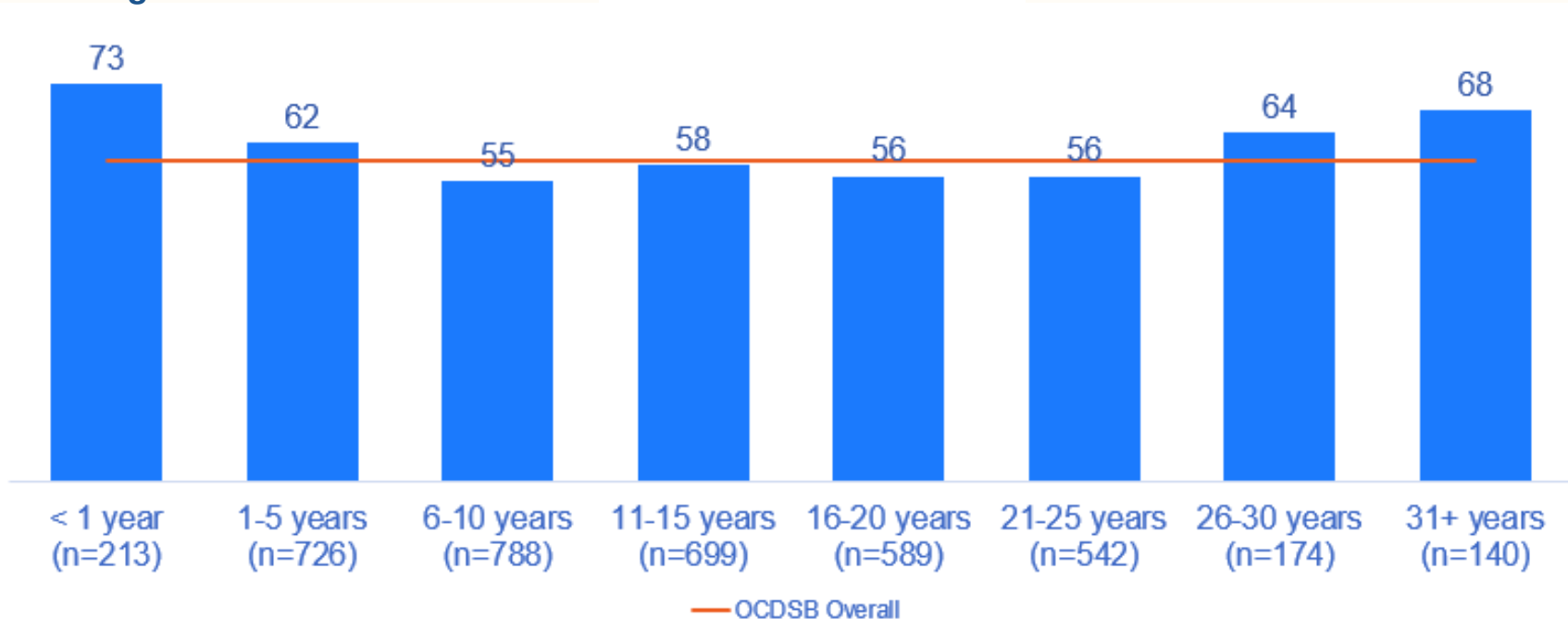


Indigenous and Racial group not listed were lower than OCDSB Overall; Middle Eastern was higher. Caution should be used when interpreting this data because some groups are small and confounding variables are not accounted for (e.g., comparisons do not consider the impact that job/role may have on engagement, which may also be related to race).

Staff Engagement

How engaged are our staff?
Who are the less engaged staff?

Length of Service



The trend of new employees as being the most engaged is seen in most organizations. Engagement will decline after the first year. In some organizations, engagement will remain at those low levels, but for other organizations, including the OCDSB, engagement will increase for those nearing the end of their working career.

Staff Well-Being

How are our staff doing physically and mentally?

- **Average Sick Days Lost within the OCDSB was less than other Ontario school boards** (n = 61; School Board's Co-operative Inc. Absence Study)
 - 12.73 Days (OCDSB) vs. 15.18 Days (Participating District School Boards) in 2021-2022
Note: Not all school boards used a separate absence code for quarantine leave and so their absence rates may appear higher; however, even when quarantine days are included in sick days, OCDSB sick days are still less than the average.
- **OCDSB had lower absences by Employee Group in most categories**
 - ECEs (21.09), EAs (18.70), Custodial/Maintenance (17.55), Elementary Teachers (13.74), Secondary Teachers (11.86), Principals/Vice Principals (9.34), Other Union (7.67), and Union Exempt (4.56).
- **Short Term Sick Leave** usage (less than 5 consecutive days) for OCDSB was **lower** than participating school boards
 - 42.46% versus 44.16%
- **Long Term Sick Leave** (5 or more consecutive days) in OCDSB was **higher** than participating school boards
 - 57.54% versus 55.84%

Overall, there has been an increase in sick leave across board schools

Staff Well-Being

How are our staff doing physically and mentally?



Absence Study Report 2017-18 to 2021-22

Ottawa-Carleton District School Board

Overall Magnitude of Absence

Table 1: Overall Magnitude of Absence 2017-18 to 2021-22

	School Board Average Sick Days Lost – All Employees	Absence Study* Average Sick Days Lost – All Employees	School Board Average Sick Days Lost per Permanent Employee	Absence Study* Average Sick Days Lost per Permanent Employee	School Board Average Sick Days Lost per LTO/LTS Employee	Absence Study* Average Sick Days Lost per LTO/LTS Employee	Total Cost of Sick Leave	Total Cost of Sick Leave as Percent of Overall Payroll
2017-18	11.37	12.36	12.00	12.92	1.65	5.55	\$33,389,257	5.31%
2018-19	11.21	12.54	11.94	13.20	2.23	5.79	\$34,231,709	5.35%
2019-20	8.25	9.37	8.59	9.89	2.77	3.91	\$27,120,240	4.06%
2020-21	11.46	11.75	12.17	12.71	4.41	4.68	\$40,122,689	6.07%
2021-22	12.73	15.16	13.56	16.30	6.64	6.97	\$44,317,008	6.15%

Notes: Total Cost of Sick Leave includes Long Term Occasional/Long Term Supply costs. Total Cost of Sick Leave is direct cost for personal sick leave and medical/dental appointments, where applicable, deducted from Sick Leave.

*Absence Study Average represents the data from all school boards that participated in SBCI's Absence Study for each year from 2017-18 to 2021-22.

Staff Well-Being

How are our staff doing physically and mentally?

View top thoughts from [Educators & Other Staff](#)

Findings from our February 2022 Community Check-In indicated that (at that time) 72% of educators and 51% of other staff reported well-being as fair or poor. Low well-being was largely tied to workload and staff burnout.

Stressful work at a fast pace. It needs to have competitive wages with other school boards within its area. If you are working evening shifts there should be a night shift Premium or something (custodian)

Teachers are completely spread thin. We need more time, more support, and fewer demands. One day between semesters is not enough. PD days should be 50% PD and 50% teacher priority. Hybrid models are stressful and hard to maintain.

Consider the heavy workload for employees because we are all exhausted.

Stop saying staff mental health matters, when there is no support for it. Providing links to 3rd party counselling and reminding us to "take time for ourselves" is not supporting mental health. Get more EAs and smaller classes

Educators are not okay. Recognize that we have been overburdened and look to unburden us. (Min preps/ duties, less flexed classes, less "can you?.." Worker burnout and other mental health issues are growing within our educators.

Staffing and Vacancies

How are staff distributed across the organization?
Where are our biggest staffing challenges?

[CLICK HERE
for the 2022-
2023 Budget](#)

Staffing by Full-Time Equivalency (FTE) Summary Table

Staffing Group	Approved 2021-2022		Approved 2022-2023	
	FTE	% Total	FTE	% Total
Classroom and Resource Teachers	4,807.96	59.30%	4,884.67	58.66%
Educational Assistants	821.50	10.13%	856.00	10.28%
Custodial and Maintenance	722.22	8.91%	724.22	8.70%
Early Childhood Educators	355.64	4.39%	385.36	4.63%
School Office and Technicians	390.15	4.81%	393.63	4.73%
Central and School Administration & Support	409.84	5.05%	414.84	4.98%
Extended Day Program and Infant, Toddler & Preschool Childcare Program	221.64	2.73%	278.28	3.34%
Principals and Vice-Principals	261.25	3.22%	267.25	3.21%
Psychologists, Social Workers, Speech Language Pathologists and other Student Professional Staff	102.20	1.26%	106.70	1.28%
Continuing Education	16.00	0.20%	16.00	0.19%
Total	8,108.40	100.00%	8,326.95	100.00%

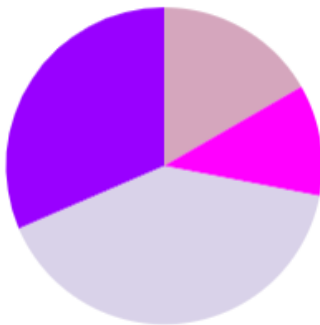
Staffing and Vacancies

How are staff distributed across the organization?
Where are our biggest staffing challenges?

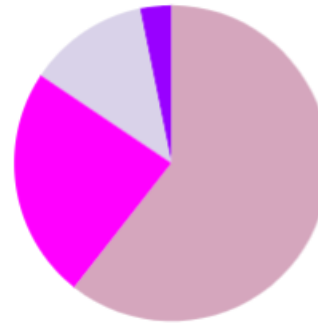
Unfilled* Assignments per Employee Group (Sept-Dec 2022)

Employee Group	Average Weekly Absences	Average Unfilled %
Educational Assistants	860.04	29.06%
Early Childhood Educators	585.53	11.40%
Elementary Teachers / LTOs	2,086.50	5.95%
Secondary Teachers / LTOs	1,623.83	1.55%

Average Weekly Absences



Average Weekly Unfilled Absences

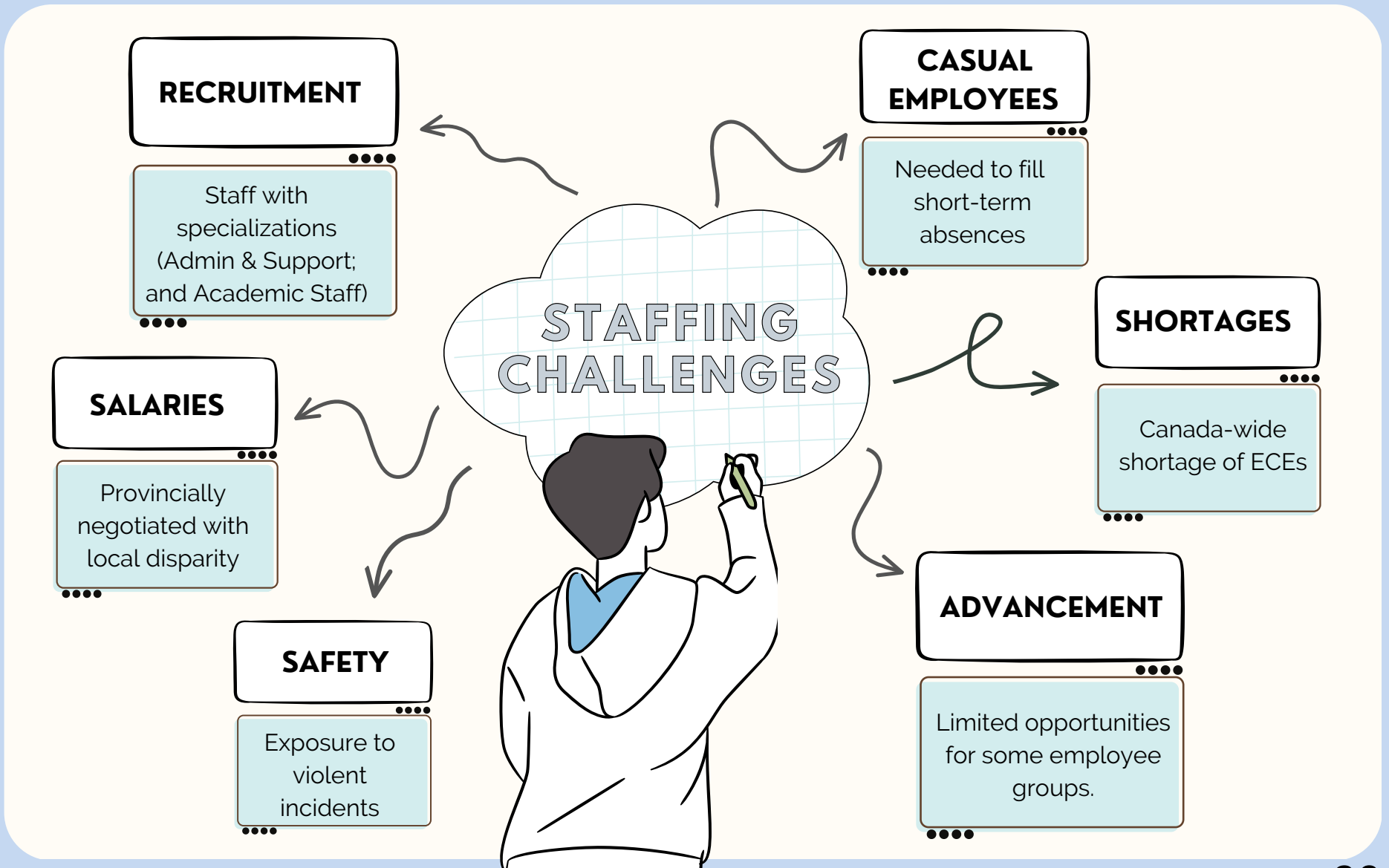


- Educational Assistants
- Early Childhood Educators
- Elementary Teachers / LTOs
- Secondary Teachers / LTOs

*Unfilled means that after exhausting all replacement options, the assignment continued to go unfilled.

Staffing and Vacancies

How are staff distributed across the organization?
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Reflection & Discussion

Based on the data presented thus far, the following questions are presented for trustee reflection and discussion:

- What does the data tell you about our strengths as a District?
- What does it tell you about areas for improvement?
- What are the gaps that need to be addressed?
- What results/trends surprised you?