

reach every student
appuyer chaque élève

Urban and Priority High Schools
Presentation to Crime Prevention Ottawa

April 25th, 2013

Ministry of Education (EDU)

Goal Statement:

Providing and promoting opportunities to enhance students' cognitive, emotional, social, and physical health is fundamental to our priorities of raising student achievement and establishing healthy behaviours that will last a lifetime.

Three Priorities:

- Increase academic achievement
- Reduce gaps in student achievement
- Increase confidence in public education

Student Success /Learning to 18 (SSL/18) Strategy

- SSL/18 Strategy provides educators, parents, employers, college and university partners, students and others the necessary tools to create an engaging school experience for all teenagers.
- It also helps students in grades 7 to 12 tailor their education to their individual strengths, goals and interests.
- In 2011-12, 83% of high school students graduated after 5 years, an increase of 15 percentage points from 68% in 2003-04.

Safe and Accepting Schools

- A safe, inclusive and accepting school environment is essential for student achievement and well-being.
- The Accepting Schools Act (Bill 13) is part of a comprehensive action plan to make our schools safe, inclusive and accepting.
- Schools alone cannot end bullying; instead a whole school approach involving all education and community partners is needed.

Holistic Focus on Student Needs

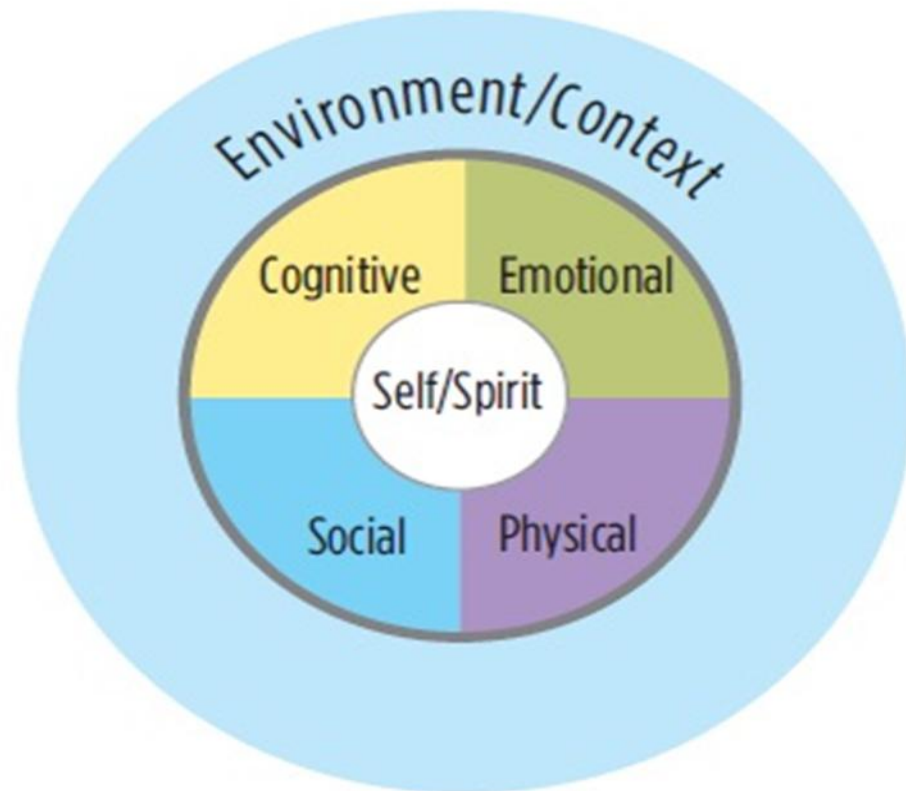
Stepping Stones is an evidence-based resource developed by the Ministry of Child and Youth Services (MCYS) that describes how youth grow and develop, and what supports and opportunities they need to make a successful transition into adulthood.

The Stepping Stones document describes major milestones and dynamics in human development from 12 to 25 years and is organized around four main domains: social, emotional, physical and cognitive.

The document is a valuable evidence-informed resource for anyone who works with youth, including educators.

Cognitive development (brain-based development, reasoning skills)

- **Emotional development** (experiencing emotions, self-regulation, empathy)
- **Social development** (identity, relationships with peers, romantic partners and family)
- **Physical development** (physical activity, growth and physical development, body image and nutrition)



Overview of the Urban and Priority High School (UPHS) initiative

- UPHS was developed as part of the government's response to the 2008 Roots of Youth Violence report, which noted that urban schools had unique challenges and required additional social and other supports.
- The initiative provides students in high-needs urban schools with supports and opportunities aimed at improving academic achievement, increasing student engagement and creating a safe and positive school climate, in partnership with the community.

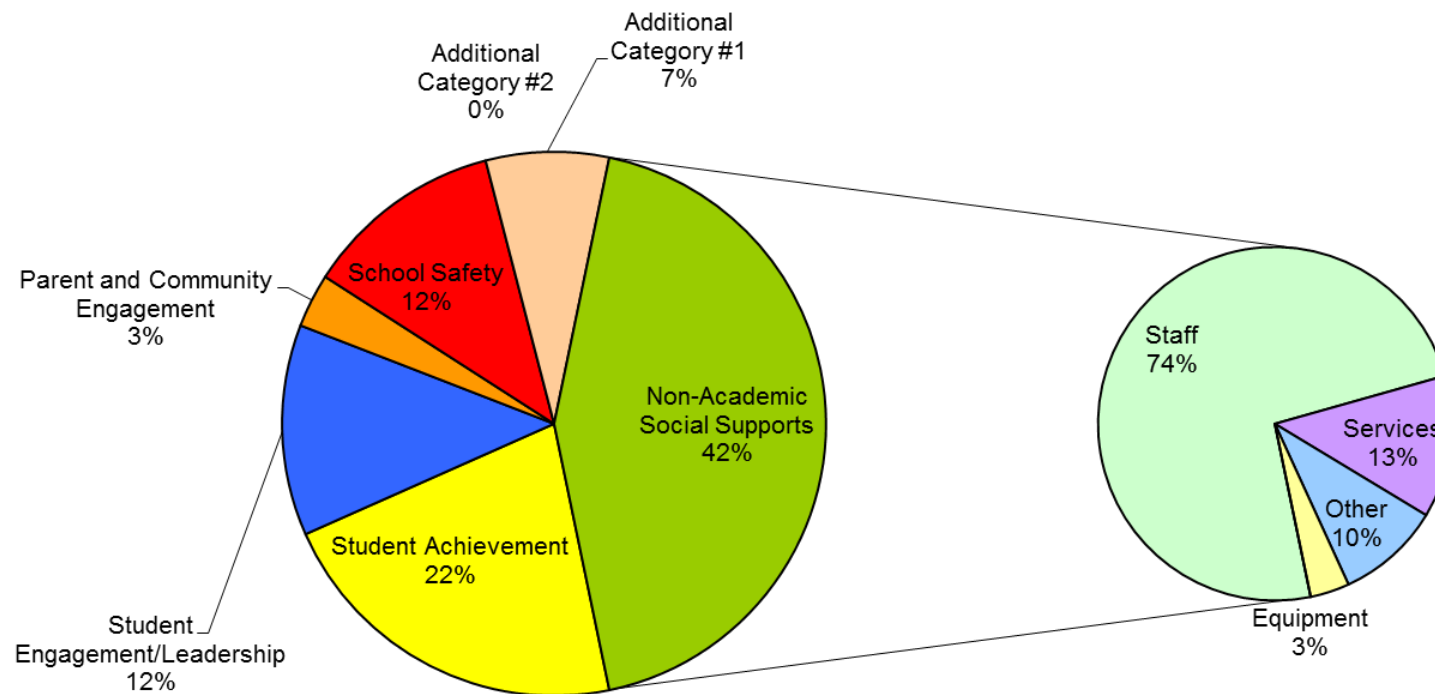
Funding

- Since 2008-09, the Government of Ontario provides \$10 million annually to 34 select high schools in 12 boards located in urban areas that face challenges such as poverty, criminal and gang activity, lack of community resources, and student achievement issues.
- Four schools in the Ottawa region participate in UPHS. These are located in the Ottawa-Carleton DSB; Ottawa Catholic DSB; and CSD catholique du Centre-Est de l'Ontario.

Allocation

- Schools decide where to spend UPHS funds.
- Resources are allocated towards:
 - Student Engagement/Leadership
 - Parent and Community Engagement
 - School Safety
 - Non-Academic Social Supports
- These four domains contribute to student achievement.

2011/12 UPHS Expenditures for Ottawa: Breakdown by Category Highlighting Non-Academic Social Supports



Note: Costs are a reflection of information provided by schools.

- Staffing costs relate to: Social Workers, Psychologists, Addiction Counsellors etc.
- Service costs relate to : Additional counselling sessions



Non-Academic Social Supports

- In 2011/12, UPHS program schools in Ottawa allocated the greatest portion of their budget, 43%, to Non-Academic Social Supports.
- Of this funding
 - 74% of funds went to professional staff, i.e. Social Workers, Psychologists, Addiction Counsellors etc...
 - 13% went towards additional counselling sessions.
 - 10% went towards equalization/subsidization

IMPACT: Since the Baseline Year...

- The number of violent incidents has decreased by 82%.
- The number of parents/caregivers attending parent-teacher nights has increased by 123%.
- The number of community-led programs in schools has increased by 75%.

Impact

- A student participating in the nutrition/breakfast program at one school indicated, *“this school is like a family, ...makes me feel like I have someone who cares enough to make sure I eat, ...I come to school early just so I can get to eat breakfast”*.
- A teacher said *“I have one student, where on the first day of grade 9 I gave my standard speech of I don’t accept racism, homophobia, sexism, etc. in my class, and I give little examples of what I mean and I enforce it. I only had that student in grade nine. After she graduated, this student sought my permission to use my speech, which I had long forgotten. When I asked to be reminded what I said, she repeated it word for word...the idea that I made her feel safe in the classroom stayed with her.”*

Urban Priority Program: Challenges, Priorities and Hope, March 2012

Working Together

- Engaging community partners, parents, students, teachers and school staff and administrators is crucial for success.