

Board Meeting

August 25, 2021

4:30 p.m.



Update Items

- Selection Form for In-Person or Virtual Learning
- Differentiating Supports/Pandemic Recovery for School Reopening
- Mental Health and Well-Being
- Operational Guidelines
- Questions

Selection Form for In-Person or Virtual Learning

- In total, **202,139** forms were completed online or by phone, representing a response rate of **83%**.
- Parents/guardians of **41,537** students received the Selection Form (either by Qualtrics or School Messenger) and did not respond; these students were subsequently placed in in-person learning as the default selection.
- Parents/guardians of **301** students, for whom we have no contact information, did not receive a Selection Form and were also placed in-person learning as the default selection.
- Overall, parents/guardians of **88% (215,535)** of elementary and secondary students are placed within in-person learning, while **12% (28,442)** indicated a preference for virtual learning and were placed there.
- Among **28,442** who opted for virtual learning, **46%** indicated that they required either or both internet and computer device; and **54%** require neither a device or internet.

Program Selection For Elementary and Secondary

	In-Person Learning		Virtual Learning	
	Frequency	Percent	Frequency	Percent
Elementary	144,988	88%	19,516	12%
Secondary	70,547	89%	8,926	11%
Total	215,535	88%	28,442	12%



Virtual Learning Selection and Device and/or Internet Needs

	For Parents/Guardians Who Chose Virtual Learning							
	Both a Device and Internet Service		Device Only		Internet Service Only		None of the Above	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Elementary	2,818	15%	6,127	32%	436	2%	9,956	51%
Secondary	1,499	17%	1,837	21%	265	3%	5,188	59%
Total	4,317	15%	7,964	28%	701	2%	15,144	54%

Program Selection for TDSB by Grade

	In-Person Learning		Virtual Learning	
	Frequency	Percentage	Frequency	Percentage
JK	11,534	92%	1,012	8%
SK	14,252	89%	1,750	11%
1	14,990	88%	2,033	12%
2	14,727	86%	2,331	14%
3	14,889	87%	2,237	13%
4	15,091	87%	2,326	13%
5	14,494	87%	2,187	13%
6	14,990	88%	2,099	12%
7	14,745	89%	1,914	11%
8	15,064	90%	1,623	10%
9	16,058	92%	1,316	8%
10	14,813	89%	1,916	11%
11	14,964	88%	2,045	12%
12	24,924	87%	3,653	13%
Total	215,535	88%	28,442	12%

Differentiating Supports/Pandemic Recovery for School Reopening

1. Use of Data
2. Address Inequitable Impacts of the Pandemic
3. Focus on Student Learning / Achievement & Well-Being
4. Staffing:
 - a. Strategic Deployment of Staff
 - b. Repurposing Staff
 - c. COVID Funded Staffing
5. Strategic Capacity Building/Professional Learning

Pandemic Recovery Plan

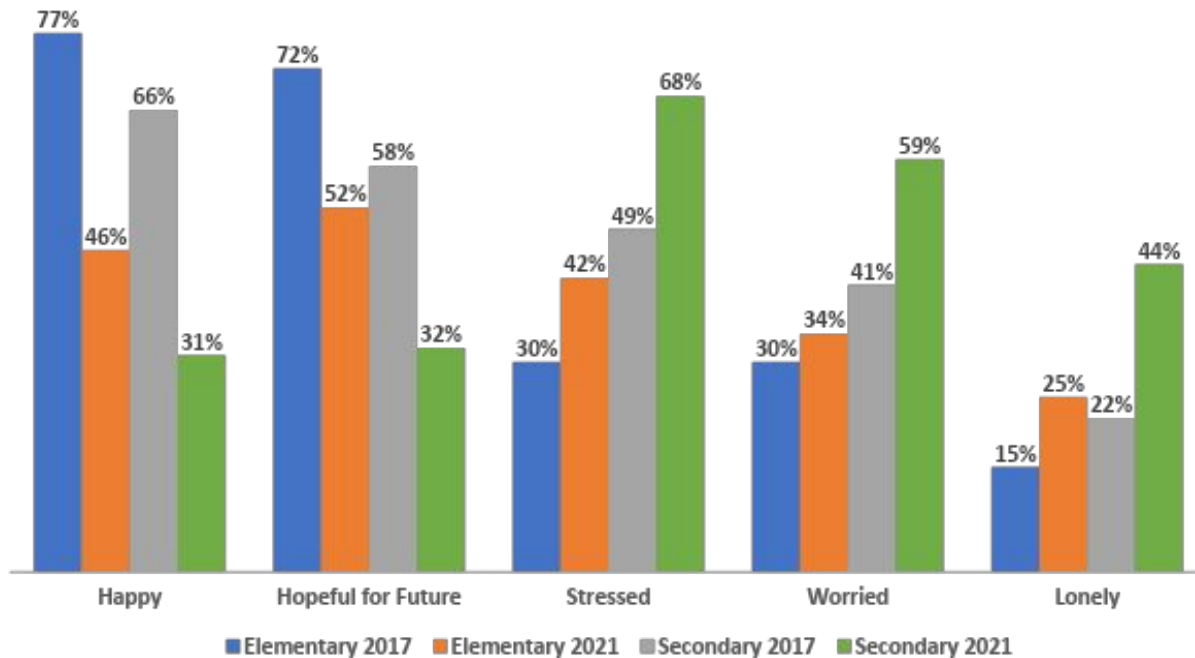
Our work will be focused on:

- Building Relationships and Enhancing Belonging
- Use of Play/Outdoor Play
- Honouring Skills/Knowledge Gained During the Pandemic
- Assessment for Learning/As Learning
- Differentiated Supports for Those Who Have Had Greater Impacts from the Pandemic
- Staff Collaboration
- Digital Tools for Engaging Students/Families and Building Students' Global Competencies

Team Approach

- Learning Centres / Learning Networks
- Central Leadership & Learning Staff
- Mental Health & Well-Being / PSS
- Central Equity Staff
- Community Resources
- Urban Indigenous Education Centre

Students' Well-being Before and During the Pandemic (Responded "All the Time/Often")

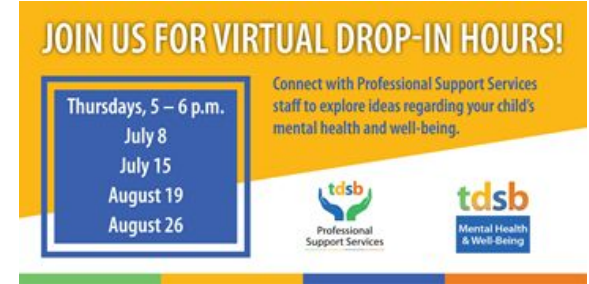


Note: 2017 Elementary includes Grades 7 and 8, 2021 Elementary includes Grades 6 to 8

Mental Health and Well-Being Update:

Centring Mental Health, Well-Being and Equity: Students/Families



- Virtual Mental Health/Well-Being Drop-In Hours for Caregivers (2x week)
- Virtual Mental Health/Well-Being Drop-In Hours for Students with Special Educational Needs/Complex Needs (1x week)
- Summer Well-Being Guide with culturally responsive Mental Health Summer Resources for students and families/caregivers (available in 11 languages)



JOIN US FOR VIRTUAL DROP-IN HOURS!

Connect with Professional Support Services staff to explore ideas regarding your child's mental health and well-being.

Thursdays, 5 – 6 p.m.
July 8
July 15
August 19
August 26



**PARENTS/CAREGIVERS OF STUDENTS WITH COMPLEX SPECIAL NEEDS
JOIN US FOR VIRTUAL DROP-IN HOURS**

Join us to talk about taking care of yourself as a parent/caregiver, as well as these weekly themes:

July 7: Planning for Summer to Support Your Child's Well-Being
July 14: Understanding Your Child's Diagnosis and What it Means
August 18: Understanding Funding Available for Your Child's Unique Needs
August 25: Transition to School Planning

Wednesdays
5-6 p.m.



**Summer
Well-Being Guide**

Mental Health and Well-Being Update: Summer Resources & Programs

- PSS staff providing 22 socio-emotional and culturally relevant groups for elementary, secondary students and caregivers from May-August. **Supported over 1,700 students and 600 caregivers** through groups/1:1 support and transitional support.
 - SLP created modules and provided language, literacy and articulation support for **485 caregivers and students**.
 - Social Work and Child Youth Services staff offered 1:1 counseling and crisis support to over **70 students**
 - Social Work, Child Youth Services staff supported **920 students in various socio-emotional groups** (*CBT, DBT, culturally specific groups, etc.*)
 - Social Work and Attendance Counselors were dedicated to summer school for Elementary/Secondary/Alternative students offering Mental Health groups, crisis, grief, community links and transitional support.

Mental Health and Well-Being Update: Summer Resources & Programs Con't

- Social Work/SLP and OTPT staff providing transitional supports for over **150 students with special educational needs**
- OTPT staff created Daily Activities modules that supported **100 caregivers and engagement groups for students with complex needs/special educational needs.**
- Psychological waitlist assessments ongoing throughout the summer.
- June 22, 2021: First “***Let’s Connect about Mental Health & Wellbeing***” evening webinars titled “***Transitioning to Summer***” with almost 1000 people in attendance supported by PSS staff, CSW’s and Trustee Shafquat.
- September 1, 2021: Second webinar planned titled “***Supporting Transitions and Re-Engagement***” with secondary, elementary and parent panellists discussing strategies, support and well-being as the school year begins.

Providing Staff with Culturally Responsive Tools/Resources for Re-Engagement & Mentally Healthy Classrooms

- Completing **7 weeks of culturally responsive themed activities** to support elementary, secondary and students with complex needs with daily activities which support welcoming, mattering and belonging in classroom and school spaces beginning the first day of school (*French version will be included*).
 - Daily coping, stress management and self/peer care activities** that staff can do with class throughout the day to support calm, reflective, caring and inclusive school spaces.
 - Completing resources for **staff mental health and well-being** with Well-Being clips created by psychological services on MyPath.
 - Encouraging each school to have a Mental Health and Well-Being staff/student committee** supported by myself and MH Leads.

****Gr. 4-Gr. 8**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Calm Classroom	Creating Collaborative Classroom Norms				
Deep Breathing	Snowstorm in a Bag	Calmng Box	Deep Belly Breathing	Imaginary Walk	Take 5 Breathing
Guided Imagery	Calmng Spaces/Havens	Breathe With Bell	Visualization & Body Scan	Stress Buster Bulletin Board	Let Go & Stretch
Pause, Reflect & Stretch	Inspiration for All		Stretch in Chair	Tense & Relax	
Seeking Support	2 Minute Mindfulness				
	Seek 3, Then Me				
	End of Day				

School Mental Health Ontario

MONDAY MATTERING (START TO THE WEEK & DAILY)	TUESDAY ASSERTIVE COMMUNICATION	WEDNESDAY MATTERING & HEALTHY RELATIONSHIPS	THURSDAY MATTERING & HEALTHY RELATIONSHIPS	FRIDAY MATTERING & HEALTHY RELATIONSHIPS
33 Daily Scientific To acknowledge and welcome students and show them that they are valued, to celebrate diversity and uniqueness, and to model the importance of taking time for relationship building at school.	34 Transactional Childhood Goals To welcome others to the school and to allow students to share ideas.	35 2020 To help build rapport and a relationship between educator and student, and to let the student see they are genuinely cared about as a person.	36 Help 5 to 20 Minutes To help students identify ways that they can become a better friend.	37 Conflict Solutions To provide students with ways to find win/win solutions when conflicts arise.
MATTERING				
DAILY GREETING & SELF ADVOCACY CARDS				
VIP To help students to feel special and that they matter and belong within the classroom.	Creating Collaborative Classroom Norms To establish norms as a group and to identify what matters to students as a group/classroom.	Kindness Jar To encourage kindness and respect in the classroom.	Networking To invite students to extend their network of friends by including students with whom they do not usually interact.	Walking in Your Shoes To help students become more understanding and compassionate towards others.
VIP-ONE NEW STUDENT A WEEK				
END OF DAY ACTIVITIES				

Operational Guidelines Update

We continue to update the Operational Guidelines with TDSB-specific guidelines and post the most up to date information on the TDSB website. Most recent decisions have been made in the following areas:

- **Nutrition Programs and Food Services:** Approved nutrition programs and cafeteria services will be permitted and phased in to allow school routines to be established. Nutrition and cafeteria services will follow appropriate food handle procedures and following public health guidance. Special event days (such as pizza days) with external food providers will be phased in later in the school year.
- **Lunch Routines:** Students will be allowed to go home for lunch with parental permission. Elementary students will continue to eat in classrooms or other spaces where physical distancing and effective routines can be maintained. Secondary lunch protocols are being developed and will take into consideration school layout and size of space.

Questions?

