Returning to School

Planning Ahead for September 2020

Committee of the Whole

August 18, 2020

Toronto District School Board

Guiding Principles

Prioritize health and safety

Support well-being

Provide predictable learning opportunities with high quality instruction

Foster connections to staff and peers

Ensure equity of access

Consider needs of staff, students and families

Be adaptable and flexible

Be financially feasible and sustainable

Toronto Public Health Recommendations

- 2m spacing between desks
- Masks/face coverings where physical distancing is not possible
- Open space whenever possible
- Regular hand washing and sanitizing
- Incorporate outdoor activities whenever possible for distancing and relief from mask/face coverings
- Active screening of symptoms prior to entry
- Delay start of school year or have staggered starts to allow time for public health measures to be incorporated

Pre-Registration Surveys

- School Messenger was used to conduct an automated telephone survey to find out how many students are intending to participate in learning in school or remote learning.

- The survey was broadcasted to parents/ guardians of elementary and secondary students as well as Adult Day and Edvance students between Tuesday August 11 to Friday August 14.

Pre-Registration, Overall Response Rates

The average response rate was 67%, a total of 169,312 responses. There were 82,286 non-respondents.

	Total Responses	Response Rate
JK to Grade 3	59,907	71%
Grades 4-6	37,342	72%
Grades 7-8	23,831	70%
Grades 9-12	45,466	60%
Adult Day and Edvance	2,766	49%
Total	**169,312**	**67%**

Pre-Registration Response Rates by LOI and TPH Priority Neighbourhoods

- Across LOI rankings:
  - Response rates at the elementary level show a **slight** difference between the most challenged and least challenged schools, but overall high response rates across neighborhoods.
  - Response rates at the secondary level shows **more variability** across LOI school rankings when compared to elementary
- Toronto Public Health ranked schools by neighbourhood based on COVID-19 risk score
  - Survey response rates for TPH neighbourhoods ranked most at risk align with our overall response rate (range: 48% to 74%)

Pre-Registration Results

Elementary Student Findings

Will your child be returning to school in September if there is:

- **A regular school day model with normal class sizes (this means a full day of learning in school every day)**

Yes, my child will return to a regular school day	85,677 (71%)
No, my child will not return and will participate in remote learning instead	35,389 (29%)

- **A school day model with smaller class sizes of 15-20 students (this means learning in school every day and may mean a shorter school day)**

Yes, my child will return with smaller class sizes	91,549 (77%)
No, my child will not return to the smaller class size model and will participate in remote learning instead	26,776 (23%)

- Across LOI school rankings, there is **strong intention** to return to school with regular and smaller class sizes.

Pre-Registration Results

Secondary Student Findings

Will your child be returning to school in September for:

An **Adapted** In-School Day Model with **Smaller** Class Size Cohorts (this means students attend school in person every other day, in smaller class sizes of approximately 15 students, with learning continuing at home the other half of the day including both independent work time and live synchronous teaching):

Yes, my child will attend	37,843 (83%)
No, my child will not attend and will participate in fully remote learning instead	7,622 (17%)

- Across LOI school rankings, there is **strong intention** to return to school with an adapted day model.

Pre-Registration Results

Adult and EdVance Student Findings

In September, Adult and EdVance high school students will have the choice of taking their courses at school or online.

I want to take my courses at the school in September	1,127 (41%)
I want to take my courses online in September	1,125 (44%)
I will not be coming to an Adult or EdVance High School in September	424 (15%)

International Students

Parents/guardians of International Students were sent an online survey on August 14.

This surveys closes on August 18.

Staff Survey Results

- A survey was sent to all permanent staff on August 15, 2020 after consultation with all TDSB Bargaining Units

- The survey will give us data on staff ability to return to work and potential needs to support a full time and safe return to work. This data will be by employee classification, location, etc.

- The survey also provided details on contact information for requesting medical accommodation due to a disability and contact names for requesting non-medical accommodation (i.e. childcare/elder care) accommodation. Staff in Employee Services will work with employees, Union representatives and Principals/Managers to respond to these requests on a case-by-case basis.

- A survey for casual/daily workers (e.g. Occasional Teachers, replacement support staff) is being finalized.

Secondary Quadmester Calendar

Quad 1: Sept 8 - Nov. 9 + Exams Nov. 10 and Nov. 11

Quad 2: Nov. 12 - Jan. 28 + Exams Jan. 29 and Feb. 1

Quad 3: Feb. 3 - April 19 + Exams April 20-21 *April 8, 2021: OSSLT Day

Quad 4: April 22 - June 23 + Exams June 24, 25, 28

PA Days: September 1-3, November 20, February 2, February 12, June 29

<table>
<tr><th></th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th><th>Jan</th><th>Feb</th><th>Mr</th><th>Apr</th><th>May</th><th>June</th></tr>
<tr><td>Full Year</td><td colspan="10">8 courses all year</td></tr>
<tr><td>Semester</td><td colspan="5">4 courses</td><td colspan="5">4 courses</td></tr>
<tr><td>Quadmester</td><td colspan="3">2 courses</td><td colspan="3">2 courses</td><td colspan="3">2 courses</td><td colspan="2">2 courses</td></tr>
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Four Day Timetable

*Schedule Repeats itself on the fifth day

August 16/2020

Time	Cohort A				Cohort B			
	Day 1	Day 2	Day 3	Day 4	Day 1	Day 2	Day 3	Day 4
8:45 a.m.– 12:30p.m.	Course 1 In Person @ School	Course 1 Independent Learning @ Home	Course 2 In Person @ School	Course 2 Independent Learning @ Home	Course 1 Independent Learning @ Home	Course 1 In Person @ School	Course 2 Independent Learning @ Home	Course 2 In Person @ School
12:30 p.m.– 1:10 p.m.	Student Dismissal (return home/lunch)							
1:10 p.m. – 2:00 p.m.	Professionally Managed Activities Alternative Professional Assignments Work with other school personnel to provide consistent support for students Provide extra help to students Contact Parents							
2:00 p.m.– 3:15 p.m.	Course 2 Live Virtual Learning		Course 1 Live Virtual Learning		Course 2 Live Virtual Learning		Course 1 Live Virtual Learning	

Live Virtual Learning | Independent Learning | In Person Learning

Virtual School for K-12 Remote Learning

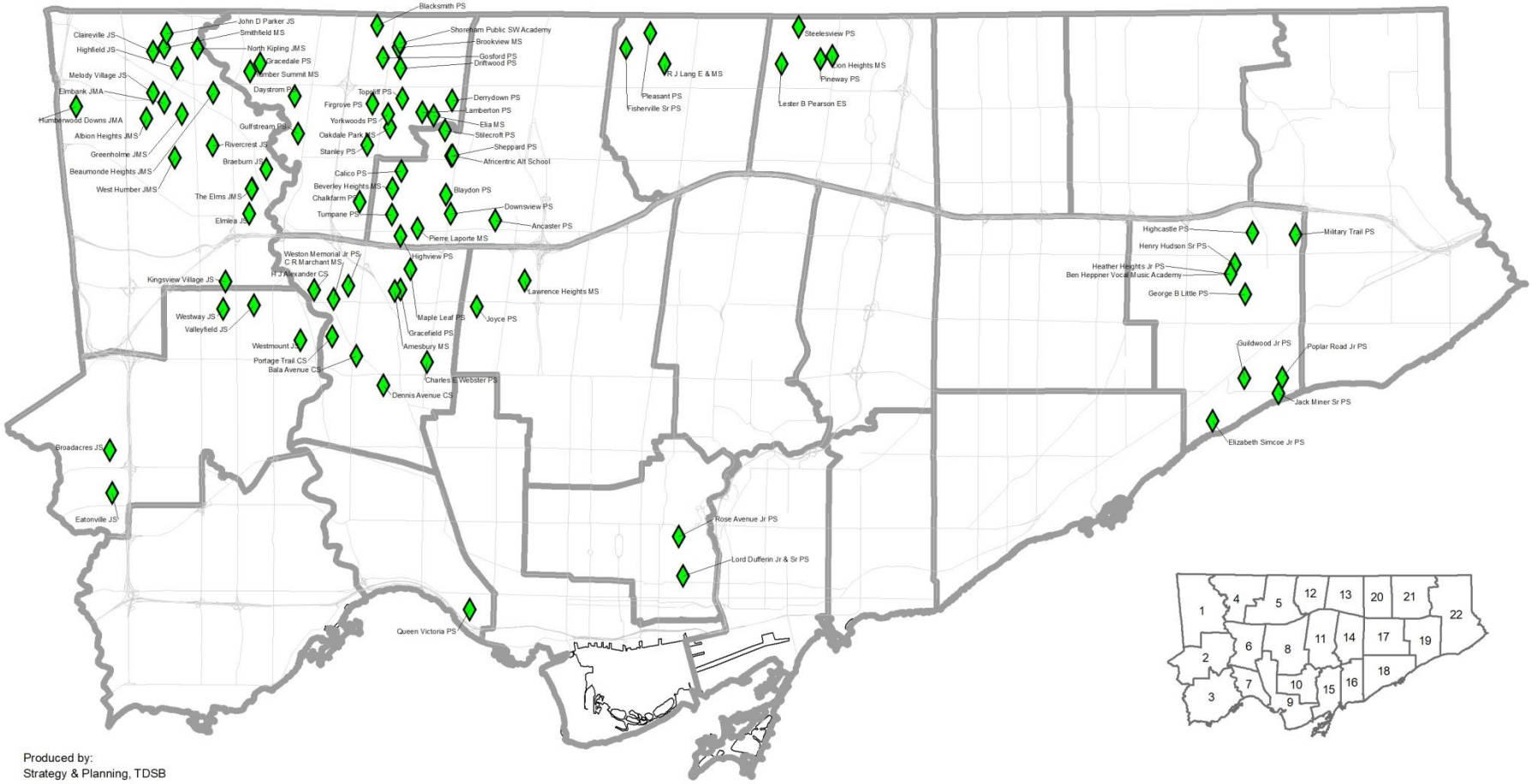
- Through the Ministry of Education, TDSB is requesting a BSID (Board School Identification) number to create a central “virtual school” for all students choosing fully remote learning for the 2020-21 school year

- The school will be staffed with Superintendent, principals, vice-principals, teachers, guidance counsellors

Focus of Elementary Program

- TPH letter to TDSB states that: “We recommend that the priority for allocation of resources should be schools within high incidence areas.”
- Identify available spaces within school (gym, cafetorium, library) to support increased distances between students
- Work with external partners to identify, secure and set up alternative space for student learning (i.e. City of Toronto)
- On August 18, we received an updated list from TPH re: schools in high incidence areas and continue to work with TPH to develop more precise modelling of school configurations in the coming days

List of Elementary Schools in Highest Risk Areas Currently Identified by Toronto Public Health



Produced by:
Strategy & Planning, TDSB
August 2020

(*as of August 18)

Elementary Class Size Limitations

In Person:

- The TDSB does not have sufficient funds available to support class sizes which would allow for 2m distancing between students in every class.

Remote Learning:

- Delivered through a central virtual school model as there are not sufficient resources to provide for an individual school based model.

Status of Reserve Funds

***As of August 31, 2019**

Reserve Type	Amount	Details
Health and Dental Reserve	$4.5M	These funds will be used to complete the transition of employee to benefit trusts
Group Life Insurance	$12.9	The surplus in this benefit plan of $10M was used to balance the Board's original forecasted deficit
Long Term Disability Reserve	$88.2	These funds offset the actuarial liability of LTDI claims which were calculated to be $59.9M as of 18-19 yearend.
School Budget Carryovers	$17.7M	This reserve offsets the use of school budget carryovers in future years
Contractual Professional Development Carryovers	$0.9M	This reserve offsets the use of contractual PD of Superintendents and Principals carryover in future years

Status of Reserve Funds

***As of August 31, 2019**

Reserve Type	Amount	Details
IT Projects	$1.3M	Information technology projects not completed in 18-19. This reserve will be spent during 19-20.
Various Department Carryovers	$1.7M	Projects in 18-19 that were not completed until 19-20. This reserve will be spent during 19-20.
Environmental Legacy Fund	$2.9M	Funds received through carbon credits to support environmental related projects
Artificial Turf Fund	$0.7M	Permit Revenue from artificial turf fields used for future replacements
Total Reserves	$130.8M	

Elementary Class Size Model

- All three proposed models would require the redeployment of some central, itinerant and school-based teachers
- This redeployment would result in approximately 400 teachers to support smaller class sizes

Elementary Model: Option 1

Funding

- Uses additional teacher funding from the Ministry of Education of approximately $6.3M, plus repurposed $2.9M of TDSB budget
- The total TDSB deficit would remain at 1% under this option

Staffing

- These funds provide 86 teachers in addition to the 400 redeployed teachers
- Total: 486 teachers to support smaller class sizes

Elementary Model: Option 1

Considerations and Risks

- Insufficient space to accommodate students
- Student supervision
- Transportation

Elementary Model: Option 2

Funding

- In addition to Option 1, additional use of reserves to increase the deficit by 1% ($29.5M)
- The total TDSB deficit would be 2% under this option
- The following reserves would be utilized to provide this additional funding:
  - School Budget Carryovers ($17.7M)
  - Contractual Professional Development Carryovers ($0.9M)
  - Environmental Legacy Fund ($2.3M)
  - Artificial Turf Fund ($0.2M)
  - Long Term Disability Reserve ($8.4M)

Elementary Model: Option 2

Staffing

- The use of these reserves would result in an additional 280 teachers
- Total: 766 teachers to support smaller class sizes

Elementary Model: Option 2

Considerations and Risks

- Insufficient space to accommodate students
- Student supervision
- Transportation
- Use of reserves could impact financial position of TDSB in current or future years
- Potential second year of COVID-19 would require use of additional reserves

Elementary Model: Option 3

Funding

- In addition to Option 1 and Option 2, additional use of reserves to increase the deficit by 2% ($59.0M)
- The total TDSB deficit would be 3% under this option
- The following reserves would be utilized to provide this additional funding:
  - School Budget Carryovers ($17.7M)
  - Contractual Professional Development Carryovers ($0.9M)
  - Environmental Legacy Fund ($2.3M)
  - Artificial Turf Fund ($0.2M)
  - Long Term Disability Reserve ($37.9M)

Elementary Model: Option 3

Staffing

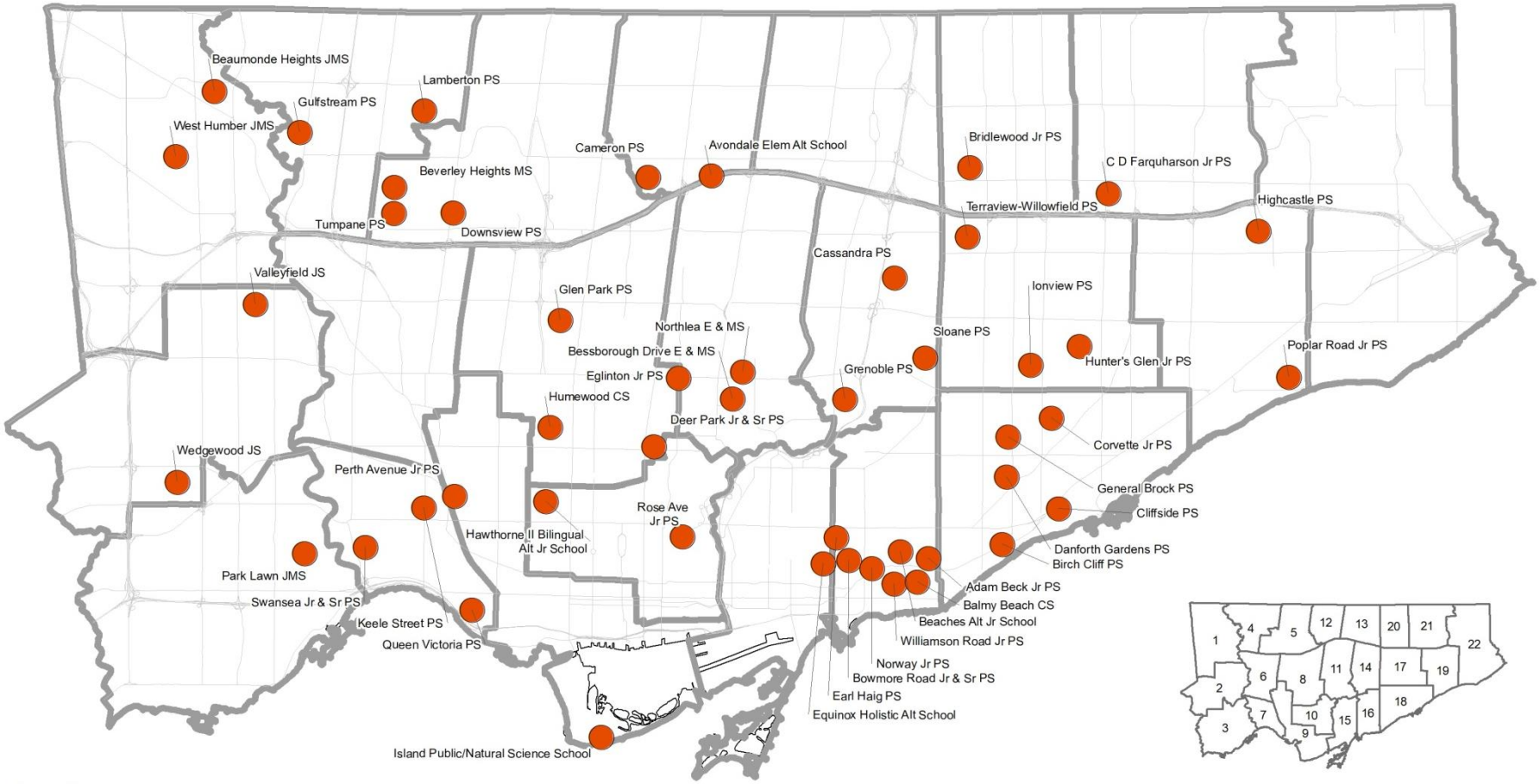
- The use of these reserves would result in an additional 280 teachers
- Total: 1,046 teachers to support smaller class sizes

Elementary Model: Option 3

Considerations and Risks

- Insufficient space to accommodate students
  - Approximately 48 elementary schools could have a shortfall of classrooms after using the gyms, libraries, lunchrooms and cafeterias as classrooms, resulting in an 96 additional classrooms required
- Student supervision
- Transportation
- Use of reserves could significantly impact financial position of TDSB in current or future years
- Potential second year of COVID-19 would require use of additional reserves

Elementary Schools Anticipated to have a Shortfall of Classrooms



Produced by:
Strategy & Planning, TDSB
August 2020

Summary of Financial Options

Description	Option 1	Option 2	Option 3
TDSB additional budget allocation	$2.9M	$2.9M	$2.9M
Ministry Funding for Additional Teachers	$6.3M	$6.3M	$6.3M
Use of Reserves up to 2% Deficit		$29.5M	$29.5M
Use of Reserves up to 3% Deficit			$29.5M
Total	$9.2M	$38.7M	$68.2M
Number of additional Teachers Available	86.0	366.0	646.0

Summary of Available Teachers by Option

Full Time Equivalent Teachers

Source of Teacher		Option 1	Option 2	Option 3
Available Funded Teachers				
	TDSB additional budget allocation	$27.0	$27.0	$27.0
	Ministry Funding for Additional Teachers	$59.0	$59.0	$59.0
	Use of Reserves up to a 2% Deficit		$280.0	$280.0
	Use of Reserves up to a 3% Deficit			$280.0
Redeployed Teachers				
	Central, Itinerant and School-based	400.0	400.0	400.0
Total Teachers		486.0	766.0	1046.0

Optional Attendance

For Regular Schools, Specialized Programs, Alternative Schools and French Programs, Staff is finalizing the process and messaging for Principals and Superintendents on:

- Parents' requests to have their children attend their designated school by address instead of their Optional Attendance school.
- Parents' requests for re-admission/re-entry to FSL programs.

Technology Devices

Principals and Superintendents will receive details on:

- Devices that were distributed to the system in the spring
- Devices that will be returned to them
- How they can purchase additional devices for staff and students
- How parents will be able to ask for devices in September

Transportation

- Toronto Student Transportation Group (TSTG) approved a staggered start to transportation
- All students with Special Education needs (excluding gifted program) will be transported in the first week of school
- Barring any significant issues, bussing would begin for all other students, including French and gifted, in week 2
- Transportation to remote sites would be subject to availability of transportation and where available would not be in place for start of school year.

Delayed Start and Staggered Entry

- As part of a recent update from the Ministry of Education, the concept of delaying the start of school has been suggested and staff are currently looking at this option given the ongoing evolution of plans that are happening.

- Further, staff is considering how a staggered start within each school might occur. For example, to build experience with new routines, a few grades will start for a couple of days and additional grades would begin school on a staggered basis.

Next Steps

Pre-registration: All elementary and secondary families will be surveyed again once all school model information has been finalized.

Returning to School: A Guide to Safely Reopening TDSB Schools:
Update this guide for staff, students, parents, education partners and the community. Create additional documents and resources for staff to provide the necessary information for implementation.

Protocols for Principals:

- Two 'Return to School Working Groups' of Principals, Senior Managers, Staff and Superintendents at the elementary and secondary levels have been working to create elementary and secondary guidelines for school operations as well as teaching and learning for both in-person as well as the fully remote settings
- Superintendents will engage Learning Network Principals and Vice-Principals in almost daily conversations to monitor and support safe reopening and school experiences with close attention paid to addressing local contexts across the TDSB
- Principals will continue to engage parents and School Councils in a variety of ways so that student and parent voice inform climate and decision-making at the local level

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