



MEASURING PROGRESS ON STEWARDSHIP Report No. 18-086

COMMITTEE OF THE WHOLE (PUBLIC)

2 October 2018

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Stewardship Objective - By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.

Stewardship is one of the OCDSB's strategic objectives for 2015-2019. It is defined as "a culture that practices ethical decision-making, and social, economic and environmental sustainability". The objective states: **By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.** The strategies identified to support this objective are:

- Improve access to learning environments and optimize the use of all resources through school accommodation and program review planning;
- Enhance operational practices to effectively and responsibly manage human and financial resources in support of students; and
- Model sustainability, smart energy use and sound environmental practices for students.

Stewardship at the OCDSB can be approached in two ways: 1) we work to promote and support sustainability in the organization and in our community; and 2) we work to inspire stewardship in our students. Importantly, stewardship supports progress on the other strategic objectives. Through responsible and sustainable management of resources, we are able to invest in supports for learning, equity, well-being, and engagement. This report provides an overview of the work which has been underway to enhance stewardship at the OCDSB and provides evidence of our progress on this strategic objective.

As mentioned above, the stewardship objective is supported by three specific strategies, as identified in the 2015-2019 strategic plan. These strategies will be discussed in turn.

Strategy #1: Improve access to learning environments and optimize the use of all resources through school accommodation and program review planning

To improve access to learning environments, the OCDSB has undertaken accommodation and program reviews. Accommodation reviews in two geographic

areas (the Western Area and the Eastern Secondary Area Accommodation Reviews) were conducted in 2016-2017 and involved a total of 29 schools. Accommodation reviews are challenging but essential in order to effectively review grade configurations, programs, school condition, student enrolment, and excess pupil space. At the end of the review process, the Board decided to create three 7-12 schools, consolidate two secondary schools, and close six elementary/middle schools. Following these decisions, the District began the process of realigning programs/services and optimizing the use of resources through a number of strategic decisions. This District also made significant capital investments over the past two years, creating new additions, remodeling classrooms, and building learning commons and gymnasiums.

Amalgamation of Rideau High School and Gloucester High School;

A significant change resulting from this work was the amalgamation of Rideau High School and Gloucester High School. To monitor the impact of this transition, the Board directed staff to report on a series of indicators of student learning and well-being following the amalgamation (see Report 18-048, spring 2018, for full details). As highlighted in the report, opportunities for students from both former schools increased in terms of access to extra-curricular activities and program pathways (particularly in grade 9 and 10 applied level courses). Newly constructed spaces (e.g., science labs, the Lodge, technology space) provide additional opportunities for enhanced learning and engagement of students. Furthermore, analyses of enrolment data suggest that although enrolment at the two schools had been declining over the previous three years, the rate of decline slowed in 2017-2018. Enrolment at Gloucester in October 2017 was 22 fewer students than the combined enrolment at both schools in October 2016, as compared to 31 fewer students in October 2015, and 61 fewer in October 2014.



- Increased access to extra-curricular activities
- Increased access to program pathways
- Newly constructed spaces

Establishing a second site for the International Baccalaureate (IB) Program;

Work to optimize learning environments is also underway by establishing a second site for the International Baccalaureate (IB) Program. One of the approved recommendations resulting from the Secondary School Program Review (June, 2016) included the implementation of a second IB program in the western area of the District. The Western Area Accommodation Review identified both the site location (Merivale High School) and implementation date (September 2019, subject to the accreditation by the International Baccalaureate Organization). Establishing a second IB site will improve equity of access to enhanced programming and address the issue of demand

versus capacity. In 2017-2018, the OCDSB consulted with the community and established an IB Program Implementation Plan to direct this work (as detailed in Report 18-064).

Boundary and program review for the Osgoode area;

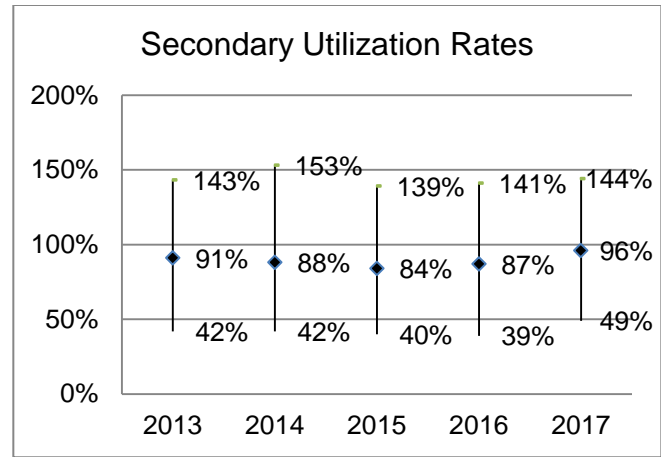
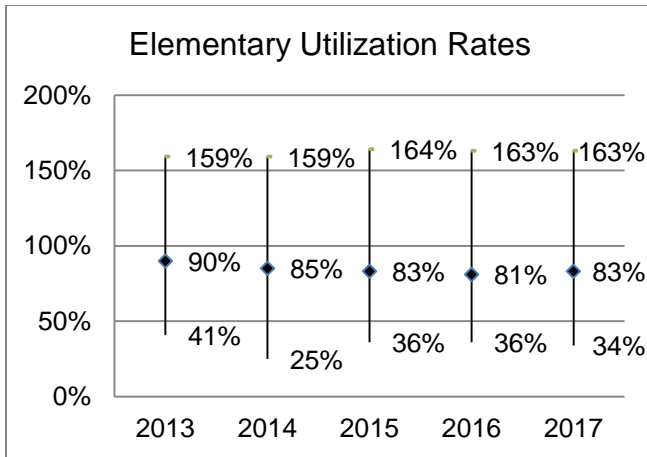
In 2017-2018, the OCDSB also conducted a boundary and program review for the Osgoode area. This review resulted in the attendance boundary and program changes for local elementary schools, which helped to balance enrolments. By balancing enrolments, student programming is more robust and sustainable long-term. This supports the stewardship objective by providing students with improved access to learning environments, while optimizing use of the District's resources. For more information, see Report 18-021.

School utilization rates;

In conducting accommodation reviews, one of the goals is to distribute student enrolment so that schools operate at their ideal capacity. Optimizing school utilization rates (i.e., number of students enrolled relative to the school's capacity) supports stewardship by efficiently managing school space, increasing options for depth of programming, and strengthening enrolment – all of which positively affect program streams. It is important to note that utilization rates are a single indicator, to be considered alongside other factors. Nevertheless, they highlight the important work being done through accommodation reviews to realign programs and services, consolidate supports for students, and manage costs associated with empty space in schools.

The figures below show the average utilization rates (unweighted; with each school's utilization rate representing an equal portion in the equation) as well as the range of utilization rates across all schools. A utilization rate below 100% indicates that a school is under-utilized, while a rate above 100% indicates that a school is over-capacity. For both elementary and secondary, the average utilization rate increased in 2017-2018. Secondary utilization rates saw a notable increase as compared to the previous five-year trend. This is evidence of progress made through the 2016-2017 accommodation reviews.

Although the average is informative, the range of utilization rates provides important context. In 2017, elementary utilization rates were as low as 34% and as high as 163%, while secondary utilization rates were as low as 49% and as high as 144%. The wide range of school utilization rates is of concern and will need to be addressed in upcoming accommodation reviews.



Figures 1 and 2. Five year trend for school utilization rates (elementary and secondary).
 Note. Diamond represents average utilization rate as of October 31 each year; end markers represent range across all OCDSB schools. Capacity includes relocatable classroom modules and leased space.

Strategy #2: Enhance operational practices to effectively and responsibly manage human and financial resources in support of students

The 2018-2019 Budget was designed support student learning and well-being, making meaningful investments in areas that address the objectives of the 2015-2019 strategic plan. The budget makes noteworthy investments in supports for students, front line supports to schools, and increases to operating budgets (see Report 18-072 for the full report). These investments are made while demonstrating the Board’s continued prudent and sustainable management of the District’s financial position, balancing revenues and expenditures without reliance on unappropriated accumulated surplus.

Multi-Year Financial Recovery Plan;

In June 2016, the Board approved the District’s Multi-Year Financial Recovery Plan (MYFRP). The goal of the MYFRP, which was mandated by the Ministry of Education, was to create a financial plan to address structural issues that contributed to deficits in past years and to re-establish an accumulated surplus by the end of 2017-2018. In April 2018, the Ministry of Education released the District from the terms of the MYFRP because the requirements to re-establish an accumulated surplus had been met, the financial results for 2016-2017 were strong, and results for 2017-2018 were expected to be strong as well.

Funds spent relative to those allocated in the budget;

The establishment of a responsible and sustainable budget demonstrates progress on the stewardship objective. That said, it is also necessary to examine how well the budget is adhered to by the end of the year. Data from 2016-2017 shows that overall funds spent adhere closely to those that were budgeted for that year (as shown in the figure below). There are, however, fluctuations within individual envelopes. The areas that tend to run over budget are:

- Continuing Education;

In recent years, there have been a number of changes to Continuing Education to address this overrun, and reductions have occurred as a result (as evidenced in the corresponding figure). It is also important to note that Continuing Education operates on a different funding and business model, as compared to all other operating areas, and that increases in revenue can often offset the cost.

- Amortization;

The value of tangible capital assets managed by the District has been increasing over the years, largely due to the construction of new schools and significant investments in refurbishing existing schools. The costs of such capital investments are amortized over a set number of years and reported as an operating expense. In accordance with accounting requirements, the amortization of an asset's value commences immediately upon completion of a capital project. It should be noted that the amortization costs are fully supported by a related revenue termed a deferred capital contribution.

- Other expenses;

These expenses include Extended Day Program, Child Care Centres, Secondments, Interest Charges and Fifty Five Board Trust. The greater variability seen in this envelope is perhaps due to its miscellaneous nature. Funds spent in this envelope are heavily influenced by the Extended Day Program, which was established in 2010 and has since experienced significant growth (now operating in 63 schools, serving over 5,000 children).

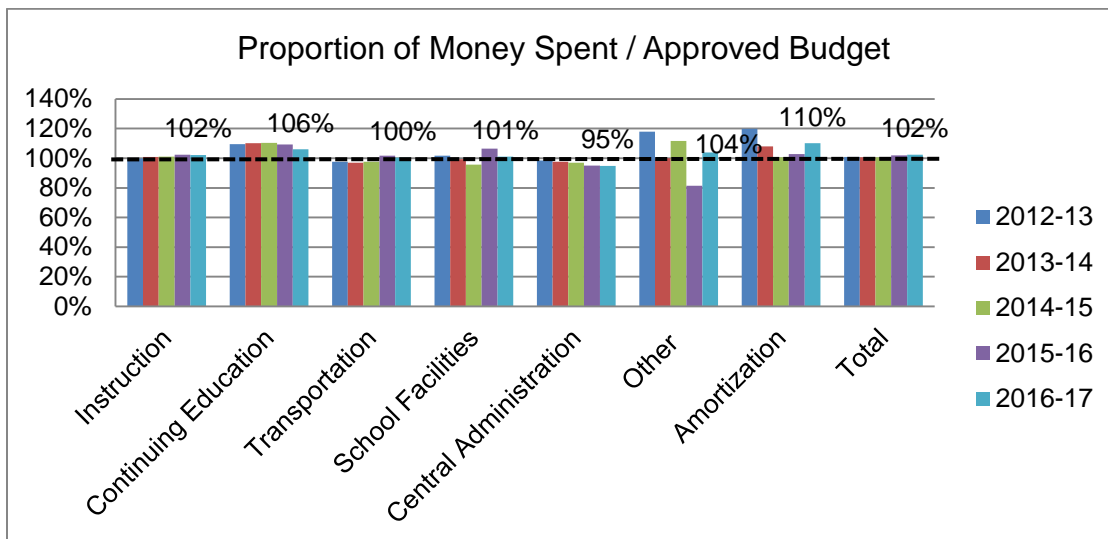


Figure 3. Proportion of money spent relative to funds budgeted.

An important consideration when using this data as evidence of progress is the timing of Ministry funding announcements. It is common practice for the Ministry to provide additional funding after the Board has approved the annual operating budget. This funding allows for additional spending, in comparison to the amounts budgeted. This

typically applies to Instructional funding, but does apply to other areas as well (e.g., School Facilities).

Investments in learning and work spaces;

Each year, investments are made through the Facilities Renewal Program (FRP), School Condition Improvement (SCI), and Capital Spending. These investments, which are shown in the graph below, are made to improve physical environments for students and staff, facilitate learning, and ensure healthy and safe work and learning spaces.

In addition to these investments, the OCDSB completed \$10.5 million worth of new capital initiatives between May 2017 and April 2018 through Greenhouse Gas Reduction Funding. Although the 2018-2019 Greenhouse Gas Reduction Funding was cancelled by the new provincial government in July, the OCDSB already had contracts in place for new capital initiatives before this time. Therefore, these contracts were grandfathered in and we were able to fully commit our \$5,093.810 allocation for 2018-2019.

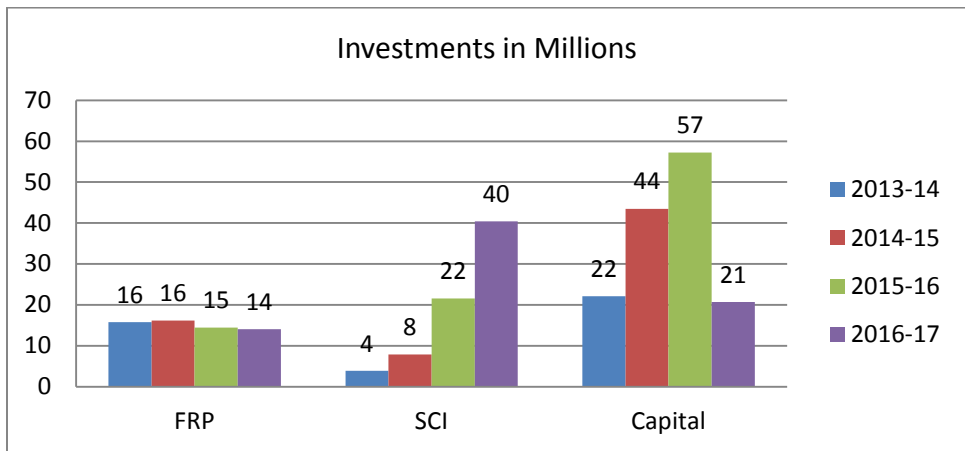


Figure 4. Investments made through Facilities Renewal Program (FRP), School Condition Improvement (SCI), and Capital Spending.

Inventory of school fees;

School budgets are supplemented with fundraising and voluntary fees from parents. School fees are traditionally described as fees that support student activities during the school year. Inevitably, variations across schools in terms of parent contributions and fundraising capacity can result in an inequity of opportunity for students from school to school. To address this gap, the OCDSB undertook a system-wide inventory of school fees in the fall of 2017. Schools reported that they clearly communicated that fees were voluntary and that financial assistance was available. Schools also reported a variation in fees, particularly when examining the cost of athletics participation. The information gathered from schools has helped us better understand what costs students/parents in our District may be bearing, which is helping us to devise strategies to ensure responsible management of resources. A group of secondary principals are working

together to review the data collected, consult with parents, and develop solutions for equitable access for all students.

Community use of school space;

As a District, one of our resources is our school space. This space is used to support our students, families, and community. Through Community Use of Schools, we support a broad range of community and health organizations, working closely with them to find suitable school space for delivering programs to those in need. Some of our partner agencies include: Boys & Girls Club, Wabano, Orkidstra, Somerset West Community Health Centre, Sandy Hill Community Health Centre, Ottawa Inuit Children's Centre, Lowertown Community Resource Centre, Somali Centre for Family Services, Autism Ontario, Catholic Centre for Immigrants, City of Ottawa, Ottawa Community Immigrant Services Organization, etc.

"The ongoing support and cooperation of the OCDSB is instrumental in our work, and is deeply appreciated." - Riverview Park Community Association

"Thanks to the space that has been provided to us, we continue to support these children and enhance their literacy, their confidence and their outlook on being a newcomer living in our community." - The Somali Centre

"We are grateful to the Community Use of Schools program as it has provided area children with a recreation opportunity that otherwise would not be available to them." - Winthrop Court Community Center.

"Thank you so much for opening the door and providing us with a warm and nice place to live an active and healthy life during the harsh winter." - Patanjali Yoga (free yoga classes)

Community-use hours have been consistently high in recent years (see Figure 5), despite a reduction in number of school sites available. By far the most frequent use has been for sports and recreation (see Figure 6). Other common uses include educational purposes; child care programs; and supports for low-income families. It is important to note that the use of a school can be considered under multiple categories, and therefore the total across categories in Figure 6 will be substantially larger than the total number of hours shown in Figure 5.

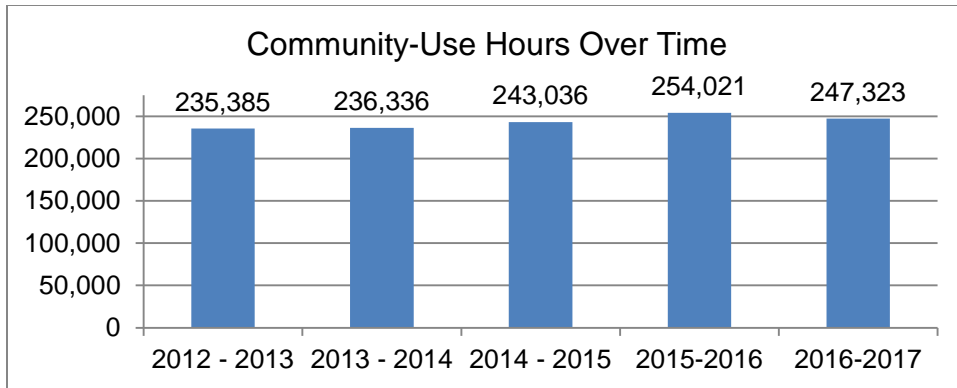


Figure 5. Community-use hours over time.

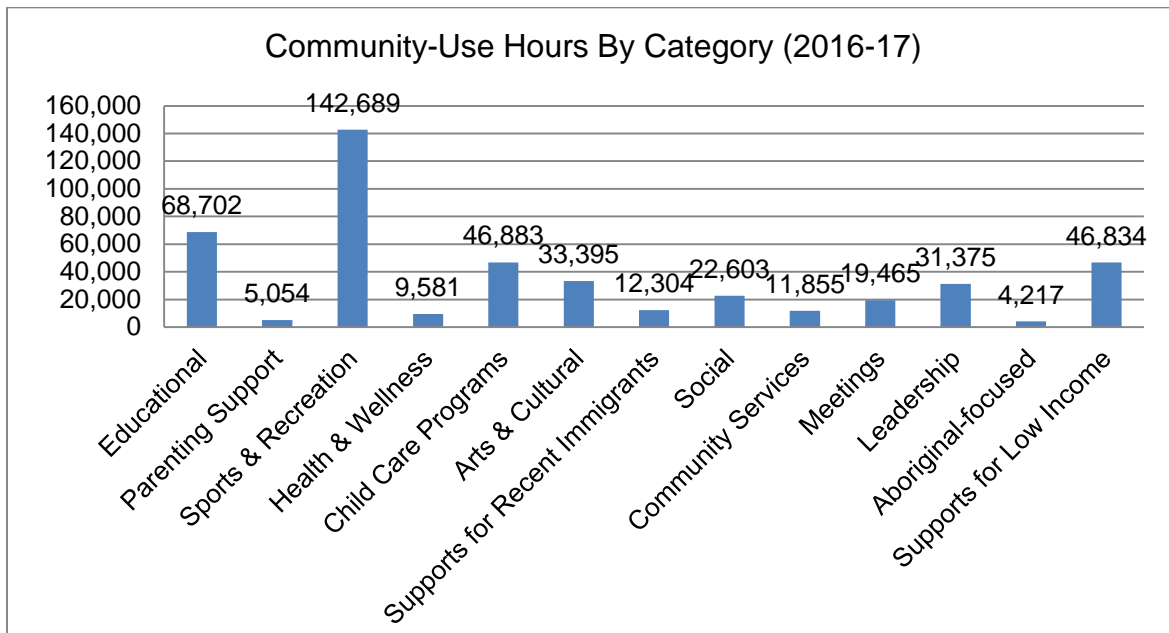


Figure 6. Community-use hours by category (2016-2017).

Strategy #3: Model sustainability, smart energy use and sound environmental practices for students

Reductions in energy consumption;

The OCDSB has made a concentrated effort to reduce energy consumption and has been able to monitor the impact of these efforts through ongoing energy performance tracking. In 2016-2017, compared to the baseline year of 2009, the OCDSB reduced electricity consumption by 10.3 million kWh¹. Not only does this reduction in energy consumption support environmental stewardship, it also supports financial stewardship by accounting for a cost avoidance of \$1.7 million in utility expenses for 2016-2017.

¹ Baseline data is adjusted to account for weather and changes in facilities; however, it does not include potential increases in energy usage based on construction or increased community use of schools.

The estimated cumulative cost avoidance through reduction in utilities since 2009-2010 is \$6.2 million.

Solar power generation – Feed-In-Tariff (FIT) program;

In addition to reducing the amount of energy used, the OCDSB has been working to create green energy. Rooftop solar panels operate and generate electricity at 41 OCDSB sites under the province's FIT program. In 2016-2017, these sites had the capacity to generate 3.1 MW of electricity. Of the 41 rooftop solar panels, 13 are owned by the OCDSB, which generated over \$107,963 in revenue from hydro in 2016-2017. In addition, the 28 solar panels owned by external vendors generated \$249,984 in revenue through the rental of our roof space. Again, this demonstrates the intersection between economic and environmental stewardship.

Solar power generation – Self-consumption systems

In addition to the 41 FIT systems, the District is continuing to explore other opportunities for solar power generation. Net-metering systems allow the District to consume the power it generates and receive credit for any excess power generated. In April 2018, the OCDSB installed and began operation of five of these systems. The total capacity of the five systems is 627 kW. It is expected that on a typical elementary school, the net-metering system will produce approximately 50% of the school's annual electricity usage. On sunny days in spring and summer at these schools, 100% of the school's electricity will be generated from the solar systems with 0% coming from the hydro grid. Four additional net-metering sites are planned for 2018-2019.

Reduction in greenhouse gas emissions;

Each year, the OCDSB calculates greenhouse gas emissions and monitors reductions that are achieved. Consistent with other school boards and the City of Ottawa, the OCDSB set a target in 2013 to reduce emissions by 10% by 2023. Early success toward this goal is marked by a reduction of 5.5% by 2016. Based on our success we have increased our reduction target to 15%. As a leader in the community, we continue to identify ways to significantly accelerate the existing target. Recognizing however, that this can only be achieved with increased funding from the province to assist with further building retrofits and ongoing maintenance.

Waste diversion;

In 2017-2018, the OCDSB diverted 662 thousand kilograms of waste to green (compost), blue (glass, metal, plastic) and black (paper, cardboard) bins. Compared to last year, the amount of refuse generated has increased (up by approximately 171,000 kgs) and the amount of waste diverted has decreased (down by about 40,000 kgs), indicating a need for change in this area. Overall, the 2017-2018 recycling statistics represent a waste diversion rate of 24%. Until last year, the proportion of waste diverted had been steadily climbing since 2012-2013 and the amount of waste had decreased in the past two years. Future data collection will be critical for monitoring efforts to improve waste diversion this year.

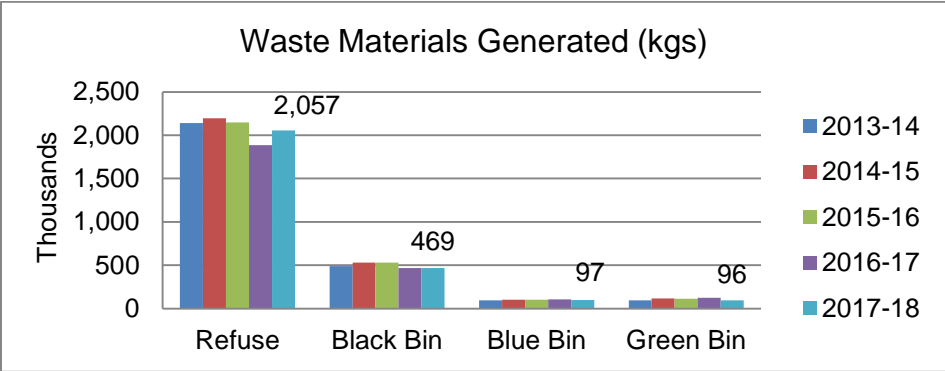


Figure 7. Waste materials generated, presented in kilograms.
 Note. Data labels refer to 2017-2018.

Reduction in plastic bottles through water fill stations;

All schools and administration buildings were equipped with water bottle filling stations in 2011-2012. These stations have led to a substantial reduction in plastic water bottle use and therefore significant diversion of plastic from landfill/recycling streams. Based on patterns of use, it is estimated that filling stations have provided water for the equivalent of about six million plastic water bottles so far.

EcoSchools;

The EcoSchools Program is a voluntary certification program that recognizes and celebrates schools for their environmental learning and action. The mission of the program is to nurture environmental leaders, reduce the ecological impact of schools, and build environmentally responsible school communities. In 2017-2018, 50 OCDSB schools plus the MacSkimming Outdoor Education Centre received EcoSchool certification (for a total of 51 sites certified). For seven of these schools, this was their first year receiving such certification. OCDSB certifications from the past five years are presented in the figure below, with 2017-2018 results being 8 bronze, 25 silver, 15 gold, 2 platinum, and 1 green award. Although the District did not see an increase in the total number of EcoSchools since last year, the schools that received the certification tended to do so at a higher level. This is particularly impressive in the context of the restrictions on release time due to the shortage of occasional teachers last year.

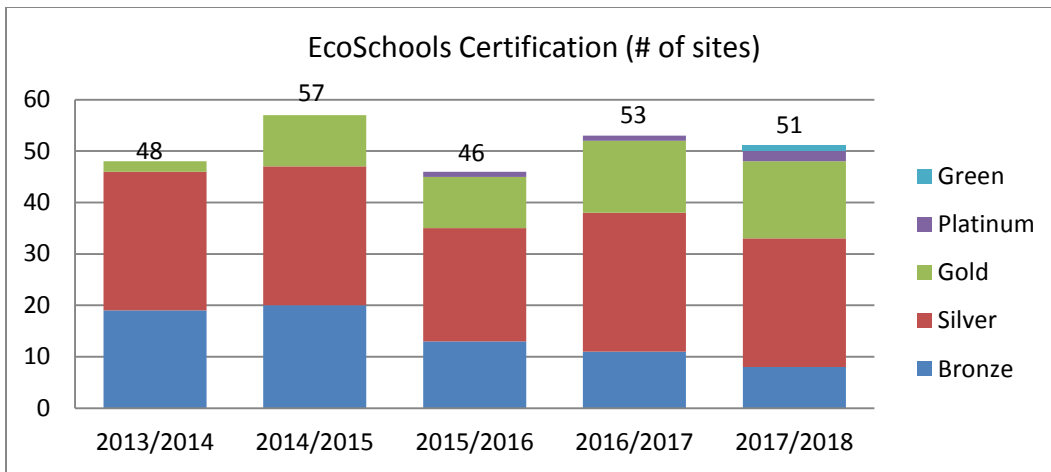


Figure 8. Number of sites achieving each level of EcoSchools certification.

Active Transportation;

One way in which the OCDSB supports active transportation to school is through Ottawa Student Transportation Authority's Walking School Bus. This initiative encourages students to walk to school in a group of their peers, under the supervision of adult. The program aims to promote active living as well as strategies for reducing our carbon footprint. In 2017-2018, there were 9 Walking School Bus Routes at the OCDSB, with 110 participants.

In partnership with the Ottawa Safety Council, the City of Ottawa, and the Ottawa Student Transportation Authority, the OCDSB has also been working to ensure students are equipped with the tools they need to keep themselves safe while walking, biking, skateboarding or scootering to school. In 2017-2018, 34 OCDSB schools hosted pedestrian training with a total of 6,713 students trained. The training empowers and encourages students to use active transportation when traveling to and from school, supporting student physical well-being while having a positive environmental impact.

Nature and Garden Projects;

Although numerous projects exist to promote environmental education across the OCDSB, the initiatives below highlight some key work that has been underway.

In 2013-2014, the OCDSB partnered with the Child and Nature Alliance of Canada to provide an educational program for students. This program, the Ottawa Forest and Nature School, was designed to transform learning experiences and help our students create meaningful connections to the outdoors. A research study in collaboration with the University of Ottawa reported numerous positive impacts of the program at the OCDSB, including: increased student wellness; engagement; physical activity; resiliency; problem solving; and strengthened relationships. The 2017-2018 school year was the third year of implementation of this program, with the following participation:

- six schools were new to the program in 2017-2018 (participation involved six visits to the Forest School site);

- six schools participated for a second year (participation involved visits from Forest School staff to their school yards/nearby nature for six consecutive weeks);
- five schools participated for a third year (participation involved a professional development day for educators at the Forest School site as well as supports from Forest School staff through school visits).

The OCDSB also fostered student connections to nature through a partnership with Growing Up Organic. This organic garden, farm-based education program aims to inspire and educate students about the impacts of their food. In 2017-2018:

- new gardens were built in five schools and gardens in two schools were expanded;
- four schools (8 classes) took part in field trips to either Roots and Shoots Farm or Beetbox Farm; and
- 157 workshops were held to educate students across 22 schools (75 classes) on topics such as seeds, harvesting, and composting.

Another initiative for environmental education for OCDSB students is the ONFE Indoor Garden Pilot Project. Through this project, vertical hydroponic gardens have been installed in eight schools, with the project expanding to a total of 12 schools this year. Through this project, students are provided with the opportunity to tend to the plants as they grow and take part in activities related to healthy eating, environmental education, social enterprise and service learning. Furthermore, partnerships are being built between elementary and secondary schools as they come together to work on projects involving their respective gardens.

Lastly, two OCDSB Outdoor Education Centres (Bill Mason & MacSkimming) offer hands-on outdoor programming that is designed to complement classroom learning in many sections of the Ontario Curriculum. During the 2017-2018 school year, 25,457 students (1170 classes) attended the Centres. The number of students who attended the centres is highly consistent with last year, and we see an increase in terms of the proportion of schools that were able to take advantage of this opportunity: 99% of elementary schools and 92% of secondary schools, as shown in the figure below. The Outdoor Education Centres are currently operating at full capacity, both in terms of staff and physical space, for the regular school day hours.

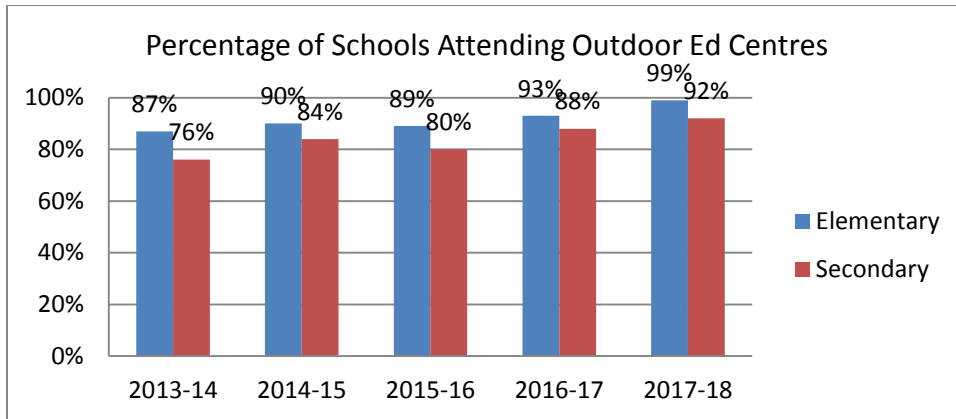


Figure 9. Percentage of elementary and secondary schools attending Outdoor Education Centres.

Next Steps

The OCDSB has proven success as a leader in stewardship both for our students and our community. That said, to maintain this momentum, we must continue to be aggressive in our responsible management of resources and efforts to be environmentally sustainable. Although much of this success impacted by external factors and the political environment, we can take these factors into account when setting goals for future work. Once again, this work can be organized according to the three strategies put forward in the strategic plan.

Strategy #1: Improve access to learning environments and optimize the use of all resources through school accommodation and program review planning.

The recent accommodation reviews were successful in aligning resources to increase opportunities for students. Work is currently underway to build new gymnasiums in all three new grade 7-12 schools, as well as a major expansion at Agincourt. The last closure from the 2016-2017 accommodation reviews will happen when the expansion at Agincourt is complete (planned for September 2019). As a next step, the impact of the changes resulting from the accommodation reviews will continue to be monitored. This will be particularly important as outcome data on student achievement and well-being become available, which will be analyzed and shared with the Board of Trustees and the OCDSB community. Supports for students who have undergone recent transitions will continue to be a priority.

Work for this year will also include the implementation of changes in the Osgoode area, which resulted from the program and boundary review carried out in 2017-2018. Although the majority of the changes have begun this fall, some of the transitions involved a phased-in approach. As such, supports for students undergoing these transitions will require a multi-year approach. In addition, this year the OCDSB will be initiating a boundary review for Stittsville Secondary School.

Key work this year will also involve steps necessary to prepare for the implementation of an IB site at Merivale High School. The OCDSB's application for a second IB site is still

awaiting accreditation by the International Baccalaureate Organization, so that the site may be established for September 2019. Once approved, establishment of the IB site will require some changes to the existing school operations in order to ensure effective implementation. The OCDSB will work to ensure that supports are in place for all students affected by this change, regardless of whether or not they are enrolling in the IB program.

Although the changes resulting from the accommodation reviews have had a positive impact on school utilization rates, the range of rates across the OCDSB is still beyond ideal. Schools are not operating at an optimal level when they are over-crowded (with a lack of space) or under-populated (with limitations on available offerings). Narrowing the range of utilization rates continues to be an important goal for future work as we look ahead to upcoming accommodation reviews.

Strategy #2: Enhance operational practices to effectively and responsibly manage human and financial resources in support of students.

One of the ways in which the OCDSB continues to enhance operational practices is by leveraging our use of technology. Significant progress has been made in this area through new websites (District and schools), student, staff and parent portals, as well as online services for parents and resources for educators. Continued change is underway with online forms, online violence reporting, an e-records strategy, and electronic agendas. Plans are underway to enhance our Information Technology infrastructure with the development of a three-year technology plan. Going digital saves time, reduces paper, and ultimately improves efficiencies.

Work this year will also focus on the management of human resources. As outlined in Report 18-085, Measuring Progress on Well-being, the OCDSB has taken a comprehensive and multi-faceted approach to managing staff and supporting their well-being. This includes an attendance support program, a disability management program, and an employee wellness program – all of which aim to support employees so that they can effectively support our students. In addition, work in the area of human resources to support the stewardship objective will focus on succession planning. This year, the OCDSB is working to provide leadership development opportunities to attract aspiring and potential leaders within the district and to develop and implement succession planning strategies within individual departments.

Strategy #3: Model sustainability, smart energy use and sound environmental practices for students.

The OCDSB will continue to make investments in smart energy and sound environmental practices. This will involve continued efforts to reduce energy consumption through increased efficiencies, and to increase energy created through the use of solar panels. Future work will involve a closer look at the strategies required to meet our carbon emission reduction target of 15% by 2023. Achievement of this goal will require concentrated efforts, particularly with the cancelation of the Greenhouse

Gas Reduction Fund program.

Data collected to examine waste diversion across the District suggests that less waste was diverted last year, as compared to previous years. A strategy for future progress in this area could be increased usage of green bins throughout the District. There is potential for a significant portion of refuse to be diverted to green bins, which would not only have a significant environmental impact but would also result in savings from reduced waste pick-up.

High levels of participation in EcoSchools, Walking School Bus, Forest School/Nearby Nature, and other projects highlight some of the meaningful ways in which the OCDSB is integrating environmental education into the classroom (whether that 'classroom' be indoors or outside). Increasing both student participation and number of schools reached by these programs are both goals for future work. To support the expansion of these initiatives, the OCDSB is looking for ways to address barriers to participation. For example, EcoSchool certification depends largely on external factors and requires a significant time investment from a school champion, often outside of regular hours. Fortunately, EcoSchools is working to change its application format to allow schools more time to focus on the core work, and spend less time on the paperwork involved in the classification process. The OCDSB plans to use social media as a strategy for communicating with and engaging schools, to increase visibility of the EcoSchools program this year.

Guiding Questions

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

- As an organization, how can we continue to balance our work to be effective stewards in our community with our work to inspire stewardship in our students?
- What does the information presented tell us about our progress on the stewardship objective?
- What aspects of well-being need prioritization during this final year of the 2015-2019 strategic plan?
- How do investments in stewardship support our work in the areas of learning, well-being, engagement, and equity?

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