

February 23, 2021



Switch Update

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Asymptomatic Testing

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Winter Consultations Overview

(Parents/Guardians, Students and Staff)

David Cameron



We started with switch requests for roughly 9,000 TDSB students
 3,271 students have been moved into VS as part of the February switch
 2,177 students have been moved from Virtual School to in-person B&M as part of the February switch
 Update on Hubs: LC1 = 2, LC2 = 6, LC3 = 6
 Almost 400 students have been placed in hubs
 Switch requests from approximately 500 students in Quintiles 2 and 1 have not been facilitated; additional space may become available between now and Friday, February 26.

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- For the week of February 22-26, 11 locations were identified as testing hubs (eight TDSB schools, two TCDSB schools, one City of Toronto site), with 64 schools as feeders to those hubs (39 TDSB schools, 25 TCDSB schools).

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What is Our System Saying?



{ In December, all TDSB staff were invited to participate in three different ThoughtExchanges focused on mental health and well-being, system operations, and health and safety

{ In January, all parents and students from grades 6-12 were invited to provide their perspectives about their mental health and well-being, relationships, and student learning experiences

	What are some specific ways the TDSB can help to reduce stress at work and support your mental health and well-being?	3,232 staff

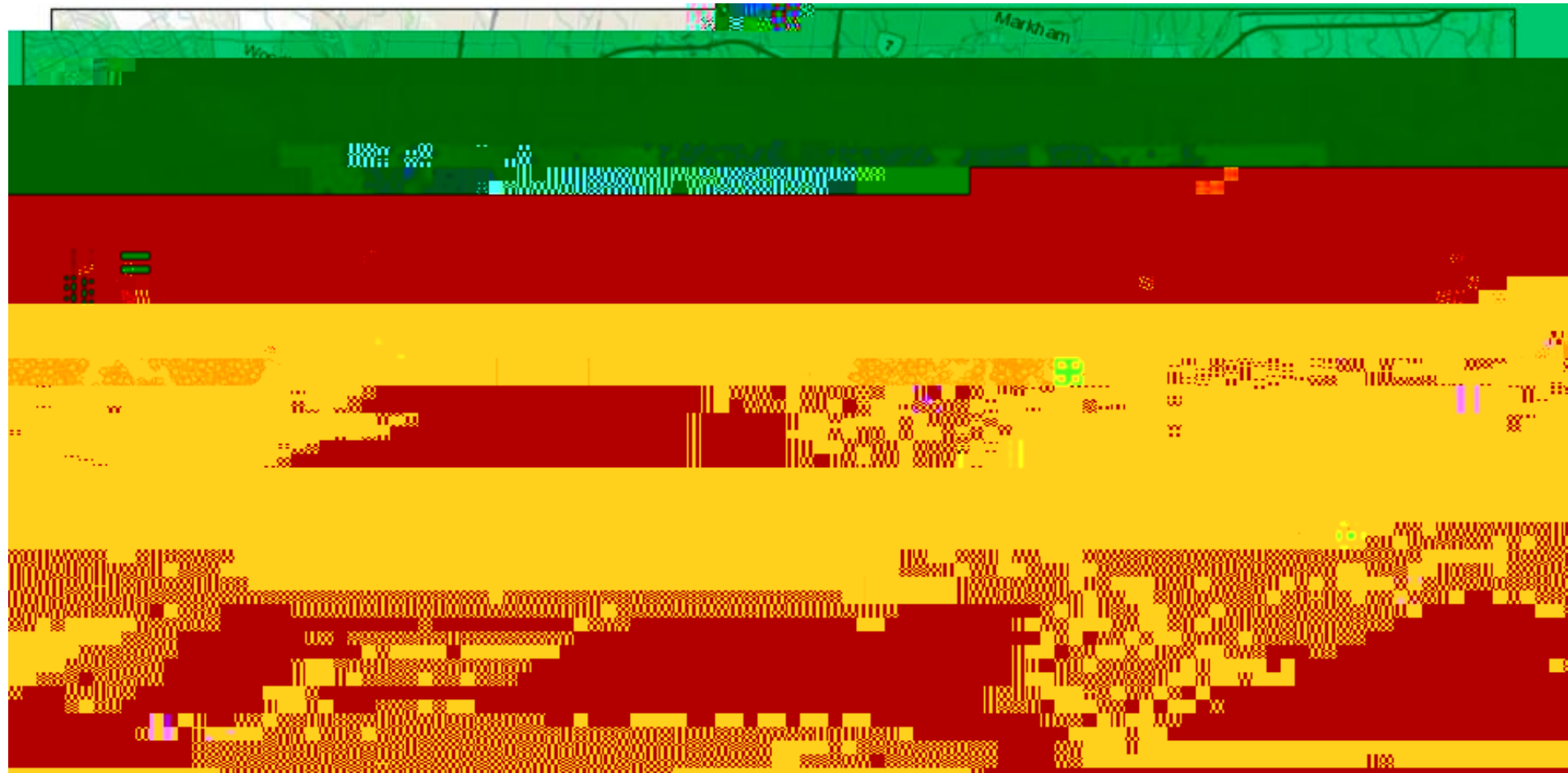
{ These participant numbers represent approximately 10% of all TDSB staff.

- { 76,926 parents of elementary children and 19,572 parents of secondary children accessed the survey
- { Response rates varied significantly by school
- { The parent survey did reach many communities across the city. (see next slide)
- { 71% of parents had children attending in-person learning before the December break
- { 9 out of 10 families noted their child has a device at home that they do not have to share

***the survey was made available in multiple languages via Google Translate**

LC1	17,791	39.9%
LC2	16,317	46.8%
LC3	14,362	46.2%
LC4	22,672	42.3%
CC5	990	76.7%

Virtual School students
have been mapped to their
home school Learning Centre.



- { Approximately 36,000 students across grades 6 to 12 accessed the survey.
- { Response rates varied significantly by school.
- { 60% of elementary students learning in-person (before the December break).
- { 65% of secondary students learning in-person adapted model (before the December break)
- { 9 out of 10 students have a device and do not have to share it.
- { 61% self-identify as female, 38% self identify as male
- { The ethno-racial identity of respondents resembles the overall make-up of the TDSB (within 5%)
- { At least 10% response rates across the grades (see below)



(total and by LC and by grade)

	25%	29%
	23%	22%
	15%	14%
	10%	11%
	8%	12%
	6%	6%
	5%	4%
	2%	2%
	0.01%	0.03%

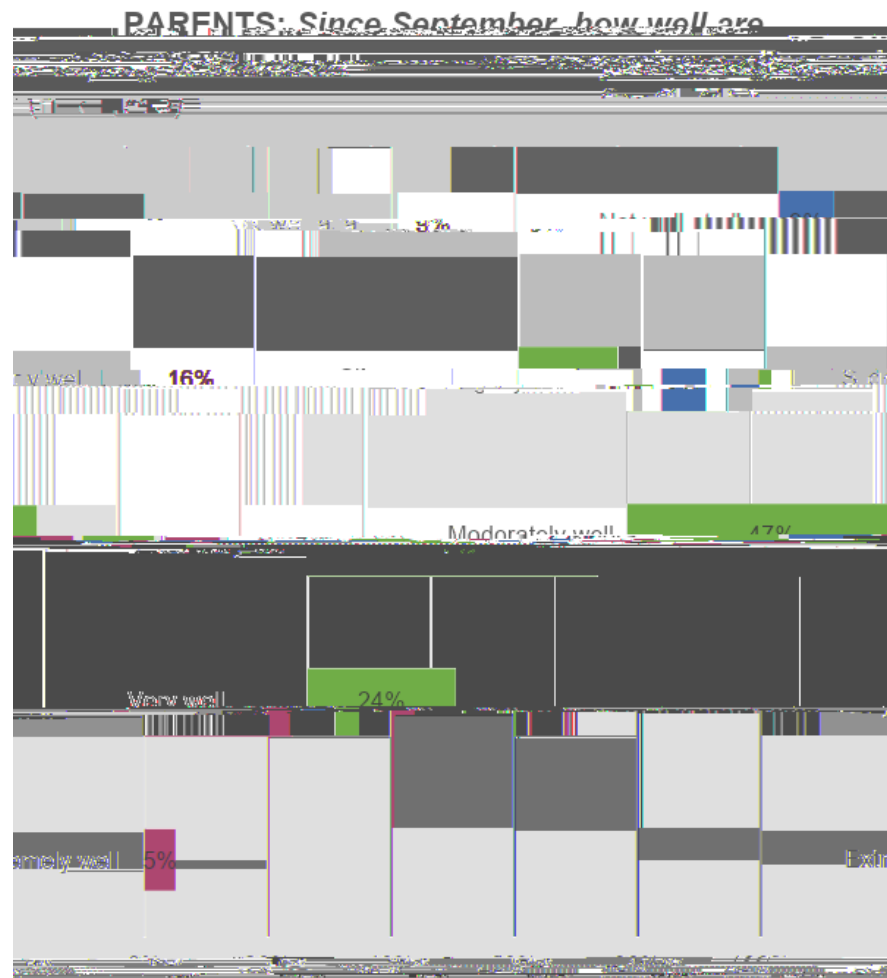


Before the December break of parents (felt their child) and of students felt protected from getting COVID-19 because of the health and safety precautions that were being taken at their school (e.g., health screening, masks, hand washing, physical distancing)

of families report coping moderately well to extremely well

of families report not worrying about food insecurity

Families with children attending the were slightly more likely to indicate worrying about food insecurity (Note from earlier research, there are higher proportions for students from lower SES families enrolled in the Virtual Schools.)



of students feel lonely (all the time or often)
of students feel happy, and

When comparing items from the _____ and the _____, students are struggling with their mental health more now than in previous years

As examples, when comparing the spring survey (2020):

{ The percentage of students saying they are happy (all the time or often) has decreased by _____

{ The percentage of students saying they are nervous or stressed (all the time or often) has increased by _____

When comparing items from the Student Census (2017), _____ of secondary students and _____ of grade 7 and 8 students were happy (all the time or often). Similarly, _____ of secondary students and _____ of grade 7 and 8 students were nervous or stressed (all the time or often).

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families feel:

- { the amount of learning, studying, and/or homework assigned each day and the pace of learning is just right; and
- { their child will be ready for the next grade level.

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of students feel the pace of instruction is just right
of

Contrary to the above, **53%** of families feel their child will fall behind because of COVID-19. And, **66%** of students worry they will fall behind in school because of COVID-19.

of students say they are trying their best at school and want to learn as much as they can at school

Approximately of students enjoy school and are interested in what they are learning

When comparing the of secondary students and of

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of families (elementary and secondary) feel their child is receiving the right amount of live synchronous learning time and the right amount of independent asynchronous learning time

of elementary students feel they are receiving the right amount of live synchronous learning time and the right amount of independent asynchronous learning time



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of secondary students at the Virtual School feel they are receiving the right amount of live synchronous learning time.

of secondary students at the Virtual School feel they are receiving the right amount of independent asynchronous learning time.

{ These percentages are slightly lower for students attending the secondary adapted model and online through their regular secondary school.

In the secondary adapted model, of students said that they were receiving the right amount of in-person learning time.

of all secondary students (Virtual School, secondary adapted model, online at the home school) said that it was somewhat easy or very easy to use the virtual learning platforms.

of all secondary students are very comfortable participating online during virtual learning.

Comparatively, on the Student census (2017) of secondary students said they participate in class activities and discussions (all the time or often).

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students:

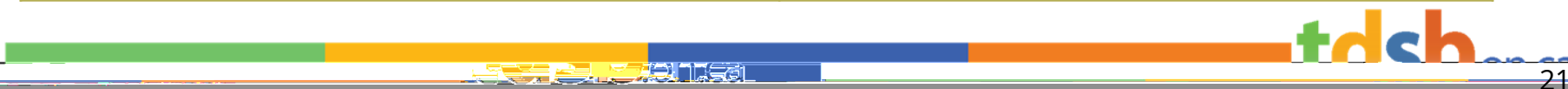
- { are finding ways to connect with friends and/or classmates
- { feel supported by their friends and/or classmates
- { feel they belong at their school or their virtual space

students:

- { feel somewhat or very supported by their teachers
- { feel their teachers care about them
- { receive extra help from their teachers when they ask them

<p>of grades 7-8 students and of grades 9-12 students reported feeling supported by</p> <p>Z u } • š } Œ o o [} (š Z] Œ š Z</p>	<p>} (• š μ v š • Œ %o } Œ š (</p> <p>supported by their teachers most recently</p>
<p>of elementary students and of secondary students had at least one adult at school they could go to for support</p>	<p>of students said there is an adult in school whom they feel comfortable to go to for personal support, advice or help</p>

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Overall, families are somewhat to extremely satisfied with communication from their



staff have felt burnt out and anxious as a result of their jobs

staff specified that they are coping well (moderately to extremely well)

{ Many respondents expressed that problems at work have kept them up at night, and that they have little energy left at the end of the day

Less than staff members noted that they can predict the amount of work to do on any given day

Generally, teaching staff and administrators had higher percentages of respondents reporting not coping well, emotionally drained, feeling anxious, staying awake at night, not having energy at the end of the day, and not being able to predict their amount of work.

{ The stressful working experience was exacerbated by feelings of under appreciation from leadership and a lack of support from management

of staff report feeling that their employer values their commitment and passion for work

of staff report feeling supported by their immediate supervisor/manager in their efforts to adapt to changes in the workplace related to COVID-19

In the previous Staff Census and Well-being survey (2017), staff were more likely to strongly agree that they have time and energy left at the end of the day; and, more likely to strongly agree that their employer values their commitment and passion to their job

When comparing staffing groups to each other, staff working in the virtual schools and staff respondents in Unit D (caretaking, warehouse, fleet staff, etc.) were less likely to feel supported by their immediate supervisor and feel their employer does not value their commitment and passion to their work.

of staff felt safe at work from contracting COVID-19. Elementary in-person teachers and Unit D staff were the least likely to agree to feeling safe from contracting COVID-19 at work. Similarly, of staff were satisfied with the COVID-19 related procedures in place to control health and safety hazards as well as the rationale and communication processes behind these protocols. Elementary and secondary in-person teachers and Unit D staff (caretakers, warehouse, fleet drivers, etc.) were less satisfied with the current COVID-19 related practices and procedures in place than others. of staff wanted more information on how health and safety related decisions were made and who was responsible.

of staff reported that they could not access the necessary tools and resources for their job nor could they access adequate professional learning in a timely manner

of staff reported that they felt senior leadership did not do a good job of sharing COVID-19 job related information nor did staff feel they were kept informed of important changes in a timely manner

of staff agreed that employees and management trust each other. Similarly, few staff agreed their workplace effectively handles issues and conflicts between employees

{ Schedule II staff were the most positive with their current working arrangement

- { Decrease workload and/or reduce working expectations for staff t especially educators.
- { Provide more tangible supports for employee mental health and well-being.
- { Revisit COVID-19 related health and safety practices. Specifically, supporting caretakers, improving board level communication, and reducing class sizes.
- { Support connections. Allow for more connection and collaboration time for all staff across the board.
- { Revisit remote teaching practices (e.g., eliminating synchronous in-person and virtual, asynchronous attendance tracking, reduce screen time).
- { Seek and listen to the advice of educators in the field.
- {

Families report that they are coping well, feel their children are safe from contracting COVID-19. However, families do feel their children will fall behind because of COVID-19.

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support Board and school planning, we will:

- { disaggregate and analyze results from consultations in more depth;
- { build learning centre reports, ward reports, and school level reports that elicit specific narratives drawn from these results;
- { follow-up and build upon key areas of interest/concern from these results through student and staff engagement points; and
- { further develop student voice and experiences within ongoing practice and up and build



