Special Planning and Priorities Committee Meeting

Planning for Elementary Term 2 and Secondary Semester 2

Tuesday, November 23, 2021

Switch Between In-Person and Virtual Learning: February 2022

- All TDSB students made a learning model selection for the 2021-22 school year: in-person or virtual learning.

- At the time of selection, it was shared that there would be one opportunity to request a switch between learning models in February 2022.

- In order to plan ahead for the switch between in-person and virtual learning in February 2022, families/students requesting a change must complete a Switch Form.
  - Elementary classes will reflect changes due to switches beginning on February 22.
  - Secondary classes will reflect changes due to switches beginning on February 3.

- To help determine the delivery model for Semester 2, a Secondary Student Check-In Survey and a ThoughtExchange for Secondary Staff were conducted to gather student and staff feedback.

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Secondary Student and Staff Learning Model Feedback

To help support decision making for virtual learning in Semester Two, the Toronto District School Board (TDSB) solicited feedback and perspectives from both secondary students and teachers through large scale surveys.

- 33% of secondary students responded (24,537) fairly equally across grades 9 to 12 and the four Learning Centres.
- 85% of these students indicated they were learning in-person.

- 20% of secondary staff responded (1,479).
- 91% said they teach in a simultaneous learning environment.
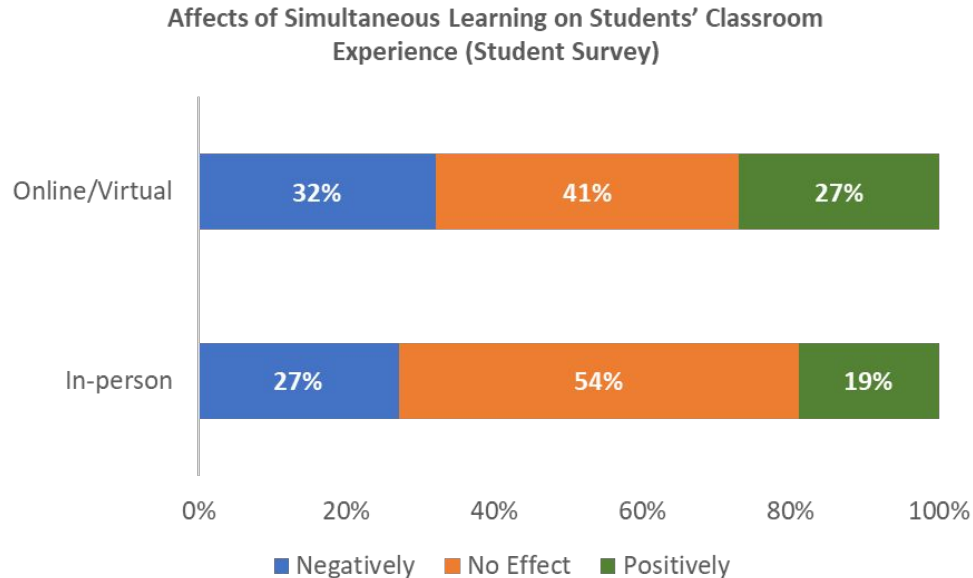
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Secondary Student and Staff Learning Model Feedback

- A higher proportion of students in both learning models support the continuation of simultaneous learning for Semester Two.

- Nearly all teachers felt simultaneous learning should not continue in Semester Two.

Simultaneous Learning	Staff	In-Person Students	Online/Virtual Students	All Students Combined (In-person and Virtual)			
				LC1	LC2	LC3	LC4
Stop	93%	25%	22%	24%	27%	24%	24%
Continue	3%	38%	44%	39%	37%	40%	38%
Not Sure	4%	37%	34%	37%	36%	35%	38%

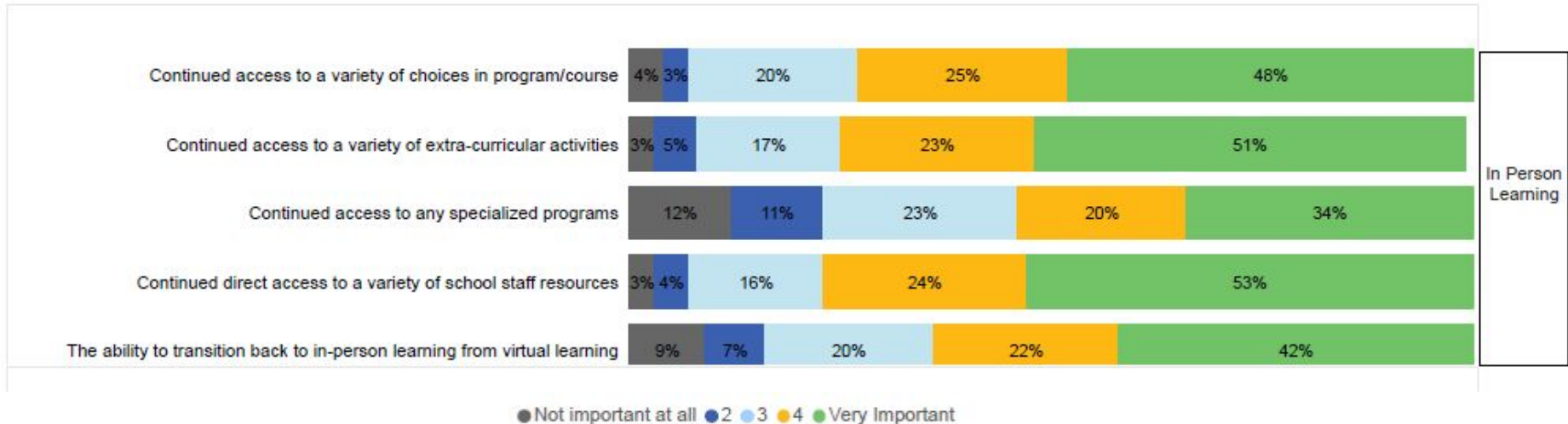tdsb.on.ca

Secondary Student Learning Model Feedback

- Approximately two-thirds of students are satisfied with simultaneous learning.
- More than two-thirds of students indicated simultaneous learning had no effect or had a positive effect on their classroom experience.

Affects of Simultaneous Learning on Students' Classroom Experience (Student Survey)

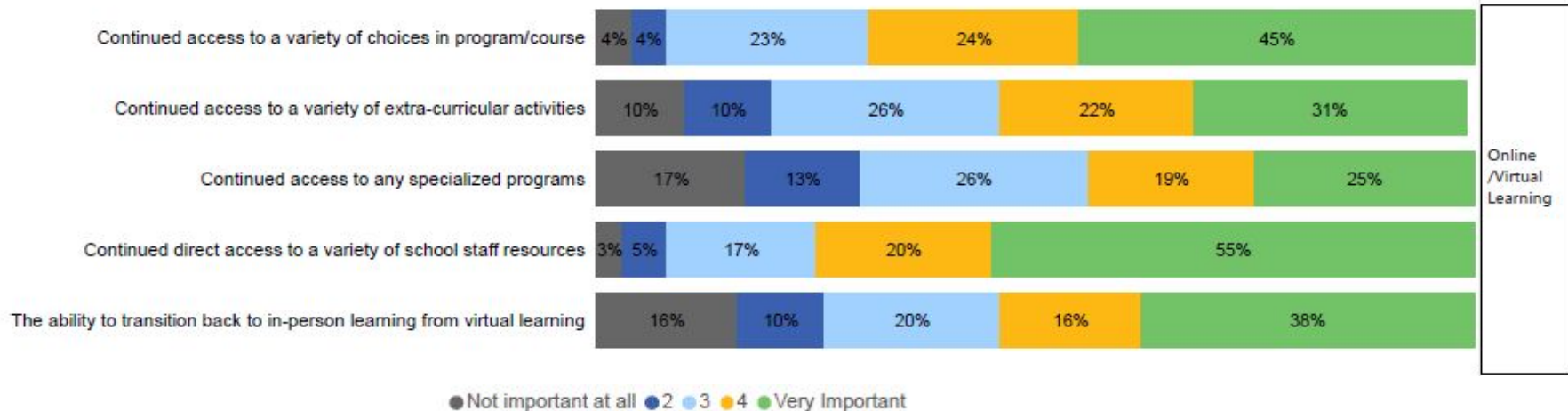|	Negatively	No Effect	Positively
Online/Virtual	32%	41%	27%
In-person	27%	54%	19%

Secondary Student Learning Model Feedback

- Approximately 7/10 students (in both learning models) indicated continued access to a variety of choices in programs/courses and access to teachers and staff resources as the most important school related opportunities.

Students Perception of Importance for School Related Opportunities

	Not important at all	2	3	4	Very Important	
Continued access to a variety of choices in program/course	4%	3%	20%	25%	48%	In Person Learning
Continued access to a variety of extra-curricular activities	3%	5%	17%	23%	51%	
Continued access to any specialized programs	12%	11%	23%	20%	34%	
Continued direct access to a variety of school staff resources	3%	4%	16%	24%	53%	
The ability to transition back to in-person learning from virtual learning	9%	7%	20%	22%	42%	

● Not important at all ● 2 ● 3 ● 4 ● Very Important

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Secondary Student Learning Model Feedback

Students Perception of Importance for School Related Opportunities

	Not important at all	2	3	4	Very Important	
Continued access to a variety of choices in program/course	4%	4%	23%	24%	45%	
Continued access to a variety of extra-curricular activities	10%	10%	26%	22%	31%	
Continued access to any specialized programs	17%	13%	26%	19%	25%	Online /Virtual Learning
Continued direct access to a variety of school staff resources	3%	5%	17%	20%	55%	
The ability to transition back to in-person learning from virtual learning	16%	10%	20%	16%	38%	

● Not important at all ● 2 ● 3 ● 4 ● Very Important

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Secondary Students' Mental Health

Students' Mental Health (all the time / often)

- Pre COVID-19, 2016-17
- Last Year, 2020-21
- This Year, 2021-22

	Pre COVID-19, 2016-17	Last Year, 2020-21	This Year, 2021-22
Happy	66%	31%	40%
Nervous or Worried	41%	59%	54%
Under Stress and Pressure	49%	68%	63%

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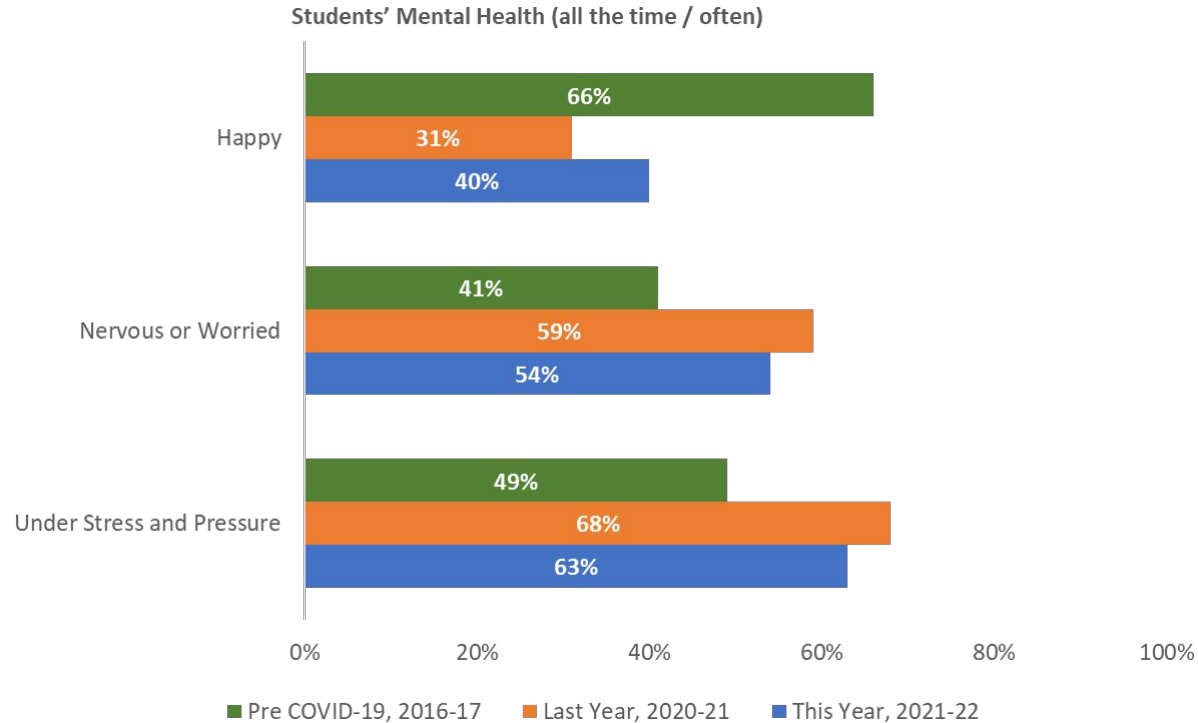
Secondary Students' Connections with Teachers

Secondary Teachers Relationships with Students (agree/strongly agree)

Teachers give me opportunities to give suggestions and ideas about school and classroom activities — 75%

I know how to connect with my teachers if I need to — 92%

My teachers provide extra help if I ask them — 90%

0%   20%   40%   60%   80%   100%

■ This Year, 2021-22

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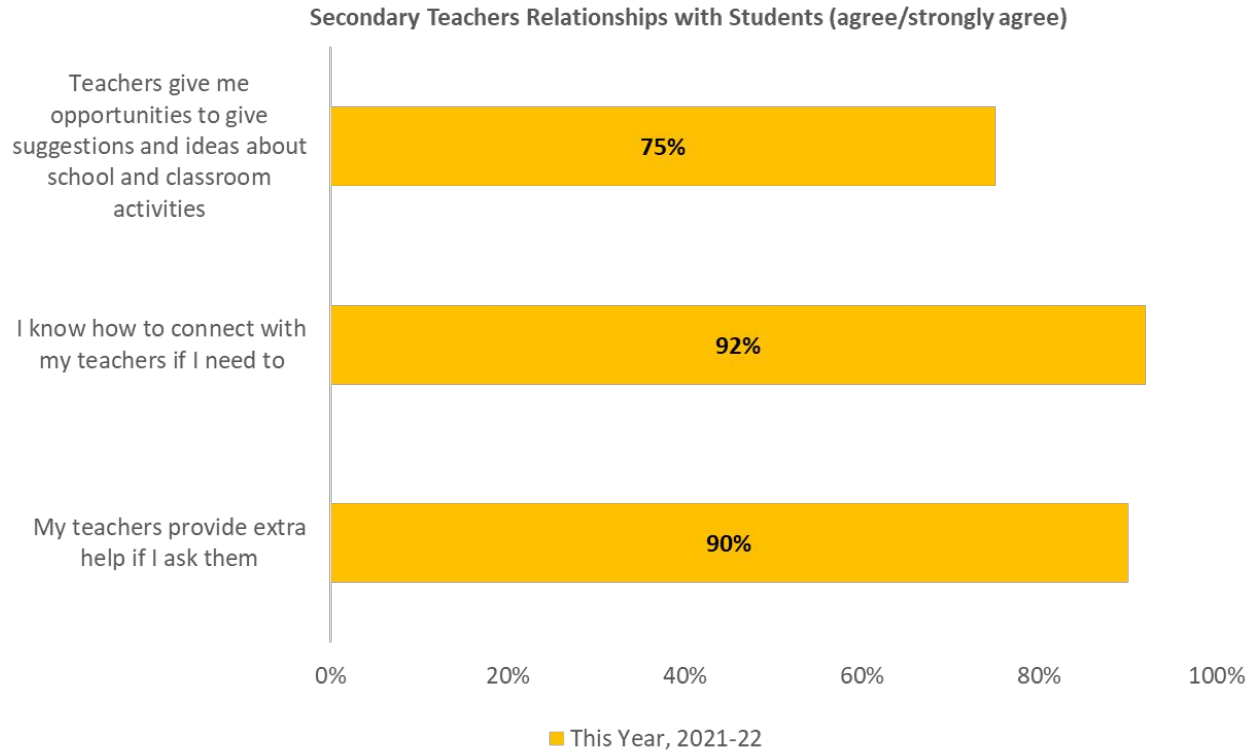
Secondary Staff Mental Health

- **Seven out of ten** teachers indicated they are not coping well (48% not well at all, 26% slightly well).

– Since September, how well are you coping and/or managing at this time?

%	👤	Answer
0%	(6)	Extremely Well
4%	(49)	Very Well
22%	(290)	Moderately Well
26%	(349)	Slightly Well
48%	(647)	Not Well At All

Secondary Staff Learning Model Feedback

Nine out of ten teachers:

- are **not satisfied** with simultaneous learning as a learning model option for students.
- indicated simultaneous learning negatively affects their ability to teach in their classrooms.
- indicated they are a less effective teacher while engaging in simultaneous learning.

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Secondary Teachers Learning Model Feedback

Challenges with simultaneous learning as identified by secondary teachers:

- Inability to provide complete attention to either groups of learners (online and in-person)
- Increased amount of prep time required
- Small class sizes online and large class sizes in-person
- Lack of functioning technology, proper support for technology resources, and related teacher training
- Making all courses available via simultaneous learning (e.g., experiential/hands-on classes be only delivered in-person)
- Lack of interaction and connection between online and in-person students
- Lecture style learning for online/virtual students
- Lack of consistent assessment and evaluation for simultaneous learners

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Secondary Learning Models for Semester 2

Three Options:

- Option A: Maintain Status-Quo

- Option B: Creation of a Virtual School

- Option C: Development & Implementation of Strategies to Decrease the Number of Simultaneous Classes

Impacts of Creating a Secondary Virtual School

Positions	Positions Required	Redeploy LC 1	Redeploy LC 2	Redeploy LC 3	Redeploy LC 4
Superintendent of Education	1.0	0	0	0	0
Administrative Support	1.0	0	0	0	0
Principal	2.0	0	0	0	0
Vice-Principal	23.0	6	7	6	4
Office Support	31.0	9	9.0	8	5
Guidance and Student Success Teachers	28.0	8	9	7	4
Classroom Teachers	364.0	103.5	107.0	93.5	60.0
Total Positions Required	**450.0**	**126.5**	**132.0**	**114.5**	**73.0**

Impacts of Teacher Redeployment in the Creation of a Secondary Virtual School

- Significantly reduced capacity to honour student voice (in-person and virtual) in terms of program/course selection especially in elective courses that increase engagement, well-being, and achievement.

- Students wishing to return to in-person learning may not have space available at their home school.

- Reduced student connection with their school, school staff resources, and school community including extra-curricular activities.

- Schools will likely have a significantly reduced capacity to offer specialized programs (AP, IB, STEM, French Immersion, Cyber ARTS, Exceptional Athlete, Leadership Pathway, Arts Focused) for in-person students. Virtual School would not be able to offer specialized programs, as there is insufficient demand system-wide.

Development & Implementation of Strategies to
Minimize the Number of Simultaneous Classes

In order to minimize the use of simultaneous learning and/or having a larger number of virtual students within a given class, school - will/will be allowed to:

- reduce optional course offerings at the grade 9 and 10 level where most of the program is compulsory courses and similar for students (e.g. All Grade 9 students would take Art as their optional course rather than choose between Visual Arts, Drama, or Music.)

- only offer courses virtually in specialized programming (e.g. TOPS, MAST, IB, AP, Extended French and French Immersion, etc.) where a viable cohort of virtual learners in the school exists

- offer courses that are experiential/"hands on" in nature through in-person learning

- work with central staff in Virtual Learning Team and Superintendents of Education to try to form "hubs" to create access to fully virtual cohorts and/or fewer simultaneous classes, where possible

In-Person Courses:

- Sculpture
- Fashion
- Physical Education
- Electrical / Network Cabling
- Construction Engineering
- Architectural Design
- Hospitality and Tourism
- Robotics and Control Systems

- Computer Engineering Technology
- Baking
- Green Industries
- Manufacturing Technology
- Transportation Technology
- Custom Woodworking
- Hairstyling and Aesthetics

Switching Timeline and Next Steps:
Elementary (Term 2) and Secondary (Semester 2)

Elementary

- The Switch Form for elementary students will be open from **December 3 to January 7**.
- Only families/students who wish to make a change need to complete a Switch Form.
- Classes will reflect changes due to switches beginning **February 22, 2022**.

Secondary

- Details regarding Semester 2 will be shared with families/students so they can make an informed decision regarding switch requests.
- The Switch Form for secondary students will be open from **November 26/29 to December 3/6**.
- Given the complexity of secondary school timetables and the requirement that Semester 2 begin on **February 3, 2022** (the date that changes due to switches will occur), this timeline will enable schools a better opportunity to reduce the number of simultaneous learning classes.

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Additional Considerations

- Ministry of Education has announced that Boards can have 4 classes / day (traditional Semester) beginning Semester Two

- TDSB will consult with Toronto Public Health regarding:
  - the length of lunch
  - the adoption of a 4-period day prior to Semester 2

- TDSB will collaborate with TCDSB regarding Transportation

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Preparing for Virtual Learning 2022-2023

- Planning for a virtual learning model for 2022-2023

- Our goal is to have the plans for a virtual learning model are included in the information available to students when they are making decisions about 2022-2023 (e.g. February 2022 moving forward)

- Staff continues to advocate with the Ministry of Education for timely direction regarding virtual learning and appropriate resourcing to support this need

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Questions?

Secondary Student Learning Model Feedback

Additional Analysis:

Students in the low SES school cluster were:

- more likely to be learning online;

- more likely to want to continue using simultaneous learning;

- more likely to say they would like the option to enroll in classes that have only virtual students or is a Virtual School sometime in the future.