Impact of COVID-19 Update

February 23, 2021

Agenda

- Switch Update
  - Diana Panagiotopoulos

- Asymptomatic Testing
  - Craig Snider

- Winter Consultations Overview (Parents/Guardians, Students and Staff)
  - David Cameron

Elementary Switch Update

- 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.

LC1 - 88 Students	LC2 - 190 Students	LC3 - 123 Students
Fraser Mustard (LN5) Thorncliffe Park (LN5)	Calico (LN8) Cresthaven (LN8) Gateway (LN10) Grenoble (LN10) Kennedy (LN10) Valley Park (LN10)	Charles Gordon (LN13) Ellesmere-Statton (LN13) George B. Little (LN13) Glamorgan (LN13) John McCrae (LN13) Lord Roberts (LN13)

Asymptomatic Testing

- 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).

- The selection of schools is coordinated by the Toronto Central Local Health Integration Network in collaboration with TPH, the testing hospitals and the school boards. TPH has recommended that the COVID-19 Neighborhoods Composite Index (the Quintiles) be used to identify priority neighbourhoods.

- Expanded asymptomatic testing will help with early case identification to inform public health measures; it is important to note that this information including selection criteria and site locations and dates, is subject to change on an ongoing basis.

- Staff will continue to update Trustees of the schools to be involved in testing for following week through Trustees' Weekly.

- Staff wishing to be tested can either be part of the school based testing or can visit a local pharmacy for asymptomatic testing.

Winter Consultations with Parents/Guardians, Students and Staff

What is Our System Saying?

Research and Development

Consultations with the System

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

We would like to thank the staff, families, and students that took time to let us know how they are feeling.

TDSB Staff Participation

Mental Health and Well-being	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 participated
System Operations	As we continue to manage the impact of COVID-19, what are the most important things we need to do to keep everyone connected, engaged, and well supported?	1,477 staff participated
Health and Safety	What can the TDSB do to help you feel safe and supported at work?	1,424 staff participated

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

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Distribution of Staff Who Participated

Staffing Group	Approximate Participation Numbers Across all Exchanges
Elementary Teachers	2381
Secondary Teachers/Occasional Teachers	1503
Principal / Vice Principals	455
Schedule II, Levels 1 to 12	308
Senior Team	35
Unit A, OSSTF (e.g., CYWs, CYCs, SEPAs, OTs, PTs, etc.)	211
Unit B, CUPE 4400 (adult learning instructors)	50
Unit C, CUPE 4400 (e.g., office, clerical, tech., EAs, food services, music instructors and school support staff)	841
Unit D, CUPE 4400 (e.g., caretaking, warehouse, fleet drivers, etc.)	210
Unit E, (e.g., maintenance, construction, and skilled-trades)	39

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Parent/Guardian Survey Participation

| Parent Survey	• 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*

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

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

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Distribution of Parents/Guardians Who Participated

Elementary LOI 2020 - Highest to Lowest Challenge

• Response from Parent/Guardian

Highest Challenge

Lowest Challenge

Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), swisstopo, © OpenStreetMap contributors, and the GIS User Community

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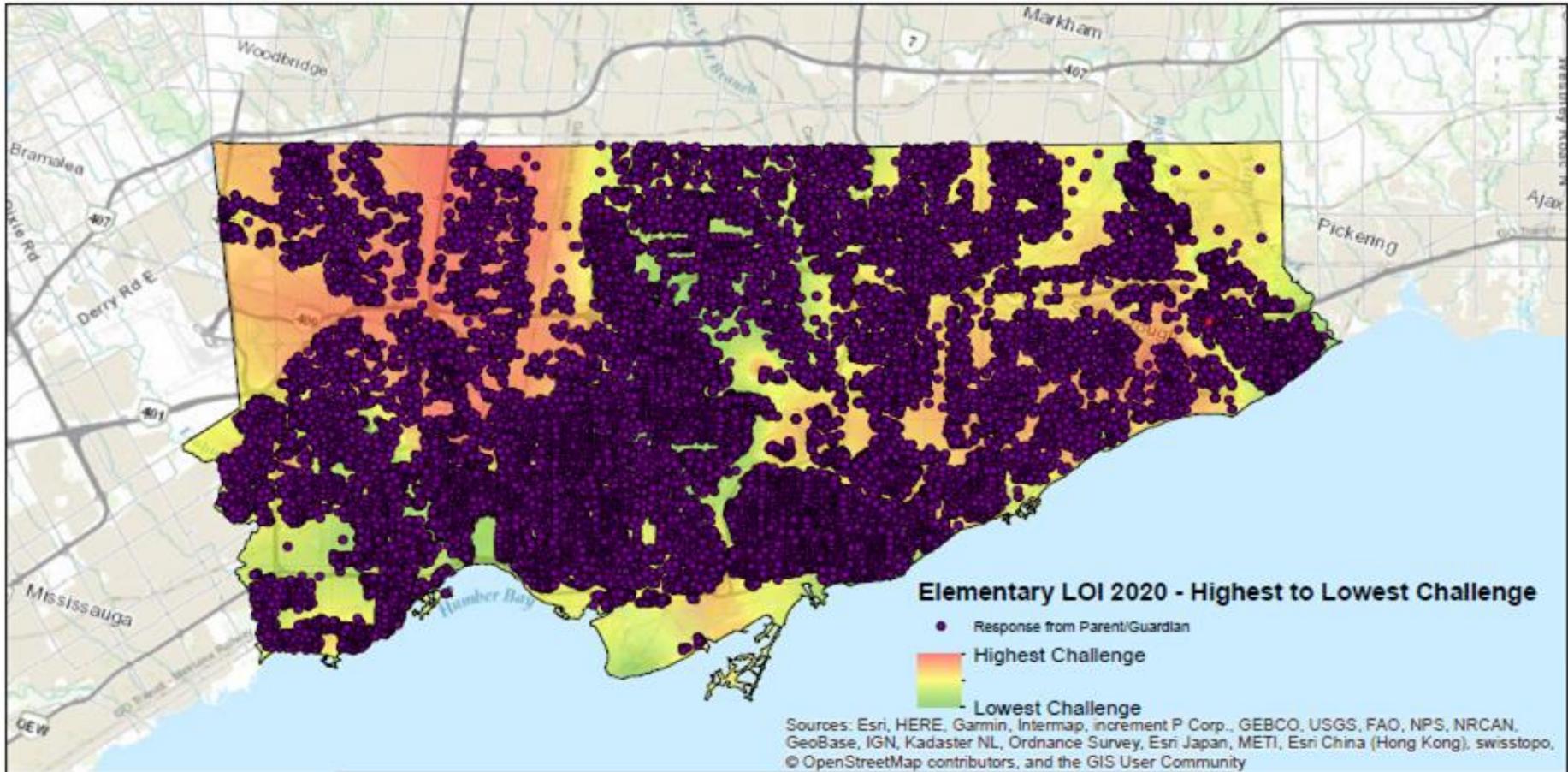
Student Survey Participation

Student Survey (grades 6 to 12)	• 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)

11% Grade 6 (4,518)	11% Grade 7 (4,521)	14% Grade 8 (5,532)	15% Grade 9 (5,940)	15% Grade 10 (5,828)	16% Grade 11 (6,303)	18% Grade 12 (7,220)
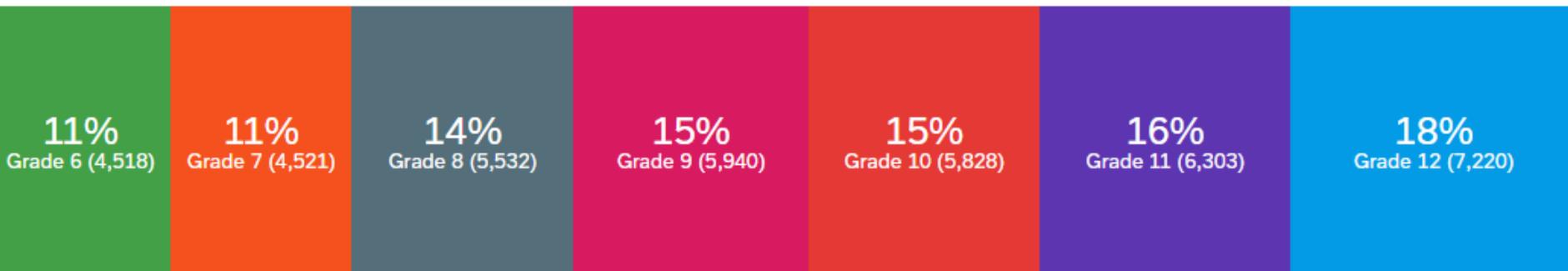
Student Survey Participation: Ethno-Racial Background of Students

	Survey (gr. 6 to 12)	System (JK to gr. 12)
White (Examples: British, Greek, Italian, Portuguese, Russian, Slovak)	25%	29%
South Asian (Examples: Bangladeshi, Indian, Pakistani, Sri Lankan, Indian-Caribbean such as Guyanese)	23%	22%
East Asian (Examples: Chinese, Japanese, Korean)	15%	14%
Black (Examples: Ethiopian, Jamaican, Kenyan, Nigerian, Somali, Vincentian)	10%	11%
More than one or mixed racial background	8%	12%
Middle Eastern (Examples: Afghan, Iranian, Lebanese, Saudi Arabian, Syrian)	6%	6%
Southeast Asian (Examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)	5%	4%
Latin American (Examples: Colombian, Cuban, El Salvadorian, Mexican, Peruvian)	2%	2%
Indigenous (Examples: First Nations, Métis, Inuk/Inuit)	0.01%	0.03%

Overall Results of Parent/Guardian and Student Survey

Health and Well-Being

Parents and students feel protected from COVID-19 at school.

- Before the December break **89%** of parents (felt their child) and **81%** 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)

Families are doing OK.

- **70%** of families report coping moderately well to extremely well
- **74%** of families report not worrying about food insecurity
- Families with children attending the **Virtual Schools** 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.)

PARERTS: *Since September, how well are you managing and/or coping at this time?* (n=71,745)

Category	Percentage
Not well at all	9%
Slightly well	16%
Moderately well	47%
Very well	24%
Extremely well	5%

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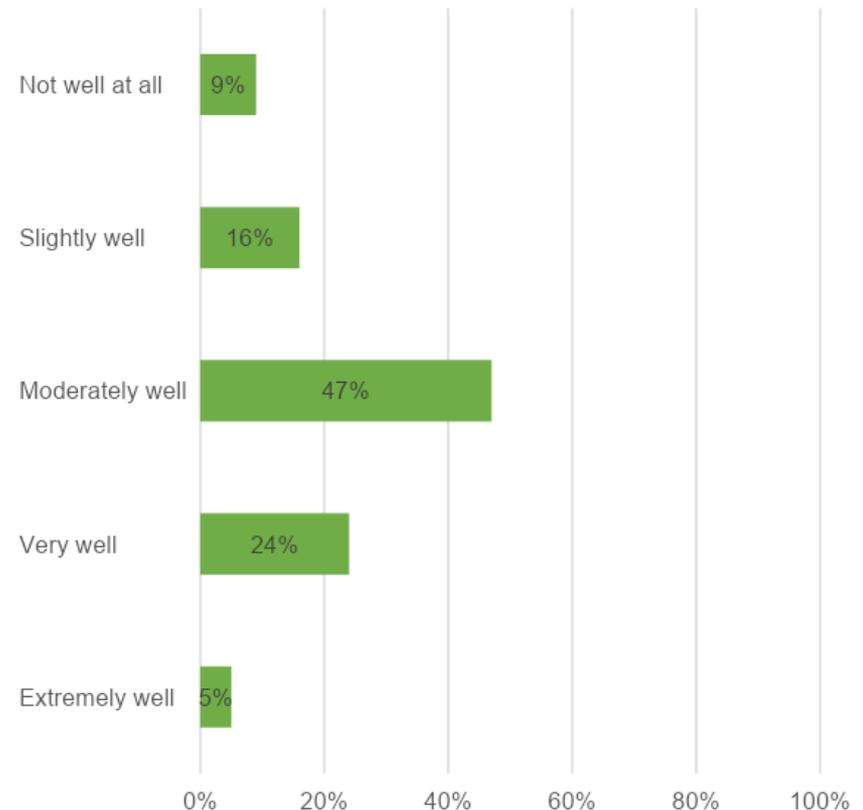
Students' Health and Well-Being

Students are struggling with their mental health.
- **40% (approximately 12,800)** of students feel lonely (all the time or often)
- **40%** of students feel happy, and **40%** feel hopeful for the future (all the time or often)
- **50%** of students are nervous or worried (all the time or often)
- **60%** of students are bored and **60%** of students are under a lot of stress (all the time or often)

- **70%** of students know how to get support for their mental health and well-being
- **11%** of students have you used the online resources that the TDSB has shared to support mental health and well-being, **39%** were unsure of these resources

- Students in the elementary panel are slightly less likely to report that they feel bored, stressed, worried, and lonely
- There are **slight** differences in secondary students mental health and well-being between the Virtual School and in-person learning with students in-person feeling **slightly** more lonely and bored
- Students that self-identify as female had **higher percentages (10%)** of feeling lonely, nervous, and stressed (all the time or often). And, **lower percentages (10%)** of feeling happy and hopeful for the future (all the time or often)
- All students report lower mental health and well-being. However, preliminary analysis shows **a slight** different between different ethno-racial groups and students mental health and well-being:
  - Self-identified East Asian, South Asian, and Southeast Asian students had higher percentages of never/rarely feeling happy. **(5-8% range)**
  - Self-identified Black, White, Middle Eastern, and Latin American had higher percentages of feeling bored all the time or often. (**5-10% range**)

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Students' Health and Well-Being

Students are struggling more now then in previous years.

- When comparing items from the **Student Spring Check-in survey (2020)** and the **Student Census (2017)**, students are struggling with their mental health more now than in previous years

More students feel bored, stressed, nervous, and lonely.

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

- The percentage of students saying they are happy (all the time or often) has decreased by **10%**
- The percentage of students saying they are nervous or stressed (all the time or often) has increased by **16%**

- When comparing items from the Student Census (2017), **66%** of secondary students and **77%** of grade 7 and 8 students were happy (all the time or often). Similarly, **58%** of secondary students and **72%** of grade 7 and 8 students were hopeful for the future (all the time or often)
- Both these items have decreased by at least **20%** when looking at the most recent winter student survey

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Students' Overall Learning Experiences

Parents feel students are getting the right amount of school work.

7 out of 10 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.

Students' perceptions of schoolwork and pace are mixed.

- **50%** of students feel the pace of instruction is just right
- **50%** of students feel they have the right amount of learning, studying and/or homework assigned each day
- There are minimal differences between students perceptions of amount of schoolwork they are receiving and their learning model (in-person and the Virtual School)
- **60%** of students rated their progress good or excellent this year
- **70%** of students said their teachers give them enough instruction to complete their assignments
- **70%** of students are satisfied with the quadmester schedule (secondary only)

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.

Students' Overall Learning Experiences

- **90%** of students say they are trying their best at school and want to learn as much as they can at school
- Approximately **60%** of students enjoy school and are interested in what they are learning
- When comparing the **Student Census (2017), 49%** of secondary students and **59%** of grade 7 and 8 students said they enjoy school (all the time or often)

Top five reported challenges students have while completing school work at home
- I don't feel motivated --66%
- I get distracted with TV and social media-- 53%
- I have to help with household responsibilities-- 42%
- I find it hard to get used to school again-- 35%
- I get confused about assignments-- 32%

17% (5,134) of students **never** have someone at home to help with homework.

84% of students said they learn better in-person compared to virtual learning.

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Students' Virtual Learning Experiences

Families are satisfied with the amount of students' learning time in Virtual Schools.

- **70%** 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

Elementary students (grades 6 to 8) are satisfied with the make-up of learning time in the Virtual School.

- **70%** of elementary students feel they are receiving the right amount of live synchronous learning time and the right amount of independent asynchronous learning time

Elementary students are navigating BrightSpace and Google Classroom with ease.

- **94%** of elementary Virtual School students said that it was somewhat easy or very easy to use the virtual learning platforms
- **31%** of elementary Virtual School students are very comfortable participating online during virtual learning
- Comparatively, on the Student Census (2017) **68%** of grade 7 and 8 students said they participate in class activities and discussions (all the time or often)

Students' Virtual Learning Experiences Continued

Secondary students are not as satisfied with the make-up of learning time.

- **50%** of secondary students at the Virtual School feel they are receiving the right amount of live synchronous learning time.
- **60%** 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, **60%** of students said that they were receiving the right amount of in-person learning time.

Students are navigating BrightSpace and Google Classroom with ease, but not everyone is comfortable participating online.

- **Over 90%** 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.
- **20%** of all secondary students are very comfortable participating online during virtual learning.
- Comparatively, on the Student census (2017) **57%** of secondary students said they participate in class activities and discussions (all the time or often).

> *"I love my school and would hope to have In-person learning as soon as possible. Thanks!"*

School Relationships and Support

Students are building connections.
8 out of 10 students:
- are findings 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 supported by their teachers.
9 out of 10 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

Student Census (2017)	Most Recent Student Winter Survey
76% of grades 7-8 students and **62%** of grades 9-12 students reported feeling supported by 'most or all' of their teachers	**44%** of students reported feeling 'very' supported by their teachers most recently
61% of elementary students and **56%** of secondary students had at least one adult at school they could go to for support	**36%** of students said there is an adult in school whom they feel comfortable to go to for personal support, advice or help

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School Relationships and Support

Families are happy with communication from schools.

- Overall, **80%** families are somewhat to extremely satisfied with communication from their child's school, teachers, and applicable support staff
- Families with children attending in-person were slightly more satisfied with school communications than families with children attending Virtual Schools

Families feel connections to their home schools.

- At the Virtual Schools, **70%** families feel somewhat or very connected to their child's home school

Families want additional resources to support students learning at home.

- The most requested resource help for families was:
  - accessing recommended online learning licenses or subscriptions; and
  - how to access TDSB's virtual learning tools

Students with Special Education Needs

- Since September, **73%** of families and **80%** of students feel somewhat or very supported in having their Special Education Needs met. In the Spring check-in survey, **75%** of students felt somewhat or very supported in their Special Education Needs were being met

- **60%** families are satisfied with the IEP accommodations provided by their child's Virtual School (note this includes gifted students)

Overall Results for Staff

Mental Health and Well-Being

Staff report feeling stressed.

- **7 out of 10** staff have felt burnt out and anxious as a result of their jobs

- **5 out of 10** 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 **3 out of 10** 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.

Staff Appreciation

Staff report feeling underappreciated.

- The stressful working experience was exacerbated by feelings of under appreciation from leadership and a lack of support from management
  - **36%** of staff report feeling that their employer values their commitment and passion for work
  - **45%** of staff report feeling supported by their immediate supervisor/manager in their efforts to adapt to changes in the workplace related to COVID-19

COVID-19 has shaped a new work environment.

- In the previous Staff Census and Well-being survey (2017), staff were **10%** more likely to strongly agree that they have time and energy left at the end of the day; and, **20%** 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.

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Health and Safety

Staff report not feeling safe.

- **20%** 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, **30%** 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
- **Many (76%)** of staff wanted more information on how health and safety related decisions were made and who was responsible

Staff indicated a need for more tools and training.

- **Few (32%) of** staff members agreed they had the equipment, tools, and training they needed to do their job well and safely
- Conversely, **most (69%)** of staff did feel they understood what is expected of them in maintaining a healthy and safe work environment

Staff report taking on more cleaning responsibilities.

- **80%** of staff members reported taking on additional sanitization tasks at work. In-person elementary teachers and Unit D staff were more likely to agree that they have had to take on additional cleaning tasks

School Relationships and Support

Staff need resources.
- **70%** 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

Staff want more information
- **50%** 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

Room for improvement in workplace culture
- **30%** of staff agreed that employees and management trust each other. Similarly, few staff agreed their workplace effectively handles issues and conflicts between employees

Staff want to continue to work remotely
- Schedule II staff were the most positive with their current working arrangement

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Key Areas of Suggested Improvements

- Decrease workload and/or reduce working expectations for staff – 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.

- Provide more resources and classroom support for all teachers.

- Continue to allow staff to work from home.

Important Takeaways

Families report that they are coping well, feel their children are safe from contracting COVID-19 at school, and are satisfied with their children's learning experiences. However, families do feel their children will fall behind because of COVID-19.

Students report feeling safe at school, supported and connected to their peers, supported by their teachers and able to complete their schoolwork.

But, students do feel less connected to their teachers, are experiencing decreased mental health, and report challenges with the academic schedule and workload.

Staff have created a safe and supported space for students to learn during this difficult time. In doing so, staff have become exhausted, need support, and want to be heard.

"While it was a tricky schedule to adapt to, I am glad my teachers still are as happy as ever to help me with my classes. Thank you teachers!" TDSB student

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Next Steps Within Research and Development

To further understand TDSB's communities experience during this time and 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 policy in close partnership with *Leadership, Learning and School Improvement Teams and Equity, Well Being, and School Improvement Teams.*

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Questions?