

Written Notice of Motion for Consideration (Trustees Rajakulasingam and Sriskandarajah)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the special meeting of the Planning and Priorities Committee on February 23, 2021 and is therefore submitted to the Planning and Priorities Committee for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter at Board or Committee, and will be considered at a subsequent Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (b) A notice of motion submitted prior to, or at a Board meeting, will be referred to the appropriate committee...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

COVID-19 Recovery Plan

Whereas, since March 2020, students have been experiencing COVID-19 related school closures and remote learning, and there have been concerns raised over the long-term impacts on mental health and well-being, and learning across Kindergarten to Grade 12; and

Whereas, there is evidence that the COVID-19 schooling experience has significantly impacted students from lower socio-economic households. The degrees to which COVID-19 has impacted **Indigenous, Black, racialized, 2SLGBTQI+** students are of critical concern to the TDSB moving forward; and

Whereas, there is significantly higher proportion of students from low SES backgrounds who have chosen Virtual School over in-person schools throughout the pandemic and these families are more likely to be challenged in relation to access to digital resources and infrastructure required for virtual learning; and

Whereas, many students face other barriers like family financial stress, job insecurity, food insecurity, diverse housing needs, domestic abuse and increased levels of mental health concerns, which may have prevented them from being able to attend school; and

Whereas, school closures mean that supervision of underserved children/youth is reduced, as well as access to a caring and safe adult;

Whereas, due to school closures and remote learning, access to a caring and safe adult for underserved students has been further reduced;

Therefore, be it resolved:

That the Director present a report by June 2021 on the implementation of a three-phase COVID-19 recovery plan, including financial implications, to identify which groups were most impacted, where interventions will be placed, and initial outcomes that resulted from interventions:

a. as phase one of the plan:

- i. outline current learning outcomes and student/parent/staff feedback information that describes the school experience for both Virtual and In Person school environments. The report will look at demographic data of students and the degrees to which students from different socio-economic backgrounds may have had different learning experiences and outcomes;
 - Including Students with Special Education needs
 - Including English as Second Language Learners
 - Including Students in various TDSB programs (i.e. Extended French and French Immersion, Alternative Learning programs, Caring and Safe School programs)
- ii. evaluate whether and to what degree students have left the system to pursue work or dropped out of school;
- iii. Evaluate the potential impact of COVID-19 on students with special education needs;
- iii. use current student surveys from January and climate surveys in the spring to gauge the perception of TDSB students' concerning critical areas of mental health, well-being, school belonging, and learning experiences.
- iv. use parent survey from January as well as concerns raised by PIAC, SEAC, and CACs to gauge key concerns regarding postpandemic return to school;

~~b. use current student surveys from January and Climate survey in the spring to gauge the perception of TDSB students' in relation to critical areas of mental health, well-being, school belonging and learning experiences;~~

~~c. use the parent survey from January as well as, advisory issues drawn from the Parent Involvement Advisory Committee and the Special Education Advisory Committee to gauge key concerns regarding the post pandemic return to school;~~

b. as phase two of the plan, implement targeted interventions after identifying which groups were most impacted in terms of changed learning outcomes learning loss;

c. report back twice a school year, in the spring and fall, to the Planning and Priorities Committee, beginning in fall 2021;

d. as phase three of the plan, complete the reporting back to the Board by

spring 2023 and identify outcomes resulting from the recovery plan.