

Impact of COVID-19 Update

January 26, 2021



Agenda

- Elementary Switch Survey Data
- Board Resolution and Context
- Elementary Virtual and In-Person Learning Models
- Moving Forward
- Secondary Switch Data

Survey Data as of January 21

Learning Centre	Transfer Direction: B&M to VS	Transfer Direction: VS to B&M	Grand Total
LC1	1017	716	1733
LC2	1705	781	2486
LC3	2152	806	2958
LC4	763	699	1462
Grand Total	5637	3002	8639

Survey Response Data by Grade as of January 21

Students Requesting B & M to VS

	JK SK	1	2	3	4	5	6	7	8	TOTAL
LC1	128	93	86	82	110	111	122	145	140	1017
LC2	204	120	125	151	165	175	228	261	276	1705
LC3	251	172	186	195	203	262	283	300	300	2152
LC4	117	55	82	71	82	82	92	87	95	763
TOTAL	700	440	479	499	560	630	725	793	811	5637

Number of Classes by Grade in VS (Regular Program)

Regular Program	LC1	LC2	LC3	LC4	GRAND TOTAL
JK/SK	94	109	139	87	429
GR1	61	87	101	53	302
GR2	57	82	97	50	286
GR3	60	85	103	52	300
GR4	34	41	51	27	153
GR5	31	43	55	26	155
GR6	29	42	53	25	149
GR7	29	39	47	23	138
GR8	31	41	52	20	144
SUBTOTAL	426	569	698	363	2056

Number of Classes by Grade in VS

(Special Education, ESL, LEAP Programs)

Special Education	LC1	LC2	LC3	LC4	GRAND TOTAL
AUT	7	7	6	9	29
BEH	3	3	4	2	12
DD	14	10	17	9	50
DHH	2	2	1	0	5
DK	3	1	3	2	9
GIFT	7	14	9	6	36
HSP	11	16	16	10	53
LD	2	2	2	2	8
MID	5	6	5	4	20
PD	3	0	0	0	3
SUBTOTAL	57	61	63	44	225

Other (ESL/LEAP)	LC1	LC2	LC3	LC4	GRAND TOTAL
ESL	2	3	3	1	9
LEAP	2	2	1	1	6
SUBTOTAL	4	5	4	2	15

Number of Classes by Grade in VS

(French Immersion and Extended French Programs)

French Immersion	LC1	LC2	LC3	LC4	GRAND TOTAL
SK	5	6	5	7	23
GR1	7	9	6	11	33
GR2	5	6	6	9	26
GR3	6	6	4	8	24
GR4	3	5	2	6	16
GR5	4	3	5	3	15
GR6	2	3	1	4	10
GR7	3	3	4	3	13
GR8	3	1	1	2	7
IEF	0	0	0	1	1
MFI	1	0	0	0	1
SUBTOTAL	39	42	34	54	169

Extended French	LC1	LC2	LC3	LC4	GRAND TOTAL
GR4	3	3	5	2	13
GR5	0	3	2	2	7
GR6	1	3	3	1	8
GR7	2	5	7	3	17
GR8	1	2	5	2	10
SUBTOTAL	7	16	22	10	55

Number of Spaces Available in VS by Grade

Virtual School Spaces Available in English Program Classes
(not including FI,FE or Special Education)

Approximately 2200 spaces across all LCs could be available in Virtual School, but may not align with grade requests.

LC	JK SK	1	2	3	4	5	6	7	8	Total
1	101	57	20	21	107	6	6	11	67	396
2	137	73	67	51	51	56	45	16	49	545
3	172	77	21	79	57	109	78	71	128	792
4	201	37	19	37	14	13	47	91	41	500
Total	611	244	127	188	229	184	176	189	285	2233

Elementary Virtual and In-Person Learning Models - Context

- On December 9, 2020, the Board referred the matter to staff regarding the opportunity for Elementary students to switch between Virtual School and Bricks and Mortar
- Staff have reviewed possible models in light of data gathered and a number of factors, including:
 - Public Health Advice
 - Equity
 - Pedagogy
 - Student and Staff Well-being
- These models will be outlined in this presentation

Timeline of Actions

December 2020

- Establishment of Work Group

December 15, 2020 to January 4, 2021

- Survey available to families to request move from Bricks & Mortar to Virtual Learning or Virtual School to Bricks & Mortar

January 2021

- Survey results collated
- Schools review request lists
- Creation of possible models

January 26, 2021

- Present models for student switch requests to trustees



Possible Switch Models

1. Two-way Switch between Virtual School and Bricks & Mortar In-Person

- Move from B&M to Virtual School (Students requesting VS will be placed in available space in the system. Currently, students are placed according to LC)
- Move from Virtual School to B&M In-Person (Students requesting B&M (in-person) will be placed based on space at the home school)

2. Bricks & Mortar In-Person & Remote Learning

- Move from B&M in-person to B&M Remote Learning/Hubs (Students requesting Remote Learning will be placed in available spaces in Remote Learning through the local school or hub)
- Move from Virtual School to B&M In-Person (Students requesting B&M in-person will be placed based on space at the home school)

Staff reviewed two additional possibilities. One option did not allow for any movement and the other saw all students moving back to their local school. Neither option was supported by staff.

Considerations for Potential Student Movement

- **Equity:** Equitable lens to parameters and decision-making
- **High Risk Covid Neighbourhoods**
- **Toronto Public Health (TPH)** recommendations
- **Well-Being / Mental Health** of students and staff
- For students in **Special Education ISP** classes, placements will be case-by-case
- Placements in **French** Programs would be extremely limited due to staffing and space limitations already experienced at the last switch
- **Transportation**
- Models that require reorganization may need to happen in **stages over a period of time - two way switches will take place over a period of time**

Model 1: Two-way Switch between Virtual School and Bricks & Mortar In Person (based on space)

Students & Families

- Not all student requests will be accommodated
- Supports previous communication regarding switch dates
- Impact on curriculum delivery, assessment and reporting
- If simultaneous learning is considered, challenging implementation
- Students moving to Virtual School will need to learn BrightSpace

School (Staffing, Financial Resources)

- Build staff capacity to continue providing virtual learning
- Collective agreement implications (e.g., challenge to move staff in some employee groups at this point in school year)

Impact

- Limited number of requests met
- Almost no reorganization required



Model 1: Potential Number of Student Requests That Might Not Be Facilitated

At least 2,500 - 3,000 (25-30%)

After initial analysis, staff believe that at least 25-30% of the requests to move may not be facilitated. This represents the potential number of students whose requests to move may not be facilitated due to discrepancies between the nature of the request (program, grade) and actual space availability.

Parameters would begin with the prioritization of requests based on high-risk COVID neighbourhoods.

Model 2: Bricks & Mortar In-Person & Remote Learning

Students & Families

- Supports previous communication regarding switch dates
- More student requests will be honoured (dependent on physical distance requirements)
- Reorganization impacts students and educators (Early Years, Students with IEPs, ELL)
- Allows VS students to return to B & M In Person if space allows
- More multi-grade classes (e.g., triple grades)
- Impact on curriculum delivery, assessment and reporting
- If simultaneous learning is considered, challenging implementation
- Availability of technology

School (Staffing, Financial Resources)

- Financial resource implications if additional staff is required
- Build staff capacity to provide remote learning
- Collective agreement implications (e.g., challenge to move staff in some employee groups at this point in school year)

Impact

- More student requests can be met
- Significant re-organizations in schools



Moving Forward

- Staff support a hybrid of Models 1 and 2 to best support students' health and safety, well-being and academic achievement.
- Staff will address the development of a communications and implementation plan, which will include timelines, guiding principles to place students, resource allocation, etc.

Secondary Switch Data

Quad 2 - 3

Learning Centre	No. of student Requests to move from Virtual School to In-Person	No. of student Requests to move from Local Remote to In-Person	No. of student Requests to move from In-Person to Local Remote
LC1	53	149	1089
LC2	93	61	1363
LC3	36	49	784
LC4	52	74	587
Grand Total	234	333	3823

Questions?



