



MEMORANDUM

Memo No. 23-063

TO: Trustees
Student Trustees

FROM: Pino Buffone, Director of Education and Secretary of the Board,
Randall Gerrior, Associate Director of Business Operations and Chief
Financial Officer,
Amy Hannah, Superintendent of Instruction, Continuing Education,
Shannon Smith, Superintendent of Instruction, Indigenous Education,
Reg Lavergne, Superintendent of Program and Learning Innovation
Prince Duah, Superintendent of Instruction, Student Achievement Through
Equity (SATE),
Mary Jane Farrish, Superintendent of Instruction, Equity and
Anti-Oppression Education
Peter Symmonds, Superintendent of Learning Support Services

DATE: November 16, 2023

RE: **2023 OCDSB Summer Program and Support Offerings Summary**

Over the past several years, the Ottawa-Carleton District School Board (OCDSB) has significantly expanded the number of learning opportunities for students and staff over the summer months.

In collaboration, several key departments have endeavoured to work together to develop summer programs and support offerings for students in elementary, secondary, as well as adult learners. Over this past summer, a total of over 11,000 students were supported in a variety of ways. The goal of the opportunities provided were to meet commitments identified in the OCDSB Indigenous, Equity and Human Rights Roadmap, specifically related to increasing access to Indigenous and land based learning opportunities, Afrocentric courses, and at the elementary level, a course designed to prepare students for destreamed grade 9 Math.

Staff provided numerous professional learning opportunities for OCDSB school based educators through the Summer Institute. A sample of some of the sessions offered are as follows: Applied Suicide Intervention Skills Training, Setting the Optimal Conditions for Learning, How to Support 2SLGBTQIA+ Students, Emotion Focused Coaching, Co-regulation and De-escalation Strategies, etc.

An overview of all of the programs and supports organized and offered by department can be found in the attached **Appendix A - 2023 OCDSB Summer Program and Support Offerings Summary** to this memorandum.
Overview of Summer Program and Support Offerings

CODE Summer Learning Program

Program and Learning and Innovation (PALI) offered a 3 week Virtual Summer Learning Program for 152 students in kindergarten - grade 6 who are attending OCDSB target schools. Personalized instruction provided students with individualized entry points, enabling educators to effectively address and close learning gaps. Regular assessments allowed for educators to adapt their instruction continually, ensuring it catered to the evolving needs of students. The low educator to student ratio (1:7) facilitated focused and targeted attention from educators, enhancing the learning experience for each student.

Intensive Reading Program

PALI offered a 3 week intensive reading program for students in kindergarten to grade 9. The virtual program was available to students who were significantly behind in reading (level 1) and attending OCDSB target schools. The program focused on building foundational reading skills and increasing student confidence. Over the course of 3 weeks, educators, in partnership with a Multicultural Liaison Officer, served just under 150 students.

Student Achievement Through Equity (SATE) Leaping into Kindergarten Learning Program

This program is a 15-day initiative specially designed to support incoming kindergarten students in SATE schools. During this period, the focus is on nurturing lifelong literacy skills, promoting overall well-being, and providing a safe and engaging learning environment. The dedicated team, led by early childhood educators, educational assistants, teachers, and a speech-language pathologist were committed to challenging, motivating, and engaging the kindergarteners. It is a community-based approach, which actively involved families and leveraged local resources.

Summer Transition Program (STP)

The District supported community schools in providing a Summer Transition Program which ran over the course of the two weeks leading up to the start of the school year. School teams were supported in developing a range of activities to support successful transition planning with students with special education needs and their families/caregivers.

Sankofa Summer Academy

Continuing Education in partnership with the Sankofa Centre for Black Excellence offered a reach ahead Academic English (Grade 9) credit course that was developed by a team of Black educators. In addition, a Canadian History course was offered. The courses focused on the celebration of Black identity and excellence, literary and non-fiction texts by Black authors, leadership and mentorship skills. Students worked with various community partners over the course of the program.

2SLGBTQ+ Voices: Building Bridges Program

Continuing Education in partnership with the Equity and Inclusion team offered 3 reach ahead credit opportunities for 2SLGBTQ+ students. Eligible students had the opportunity to supplement and enrich their high school education by acquiring one of these credits: PPL10 (Healthy Active Living Education, grade 9, Open), ALC10/20 (Integrated Arts, Grades 9 or 10, Open), GPP30 (Leadership and Peer Support, Grade 11, Open). Students had the opportunity to participate in field trips and hands-on activities.

SAIL(Students Accelerating in Literacy)

The Continuing Education department offered a non-credit opportunity for OCDSB high school students in ELD and ESL to improve their competency and language level in English. Eligible students had the opportunity to enrich their education by developing oral proficiency, reading proficiency, and basic numeracy skills. This was delivered through experiential education and authentic, contextualized learning format.

Indigenous Summer Learning Program

In its fourth year running, the Indigenous Summer Learning Program provided Indigenous students entering grades 9-12 with opportunities to earn credits tailored to their interests, strengths and needs. The program provided connection with Elders, Traditional Knowledge Keepers and community based Indigenous organizations and included field trips for students and staff to participate in learning on the land, and students began to learn Anishinaabemowin and Inuktitut. Fourteen students participated in the program. Eight students earned a credit and four students earned volunteer hours.

Secondary Student Supports

At the secondary level, eLearning, virtual summer school, credit recovery, and cooperative education programming provided students with opportunities to explore areas of interest, improve academic performance and participate in experiential learning. As these programs were held in virtual or blended learning models.

Mental Health Supports and Continuity of Care

Mental health supports and continuity of care were provided to many students and families/caregivers this past summer supported by OCDSB psychology and social work staff. Learning Support Services (LSS) staff were also able to provide individualized transition support to some students with significant mental health needs to assist them in entering the new school year successfully. Additionally, Stress Lessons: Tools for Resiliency was provided to students entering grades 7, 8 or 9 in September 2023. Rideauwood Addiction and Family Services also continued to support students and families/caregivers with substance use health.

Planning Ahead to 2023-2024

The breadth and depth of the summer offerings has grown considerably over the last few years. The variety of programs offered are valued by participants; however there are some operational considerations that need to be explored. The interplay between the regular school year and the delivery of the summer programming has impacted a variety of departments, as the workload related to the delineation of administrative work, the compensation structures and impacts, and the application of the Equitable Recruitment and Hiring policy leading up to the summer programming is significant.

Staff is working to better understand the sustainability and the variability of the funding structures to support the summer programming. A working group has been struck to review the funding sources, the breadth of offerings, the assessment of the offerings related to their program quality and their impacts, the accessibility of access to the programs, the school site / facility / liability implications for the programs, the intersection to the District's renewal work or major constructions projects, and the transportation implications.

If you have any questions, please do not hesitate to contact the superintendent responsible for the program or support, as outlined in Appendix A.

cc Senior Staff
Administrative Assistants
Manager of Board Services
Corporate Records