OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Environmental Scan

2023-2027 OCDSB Strategic Plan

ENVIRONMENTAL SCAN

2023-2027
OCDSB Strategic Plan

1. About OCDSB
2. Our Students
3. Our Staff
4. Our Community
5. Political Landscape
6. Economics
7. Local and Global Trends and Events

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?

1. **School Organization**
   How are our schools organized?
2. **Program Offerings**
   What do we offer students?
3. **Enrolment Trends**
   What are the patterns/trends across schools, and how do they relate to program offerings?
4. **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

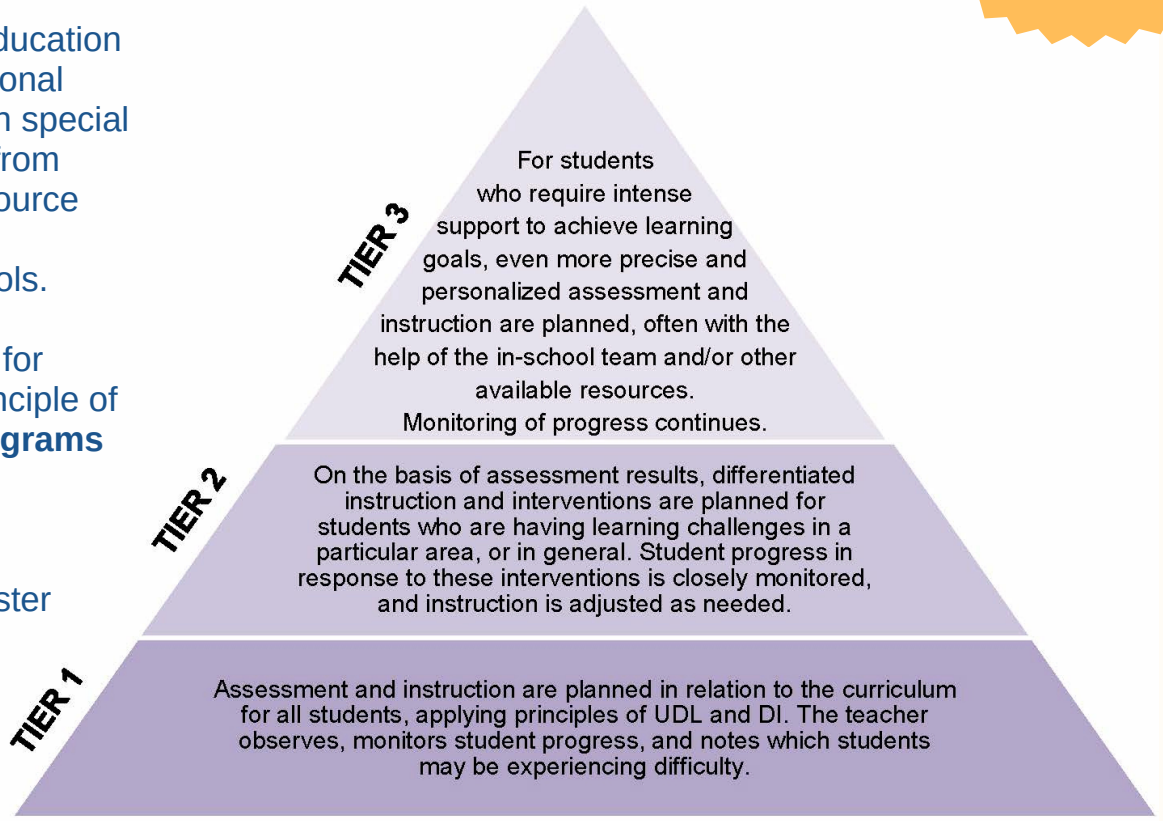
What do we offer students?

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;
- proving 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

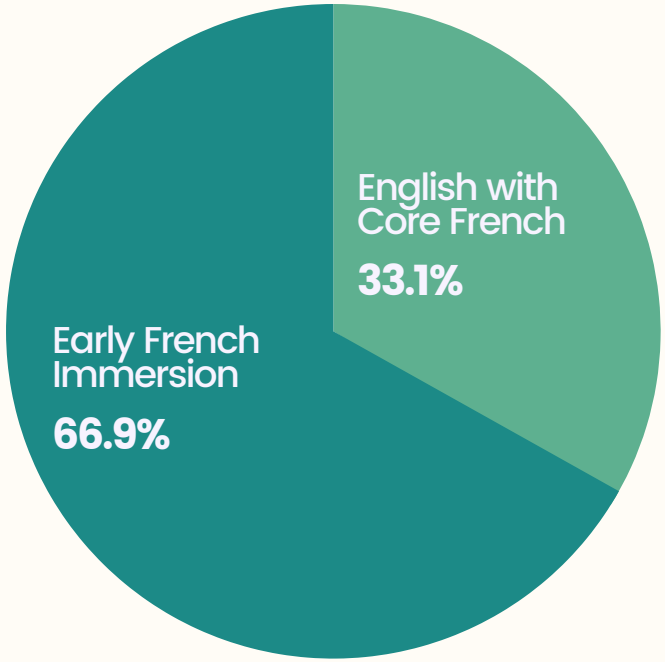
- **66.8%** of the students are at the **elementary level**
- **33.2%** of the students are at the **secondary level**

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**

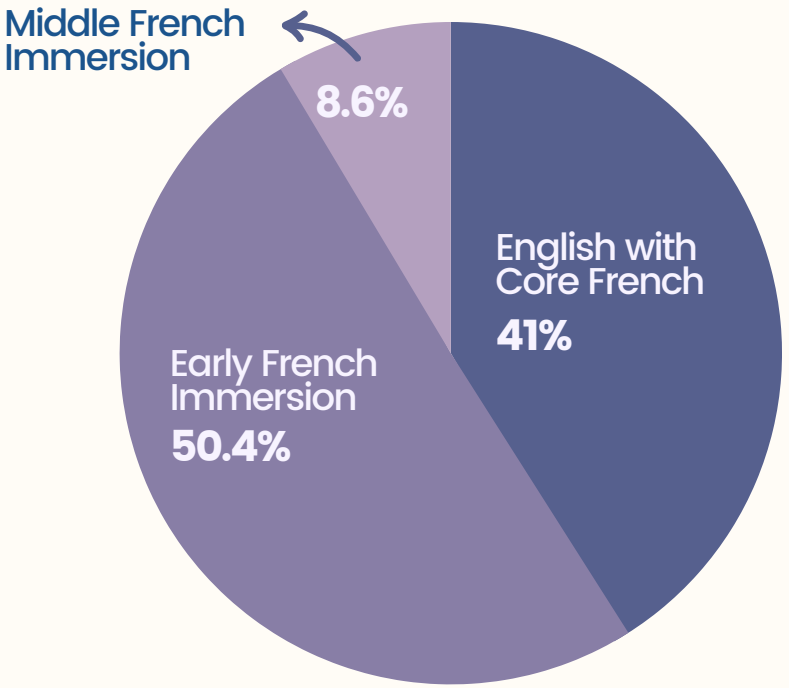
Enrolment Trends

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	14,631	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

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

OCDSB IN THE MEDIA

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

"Enrolment shortfall leaves OCDSB in a bind"

"Ottawa families give mixed reviews for online schooling"

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

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:

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

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

"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."

"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."

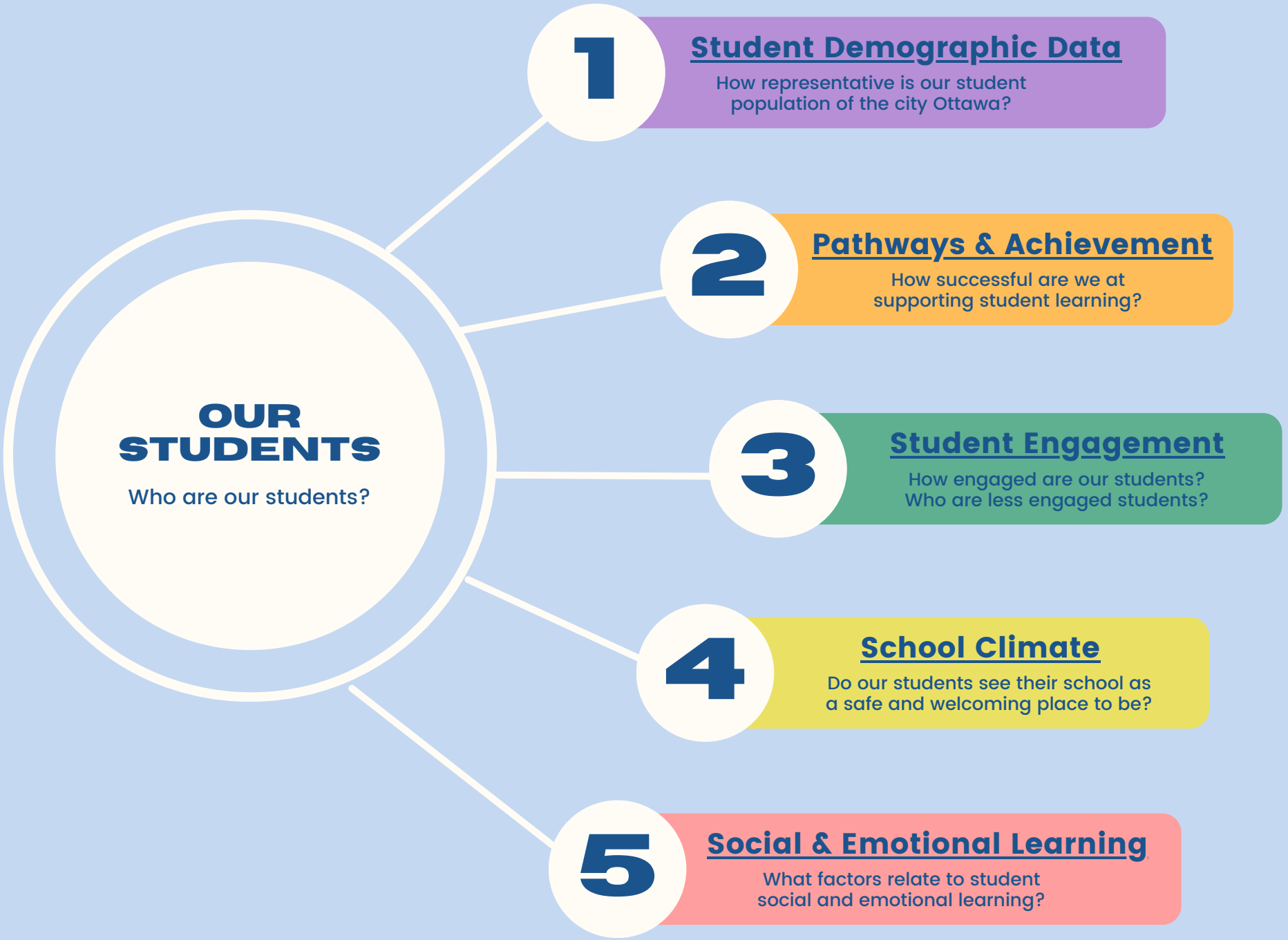
"Prioritize keeping kids in school. Mental health."

"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?
1
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?
5
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:

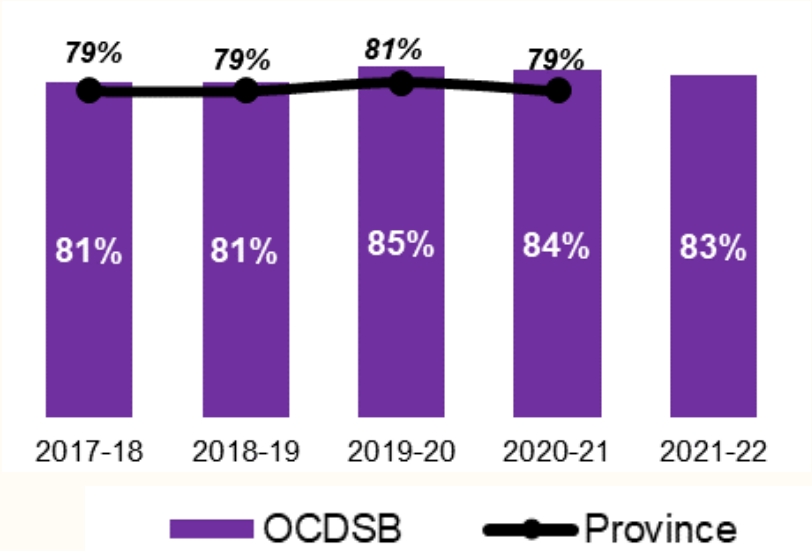
- Similar to the province, math continues to be an area for improvement.
- Relative to the province, smaller proportions of English language learners met or exceeded the provincial standard.

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.

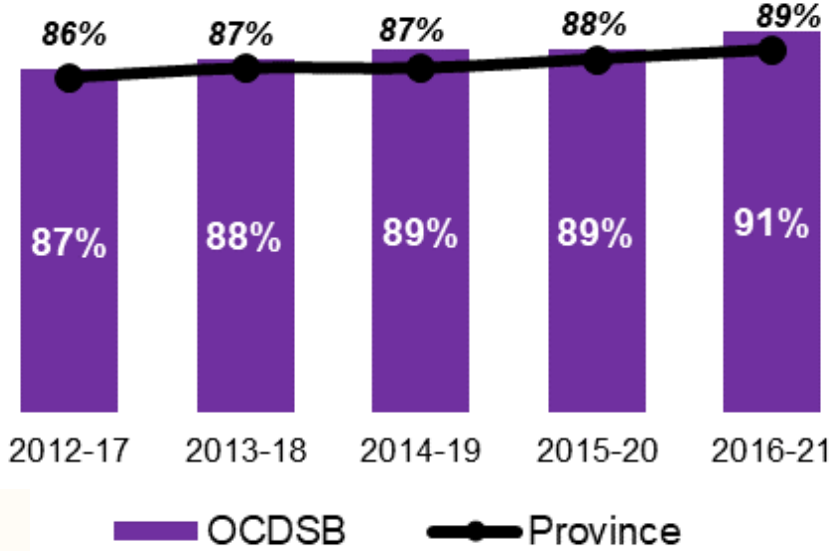


- Rates are steady, with a slight increase over time.

**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.

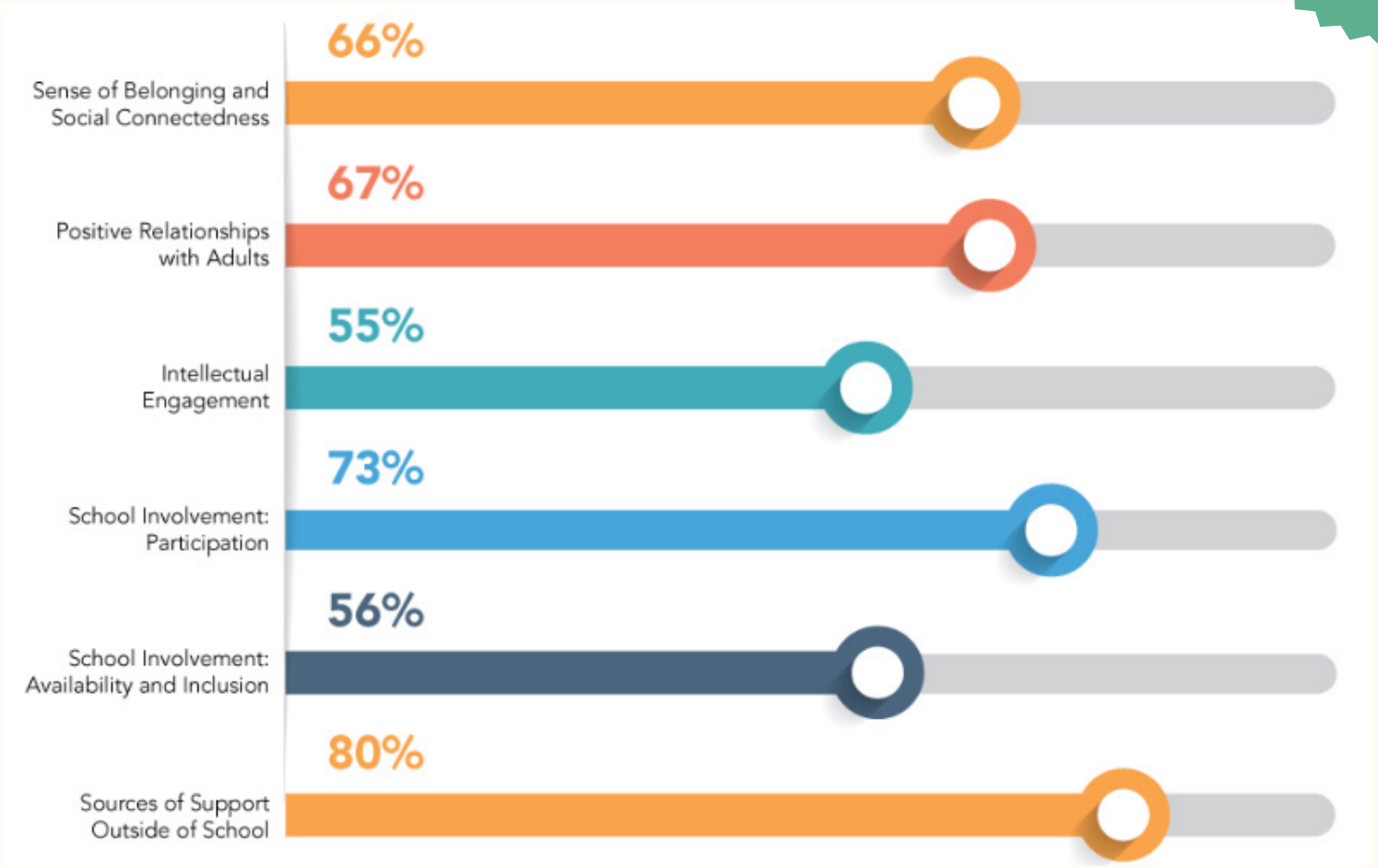


- OCDSB graduation rate continues to climb steadily;
- OCDSB graduation rate continues to hover slightly above the provincial rate;

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?

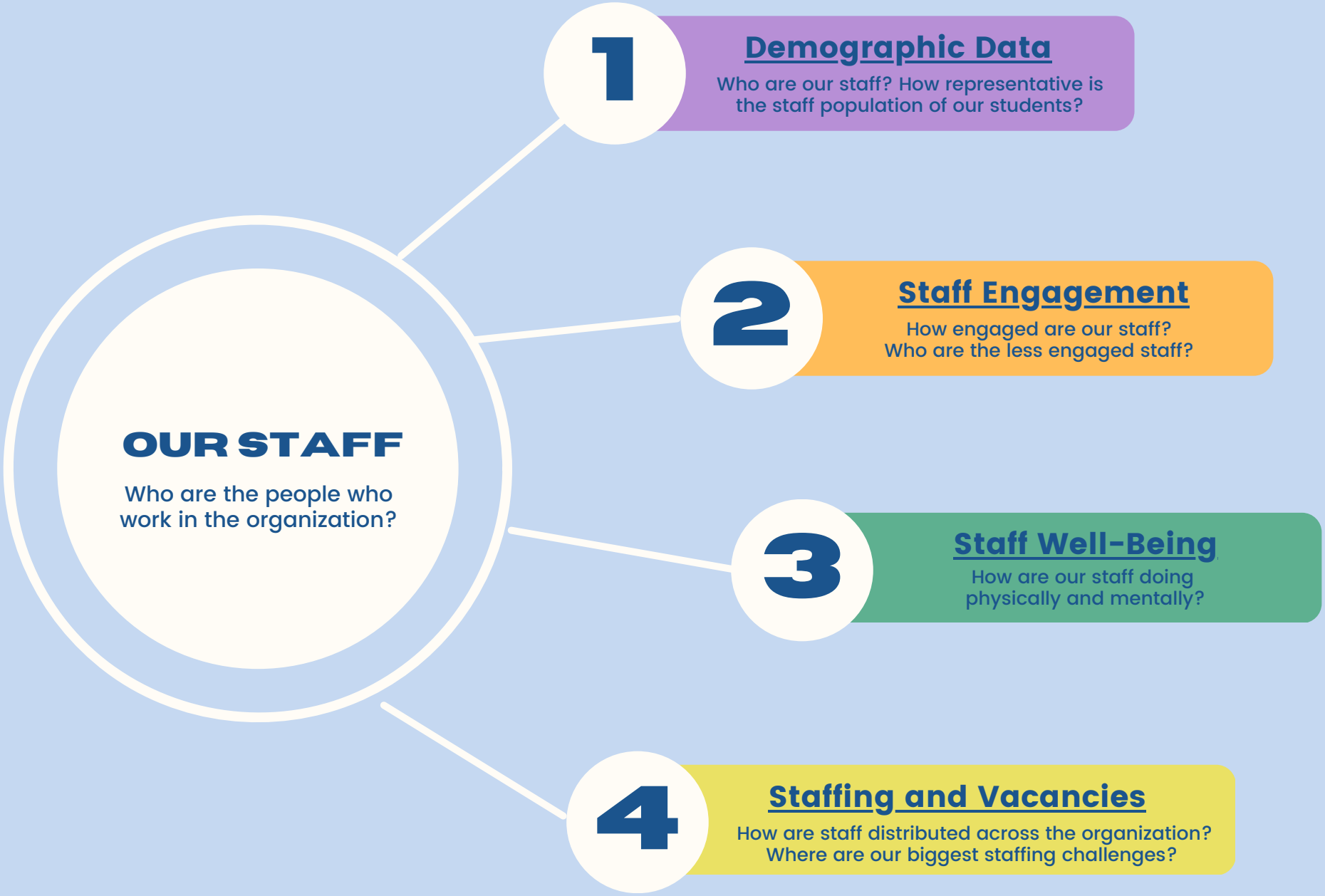
CLICK HERE read the OECD Ottawa Report

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.


OUR STAFF
Who are the people who work in the organization?
1
Demographic Data
Who are our staff? How representative is the staff population of our students?
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Staff Engagement
How engaged are our staff?
Who are the less engaged staff?
3
Staff Well-Being
How are our staff doing physically and mentally?
4
Staffing and Vacancies
How are staff distributed across the organization?
Where are our biggest staffing challenges?

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.**

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

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

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**.

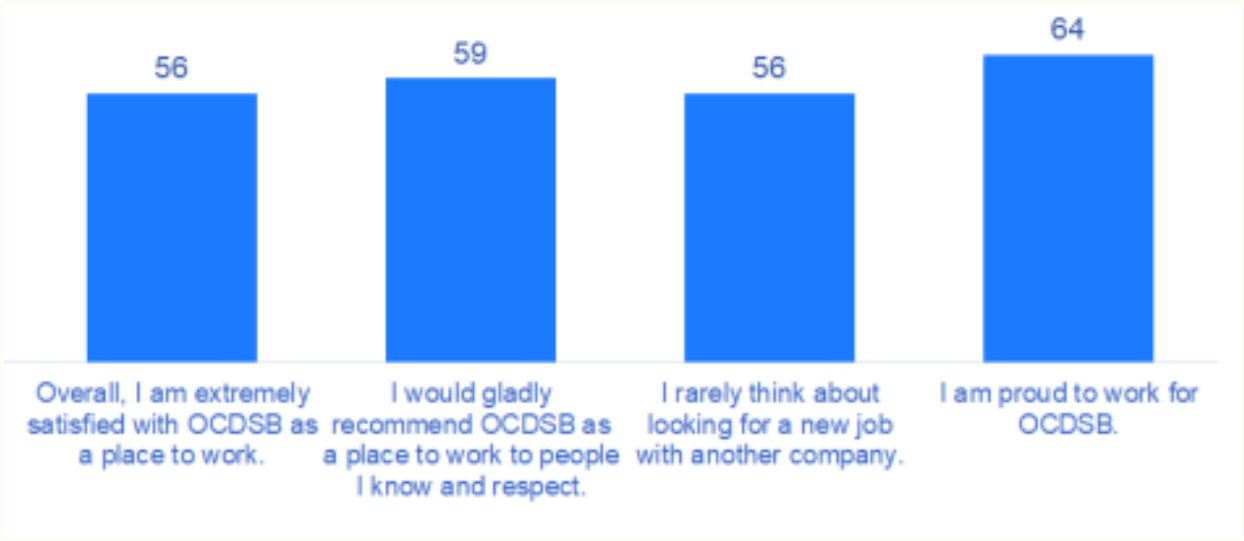
**Ratios of response to the student and staff surveys were different and data from the whole population might skew the conclusions included herein.*

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:

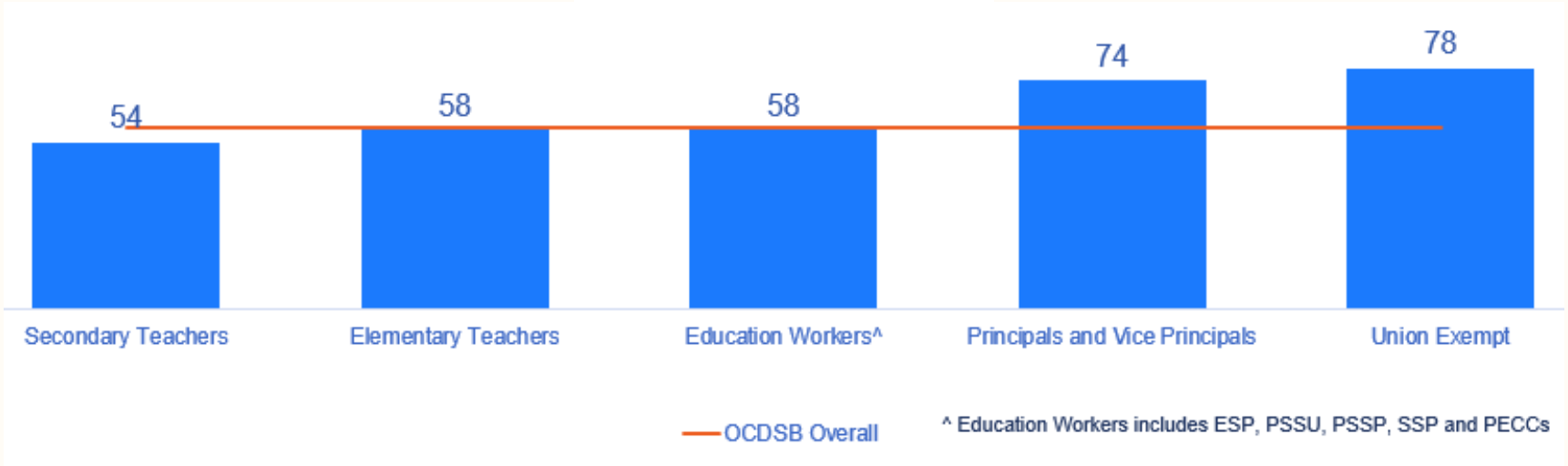
- **Recognition** when staff do a good job
- **Work-life balance**
- Staff seeing a **clearer link** between their work and a **strategic plan that motivates them**

- **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

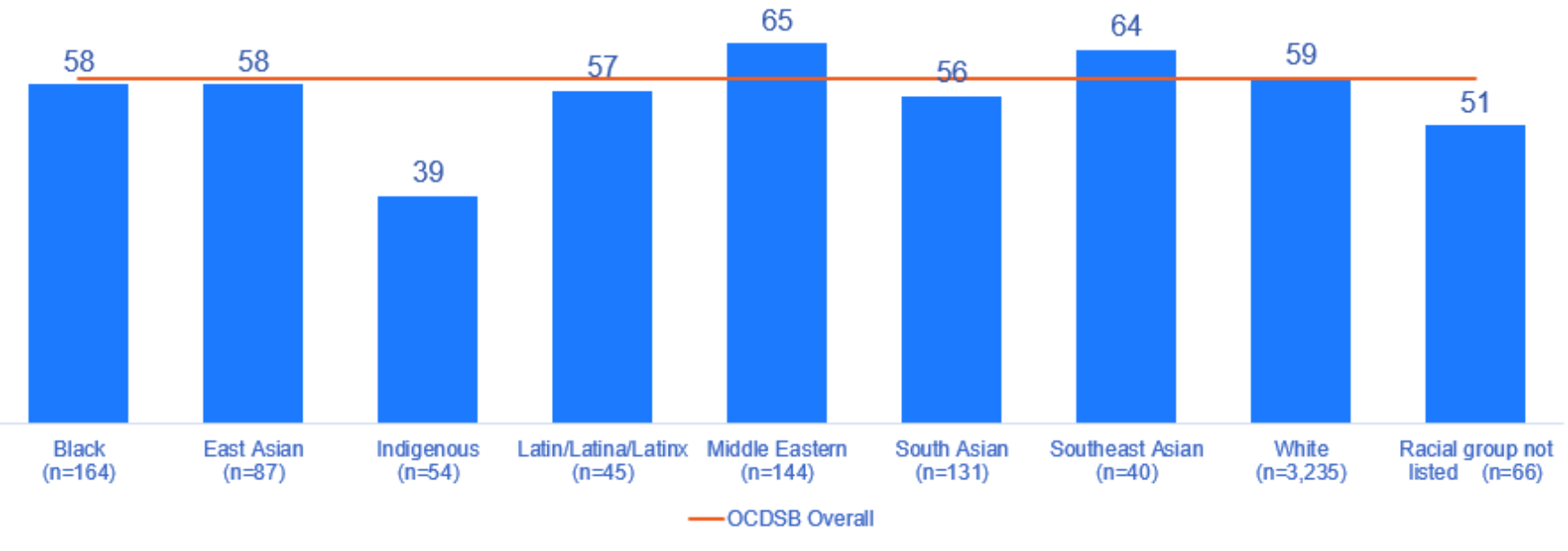


Engagement varies across Employee Groups.
Those in unionized groups reported lower levels of engagement.

Staff Engagement

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

Race

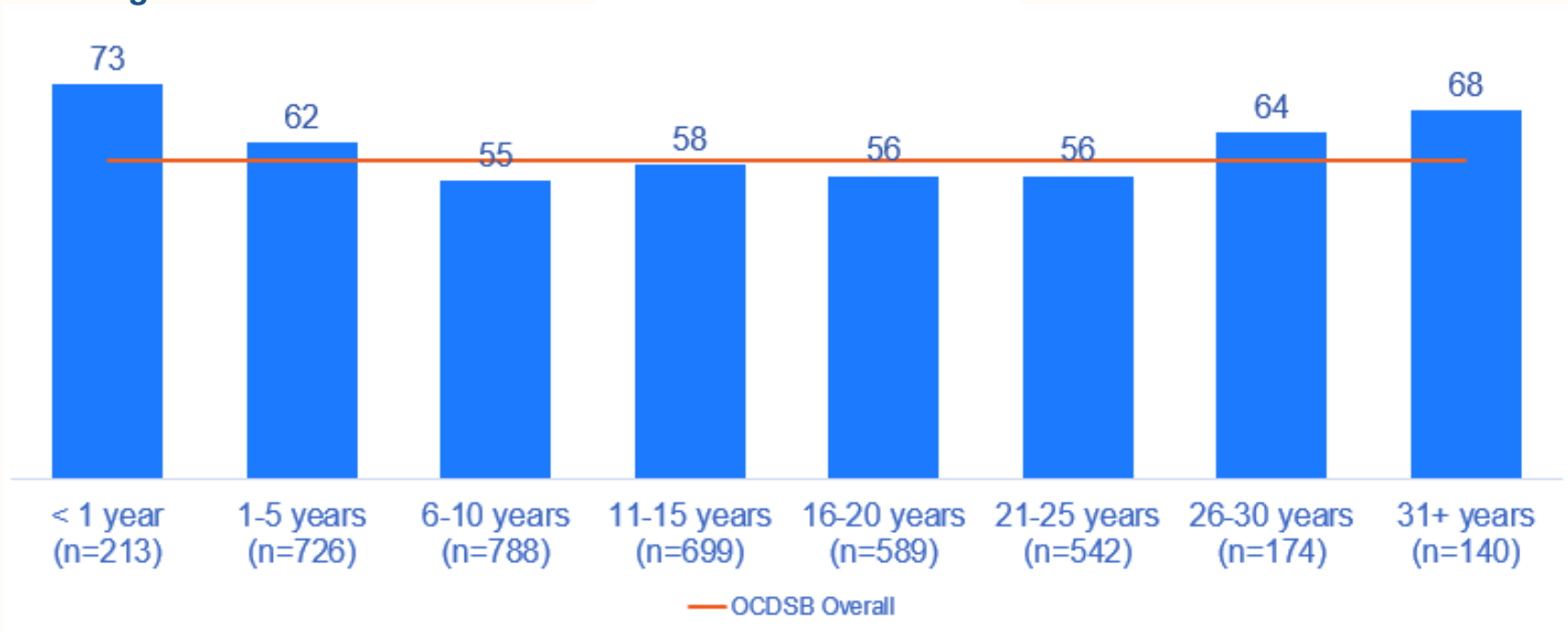


Indigenous and Racial group not listed were lower than OCDSB Overall; Middle Eastern was higher.
Caution should be used when interpreting this data because some groups are small and cofounding variables are not accounted for (e.g., comparisons do not consider the impact that job/role may have on engagement, 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 sthere should be a night shift Premium or somthing (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 ourself" 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

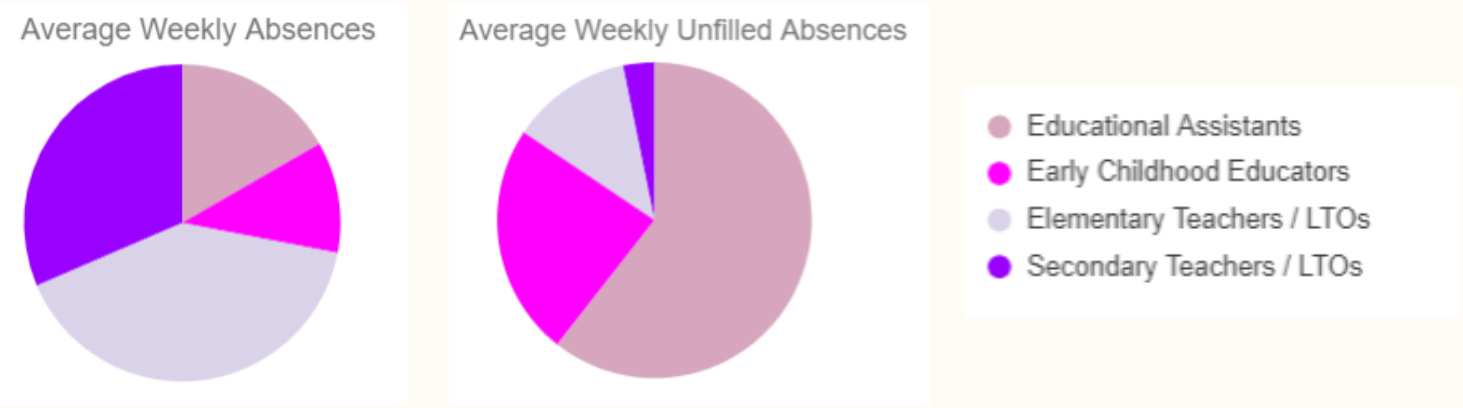
Staffing Group	Approved 2021-2022		Approved 2022-2023	
	FTE	% Total	FTE	% Total
Classroom and Resource Teachers	4,807.96	59.30%	4,884.67	58.66%
Educational Assistants	821.50	10.13%	856.00	10.28%
Custodial and Maintenance	722.22	8.91%	724.22	8.70%
Early Childhood Educators	355.64	4.39%	385.36	4.63%
School 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)

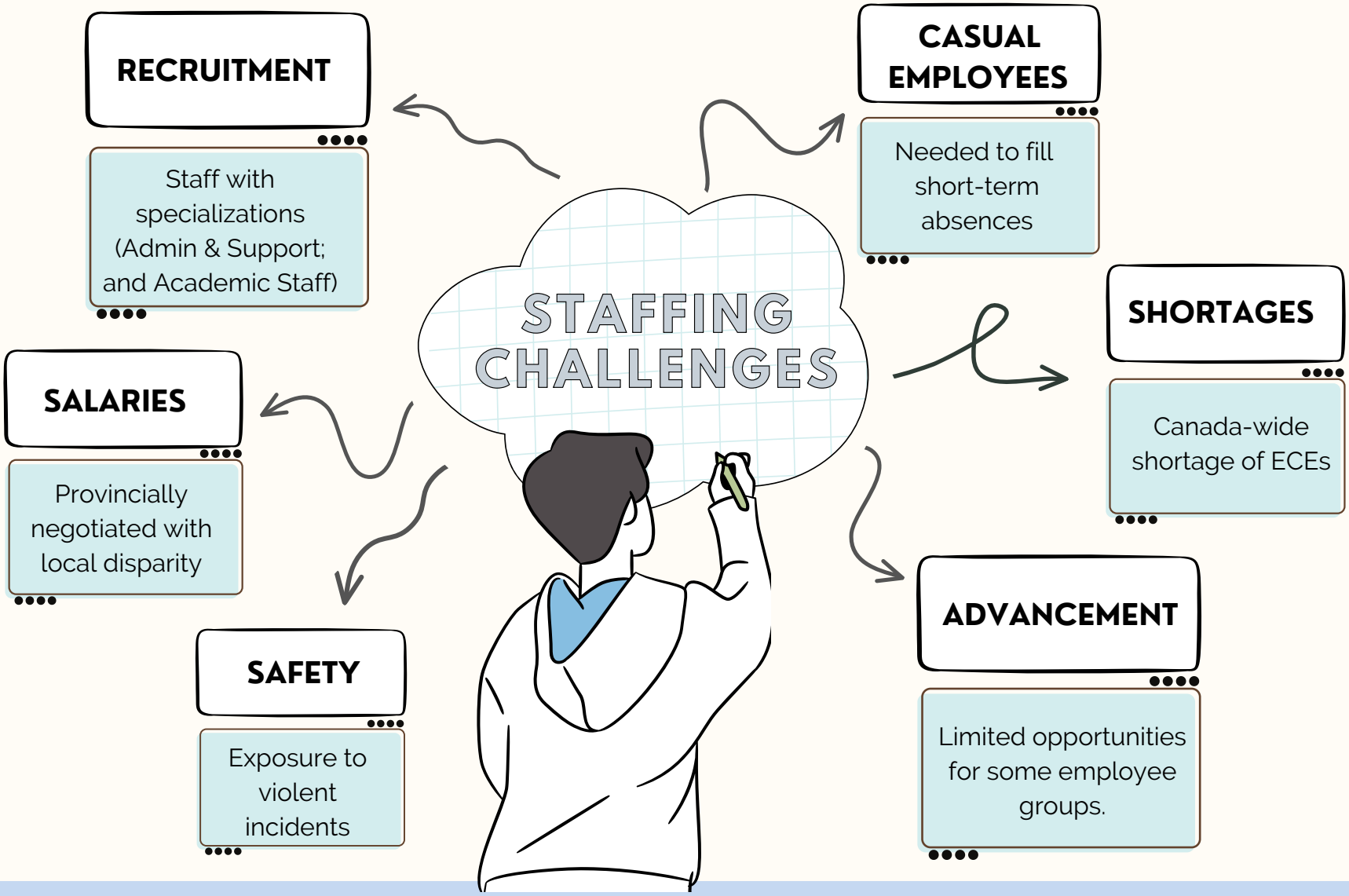
Employee Group	Average Weekly Absences	Average Unfilled %
Educational Assistants	860.04	29.06%
Early Childhood Educators	585.53	11.40%
Elementary Teachers / LTOs	2,086.50	5.95%
Secondary Teachers / LTOs	1,623.83	1.55%



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

Staffing and Vacancies

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



OUR COMMUNITY

What are the characteristics of our community?

1. **Demographic Data**
   Who are the people in our community?
2. **Population Forecasts**
   How is the population changing, and where are areas of high density?
3. **Housing Trends**
   What are the housing growth patterns, and how do they impact us?
4. **Socioeconomic Status**
   Where are the areas of financial need in our community?

Demographic Data

Who are the people in our community?

CLICK HERE for Statistics Canada Census Data

82% of people in Ottawa reported **English as their first language** and **14%** reported **French** (**36%** reported being **bilingual** in both official languages). Similar to our student demographic, the main non-official languages spoken at home are **Arabic**, **Mandarin**, and **Spanish**.

Approximately **2.6%** of the Ottawa community identifies as **Indigenous;** compared to **3.5% of our students.**

While the majority of Ottawa's population identified as White/Caucasian, **25%** identified as **racialized**. Of that percentage, **26%** identified as **Black**, **18%** as **Arab**, **18%** as **South Asian**, and **14%** as **Chinese**. This mirrors our student population.

Nearly **one third** of the Ottawa community reported having **no religious or spiritual affiliation**. **31%** identified as **Catholic**, **10%** as **Muslim**, **6%** as **Christian,** and **1%** as **Jewish,** mostly aligning with OCDSB students.

Demographic Data

Who are the people in our community?

CLICK HERE for a snapshot of LGBTQ+ communities

5.6% of Canada's **non-binary population** resides in Ottawa, with **0.4%** of Ottawa's population **identifying as gender diverse**. This is markedly less than the 5% of OCDSB students in grades 7-12 reporting diverse gender identities.

Canada is home to about **one million people** who **identify as LGBTQ+** (**4% of the population** aged 15 and older), with **30%** of **LGBTQ+ Canadians** being **between the ages of 15 and 24**.

In Ottawa, there are **161,445 people living with disabilities**, they comprise **13% percent of Ottawa's population.** Across Canada, disabilities related to pain, flexibility, and mobility are the most common.

22% of Ottawa residents (aged 15 years and over, living in private households) reported **earning less than $20,000** in 2020.

Population Forecasts

How is the population changing,
and where are areas of high density?

CLICK HERE for a more longitudinal forecast

Year	Population
2018	1,007,500
2019	1,030,200
2020	1,047,400
2021	1,064,100
2022	1,080,200
2023	1,095,500
2024	1,110,800
2025	1,126,300
2026	1,141,800
2027	1,157,400

Ottawa's population **grew by 9% in 2021**. From 2018 to 2046, the population is projected to **increase by 402,000.**

The table to the left offers a ten-year snapshot of the projected population increase.

In 2021, **63,747** of Ottawa residents lived in **rural** parts of the city, while **953,702** inhabited the city **population centres**.

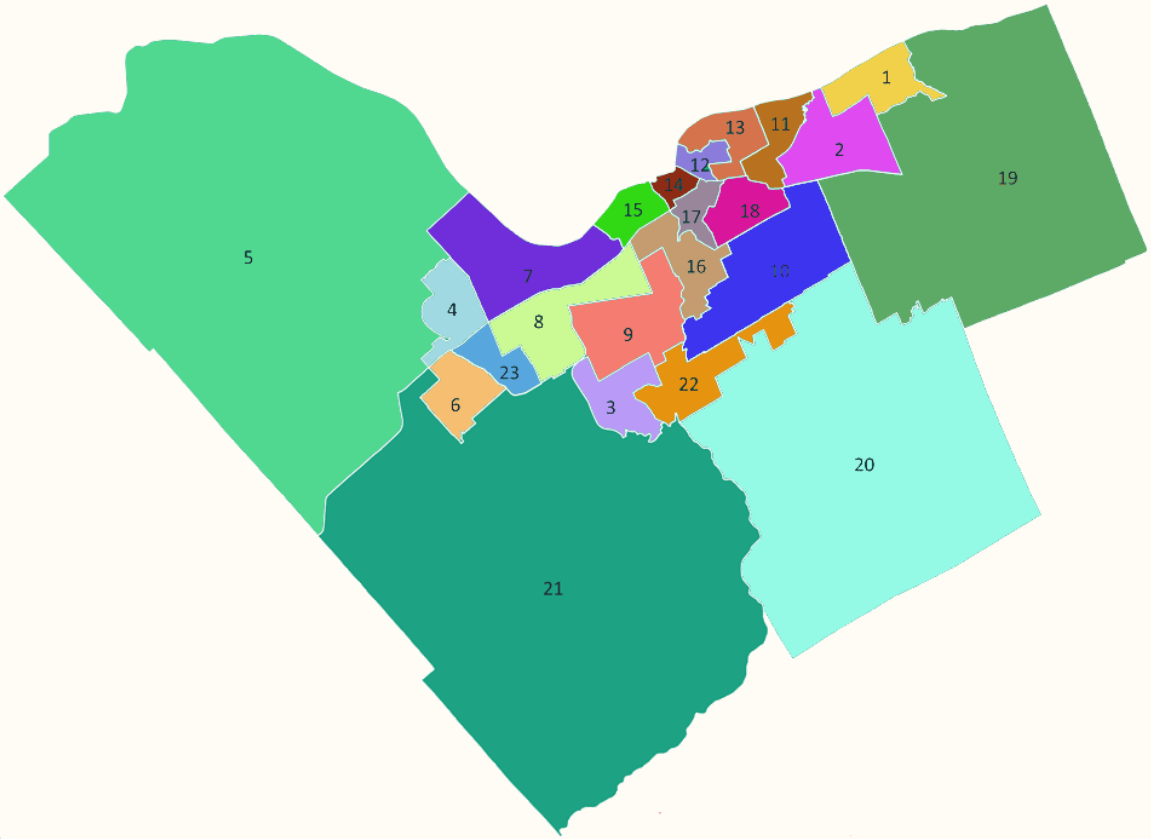
The increase of **Ottawa's population** was **higher than Canada's overall growth** and higher than the population change in the largest Canadian cities (Toronto and Vancouver).

Population Forecasts

How is the population changing,
and where are areas of high density?

CLICK HERE for more population trends

OTTAWA WARD MAP (2022)



WARD NAME — POPULATION

- 1. Orléans — 48,320
- 2. Innes — 45,420
- 3. Barrhaven — 68,070
- 4. Kanata North — 40,590
- 5. West Carleton-March — 26,800
- 6. Stittsville — 48,190
- 7. Bay — 46,230
- 8. College — 52,440
- 9. Knoxdale-Merivale — 39,780
- 10. Gloucester-Southgate — 47,530
- 11. Beacon Hill-Cyrville — 34,010
- 12. Rideau-Vanier — 50,770
- 13. Rideau-Rockcliffe — 41,690
- 14. Somerset — 44,840
- 15. Kitchissippi — 47,480
- 16. River — 49,440
- 17. Capital — 40,210
- 18. Alta Vista — 44,700
- 19. Cumberland — 55,320
- 20. Osgoode — 31,220
- 21. Rideau-Goulbourn — 38,780
- 22. Gloucester-South Nepean — 64,620
- 23. Kanata South — 50,290

Housing Trends

What are the housing growth patterns,
and how do they impact us?

CLICK HERE to review housing projections

PRIVATE HOUSING PROJECTIONS

Year	Total Dwellings
2018	404,400
2021	429,800
2026	470,700
2031	509,100
2036	542,900
2041	572,800
2046	599,200

Despite the growing population, there was a **decline of home sales by 25%** compared to 2021.

Rising mortgage rates have led to **unaffordability**, impacting Canadian housing markets.

Housing Trends

What are the housing growth patterns, and how do they impact us?

CLICK HERE for more on the local housing market

Single-Family Home Prices in Ottawa

Statistics for December 2022

Average Price:	$655,839	↓-7.6% from Dec. 2021
Units Sold:	466	↓-22.5% from Dec. 2021

Condo Prices in Ottawa

Statistics for December 2022

Average Price:	$434,973	↑9.0% from Dec. 2021
Units Sold:	135	↓-48.3% from Dec. 2021

In the last year, the price of **single-family homes** in Ottawa **decreased by 8%** while **condos increased by 9%**.

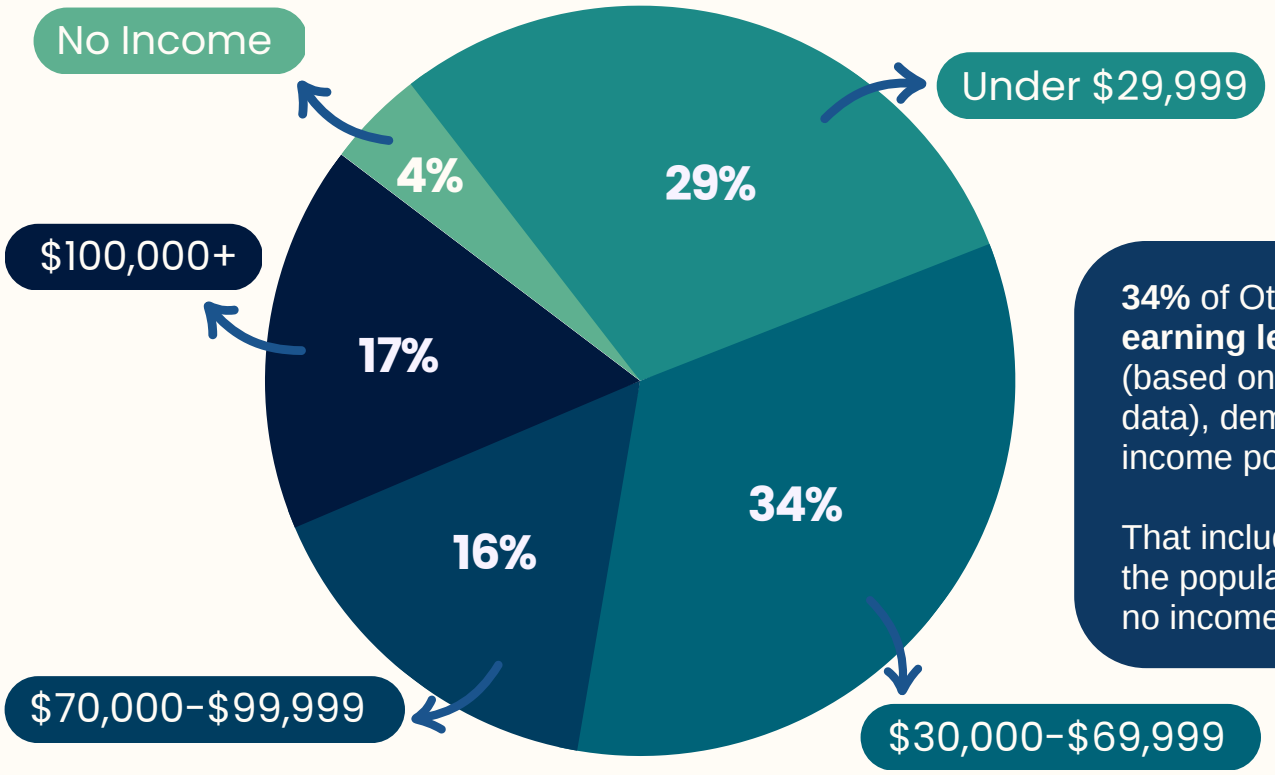
Of those who recently experienced housing loss, **14%** indicated that it was a direct **result of Covid-19**.

Socioeconomic Status

Where are the areas of financial need in our community?

CLICK HERE to see census data on income

INCOME GROUPS IN 2020 (AGE 15+)



34% of Ottawa's population reported **earning less than $30,000/year** (based on the most recent census data), demonstrating a significant low income population.

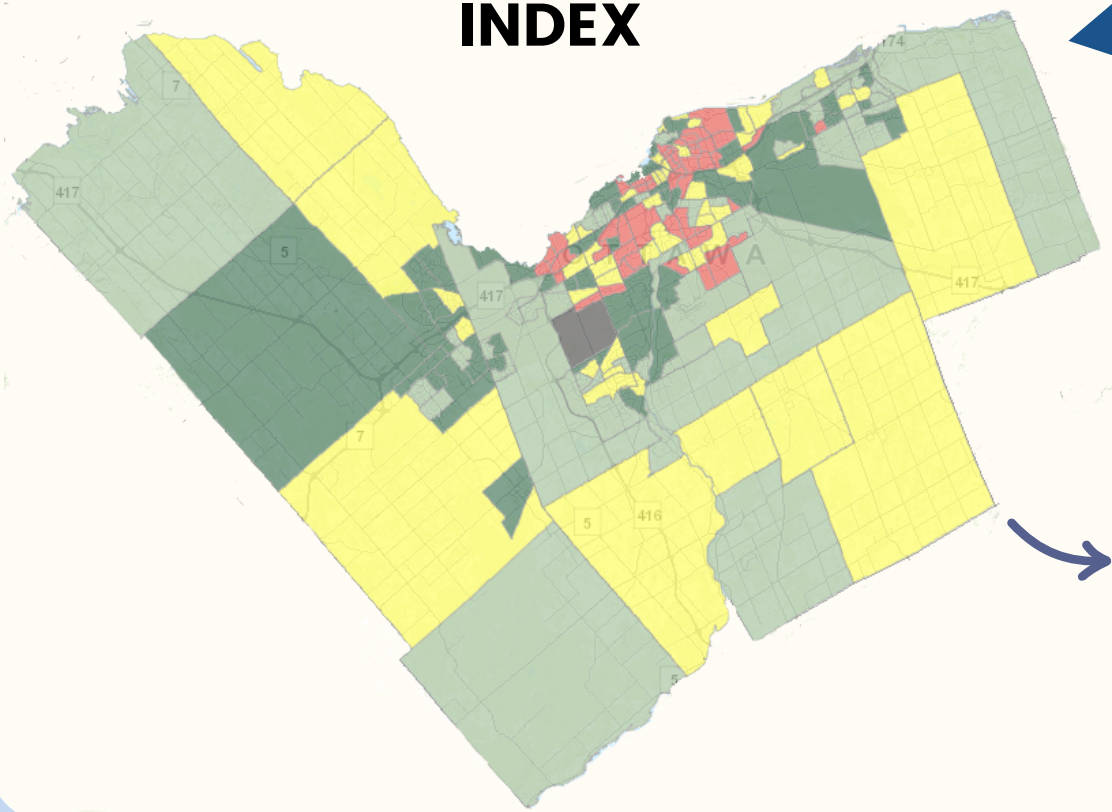
That includes **35,010** of people (4% of the population) that reported having no income.

Socioeconomic Status

Where are the areas of financial need in our community?

CLICK HERE for an interactive map

OTTAWA NEIGHBOURHOOD ECONOMIC OPPORTUNITY INDEX



Downtown Ottawa contains the **most socioeconomically disadvantaged** neighbourhoods, however **rural neighbourhoods present some heightened economic concerns** as well.

Economic Opportunity

- No Economic Concern
- Minor Economic Concern
- Heightened Economic Concern
- Significant Economic Concern

Socioeconomic Status

Where are the areas of financial need in our community?

CLICK HERE for more on homelessness in Ottawa

2021 Homelessness

Point-in-Time Count

24 hours in October (City of Ottawa)

6% of unhoused respondents declared **no income at all; 26%** indicated that they simply **did not have enough income** for housing.

32% identified as **Indigenous**

55% identified as **racialized**

50% of unhoused **2SLGBTQQIA+** first experienced homelessness at **19 or younger**

POLITICAL LANDSCAPE

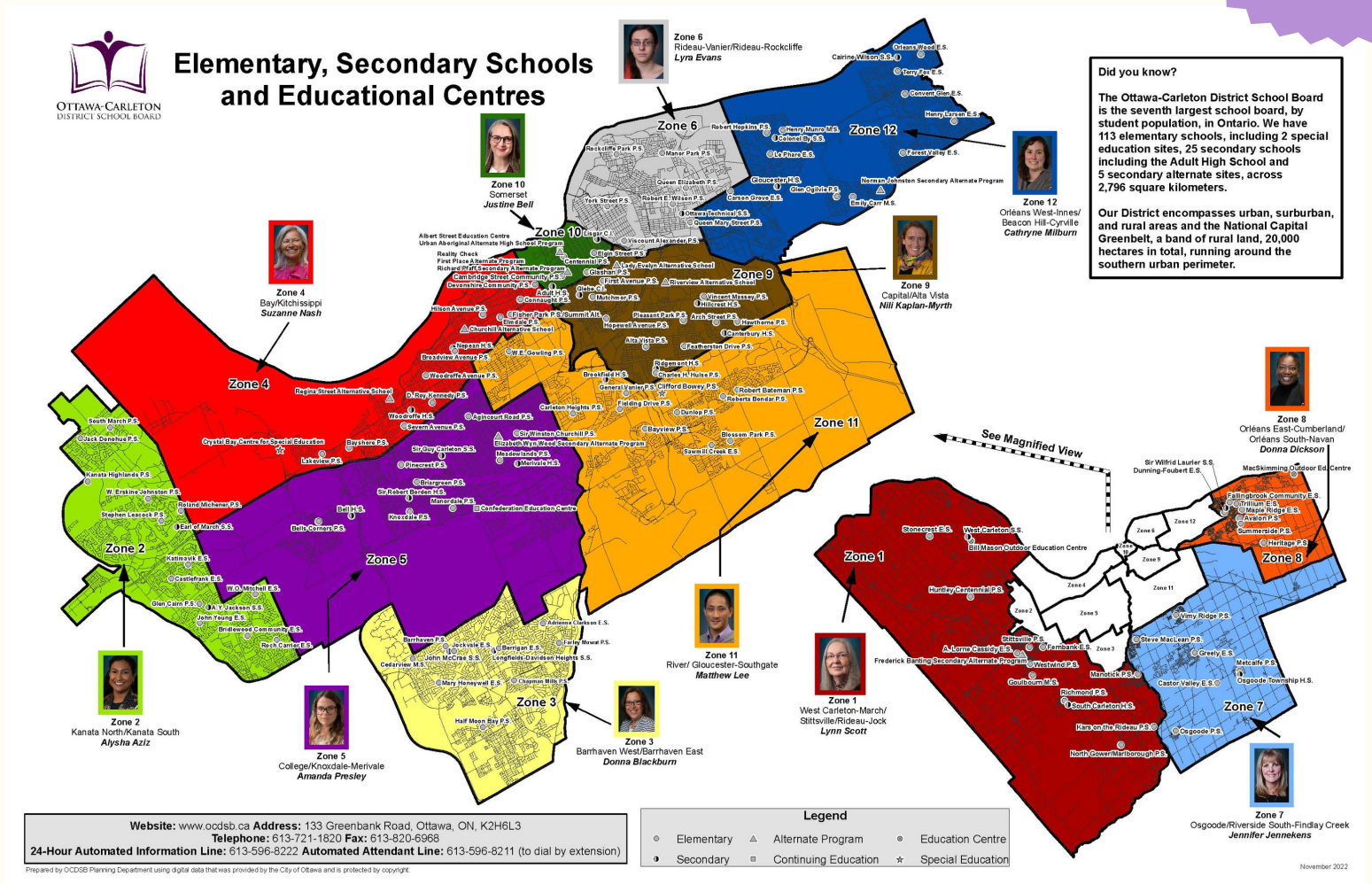
What are the political influences?

1. **Board of Trustees**
   Who are the Trustees and what are the priorities of the Board?
2. **Municipal and Provincial**
   How do municipal and provincial political organizations impact the OCDSB?
3. **Federations**
   How are OCDSB staff represented by federations?
4. **Professional Colleges**
   How is membership changing? How does it align with staffing trends?

Board of Trustees

Who are the Trustees and what are the priorities of the Board?

CLICK HERE to see the Board of Trustees



Board of Trustees

Who are the Trustees and what are the priorities of the Board?

CLICK HERE to see the 2019-2023 strategic plan

CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

Goals

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community

Goals

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Goals

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

Municipal and Provincial

How do ward boundaries intersect with school board zones?

CLICK HERE for a map of the city ward boundaries

School Zone	Ward	School Zone	Ward
1	5, 6, 21	7	20, 22
2	4, 23	8	1, 19
3	3, 24	9	17, 18
4	7, 15	10	14
5	8. 9	11	10, 16
6	12, 13	12	2, 11

2022 OCDSB Zones

Municipal ward boundaries establish the framework for determining electoral zone boundaries for school boards.

A review of electoral zone boundaries affects the wards assigned to trustees but does not impact the school attendance by students.

Municipal and Provincial

How do relationships with political organizations impact the OCDSB?

CLICK HERE to learn more about the Ministry

Ontario Ministry of Education

Responsible for government policy, funding, curriculum planning and direction in all levels of public education, including elementary and secondary schools.

The Ministry allocates funding to each board using a formula based on student enrolment, and the unique needs of the students in each board.

School boards receive funding in two ways:

1. Education property taxes collected by the City of Ottawa, and
2. The Province tops up the amount to bring the total to the amount set out by the funding formula.

The Ministry administers legislation, such as the Education Act. It sets direction and expectations for district school boards, which includes:

- Developing and publishing curriculum documents and teaching resources for kindergarten to Grade 12.
- Setting provincial standards and guidelines for all assessment, evaluation and reporting.
- Setting requirements for student diplomas and certificates.

Federations

How are OCDSB staff represented by federations?

CLICK HERE for info on labour negotiations

- **Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO)** represents over 3300 kindergarten to grade 8 teachers working in schools across the Ottawa-Carleton District School Board.

- **Ontario Secondary School Teachers' Federation (OSSTF)** with bargaining units representing the following groups:
  - Contract Teachers
  - Occasional Teachers, including those in long-term assignments
  - Student Support Professionals (SSP)
  - Educational Support Professionals (ESP)
  - Professional Student Services Personnel (PSSP)
  - Plant Support Staff Unit (PSSU)
  - Professional Educators and Child Care Staff (PECCS)

- There are other unions representing education workers in Ontario, (e.g., CUPE) but they do not have bargaining units at the OCDSB and their actions do not affect OCDSB schools.

Professional Colleges

How is membership changing? How does it align with staffing trends?

CLICK HERE for OCT 2021 Annual Report

2020-2021

The **Ontario College of Teachers** (OCT) is the self-regulating body for Ontario's teaching profession, responsible for membership, accreditation, and regulation.

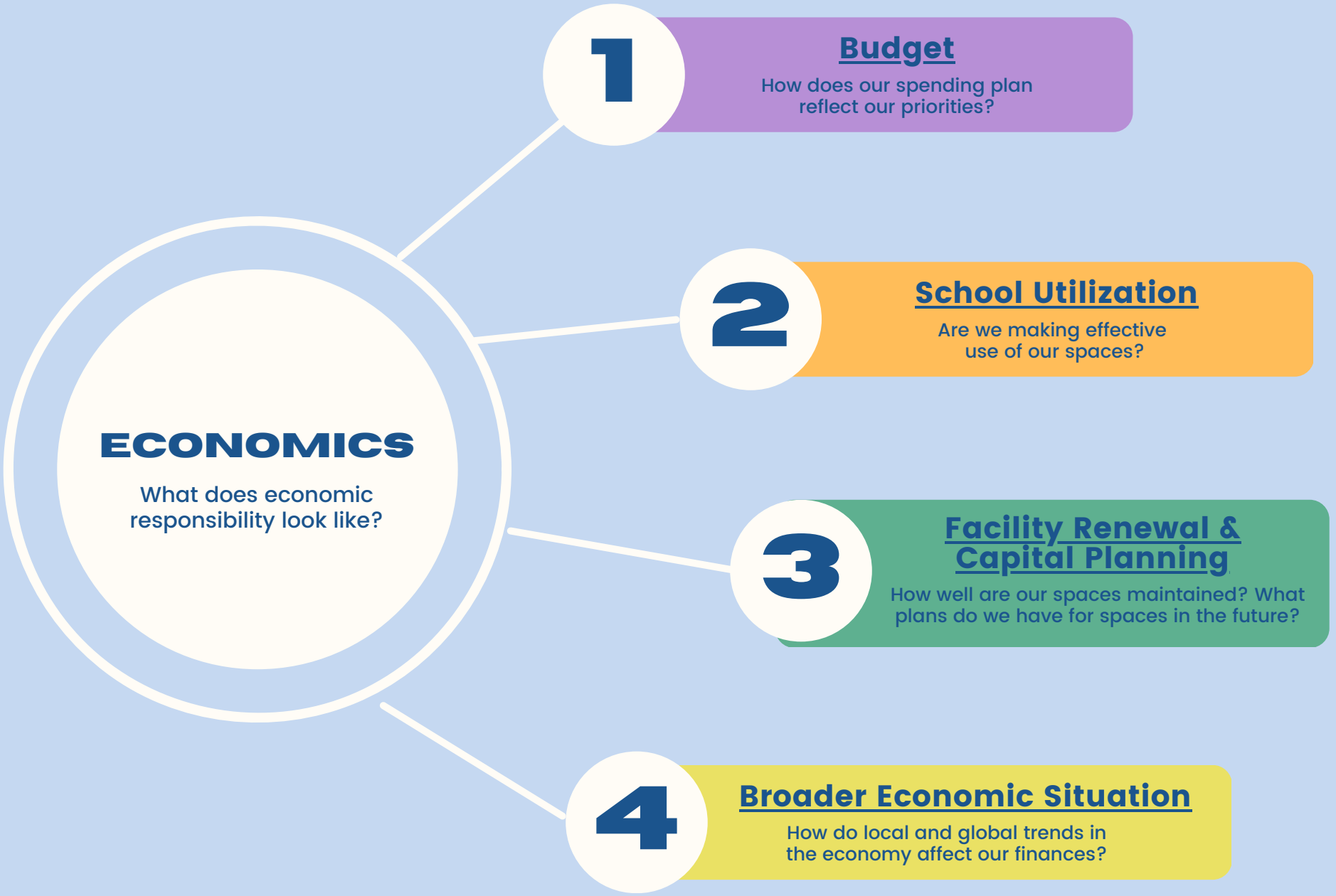
- 230,931 members
- 5,749 new members certified
- 32,990 additional qualifications awarded

The **College of Early Childhood Educators (ECE)** regulates and governs the profession of early childhood education in the public interest.

- 58,867 members
- 4,827 applications were received
- 4,335 new certificates were issued

ECE Workforce Shortages

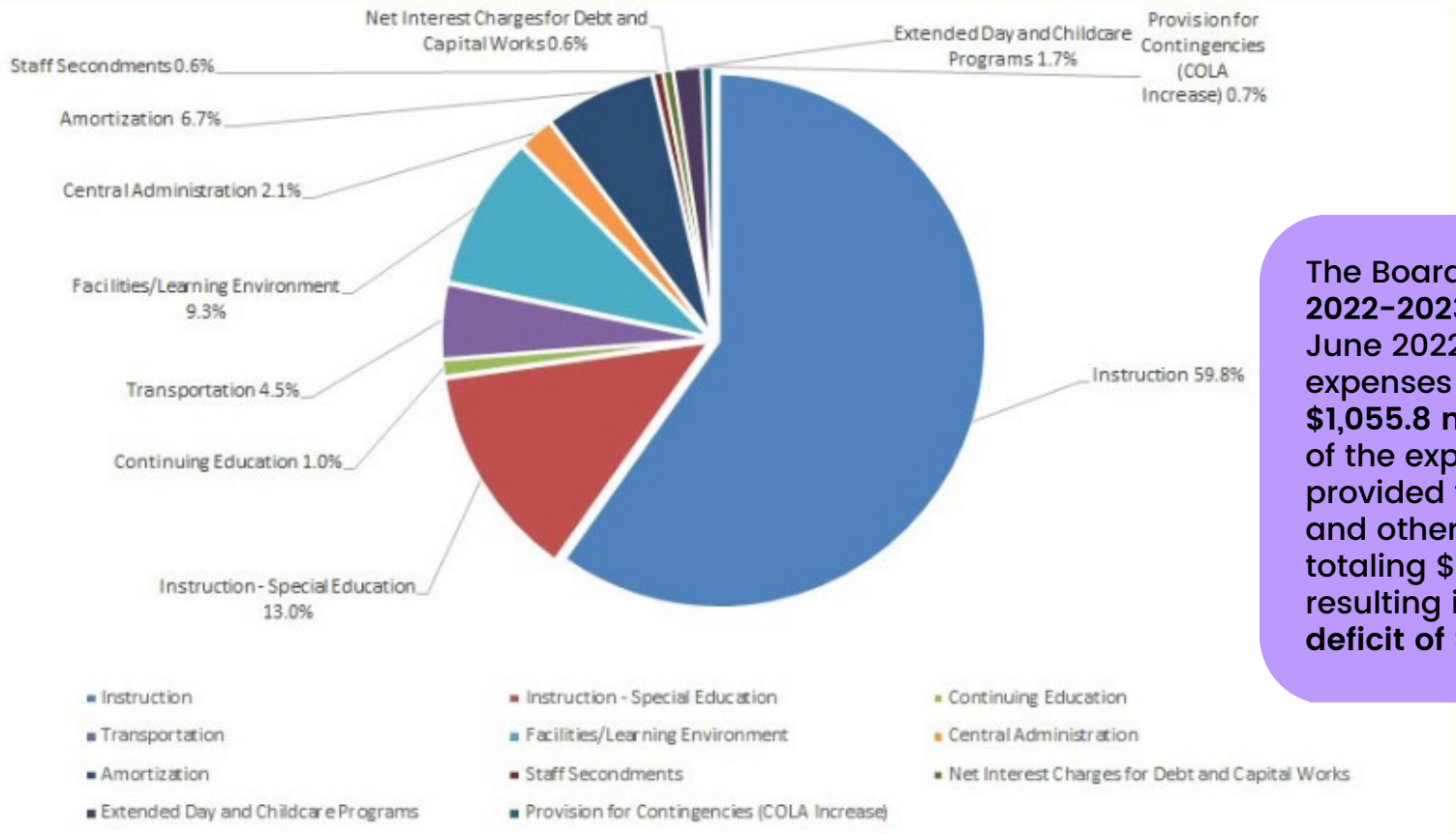
- Of the 58,867 ECEs registered with Ontario's College of Early Childhood Educators, **44% do not work in licensed child care**.
- Employment in child care **dropped 21%** during the COVID-19 pandemic compared to 3% among other workers.
- **32,000 additional educators are needed** to meet the goal of serving a minimum of 59% of Canadian preschool-aged children within the next five years.


ECONOMICS
What does economic responsibility look like?
1
Budget
How does our spending plan reflect our priorities?
2
School Utilization
Are we making effective use of our spaces?
3
Facility Renewal & Capital Planning
How well are our spaces maintained? What plans do we have for spaces in the future?
4
Broader Economic Situation
How do local and global trends in the economy affect our finances?

Budget

How does our spending plan reflect our priorities?

CLICK HERE for the approved 2022-2023 budget



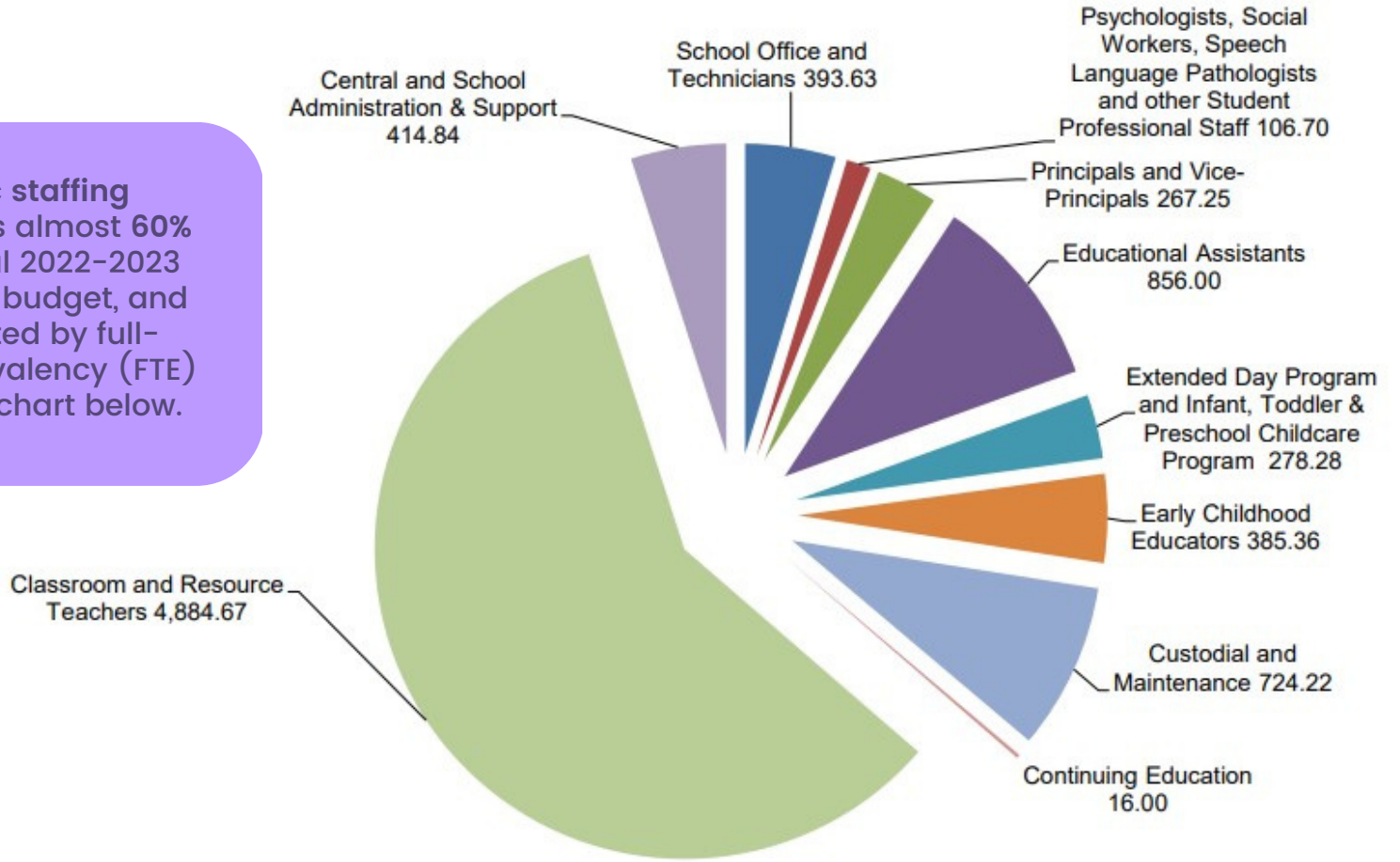
The Board approved its **2022-2023 Budget** in June 2022, authorizing expenses totaling **$1,055.8 million**. Funding of the expenses was provided through grants and other revenues totaling $1,046.7 million, resulting in a **planned deficit of $9.1 million**.

Budget

How does our spending plan reflect our priorities?

CLICK HERE for the 2022-2023 academic staffing report

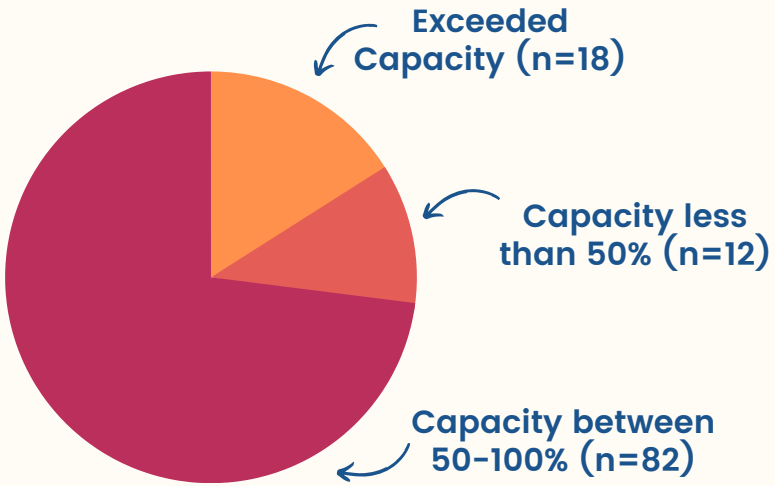
Academic staffing represents almost **60%** of the total 2022-2023 operating budget, and is delineated by full-time equivalency (FTE) in the pie chart below.



School Utilization

Are we making effective
use of our spaces?

2021 Utilization Rates: Elementary Schools



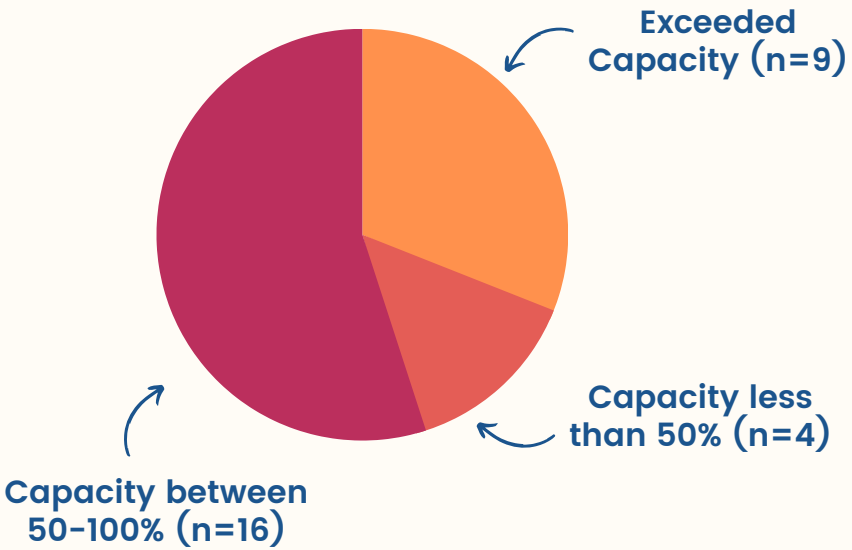
Highest Utilization Rate: 161%
Lowest Utilization Rate: 18%

Portables/Relocatable classroom modules were taken into account for capacity calculations. Percentages were lower than normal as students enrolled in virtual schools are not included.

School Utilization

Are we making effective
use of our spaces?

2021 Utilization Rates: Secondary Schools



Highest Utilization Rate: 141%
Lowest Utilization Rate: 33%

Portables/Relocatable classroom modules were taken into account for capacity calculations. Percentages were lower than normal as students enrolled in virtual schools are not included.

Facility Renewal & Capital Planning

How well are our spaces maintained?
What plans do we have for spaces in the future?

Year	Renewal Spending	Number of Sites	Type of Work
2019-2020	$48,505,136	128	Electrical upgrades, paving
2020-2021	$59,456,678	140	Upgrades, window replacements
2021-2022	$77,477,567	141	Roof replacements, mechanical

- A backlog of various renewal projects is estimated to be $978 million.
- Planned projects are designed to maximize the value at each school and improve the condition of the facility for the students.
- In 2022-2023, **$20,443,256** will be spent on **Facilities Renewal Program** and **$53,424,109** will be spent on **School Condition Improvement Program**. Both funding streams provide facility infrastructure renewal support with project examples including building mechanical, building envelope, electrical systems, building exteriors, building interiors, accessibility alterations and site and groundwork. The funding also supports building modifications/renovations for school programs including upgrading science labs and technology shops.

Facility Renewal & Capital Planning

How well are our spaces maintained?
What plans do we have for spaces in the future?

CLICK HERE for more information

New Schools:

- Half Moon Bay 2 Elementary School (at the northwest intersection of Kilbirnie Avenue and River Mist Road)
  - Currently under construction
  - Scheduled school opening September 2023 with building move-in January 2024
- Stittsville Secondary School (at the southwest of the intersection of Robert Grant Avenue and Cope Drive)
  - Currently under construction
  - Scheduled September 2024
- Findlay Creek 2 Elementary School (at the southeast intersection of Kelly Farm Drive and Miikana Road)
  - In design stage with anticipated tender spring of 2023 and construction to start shortly after.
  - Scheduled September 2024
- Riverside South Secondary School (at the southeast intersection of Spratt Road and Earl Armstrong Road)
  - In design stage with anticipated tender spring of 2023 and construction to start shortly after.
  - Scheduled September 2025

Broader Economic Situation

How do local and global trends in the economy affect our finances?

CLICK HERE for the OECD Economic Outlook

"The global economy is facing significant challenges. Growth has lost momentum, high inflation has broadened out across countries and products, and is proving persistent. Risks are skewed to the downside. Energy supply shortages could push prices higher. Interest rates increases, necessary to curb inflation, heighten financial vulnerabilities. Russia's war in Ukraine is increasing the risks of debt distress in low income countries and food insecurity."
-Confronting the Crisis (OECD Economic Outlook, November 2022)

Trends across Canada

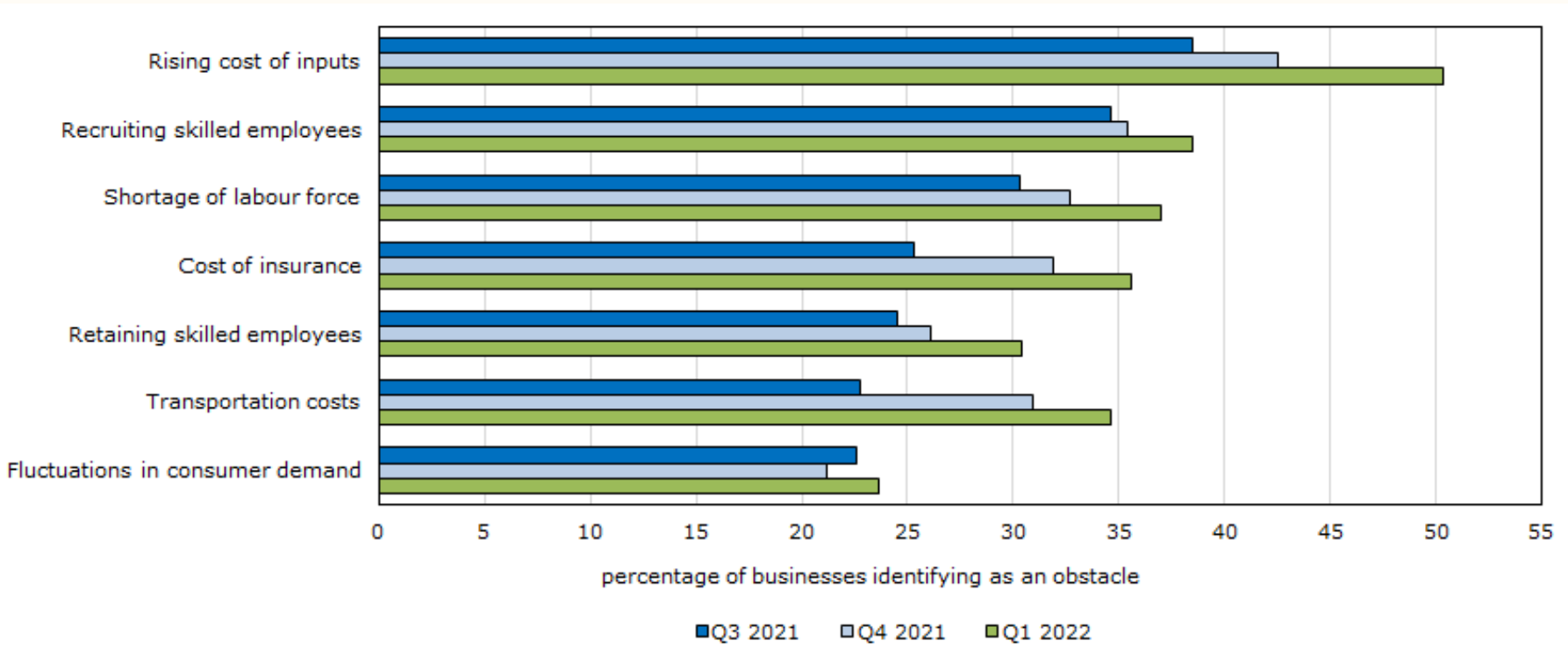
- Increase in businesses experiencing rising costs related to labour, capital, energy and/or materials.
- Consumer inflation rising steadily, reaching a forty-year high of 8.1% in June 2022.
- Job vacancy rate rising to a record-high 5.7% in 2022.
- Average wages rising 2.4%, less than half the pace of headline inflation.
- Domestic challenges acquiring inputs and supplies.

Broader Economic Situation

How do local and global trends in the economy affect our finances?

CLICK HERE for more on the Canadian economy

Obstacles Experienced by Canadian Businesses



Source: Survey on Businesses Conditions, second and third quarters, 2021. See Statistics Canada tables 33-10-0364-01, 33-10-0400-01, and 33-10-0469-01.

LOCAL AND GLOBAL TRENDS/ EVENTS

How are we impacted by external factors/events?

1

Technology

How do we support access for students and staff and protect privacy/security?

2

Human Rights

How does our increased awareness of human rights issues impact our approach moving forward?

3

Pandemic Impacts

What are the gaps we need to address as we transition out of the pandemic?

4

Environmental Issues

How are our practices and initiatives reflective of the need to address climate change?

Technology

How do we support access for students and staff and protect privacy/security?

CLICK HERE to review our 2019-2022 Technology Plan

MODERN LEARNING

Desired Outcome: Students	Status
Increased level of digital fluency	
Greater student voice in learning	
Greater challenge level in learning	
Desired Outcome: Staff	**Status**
Leveraged tech. in teaching	
Improved confidence in innovative teaching	
Desired Outcome: System	**Status**
Increased innovative class exp.	
Acknowledged innovative teaching and learning	

PRIVACY & SECURITY

Desired Outcome: Students	Status
Demonstrate rights, responsibilities of learning in digital world.	
Increased awareness of privacy & digital security practices	
Desired Outcome: Staff	**Status**
Demonstrate rights, responsibilities of learning in digital world.	
Demonstrate increased awareness of Privacy & Data Security	
Desired Outcome: System	**Status**
Governance structure for privacy & security	
Policies, procedures, & practices that protect all district data	

2019-2022 Technology Plan Themes & Outcomes

- MODERN LEARNING
- SEAMLESS AND INNOVATIVE TECHNOLOGIES
- PRIVACY AND SECURITY
- DIGITAL TRANSFORMATION

To be measured later in 2023

SEAMLESS & INNOV...

Desired Outcome: Students	Status
Equitable access to digital tools, resources, & infrastructure	
Desired Outcome: Staff	**Status**
Equitable access to digital tools, resources, & infrastructure	
Desired Outcome: System	**Status**
Robust infrastructure, digital tools & technologies	
Tech ensures equitable access	
Formal project management process	
Access to reliable digital resources	

DIGITAL TRANSFORM...

Desired Outcome: Students	Status
Use digital resources to deepen learning experience	
Increased level of digital fluency	
Exposure to new & emerging tech to improve adaptability	
Desired Outcome: Staff	**Status**
Enhanced use of digital resources in classroom practice	
Use of digital resources to improve workflow & culture	
Desired Outcome: System	**Status**
Improved workflow & business practice	
Increased client satisfaction	

Technology

How do we support access for students and staff and protect privacy/security?

TECHNOLOGY PLAN DELIVERABLES

Science, Tech, Engineering, and Math (STEM)	IN PROGRESS
Partnerships to Foster Authentic Learning	IN PROGRESS
Virtual Learning Environment Experience for Intermediate Students	IN PROGRESS
Personalized Learning Spaces	IN PROGRESS

Wireless Infrastructure Upgrade	IN PROGRESS
Five Year Classroom Technology Plan	COMPLETE
Simple Sign On	IN PROGRESS
Standardized Project Management and Procurement Process	COMPLETE

Secure Data	IN PROGRESS
Security Steering Committee	COMPLETE
Software Catalogue Review Committee	COMPLETE
Secure Business Practices	IN PROGRESS
Privacy & Security Training Plan for Staff	IN PROGRESS

Student Safe Arrival Module	ON HOLD
Student, Staff, Parent Portals	INITIATED
New Student Information System	COMPLETE
Meeting Management Software (eScribe)	COMPLETE
Artificial Intelligence Framework	INITIATED
Business Process Support Digitization	IN PROGRESS
Expand Digital Functionality of Current Tools	IN PROGRESS

Human Rights

How does our increased awareness of human rights issues impact our approach moving forward?

CLICK HERE for the Roadmap

Indigenous Graduation Coach Program

Support First Nations, Métis, & Inuit learners, seeing each individual through to graduation.

Human Rights & Equity Advisor

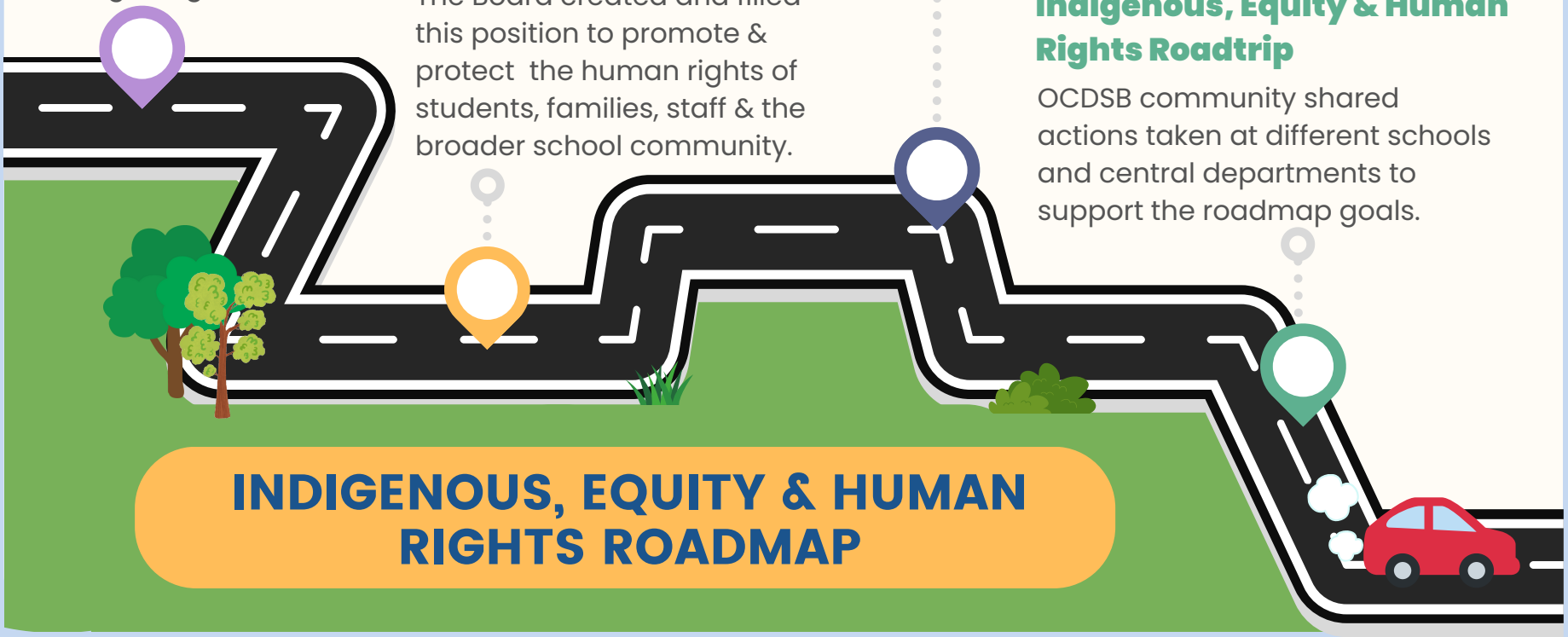
The Board created and filled this position to promote & protect the human rights of students, families, staff & the broader school community.

Human Rights Policy

Updated policy through extensive OCDSB community consultation & ensured alignment with roadmap milestones.

Indigenous, Equity & Human Rights Roadtrip

OCDSB community shared actions taken at different schools and central departments to support the roadmap goals.



INDIGENOUS, EQUITY & HUMAN RIGHTS ROADMAP

Human Rights

How does our increased awareness of human rights issues impact our approach moving forward?

In November 2022, we asked a group of staff and community members:

What is your best advice for moving forward with the Roadmap to transform cultures for students, staff and families?

"Ensuring that our students backgrounds and cultures are represented in the staff of their education team. Seeing an aspect of yourself reflected in your educators is paramount in developing a sense of trust and ability to truly take on the work"

"Pay attention to the voices of the young people. They will tell you when they feel they belong but you have to listen and hard for when they do not. We must reduce the sense of isolation"

"We started the conversation of how to make our schools more inclusive and how we can support our students. It is so important to continue this. Students are the leaders of tomorrow and we need to ensure we do everything in our power now to support them in becoming their best selves."

"Thank you for listening to me tonight , my ancestors thank you , I thank you My courage help keep my culture alive"

"Continue to showcase & celebrate student brilliance in all its forms .Celebrating student voice, experience and learning is paramount to believing in oneself and empowerment."

"Everything that I heard tonight is inspirational. I want us to hold OCDSB accountable to ensure every school addresses inequity, barriers. there is a lot of work to do to continue to address all issues of equity, systemic and structural discrimination in schools"

"continue to centre student voice and experiences. that is why we are here, this is who we are serving"

Pandemic Impacts

What are the gaps we need to address as we transition out of the pandemic?

CLICK HERE for more on ventilation upgrades

ATTENDANCE DURING THE PANDEMIC

01

2020 ATTENDANCE

Elementary	Secondary
Remote: 26.90%	**Remote**: 21.50%
In-Person: 73.10%	**In-Person**: 78.50%

02

AIR FILTRATION

- **3,800 HEPA** filtration units installed
- Equipped schools with **CO2 monitoring** capabilities
- **Inspections** of HVAC systems are performed **daily**

03

2021 ATTENDANCE

Elementary	Secondary
Remote: 5.36%	**Remote**: 6.03%
In-Person: 94.64%	**In-Person**: 93.97%

04

We've seen **more students feel comfortable to return to in-person learning since 2020**.

Pandemic Impacts

What are the gaps we need to address as we transition out of the pandemic?

SOCIAL

Community is hopeful for more ***extra-curriculars***, ***activities***, ***events***, and ***celebrations***.

More opportunities for ***social connections*** and ***increased physical activity*** after pandemic shut this down.

LEARNING & TECH

Ease of use of technology reported by students, but there was a ***loss of social connectivity*** that OCV was unable to provide to students as a result of the pandemic and its isolating effects.

COMMUNITY FEEDBACK

FEB-MARCH, 2022
10,301 participants

WELL-BEING

65% of parents rated student well-being as ***good or very good***, while ***33% of students*** expressed feeling ***good or very good***.

These numbers are an ***improvement*** since June 2021.

VISIBILITY

60% of in-person students feel feel teachers are available ***often or very often*** compared to 60% of OCV students.

Just over 50% of students feel they are seen, heard and recognized in class.

Environmental Issues

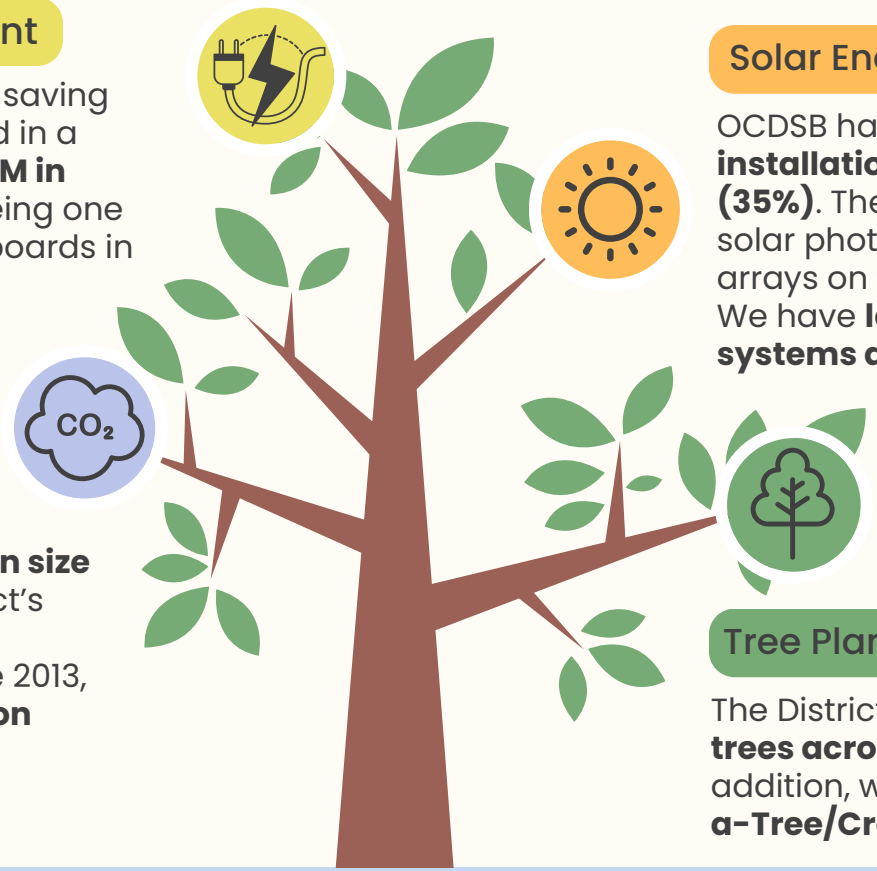
How are our practices and initiatives reflective of the need to address climate change?

CLICK HERE for our Go Green District Initiatives

"GO GREEN" DISTRICT INITIATIVES

Energy Management

Since 2009, our energy saving initiatives have resulted in a **cost avoidance of $8.7M in utilities**, with OCDSB being one of the top performing boards in the province.



Solar Energy

OCDSB has **green energy installations** at **50 locations (35%)**. There are small (10 kW) solar photovoltaic (PV) MicroFIT arrays on the roof of **13 schools**. We have **larger solar PV systems at 28 schools (19%)**.

Greenhouse Gas

Despite having **grown in size (+71,000 m²)**, the District's emissions have been **reduced by 12.5%** since 2013, **exceeding our reduction targets** each year.

Tree Planting

The District has **planted 350+ new trees across 49 schools (34%)**. In addition, we have an ongoing **Adopt-a-Tree/Create-a-Forest program**.

Environmental Issues

How are our practices and initiatives reflective of the need to address climate change?

ENVIRONMENTAL INITIATIVES

GARDEN TOWERS

Garden Towers serve as composters that replicate a natural ecosystem capable of grow nearly any vegetables, herbs or flowers organically in 4 square feet. Currently, **27 (19%) of our schools** have Garden Towers.

NATURE NOOKS

Over the last two years, the district has installed **53 Nature Nooks**, which is the **equivalent of roughly 170 trees planted**. These Nature Nooks include a bench that is surrounded by native tree species, making them a perfect place for students to congregate.

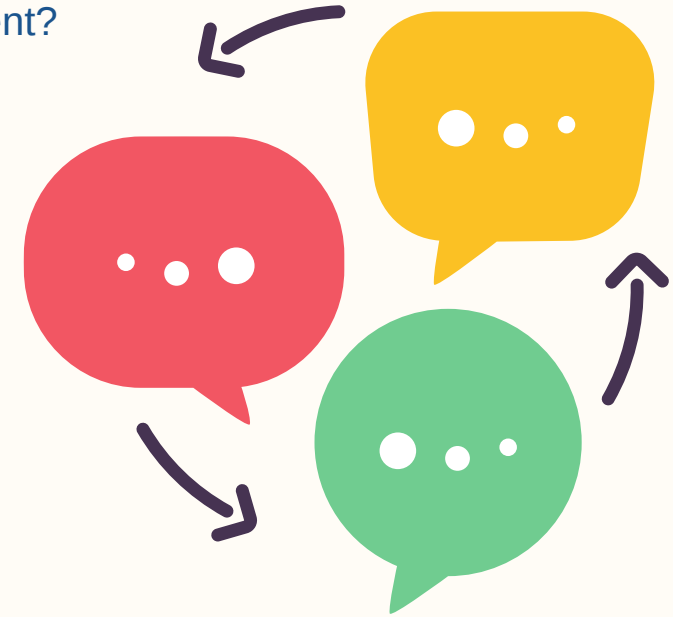
OUTDOOR CLASSROOMS

These classrooms that are comprised of **boulder and log seating** with the option of **outdoor blackboards and stages** are now in **20 of our schools** with **8 more planned for Summer 2023**. These classrooms provide a stimulating bridge between nature & academics.

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?



Summary of Links

- **OCDSB Programs:** https://www.ocdsb.ca/our_schools/programs
- **Special Education Plan 2021–2022:** https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/SEAC/Special%20Education%20Plan.pdf
- **SATE Initative- Student Achievement Through Equity**: https://weblink.ocdsb.ca/WebLink/ElectronicFile.aspx?docid=7233157&dbid=0&repo=OCDSB#:~:text=To%20achieve%20this%20outcome%2C%20we,being%20in%20inclusive%2C%20caring%20classrooms.
- **Enrolment Data**: https://www.ocdsb.ca/about_us/enrolment_data
- **Community Check-In (2022)**: https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2022/April/TE%20Results%20Feb%202022_%20Students%20and%20Parents.pdf
- **Valuing Voices - Student Survey (2019-2020)**: https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2020/June/Valuing%20Voices%20Final%20Tech%20Rpt%20%20Jun19%20v2.pdf
- **EQAO Assessment Results 2021-2022**: https://www.eqao.com/?id=40&mident=66184
- **School Climate (2022) Highlights:** https://express.adobe.com/page/pccno289HV4PD/
- **School Climate (2022) Detailed Summary:** https://weblink.ocdsb.ca/WebLink/ElectronicFile.aspx?docid=8327249&dbid=0&repo=OCDSB

Summary of Links

- **Valuing Voices - Student Survey (2019-2020) Dashboard:** https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/Our%20Schools/Indigenous,%20Equity%20and%20Human%20Rights/%20Valuing%20Voices%20-%20Identity%20Matters%20Student%20Survey/Sense%20of%20Belonging%20at%20School/SenseofBelonging%20Dashboard%20Apr1.html
- **OECD Study on Social & Emotional Skills (SSES)**: https://www.oecd.org/education/ceri/social-emotional-skills-study/sses-ottawa-report.pdf
- **Valuing Voices - Staff Survey (2021) Highlights**: https://express.adobe.com/page/S0TDSfho5eseq/
- **Valuing Voices - Staff Survey (2021) Full Report**: https://pub-ocdsb.escribemeetings.com/filestream.ashx?DocumentId=11425
- **Community Check-In - Educator Top Thoughts:** https://my.thoughtexchange.com/report/54aacdb89e6bb642cabcb3bbf7fa7365/topthoughts
- **Community Check-In - Other Staff Top Thoughts:** https://my.thoughtexchange.com/report/d5726dafd977ecc4dc64a0f50d403254/topthoughts
- **2022-2023 Budget:** https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=39046823
- **Census Profile 2021**: https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/details/page.cfm?Lang=E&SearchText=ottawa&DGUIDlist=2021A00053506008&GENDERlist=1%2C2%2C3&STATISTIClist=1&HEADERlist=0
- **LGBTQ2+ Communities in Canada**: https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2021062-eng.htm

Summary of Links

- **Growth Projections for Ottawa 2018-2046:** https://ottawa.ca/en/living-ottawa/statistics-and-demographics/growth-projections-ottawa-2018-2046#section-26e79cf6-0a3c-4ab0-92fe-6a0c44150b93
- **Current Population and Household Estimates:** https://ottawa.ca/en/living-ottawa/statistics-and-demographics/current-population-and-household-estimates#section-d396a5c8-ed25-48aa-bc61-e86004ee8e10
- **WOWA Ottawa Housing Market:** https://wowa.ca/ottawa-housing-market
- **Ottawa Neighbourhood Equity Index (NEI):** https://neighbourhoodequity.ca/mapping-2/
- **Ottawa 2021 Homelessness Point-In-Time Count:** https://documents.ottawa.ca/sites/documents/files/PointInTime_Infographic_EN_.pdf
- **OCDSB Board of Trustees:** https://www.ocdsb.ca/board/meet_your_trustees
- **OCDSB Strategic Plan:** https://www.ocdsb.ca/about_us/strategic_plan
- **City of Ottawa Ward Map:** https://documents.ottawa.ca/sites/documents/files/Map_City_Carte_Ville_2022_BIL.pdf
- **Ontario Ministry of Education**: https://www.ontario.ca/page/ministry-education
- **OCDSB Labour Negotiations:** https://www.ocdsb.ca/about_us/labour_negotiations
- **Ontario College of Teachers, 2021 Annual Report:** https://www.oct.ca/-/media/PDF/Annual%20Reports/2021/2021AREN.pdf
- **Academic Staffing Report 2022-2023:** https://www.ocdsb.ca/common/pages/DisplayFile.aspx?itemId=39046814

Summary of Links

- **OCDSB New Schools and Additions:** https://www.ocdsb.ca/our_schools/our_schools/looking_for_a_student_transcript_/o_c_d_s_b_-_schools/new_schools_and_additions
- **OECD Economic Outlook (November 2022):** https://www.oecd.org/economic-outlook/november-2022/
- **Statistics Canada, Recent Developments in the Canadian Economy (Fall 2022):** https://www150.statcan.gc.ca/n1/pub/36-28-0001/2022010/article/00001-eng.htm
- **OCDSB Transforming How We Learn and Work (Technology Plan):** https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/Our%20Schools/Exit%20Outcomes/Technology%20Plan_booklet.pdf
-
- **Indigenous, Equity and Human Rights Roadmap:** https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/News/OCDSB%20News/2020/Oct/Appendix%20A%20to%20Report%2020-053.pdf
- **School Ventilation Upgrades:** https://www.ocdsb.ca/our_schools/novel_coronavirus_information_for_parents/school_ventilation_upgrades
- **Environmental Stewardship at the OCDSB:** https://cdn5-ss13.sharpschool.com/UserFiles/Servers/Server_55394/File/Our%20Schools/Environmental%20Stewardship/Environmental%20Stewardship%20Infographic%20FINAL.pdf