



MEASURING PROGRESS ON WELL-BEING Report No. 16-066

COMMITTEE OF THE WHOLE (PUBLIC)

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Well-being Objective - By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff.

The Ottawa-Carleton District School Board identified well-being as one of five key priority areas for the 2015-2019 strategic plan. In the plan, well-being for the District is described as “a culture which supports and respects the well-being of every individual in safe and caring learning and working environments”. The objective states: “By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff”. The strategies to support this objective are:

- “Build capacity to improve mental health supports”;
- “Increase opportunities to support and encourage creative expression, physical health and physical literacy”; and
- “Develop and implement the well-being framework and School Well-being Plans to enhance school climate”.

Well-being is a multi-faceted construct, and goes beyond the absence of mental illness or physical disease. Patrick Carney, keynote speaker at the OCDSB 2015 Leadership Conference, explains that a state of well-being “encompasses a sense of enjoyment in our life, of realizing our potential, meeting challenges, being productive, respecting ourselves and others, and making a positive contribution to our communities” (Well Aware, 2015).

The OCDSB Framework for Student Well-being has been developed as a guide for schools and the District to support the three dimensions of well-being – socio-emotional, cognitive, and physical – which, in turn, support student learning and achievement. To measure progress on the well-being objective, trends on all three dimensions will be considered based on a variety of sources of evidence. The following report is structured such that each dimension of well-being will be discussed in turn. First, key work is presented as qualitative evidence for the enhancement of resources and supports. Further, outcome data will be reviewed to measure the impact of the work and monitor current trends in well-being, as well as highlight areas where future data collection is needed.

Sources of Evidence

Recent work serves as qualitative evidence for the progress being made in enhancing resources and supports for well-being. This includes:

Overall Well-being

- Implementation of the well-being framework and School Well-being Plans;
- Emphasis on Exit Outcomes;
- Surveying of School Climate;

Socio-emotional

- Training in areas of mental health;
- Board Mental Health and Addictions Scan;
- Bullying Prevention and Intervention Programs and Character Education;

Cognitive

- Opportunities for learning and engagement;
 - Professional development for staff;
 - Promotion of student voice;
 - Efforts to engage students in identified groups;

Physical

- Information sharing and professional development on physical literacy;
- Grant Opportunities from the Ministry of Education;
- Implementation of concussion management.

Furthermore, the following quantitative measures provide evidence of improved outcomes in well-being:

- Absence rates of students and staff;
- Suspension rates;
- Early Development Instrument (EDI) scores;
- Our School (formerly Tell The From Me) Survey;
- EQAO Student Questionnaire; and
- Digital Data Collection Tool.

Overall Well-being

Although some of the work on the well-being objective, and the evidence of progress, is specifically relevant to one of the socio-emotional, cognitive, or physical dimensions, there is a great deal of overlap as well. Therefore, prior to a discussion of the individual dimensions, work and data relevant to the construct of well-being as a whole will be reviewed.

Implementation of the well-being framework and School Well-being Plans

One strategy under the well-being objective is to: “Develop and implement the well-being framework and School Well-being Plans to enhance school climate”. The well-being framework has been developed as a guide for schools and the District to support social-emotional, cognitive and physical well-being. The framework has been shared with schools, along with a template to aid their development of a School Well-Being Plan. Some schools have taken the initiative to work through the template

independently, and next year staff will provide support to all schools as they complete the template.

Emphasis on Exit Outcomes

The establishment of Exit Outcomes occurred as a result of OCDSB's increasingly comprehensive view of student success. This demonstrates a move away from success based solely on academic achievement and emphasizes the whole student. The Exit Outcomes are characteristics and skills for every student, which are:

- Characteristics:
 - Resilient;
 - Globally Aware;
 - Collaborative;
 - Innovative/Creative; and
 - Goal-oriented.
- Skills:
 - Critical Thinkers;
 - Effective Communicators
 - Academically Diverse;
 - Digitally Fluent; and
 - Ethical Decision-makers.

To help students' better understand their strengths and weaknesses, a self-assessment tool is in the development stage. This tool empowers students to assess their own characteristics and skills and gives them valuable information about their own areas for improvement. Moving forward, this assessment rubric could be a unique tool for data collection in the area of well-being.

Surveying of School Climate

One of the ways in which student well-being can be monitored is through responses to cyclical school climate surveys. These surveys yield valuable data for measuring well-being in the OCDSB. The intention is to repeat the administration of a given survey on a cyclical basis so that comparisons over time can be made. The results of these surveys are informative for assessing well-being and for prioritizing key work in this area.

Students have been surveyed using the Our School platform on three occasions (2012, 2013, and 2014). Each survey asked questions about socio-emotional well-being and physical health, among other topics. A subset of questions from the most recent round of responses (2014), with comparisons to the previous years as well as Canadian norms, can be used to assess progress on the well-being objective and will be discussed in the relevant sections below.

Absence rates of students and staff

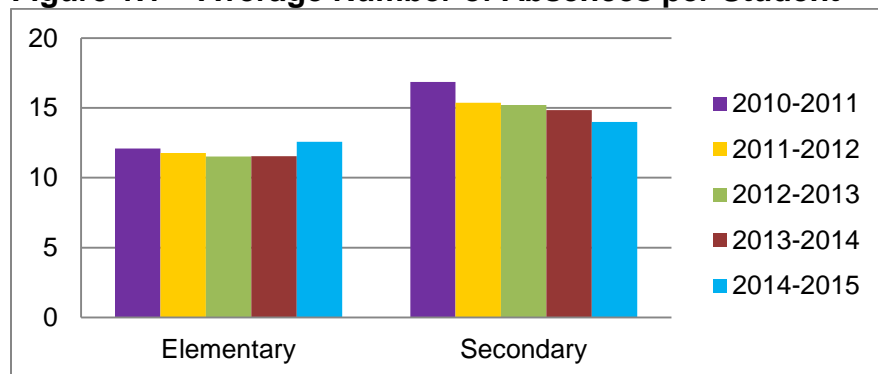
A useful index for measuring well-being is absenteeism. Days away from school/work are taken in response to feeling unwell, either mentally or physically. As such, the rate at which the average number of days absent changes over time can be considered as evidence of trends in overall well-being. Certain limitations, however, must be kept in

mind given that not all absences are indicative of negative well-being (e.g., a student missing school to attend a family function).

Students

Student absence rates suggest that elementary absences have increased slightly but remained relatively stable over time. The number of absences at the secondary level, however, has decreased from an average of 17 in 2010-2011 to 14 in 2014-2015. This is an encouraging trend, as fewer student absences can be interpreted as a sign of positive well-being.

Figure 1.1 – Average Number of Absences per Student



Note. Numbers are based on full day absences and do not include Continuing Education.

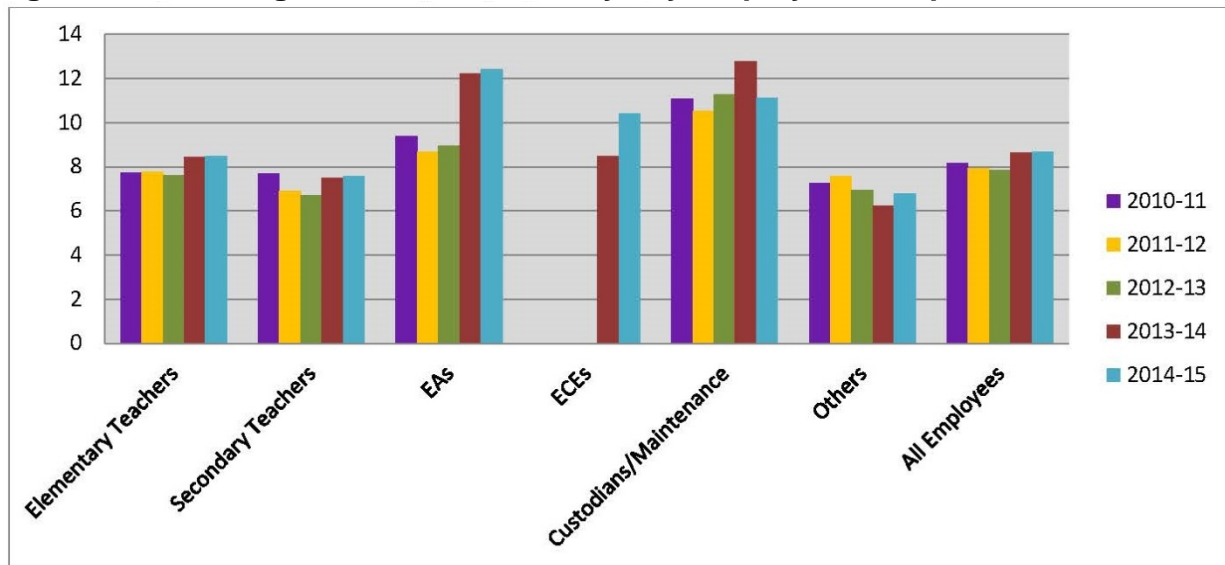
A limitation with absence data in the district is the inconsistency between schools in terms of how absences/excused days are coded and entered into district records. Moving toward a more standardized system with common classifications for the various types of absences would increase the validity of absence data when assessing well-being in the future.

Staff

Staff absence data suggests a recent shift in absenteeism, with an increase in recent years. A 2016 report mentions that when interpreting these trends, it is important to consider the timing of the implementation of the new sick leave plan¹. Changes to the plan were first implemented in 2012-13, and therefore statistics from 2013-14 and 2014-15 may have been impacted by these changes.

¹ School Boards' Co-Operative Inc. (SBCI) 2016 Absence Study

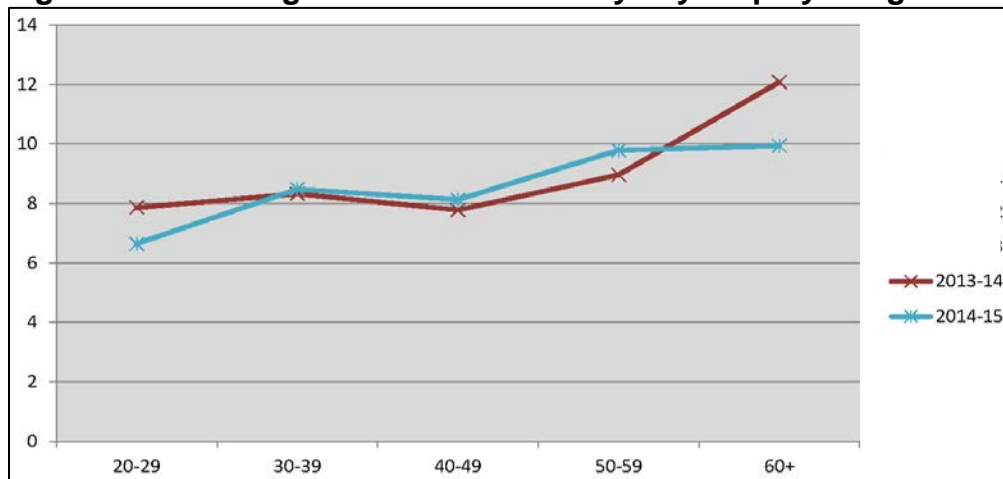
Figure 1.2 – Average Number of Sick Days by Employee Group¹



Note. ECEs for 2010-2013 are included under EAs, where data was available.

To better understand staff absences, results can be disaggregated by employee age group. This data, as presented in the graph below, is helpful in directing future work aimed at supporting employees. From the graph, it is clear that employee absences tend to be greater for those over the age of 50. Therefore, future strategies to support well-being should, at least to some degree, be differentiated for different age groups. Since 2013-2014 there has been some progress in reducing the steepness of the absenteeism increase with age, however future work is needed to ensure employees entering this age group receive the supports they need for positive well-being. It is also worth noting that the variability in absenteeism of the older groups may be impacted by the smaller size of the population. The smaller population of older employees is, in itself, an interesting statistic.

Figure 1.3 – Average Number of Sick Days by Employee Age Group¹



¹ School Boards' Co-Operative Inc. (SBCI) 2016 Absence Study

Suspension rates

Student suspensions at the OCDSB occur for a variety of reasons, most frequently being conduct that is injurious to the physical or mental well-being of others in the school; conduct that is injurious to the moral tone of the school; persistent opposition to authority; verbal abuse; possession of alcohol; threatens injury; and bullying.

Suspension-resulting behaviour is indicative of negative well-being and therefore a decrease in suspension rates can be taken as evidence of positive progress on the well-being objective. As presented in the table below, there has been a reduction in both the number of suspensions as well as the number of students suspended over the past few years. Although there has also been a reduction in enrolment, suspension reductions are occurring at a faster rate than would be through decreased enrolment alone.

Further details on suspension information can be found in Memo 16-080, 2014-2015 Student Suspensions.

	2012	2013	2014	2015	% $\Delta_{12/13}$	% $\Delta_{13/14}$	% $\Delta_{14/15}$
Number of Suspensions							
<i>Elementary</i>	1,608	1,488	1,597	1,613	-7.5%	7.3%	1.0%
<i>Secondary</i>	2,534	2,310	1,686	1,573	-8.8%	-27.0%	-6.7%
Total	4,142	3,798	3,283	3,186	-8.3%	-13.6%	-2.9%
Number of Students Suspended							
<i>Elementary</i>	1,024	899	944	936	-12.2%	5.0%	-0.8%
<i>Secondary</i>	1,514	1,348	1,025	983	-11.0%	-24.0%	-4.1%
Total	2,538	2,247	1,969	1,919	-11.5%	-12.4%	-2.5%
Number of Students Enrolled							
<i>Elementary</i>	48,157	48,133	48,126	48,176	0.0%	0.0%	0.1%
<i>Secondary</i>	25,121	24,798	24,252	23,978	-1.3%	-2.2%	-1.1%
Total	73,278	72,931	72,378	72,154	-0.5%	-0.8%	-0.3%

Early Development Instrument (EDI) scores

To improve student well-being, school boards collect data to assess kindergarten children's readiness to learn. In the Spring of 2015, OCDSB teachers of senior kindergarten students completed the Early Development Instrument (EDI) for this purpose. The EDI is a measure of school readiness across five domains (i.e., physical health and well-being, social competence, language and cognitive development, emotional maturity, and communication skills and knowledge). The results, as depicted in Figure 2, suggest that OCDSB scores are fairly similar to the province.

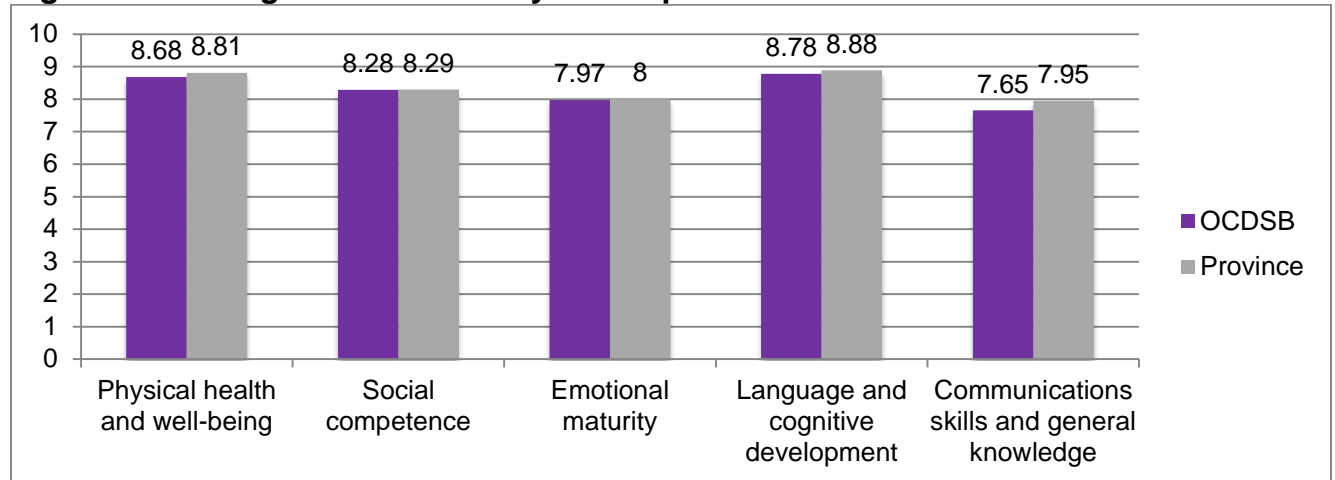
The domain with the lowest score, and with the largest difference compared to the province, was communications and general knowledge. Other areas that posed challenges for OCDSB students, within the other respective domains, were:

- gross and fine motor skills (physical);
- overall social competence (social);
- prosocial and helping behavior (emotional maturity); and

- interest in literacy/numeracy and memory, as well as advanced literacy (cognitive).

The identification of areas of weakness, based on this data, provides direction for future work. This guides the targeting of supports for the youngest students in both broad domains and for certain skills within each domain.

Figure 2 – Average Scores on Early Development Instrument



Socio-emotional Well-being

The well-being framework outlines characteristics of socio-emotional well-being, including sense of belonging and relationship skills. The framework also mentions that students who are resilient manage their emotions well, cope better with setbacks, and demonstrate positive socio-emotional skills and enhanced well-being. Relevant to the socio-emotional dimension of well-being, the 2015-2019 strategic plan makes specific reference to improving mental health supports; therefore key work has been done in this area, as described below.

Training in areas of mental health

One strategy under the well-being objective is to: “Build capacity to improve mental health supports”. Progress has been made through educator training in a variety of areas. Although this training focuses on providing staff with the knowledge and skills to help students, the experience gained from the training sessions is expected to equip staff with strategies that have a positive impact on their own well-being as well. This training has focused on:

- Tier 1 mental health programs
 - Reaching In Reaching Out – 2-day training offered to approximately 80 staff this year
 - Well Aware – ½-day training for grade 4-8 staff in one elementary school as part of a pilot project being conducted this year
- Anxiety prevention
 - Friends for Life – 1-day training offered to approximately 75 staff this year
- Collaborative problem solving

- 3-day training offered to approximately 100 staff this year
- Suicide prevention
 - ASIST – 2-day training offered to approximately 40 staff this year
 - SafeTALK – 3-hour training offered to approximately 150 staff this year

Additional training for professional staff has included:

- Support Vulnerable Students – 1-day training offered to approximately 60 staff this year
- Trauma-Informed Practices – 1-day training offered to approximately 80 staff this year
- Compassion Fatigue – 1-day training offered to approximately 200 staff this year

Furthermore, resiliency training for students has also been offered:

- Sources of Strength – 1-day school-based training for secondary students; four schools were added this year, making for a total of 10 schools and 1 alternate site implementing the program.

In addition to training, the socio-emotional well-being of students is supported through many valuable partnerships, some of which are with:

- Community Care Access Centre mental health and addiction nurses who provide mental health and/or addiction support to students and who support the transition of students from in-patient treatment to school;
- Rideauwood which offers presentations and provides addiction counselling for students;
- Crossroads' school based workers who provide counselling for elementary students and their families;
- Youth Services Bureau's school based worker who provides counselling for students and their families at a secondary school;
- Children's Hospital of Eastern Ontario which gives presentations on a range of mental health topics;
- The Royal which gives presentations and offers the Early Intervention program in some schools; and
- TAMI (Talking About Mental Health) speakers who have personal experience on a range of mental health topics.

Board Mental Health and Addictions Scan

Yearly, the OCDSB provides the Ministry with a self-assessment of the organizational conditions surrounding our mental health and addictions supports. The assessment is informative for identifying areas of strength and weakness in terms of OCDSB mental health supports, and also for comparisons to the province. Some of the key findings from the 2015 board scan are discussed below; however, it is important to keep in mind that these results are based on staff self-reports and therefore should be interpreted in conjunction with other data.

Overall, staff estimates that 76-85% of OCDSB students experience positive mental health. This aligns with epidemiological research on mental health and with reports from the majority of other school boards in the province. The OCDSB (as a whole)

considers student emotional well-being as extremely important to academic achievement, with ratings of importance being higher than the provincial average. Furthermore, the OCDSB ratings are high for a clear and focused vision for mental health and for a mental health strategy/action plan. Areas with lower ratings, which require work in the future, include having protocols in place for the selection of mental health promotion and prevention programming in schools, as well as the selection of youth and family engagement/mental health literacy strategies. Another area for future work is the need to include progress indicators in the annual action plan.

The scan reviews areas of high and low concern for students. Most mental health problems were identified to be of larger concern in secondary schools than elementary. For the OCDSB, an area of very high concern for both elementary and secondary schools was anxiety. Furthermore, aggression/violence was of high concern for elementary, while suicidal ideation/behaviour was of very high concern for secondary.

Until recently mental health capacity building for educators tended to be directed toward school mental health professionals and workers. There was great improvement in 2014-2015, with most system leaders, school leaders, specialist/support teachers, classroom educators and trustees also receiving professional development in the area of mental health. As is the case province wide, school/system office staff is the most under-represented group in professional development, and therefore can be an area of focus for future capacity building.

Note-worthy progress has been made by the OCDSB in providing mental health services designed to meet the needs of specific populations (i.e., Indigenous, LGBTQ, Early Years, immigrant/refugee, and students with special education needs). For each of these specific populations, the OCDSB's reported stage of implementation of these services is further along than those reported by other boards in the province. The OCDSB is behind other boards in the province however, by not yet systematically targeting students or families/parents/guardians for mental health awareness learning. Once again, this can be of note for future direction in the area of mental health.

Bullying Prevention and Intervention Programs & Character Education

In support of student socio-emotional well-being, the OCDSB has a Bullying Prevention and Intervention policy and procedure. Each school maintains a Bullying Prevention and Intervention Plan, and Safe and Accepting School teams work to make sure that schools are safe and welcoming for all. Some examples of programs in OCDSB schools are:

- **Roots of Empathy (K-8):** An evidence-based classroom program that has shown significant effects in reducing levels of aggression and increasing empathy by building relationships with a neighbourhood infant and parent throughout the year.
- **WITS (Walk away, Ignore, Talk it out, Seek help; K-6):** A literacy-based program that brings together schools, families, and communities to help elementary school children deal with bullying and peer victimization.

- The Fourth R (Gr. 8-9): A curriculum that promotes positive, safe youth relationships in collaboration with parents, schools, and communities.

The OCDSB also supports a number of Character Education initiatives in schools across the District. An example of a character education initiative for elementary students is the Me to We program, encouraging young people to get engaged in social issues they are passionate about. For secondary students, an example is the DILA (Day of Info for a Lifetime of Action) program. Students from across the District come together to discuss civic, societal and environmental issues and, while receiving support from DILA facilitators, initiate change.

Our School Student Survey

Sense of Belonging and Relationships

Students were asked about their sense of belonging and their friendships/relationships at school. In general, student responses were fairly consistent over time. Their ratings of belonging are based on whether they feel accepted and valued by their peers and others at school. Scores decreased slightly since previous years, with the proportion of grade 4-6 students below the Canadian norm and grade 7-12 students above the norm. Students' score on positive relationships represent whether they report having friends at school they can trust and who encourage them to make positive choices. For both panels, OCDSB students reported positive relationships more frequently than the Canadian norm. Furthermore, there has been a substantial increase for grade 4-6 students as compared to previous years. This was not the case, however, for grade 7-12 students who decreased by 1%.

Figure 3.1 – Student Positive Sense of Belonging – Grade 4-6

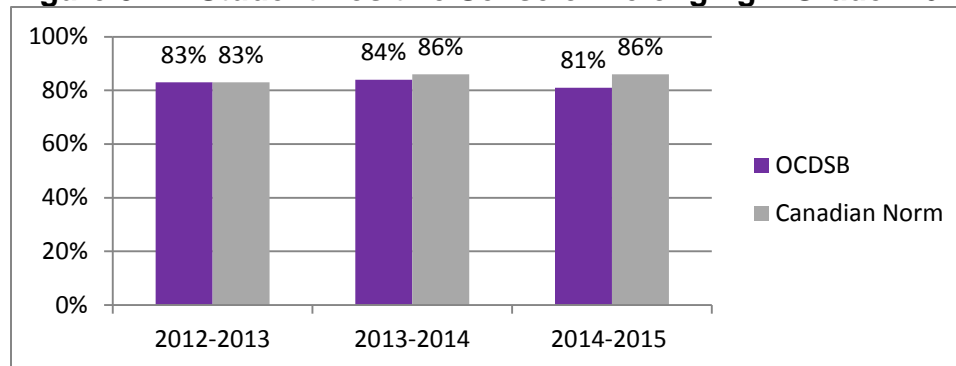


Figure 3.2 – Student Positive Sense of Belonging – Grade 7-12

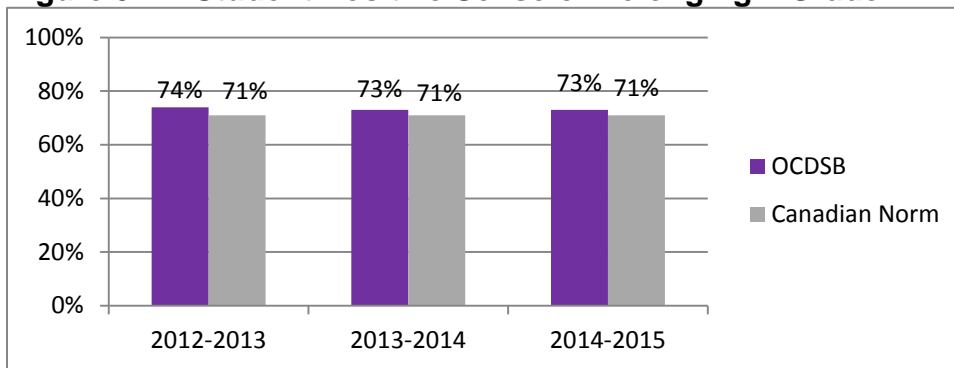


Figure 4.1 – Student Positive Relationships – Grade 4-6

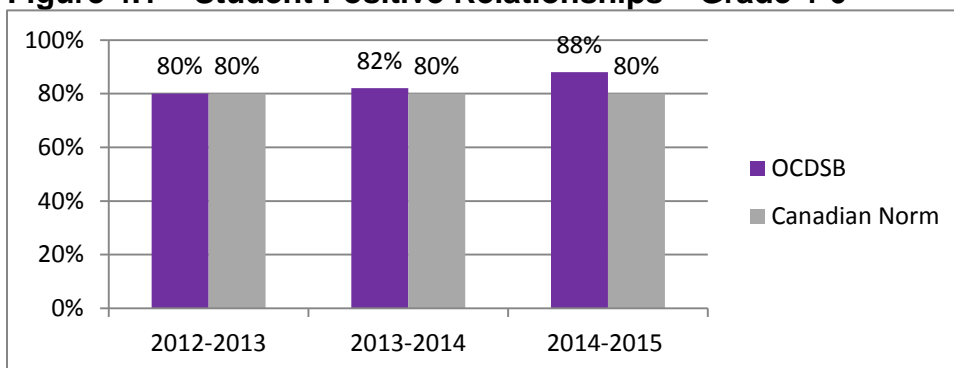
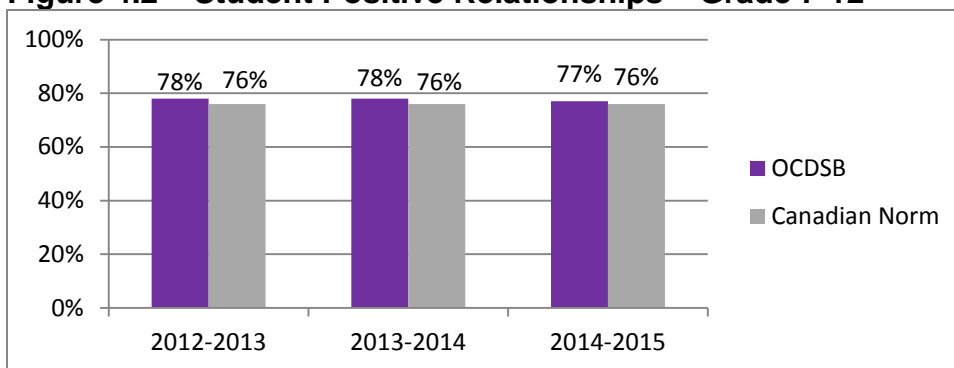


Figure 4.2 – Student Positive Relationships – Grade 7-12

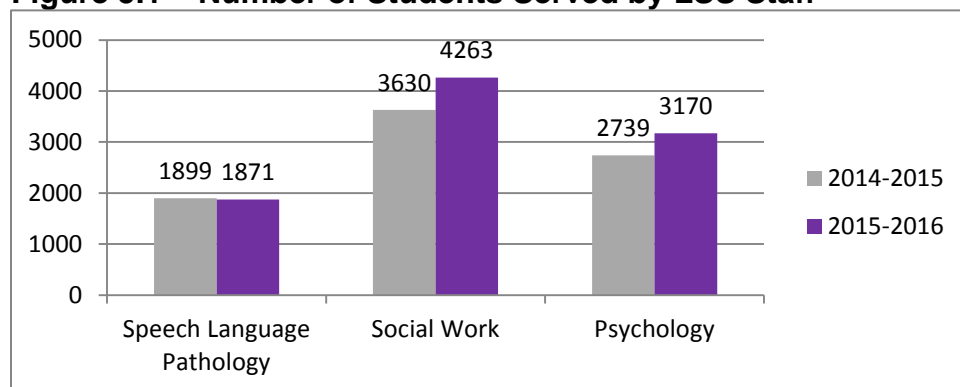


Digital Data Collection Tool (DDCT)

The DDCT is a tool used to provide OCDSB professional service staff with the most up-to-date student information and to provide a means for tracking the full range and types of service provided to OCDSB students. As of April 2016, 9,303 students received services from Learning Support Services (LSS) in the 2015-2016 school year. This represents 1.3% of the student population, an increase from last year's 1.1%. This increase in students being served serves as evidence for progress on the well-being objective as it provides a metric for the increase in supports to students. The number of students served by each of the three LSS disciplines is presented in the graph below, which demonstrates increases for both Social Work and Psychology, but a minimal

decrease for Speech Language Pathology. It is important to note, however, that this reflects the number of individual students served by each group, regardless of service type. As such, group differences may be a function of the nature of the work conducted (e.g., Speech-Language Pathologists are often engaged in interventions at the staff, rather than individual student level). More information on LSS supports to students is presented in Memo 16-093.

Figure 5.1 – Number of Students Served by LSS Staff



Note. Numbers for 2015-2016 are as of April 2016 and will be recalculated at the end of the school year.

Cognitive Well-being

Cognitive well-being includes aspects such as student engagement, sense of meaning and purpose, and self-efficacy, and overlaps with the other strategic objectives. This dimension of well-being flourishes in a culture which develops creative, confident, and engaged learners (Learning Objective) and a culture which actively encourages involvement (Engagement Objective).

Opportunities for learning and engagement

Key work contributing to the cognitive development for both students and staff includes the establishment of various opportunities for learning and engagement. Professional learning for school staff has promoted inquiry-based learning, growth mindsets, and learning for deep understanding. Opportunities for students have promoted student voice through Student Senate, a student leadership conference, and Speak Up initiatives. Targeted efforts have also been made to engage students in identified groups, such as First Nations, Métis, and Inuit students, and students of all gender identities and/or sexual orientations. Much of this work was discussed in Report 16-042 Measuring Progress on Equity, and includes supports for students, staff, and engagement and awareness building.

Our School Student Survey

Student responses from the Our School survey can also be used to monitor cognitive well-being. As discussed above, this self-report data has limitations to be considered when interpreting the results.

Expectations for Success

Students were asked a series of questions about their teacher's encouragement and expectations, as well as their beliefs about needing to work hard to succeed.

Responses to these questions were used to create a composite score for expectations for success. Students in grades 4-6 increased in terms of expectations for success over time, and are gradually approaching the Canadian norm. Although there is a slight decrease in the results for grade 7-12 students, they are quite consistent both over time and with the Canadian norm.

Figure 6.1 – Teacher Expectations for Success (Student Responses) – Grade 4-6

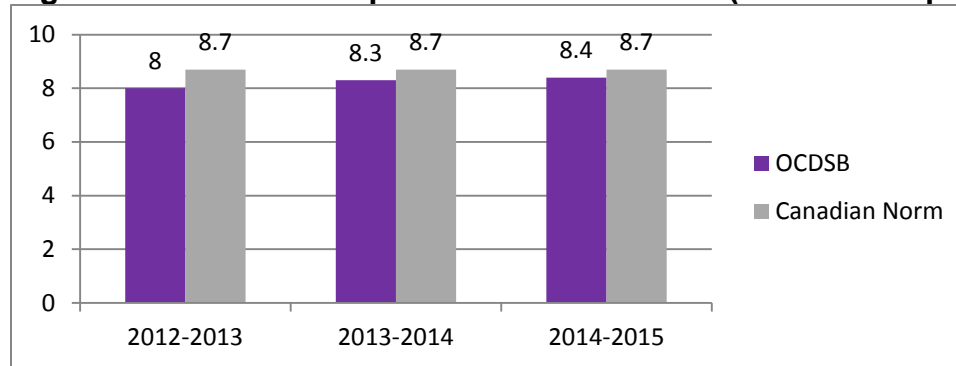
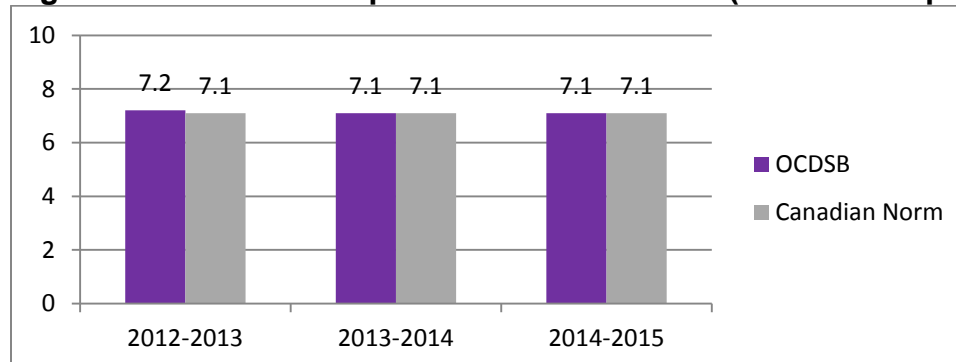


Figure 6.2 – Teacher Expectations for Success (Student Responses) – Grade 7-12



EQAO Student Questionnaire data

Alongside EQAO assessments of literacy and numeracy, students complete individual questionnaires. Responses from the 2014-2015 year would ideally be the baseline year of data for the 2015-2019 strategic plan; however, 2014-2015 EQAO data is only available for the OSSLT assessment. Therefore responses from 2013-2014 questionnaires will be used to establish baseline levels.

Students were also asked about their self-efficacy in reading, writing, and math, with their responses presented in Figures 7.1 to 9.4. Note that while questions about literacy were not asked in 2011-2012, and therefore data from the previous year (2010-2011) has been included for establishing trends over time.

Compared to recent years, students tend to be:

- less confident in reading;
- similarly confident in writing; and
- more confident in grade 3 and grade 9 applied math; but
- less confident in grade 6 and grade 9 academic math.

Compared to the province, students are:

- more confident in reading;
- more confident in writing;
- more confident in math in grade 3-6; and
- equally confident in academic math, but less in applied math.

Figure 7.1 – “I am good at Reading” – Grade 3



Figure 7.2 – “I am good at Reading” – Grade 6

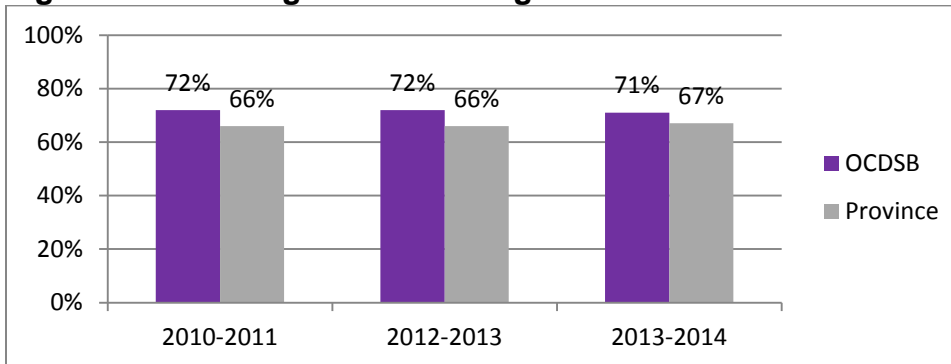


Figure 8.1 – “I am good at Writing” – Grade 3



Figure 8.2 – “I am good at Writing”– Grade 6

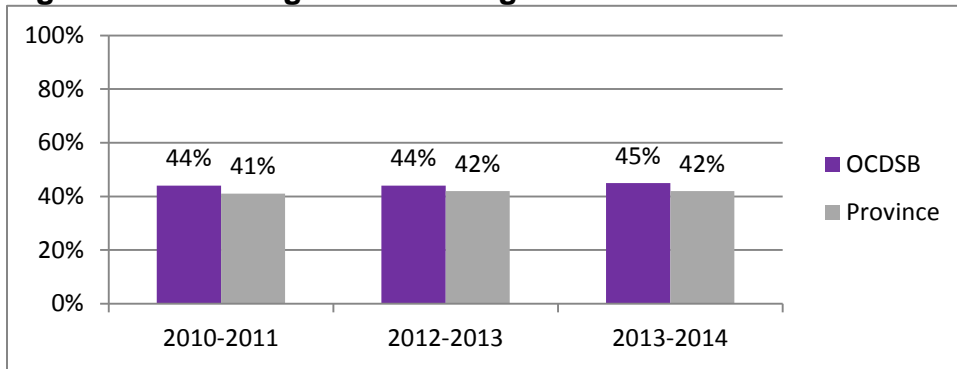


Figure 9.1 – “I am good at Math”– Grade 3



Figure 9.2 – “I am good at Math”– Grade 6

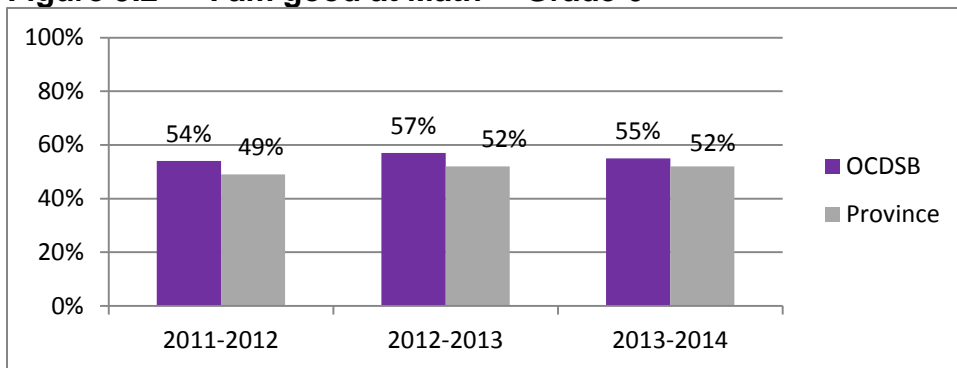


Figure 9.3 – “I am good at Math”– Grade 9 Applied

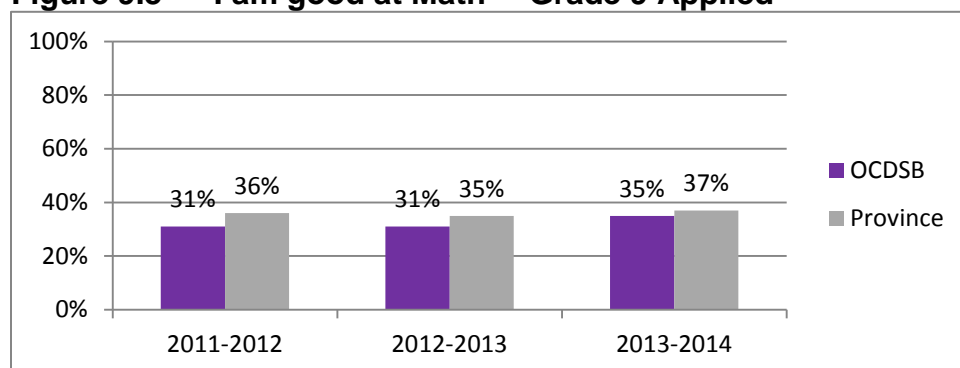
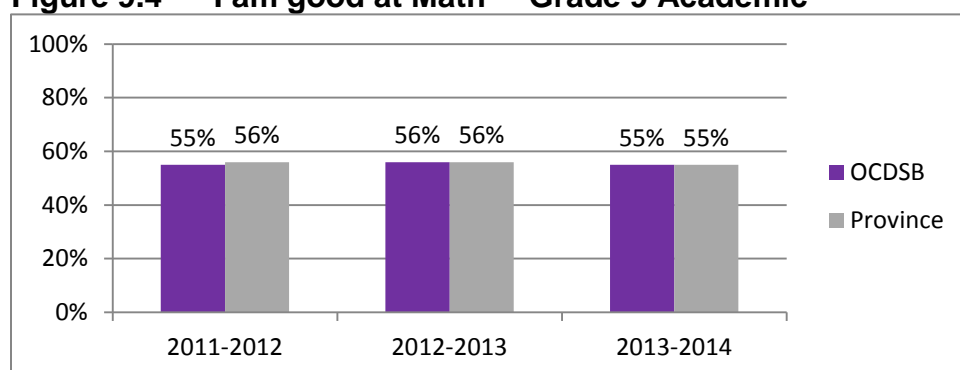


Figure 9.4 – “I am good at Math”– Grade 9 Academic



Physical Well-being

Characteristics of physical well-being include safety, physical activity, nutrition, and healthy choices and perspective. As outlined in the well-being framework, we know that safe environments are more conducive to learning and that students who are physically healthy tend to experience less stress and have better executive function skills. The recently revised Health and Physical Education curriculum promotes the healthy development of all students, and builds the skills and knowledge to lead and promote healthy, active lives now and in the future.

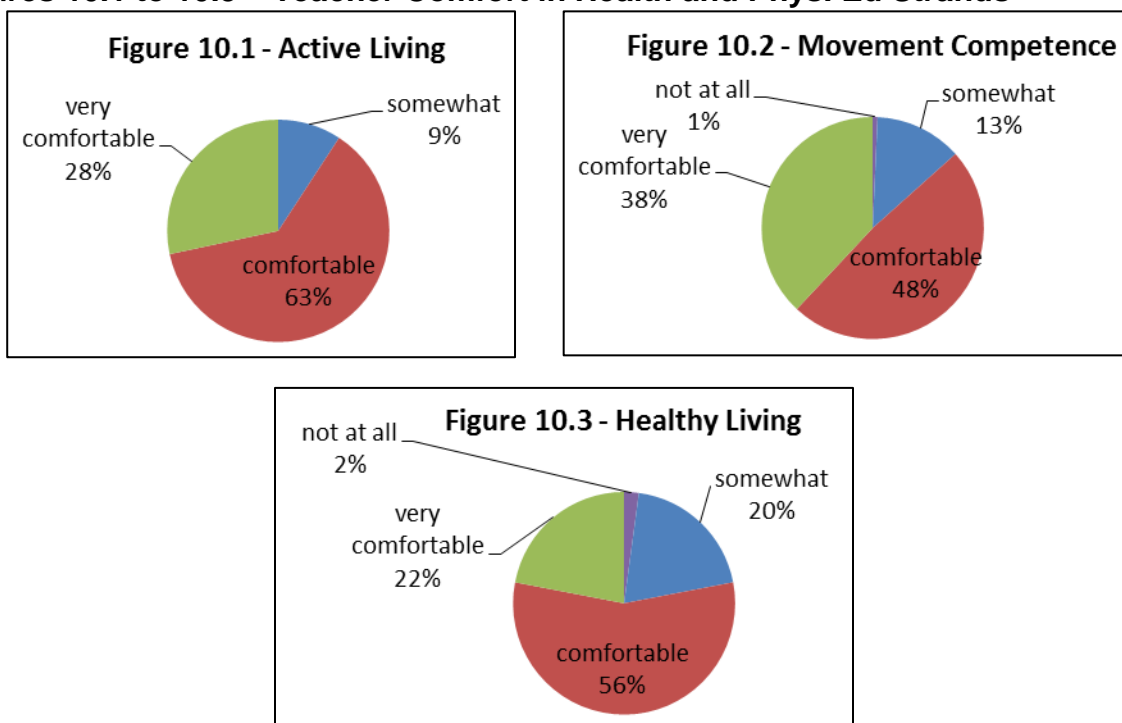
One strategy under the well-being objective is to: “Increase opportunities to support and encourage creative expression, physical health and physical literacy”. Progress has been made to support these opportunities in a variety of ways. Much of this work has been focused on the implementation of the revised Health and Physical Education curriculum. To further support physical well-being, the District hired a physical literacy instructional coach who has guided much of the work in this area this year.

Information sharing and professional development on physical literacy

Two highly informative talks related to physical well-being were part of the 2015-2016 Speaker Series: one on understanding concussions and the other on physical literacy. There was also a presentation for parents during the 2016 Parent Conference: Bridging Home and School, focused on understanding the revised Health and Physical Education Curriculum and bullying prevention and intervention.

In addition to parent-directed presentations, nearly 150 elementary and secondary teachers attended a session in a series of workshops, in January 2016, focused on the revised Health and Physical Education curriculum. Following their respective session, the vast majority of teachers felt comfortable/very comfortable to deliver all aspects of the identified curriculum stand, as depicted in Figures 10.1 to 10.3. Although most teachers reported the same level of comfort prior to and after the session (55-67%), a number of individuals reported an increase in comfort after having attended the session (32-43%). A small number of teachers also reported a decrease in their comfort level following the session (1-4%); perhaps because the session brought aspects of the curriculum strand to their attention and therefore highlighted the learning still needed.

Figures 10.1 to 10.3 – Teacher Comfort in Health and Phys. Ed Strands



Grant Opportunities from the Ministry of Education

In 2014, Glebe CI, South Carleton SS, and A.Y. Jackson SS each received the Physical Activity in Secondary School Grant (one time funding of up to \$20,000 per project) from the Ministry of Education to increase the level of student participation in physical activity outside of the instructional time. The projects at these schools involved updating fitness equipment, building community partnerships, and involving students as leaders. All three schools reported an improvement in the physical activity culture. Some of the observed positive effects, among others, include:

- student access to fitness facilities and/or fitness programs at school has increased;
- students are more self-motivated to engage in physical activity;
- students are more knowledgeable about the role of physical activity in a healthy lifestyle;

- students are engaged in promoting a physically active lifestyle; and
- students' physical health/fitness and self-esteem has improved.

Norman Johnston Secondary Alternate Program received the Ministry of Education's Healthy Eating in Secondary School Grant goal (one-time funding of up to \$50,000 per project) to help transform the food culture in the school. Student ambassadors were trained in leadership, nutrition, and cooking so that they have the confidence to engage others, while woodworking students planned and built an accessible garden. Students used the produce grown in the garden to make and serve affordable meals. The school reported an improvement in the healthy eating culture at the school. Some of the observed positive effects, among others, include:

- an increase in the number of students eating healthy lunches and snacks;
- an increase in the number of students making healthy food choices outside of school;
- students appreciate a wider range of healthy food items and are more willing to try healthy foods they have never tasted before;
- students are more knowledgeable about healthy eating, the food they eat and where it comes from, and environmental issues linked to food; and
- students' physical health, attendance, and overall well-being has improved.

Implementation of concussion management

An important component of physical health is the prevention and management of injuries. Recent work has focused on the management of concussions, which was prioritized following the death of Rowan Stringer – a student at John McCrae Secondary School who died as a result of an injury sustained while playing rugby. This work has involved a review of the recommendations from the Coroner's Inquest into Rowan Stringer's death. Although there are no recommendations directed specifically at the OCDSB, the Board taken the following steps to show its support:

- a letter was sent to the Premier of Ontario encouraging the enactment of Rowan's law, an act to regulate youth sport, both school based and non-school based;
- a letter was sent to the Ministry of Education encouraging revisions to the Ontario Curriculum to make concussion awareness mandatory;
- a letter was sent to the Ministry of Education requesting that the Ministry fully fund the implementation of PPM 158 and develop supporting resources to facilitate the implementation by school districts in Ontario; and
- OCDSB Policy P.137.SCO: Concussion Management was revised to include a reference to the International Concussion Consensus.

Our School Student Survey

Physical Health

Students were asked how many hours they spend in a typical weekday doing moderate physical activities (such as walking, or leisure biking) and doing intense physical

activities (such as running, swimming, or playing basketball) ¹. Although there was a decline in the amount of moderate physical activity over the years, there was an increase in the amount of intense physical activity for grade 4 to 6 students. Furthermore, elementary students tend to be above the Canadian norm for both types of activity. Grade 7-12 students are consistent both over time and with the Canadian norm.

Figure 11.1 – Hours per day spent doing moderate physical activity – Grade 4-6

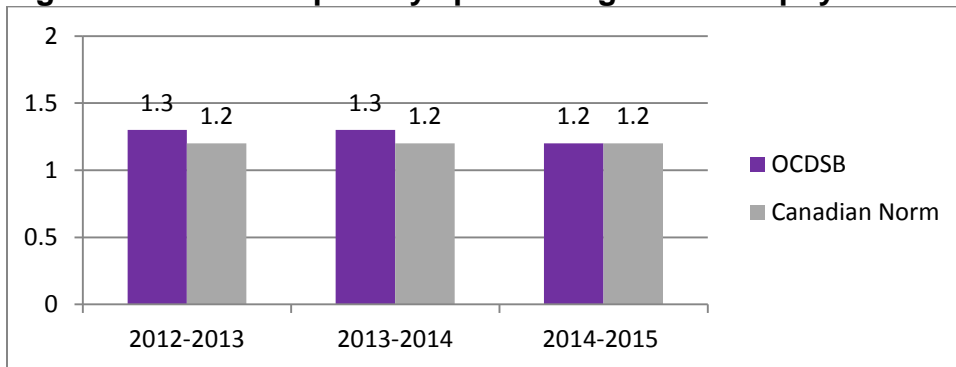


Figure 11.2 – Hours per day spent doing moderate physical activity – Grade 7-12

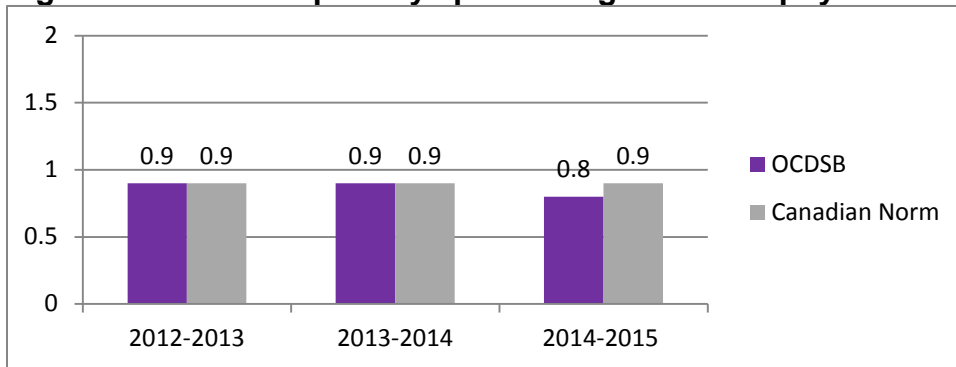
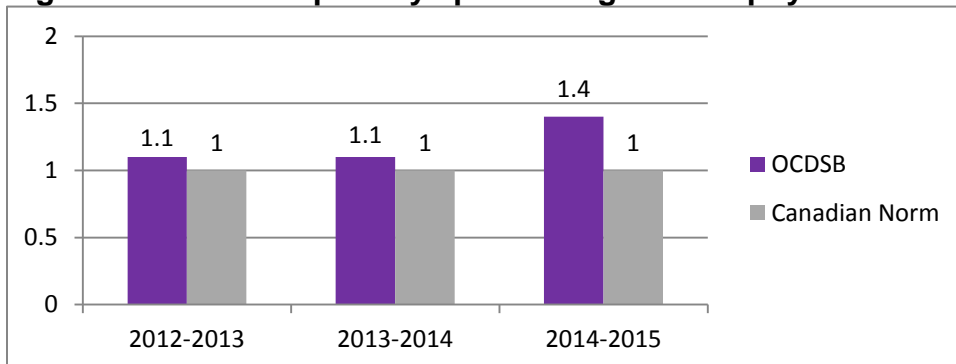
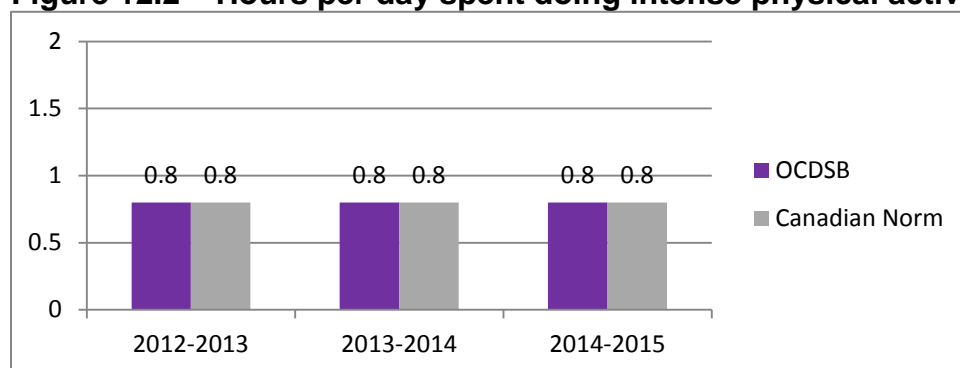


Figure 12.1 – Hours per day spent doing intense physical activity – Grade 4-6



¹ Responses to the physical activity questions were standardized, such that hours reported on various activities (i.e., reading for fun, watching TV, doing work, physical activity) did not exceed seven hours, in order to compensate for the potential to over-report on these types of questions.

Figure 12.2 – Hours per day spent doing intense physical activity – Grade 7-12



Safety and Bullying

Students were asked a series of questions related to sense of safety at school and bullying-victimization. The coding of responses regarding feeling safe at school was modified in 2014 to ensure more accurate reporting, which impacts comparisons made over time. Previously, those who selected 'Neither Agree nor Disagree' were combined with those who selected 'Agree' and 'Strongly Agree' to comprise those who feel safe. However, selecting a neutral response does not imply that a student feels safe; therefore, for 2014-2015, only those students who select 'Agree' and 'Strongly Agree' are included in the calculation. The proportion of students feeling safe at school is slightly below the Canadian norm for grades 4-6 and above for grades 7-12.

Bully and exclusion rates for both panels are very stable over time. For grade 4-6, the proportion of students reporting to be moderate to severe victims of bullying in the previous month was very similar to the Canadian norm, with bullying/exclusion being just slightly more frequent at the OCDSB in 2014-2015. For grade 7-12, OCDSB bullying rates are notably lower for the OCDSB as compared to the Canadian norm.

Figure 13.1 – Feel Safe at School – Grade 4-6

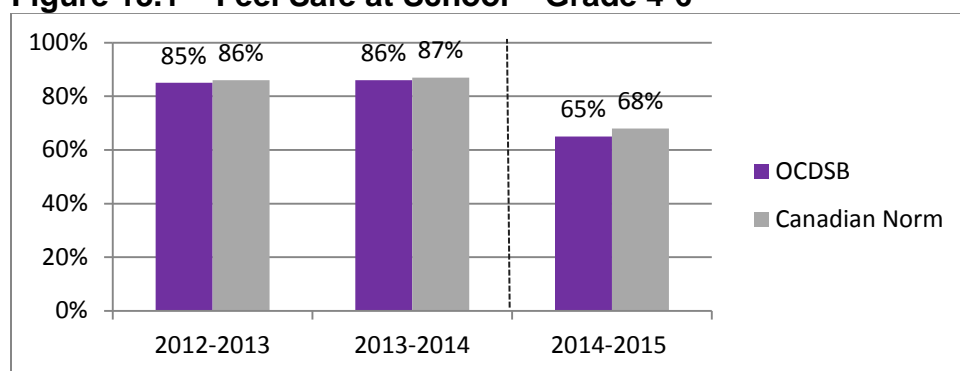


Figure 13.2 – Feel Safe at School – Grade 7-12

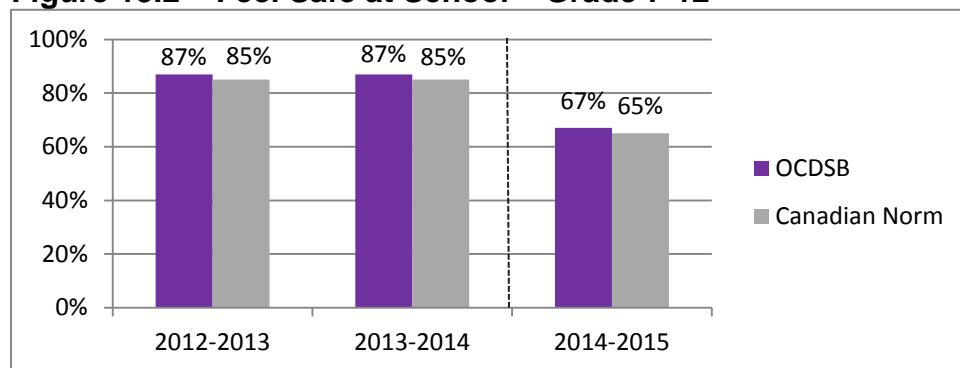


Figure 14.1 – Bullying and Exclusion – Grade 4-6

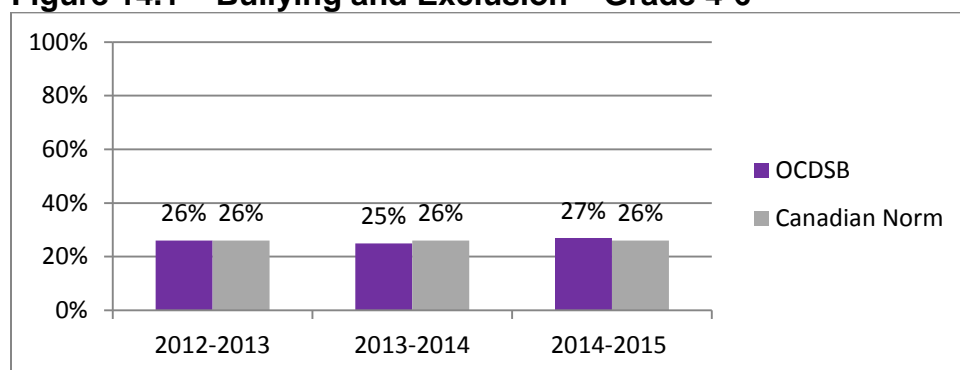
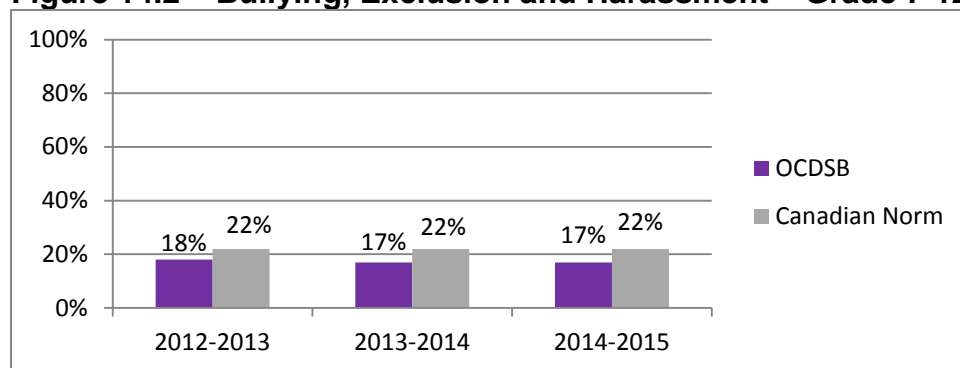


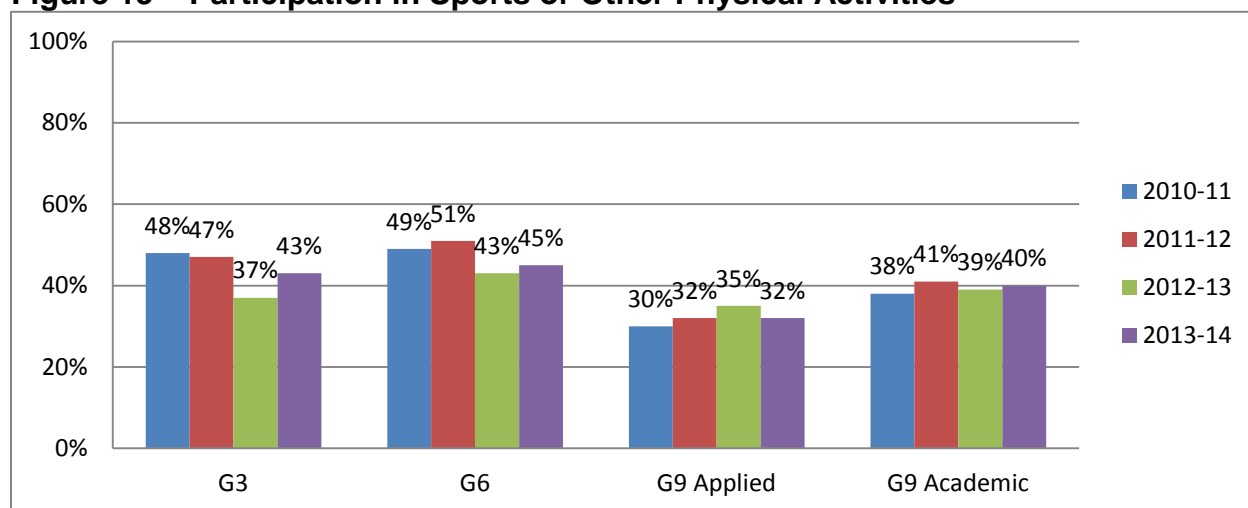
Figure 14.2 – Bullying, Exclusion and Harassment – Grade 7-12



EQAO Student Questionnaire data

Students in grade 3, 6, and 9 (applied and academic math groups) were asked about their participation in sports or physical activities, which is depicted in the graph below.

Figure 15 – Participation in Sports or Other Physical Activities



Compared to the average across the previous three years, students are participating in:

- sports or other physical activities 1-3% less in elementary; and
- sports or other physical activities about the same in secondary (0-1% increase).

Compared to the province, students are participating in:

- sports or other physical activities 2% more in grade 6, 2% less in grade 9 applied math, and otherwise the same.

It is important to note that student participation in activities, sports or otherwise, can be affected in times of labour disruption. For example, the reduced availability of activities during the 2012-2013 school year should be taken into account when interpreting the drop in participation for elementary students during this time.

Next Steps

This report reviews indicators of progress on well-being as a strategic priority. In the first year of the new strategic plan, the report provides baseline data for assessing future progress over the course of the four-year strategic plan. This data helps to address areas of need so that supports and resources can be allocated appropriately.

Guiding Questions

The following questions are provided to support the discussion of this item by the Committee:

- How does the work discussed align with the framework for student well-being and the well-being objective in the 2015-2019 strategic plan?
- How will the work underway support further progress on the well-being objective?
- How does this work relate to the work under the other strategic objectives?
- How does the data inform our progress on the well-being objective?
- How can we continue to improve our understanding/awareness of the factors impacting the well-being of students and staff?
- What areas require additional work in the future?

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Secretary of the Board