

Update to Return to School

November 10, 2020



Agenda

- P/VP Compensation
- French Immersion/Extended French
Reorganization in Virtual School
- Secondary Model

P/VP Compensation

- Principals, Vice-Principals & Office Staff were called back to work early in August to ensure schools were ready to welcome back staff and students safely
- Office Staff and Caretaking Staff were paid for their scheduled time
- As Principals & Vice-Principals are 10-month employees, a decision was made to pay them for returning early
- P/VPs were paid the equivalent of 3.75 days

French Immersion/Extended French Reorganization

FACTS about the Elementary Virtual School

- 64,000 students total; 226 French Immersion/Extended French classes for a total of 6,000 students
- Last week, staff completed a reorganization of some French Immersion and Extended French classes within the Elementary Virtual School to ensure that as many FI/EF classes as possible had a qualified French. Staff was responding to a system shortfall of 48 classrooms with unfilled teachers in French Immersion or Extended French.

FACTS about French Immersion and Extended French hours of instruction

- French Immersion in TDSB is 100% French instruction from SK-3; Grade 4 is 80% and 20% English; Grades 5 to 8 is 50% French and 50% English. Total number of French instruction hours is 6000 at the end of Grade 8. The Ministry requirement to continue in secondary French Immersion is 3800 hours. Even with this temporary adjustment to the model of instruction for a few Grade 3 and 4 classes, French Immersion students in Virtual School will fulfill the requirement.
- Extended French is 50% French and 50% English from Grade 4 to 8. Ministry requirements for Extended French are 1260 hours by the end of grade 8. TDSB students in our JEF program accumulate 2250 hours by the end of grade 8.

French Immersion/Extended French Reorganization

- Staff's goal was to maximize the use of French teachers. The model for Grades 4-8 EF and Grades 5-8 Extended French remains unchanged at 50% French and 50% English. The model for Grades 3 and 4 were changed to a 50% French and 50% English where the change was required to enable the pairing up of French and English teachers in order to connect more FI/EF students with French qualified teachers. 92 classes total were impacted by the reorganization. 20 French Immersion grade 3 classes have a 50/50 split.
- Though not ideal, this new scheduling allows for grades 3 to 8 classes to now have French instruction on a more consistent basis. English is usually introduced in grade 4, English will now be introduced in grade 3 for 50% of the time. This model allows all students to receive the necessary instruction in both languages and also remain with their existing classmates.
- This is meant to be a solution that will address Virtual School until we can go back to in person school. This is a very unique school year due to the pandemic and heightened by the shortage of French teachers in Ontario.
- In the meantime, staff will work with teachers in both virtual and in person schools to provide online programs and resources that will support student learning.

Secondary Model in Virtual & Bricks and Mortar

Aligned with our Secondary Program Review report, our aim is to provide access to strong programs for our students in both settings

Models for Quadmester 2 starting November 23 must ensure program viability while centering student pathways and choices

Important Information about Secondary Student Registration

- For Quadmester 1, our secondary in-school enrolment was approximately 50,900 students and virtual school enrolment was approximately 18,000
- For Quadmester 2, 8,500 more students are moving to a virtual learning model. This will mean 38% of secondary students will be learning virtually
- Quadmester 2 in-school enrolments will be 62% of the original projected student enrolment on which each school's staffing was based

WARD	Trustee Name	# of Schools	Secondary Enrolment Projection (which staffing was based on)	In-Person Enrolment Oct 02/20 (Quad 1)	# of In-Person Students who have Requested VS for QUAD 2 as of Oct. 28th, 2020	# of Students Remaining In-Person Schools from Sept Projection for Quad 2
			A	B	C	D=B-C
1	Harpreet Gill	3	2350	1563	629 (40%)	934 (40%)
2	Dan MacLean	6	4812	3680	551 (15%)	3129 (65%)
3	Patrick Nunziata	2	1563	1285	160 (12%)	1125 (72%)
4	Christopher Mammoliti	3	2256	1471	430 (29%)	1041 (46%)
5	Alexandra Lulka	3	3508	2529	391 (15%)	2138 (61%)
6	Chris Tonks	5	2580	1812	345 (19%)	1467 (57%)
7	Robin Pilkey	6	4009	3401	229 (7%)	3172 (79%)



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8	Shelley Laskin	4	4096	3345	168 (5%)	3177 (78%)
9	Stephanie Donaldson	2	1251	931	75 (8%)	856 (68%)
10	Chris Moise	7	4572	3669	540 (15%)	3129 (68%)
11	Rachel Chernos Lin	4	5615	4528	504 (11%)	4024 (72%)
12	Alexander Brown	3	2753	2150	358 (17%)	1792 (65%)
13	James Li	2	1996	1356	206 (15%)	1150 (58%)
14	Trixie Doyle	3	2510	1968	355 (18%)	1613 (64%)
15	Jennifer Story	6	3795	2981	291 (10%)	2690 (71%)

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16	Michelle Aarts	2	2223	1842	137 (7%)	1705 (77%)
17	David Smith	3	2831	2083	443 (21%)	1640 (58%)
18	Parthi Kandavel	3	3271	2282	729 (32%)	1553 (47%)
19	Zakir Patel	6	4191	2939	842 (29%)	2097 (50%)
20	Manna Wong	5	3397	2100	402 (19%)	1698 (50%)
21	Yalini Rajakulasingam	3	3615	2143	606 (28%)	1537 (43%)
22	Anu Sriskandarajah	1	985	764	115 (15%)	649 (66%)

TOTAL	82	68175	50821	8506	42315
				(17%)	(62%)

Maximizing Student Access to Programming in Quadmester 2

- If we were to add to the size of the current Virtual Secondary School, it would result in a 49% increase in the size of the Virtual Secondary School (26,500 total students)
- With the new requests of 8,500 students, this results in a 38% reduction in enrolment in our bricks and mortar schools which puts program viability at risk in many of our schools
- Virtual learning delivered at the local level would allow more schools to maintain staffing and program viability to accommodate student choice

Developing Local Models

- Principals and teachers have worked collaboratively through in-school staffing committees to review school data on student course selection to arrive at models
- Options include:
 - cohorts that are either fully virtual or fully in-school
 - use of “hubs” with different schools
 - simultaneous learning (in-person and virtual)
- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming.

Developing Local Models

- The guiding principle in designing a school-based model is to minimize disruption while centering student choice of programming:
 - At the current time, schools continue to work on timetables of students
 - In order to keep current course offerings in In-Person schools and/or enable students to access courses virtually, most schools have some level of simultaneous learning
 - Schools are still examining “hubs” where possible
- In order to communicate with students, guardians/parents, and staff in a timely manner, final decisions on timetables will be made in the coming days

