



MEMORANDUM

Memo No. 20-125

TO: Trustees
Student Trustees

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Shannon Smith, Superintendent of Instruction

DATE: 22 September 2020

RE: **Summer School 2020 Programs Update**

COVID-19 has impacted our lives in many ways. Planning for summer school during the pandemic required a shift from “in person” learning to “remote” learning in all program areas. In addition to the usual funding available through the Continuing Education and Other Programs grant of the Grants for Student Needs (GSN), the Ministry of Education provided new funding for additional special education supports and for programming for Indigenous students.

Elementary Summer School Program (02 July 2020 - 24 July 2020):

Literacy and Numeracy Program (Grades 6 - 8): Every summer the Ministry of Education makes available funding to support programs to improve the literacy and numeracy skills of students who have completed grades 6, 7 or 8 in the prior school year. During the summer 2020 session, students could enroll in either morning or afternoon classes in either Mathematics or English, or a full day for those wanting to improve their skills in both literacy and numeracy. There were also classes designed to meet the unique needs of students who are English Language Learners (ELLs).

Students participated in daily Google Meet sessions and worked independently and in small groups on activities posted to the Google Classroom. Class sizes averaged 15 students and students were grouped by grade level and subject. This year, 1568 students participated in the Elementary Summer School Program, increased from 647 in 2019. All students received a report card at the end of the session, indicating areas of strength and next steps.

Upon completion of the program, a survey was sent to parents. Of the parents who responded to the survey, 82% reported that the learning activities designed by teachers were “highly effective” at engaging their children and 81% indicated that the experience was “very successful” overall.

In terms of staffing, three principals supported a staff complement of 110 teachers. Teachers reported very high levels of satisfaction, with 100% of teachers indicating they would return to teach summer school in either a virtual or in person program next year.

Elementary Summer School - Summary of Classes*

	Year	Grade 6	Grade 7 Classes	Grade 8 Classes
Full Day - Math and English	2019	8	9	11
	2020	20	15	4
½ Day Math	2019	N/A**	N/A**	5
	2020	15	12N/A**	4
½ Day English	2019	N/A**	N/A**	N/A**
	2020	12	6	2
ELL Full Day	2019	6 multi age groupings		
	2020	6 multi age groupings		
ELL ½ Day	2019	N/A**		
	2020	6 multi age groupings		

*Note: Classes average 15 students each.

**Note: N/A means the courses did not run in this format this year.

Secondary Summer School Programs (Various Session Dates):

Secondary eLearning Summer School (30 June 2020 - 28 July 2020): Credit bearing eLearning courses were made available to all secondary school students, including those entering grade 9 in September 2020. Through partnership with the Ontario eLearning Consortium (OeLC), students took courses taught entirely online by an OCDSB teacher or a teacher from another OeLC partner District. Students participated in daily learning activities provided via the Virtual Learning Environment (VLE). This year, an expanded list of course offerings supported the participation of 3989 students, with an overall success rate of 85%.

Credit Recovery (02 July 2020 - 24 July 2020): Credit Recovery opportunities allow students who have unsuccessfully completed a course to provide further evidence of learning in order to earn the credit. Credit Recovery staff liaised with community high school staff to determine areas of focus for Credit Recovery programming. This year 217 students participated in remote

Credit Recovery via Google Meets and asynchronous learning opportunities with an overall success rate of 80%.

NEW: Course Upgrading (02 July 2020 - 24 July 2020): Ministry guidelines regarding the introduction of course upgrading opportunities led to the development of 55-hour options for students who successfully completed a course, but who wished to improve their overall grade. Students participated in daily Google Meets as well as working independently and in small groups on activities posted to the Google Classroom. This year 198 students participated in course upgrading in the following areas: Math, English, ESL/ELD and Science.

NEW: Programming for English Language Learners: (Beginning 02 July, various lengths) Students who are ELLs were able to participate in sheltered courses designed and delivered to support language acquisition while earning a credit in the following areas: English as a Second Language (ESL), Civics/Careers, Business Studies and English. Students participated in Google Meets and Google Classroom either through a full-day model (3 1/2 weeks) or a half day model (7 weeks) depending on the subject they were taking.

NEW: Programming for Indigenous Students (02 July 2020 - 14 August 2020): In partnership with the First Nations, Métis and Inuit Education team, a 6 week learning opportunity designed specifically for Indigenous students was offered for the first time in the summer 2020 session. Forty two students registered in the NAC20: Aboriginal Peoples in Canada course. Students engaged in learning through Google Meets and Google Classroom activities, including virtual visits with Indigenous Knowledge Keepers and Elders. Students had the opportunity to learn about Indigenous cultures, language and history, storytelling and Indigenous worldview. This course supported Indigenous students making the transition from grade 8 to grade 9, offering an opportunity to earn a credit before starting high school in the fall. It also supported Indigenous students in grades 9-12 interested in taking a course over the summer. The course was led by two teachers who worked closely with the Indigenous Student Support and Re-Engagement Coordinators and the Graduation Coach for Indigenous Students.

NEW: Virtual Cooperative Education: (29 June 2020 - 24 July 2020 or 29 July 2020 - 14 August 2020) In partnership with the Innovation and Adolescent Learning (IAL) department, a new Cooperative Education course was offered to support students unable to work in a face to face environment. The DCO30 Creating Opportunities Through Co Op course consists of a learning experience connected to a community and a curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Where face to face placements were possible, students participated in those as well. Overall, 222 students participated in Cooperative Education, in either 1- or 2-credit course options, and a total of 250 credits were earned.

Secondary Summer School Enrollment and Success Rates Comparison (2019 - 2020)

Program	Enrollment 2019	Credits Earned 2019	Enrollment 2020	Credits Earned 2020
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eLearning Credit Courses	1251	1009.5 (81%)	3989	3392 (85%)
“In Person” Credit Courses	3162	2664.5 (84%)	N/A*	N/A*
Credit Recovery	159	172.5**	217	173**
Course Upgrading	N/A*	N/A*	198	139 (70%)
Sheltered / ESL Credit Courses	N/A*	N/A*	298	255 (86%)
Indigenous	N/A*	N/A*	42	29 (69%)
Cooperative Education	544	809**	340	444**

*Note: N/A means the courses did not run in this format this year.

**Note: In both Credit Recovery and Cooperative Education, students may have earned more than 1 credit, so a success rate is not included.

Staffing for secondary summer school offerings is summarized in the chart below. Given the shift to entirely virtual courses, the position of “site principal” became “program principal”. The staffing outlined below represents staffing that was funded through the usual summer school program funding available from the Ministry of Education.

Secondary Summer School Staffing Summary

Program	Enrollment	Principal(s)	Teachers
eLearning Credit Courses	3989	2 + 1VP	120
Credit Recovery	217	1	16
Course Upgrading	198		
Sheltered ESL Credit Courses	298	1	16
Indigenous Education Program	42		2
Co Operative Education	340	1	9

Programming for International Students: International students who are part of the Ottawa Carleton Education Network (OCENET) and who remained in Ottawa for the summer participated in summer school credit programs. A total of 67 international students participated in secondary credit programs in eLearning, Cooperative Education, Academic Upgrading or Credit Recovery.

Additional Special Education Staffing Supports (Elementary and Secondary): In order to mitigate the impacts of the school closure period and learning loss that typically occurs during the summer, the Ministry of Education committed funds to support students with special education needs participating in summer program offerings. Specifically, on 19 June 2020, the Ministry of Education provided funding details indicating that these funds would be allocated to additional staffing resources, such as learning support teachers (LSTs) or Educational Assistants (EAs) to support students enrolled in both credit and non credit courses.

Special Education Staffing Support Summary

	Number of Students Served	Special Education Staffing Supports Employed
Elementary Summer School (non credit)	490	7 Learning Support Teachers
Secondary Summer School (credit granting)	500	8 Teachers (Learning Support/Student Success)

International & Indigenous Languages Summer Program (02 July - 24 July 2020):

As in previous years, the Ministry of Education offered funding for language classes for elementary students through the International & Indigenous Languages Program. Language classes were offered in the morning and in the afternoon every day and students were eligible to attend 2 different languages during the day.

The language classes were offered remotely through a variety of digital tools. The format of instruction included synchronous learning for 2.5 hours daily using Google Meets, interactive group activities through Google Whiteboard and Google Docs, virtual intercultural experiences, as well as daily physical activity and snack breaks. Instructors provided students with the opportunity to speak, listen, write and read in a range of international languages, while developing an appreciation for diversity and intercultural understanding. Over 1500 students participated in the ILLP programming in 15 languages.

Summer 2020 Elementary International Languages Program Enrollment, by Language

Language	# of Students	# of Classes
Arabic	566	38
Spanish	408	30
Mandarin	115	8
Japanese	73	5
Cantonese	55	4
Persian	49	3
Hindi	45	2
Tamil	45	3
Turkish	36	2
Bengali	35	2

Greek	29	2
Somali	25	2
Dari	21	1
Vietnamese	14	1
Serbian	12	1

Parents completed feedback surveys and overall, high levels of satisfaction were reported related to the mode of instruction, the learning materials used, engagement and overall experience. Notably, nearly 50 % of parents indicated that summer 2020 was the first time their child participated in the IILP.

Considerations for Future Planning:

There was much to learn through the shift from in person to remote learning for Summer School 2020. Elementary and Secondary eLearning Summer School enrollment tripled from 2019 - 2020. At the secondary level, the increase does not fully account for the loss of in person learning opportunities.

New programs introduced during the summer 2020 session were well received and suggest that there are opportunities to grow offerings such as the sheltered ESL classes and programming for Indigenous students. The new special education supports were well utilized and ensured that students with Individual Education Plans (IEPs) received programming aligned with goals and strategies outlined in their IEPs, with accommodations and access to additional resources, as appropriate.

Parent satisfaction, as reported through exit surveys for all programs, indicated that the remote summer school offerings were appreciated, particularly in a summer that saw the cancellation of many other types of summer programming across the province, such as summer camps and travel opportunities. Of note, nearly 70 % of parents from the IILP reported a preference for remote learning in the future. Parents reported that the defined daily schedule of both synchronous and asynchronous learning activities and dynamic instructors were strengths of the programs.

Evidence suggests that there is value in offering a blend of in person and remote opportunities in the future, wherever possible, at both the elementary and secondary levels, as well as for the International and Indigenous Language Program.

For further information or questions, please contact Shannon Smith at shannon.smith@ocdsb.ca

cc Senior Staff
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