



REPORT TO

**CORPORATE SERVICES, STRATEGIC
PLANNING AND PROPERTY
COMMITTEE**

**STAFF WORKING FROM HOME – SECONDARY
ADAPTED MODEL, ELEMENTARY VIRTUAL
SCHOOL**

*“Whatever you do, work at it with all your heart, as working for the Lord, not human masters.”
Colossians 3:23*

Created, Draft	First Tabling	Review
October 5, 2020	October 8, 2020	Click here to enter a date.

D. Koenig, Associate Director of Academic Affairs
A. Della Morra, Executive Superintendent of Human Resources and Employee Relations

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

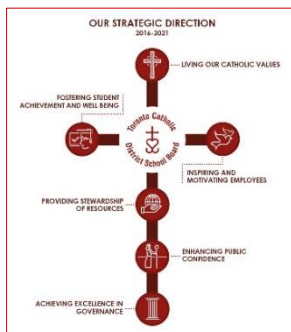
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer



A. EXECUTIVE SUMMARY

The Board of Trustees requested this report as there is a concern with additional staff being present in a school during a pandemic when it may be unnecessary. Staff conducted a survey of all elementary and secondary principals to determine if some staff working virtually could perform their duties at home while not compromising the health and safety of the students in the school.

Our elementary schools are currently working on a regular timetable with students in a face-to-face model except for those in the virtual school. The elementary model has significant supervision concerns as they have implemented a rigorous screening protocol in the morning along with a staggered lunch break and recess breaks. The responses from our elementary principals indicate they would have significant difficulties providing appropriate supervision for students if the teachers working on the virtual program from their home schools were allowed to work from their residence.

For our secondary schools they are currently working on an adapted model program that has students present in the school only in the morning from 8:30a.m. until 11:00a.m. The afternoon session is conducted virtually for all secondary students. A significant majority of secondary principals feel that they can allow staff to work virtually from home in the afternoon and still provide appropriate supervision for any students electing to stay at the school in study hall to complete their lessons.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. At the Student Achievement Committee meeting held on October 1, 2020, the Board of Trustees passed the following motion:

“That the Senior Staff review the Return to School Strategy to see if teachers who teach in the virtual school may teach from home rather than from the school, and further review the secondary school strategy to see if online synchronous learning could be done from home by some teachers rather than at school.”

C. BACKGROUND

1. ***All elementary students, participating in our face to face model, are attending schools for the full day and receiving 300 minutes of instruction.*** Students not attending the virtual school are participating in the regular elementary program during the school day.
2. ***The Ministry of Education has approved an adapted model of program delivery for secondary students.*** Board staff presented an adapted model of delivery for secondary programming to Ministry staff in August. The model was approved and implemented by staff. Students attend school for one course in a face-to-face model in the morning from 8:30a.m. till 11:00a.m. In the afternoon, the students return home to participate in a second course virtually. Some students have the option to work on this second course at the school in a “study hall” format that is supervised by staff.
3. ***All secondary teaching staff are conducting the teaching of their courses in a remote manner during the afternoon.*** Teachers are currently working in their secondary schools to conduct their lessons for their students in the afternoon.
4. ***We have also created the St. Anne Catholic Academy for Virtual Learning.*** Many parents have opted not to send their students to our regular elementary and secondary schools. We currently have approximately 6000 secondary students and 18000 elementary students receiving instruction via the St. Anne Catholic Academy.
5. ***The Ministry of Education in PPM 164, Requirements for Remote Learning, outline the expectation that teachers staff should deliver their lessons virtually in a home school.*** The PPM indicates the following: “Teachers should work from a school or Board facility during remote learning, where possible, with reasonable accommodations if required.”

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***Schools have been instructed to only allow essential visitors to the school during this pandemic.*** Principals have followed guidelines to ensure that only essential visitors are allowed to enter the school building. Parents have been informed to drop students off at a safe location away from the school to ensure that safety protocols are followed.
2. ***Supervision requirements at elementary schools have increased significantly due to the safety measures that have been implemented.*** Principals of elementary schools have had difficulty adhering to the supervision limits as part of the elementary teachers' contract of 60-80 minutes per week. Additional supervision is required due to assigning designated areas for cohorts in the schoolyard to play as well as initiating staggered recesses and lunch hour sessions to avoid direct contact with other cohorts.
3. ***A survey was conducted with elementary principals (Appendix A) to determine if there was the ability for the teachers working in the virtual school to work from their residence instead of their assigned home school.*** Principals were asked if they could adhere to the supervision requirements if they allowed the teachers working in the virtual school to work from their residence and 75% stated that they would have difficulty meeting supervision requirements.
4. ***The increased rate of staff absenteeism due to the screening protocols and the inability to fill those absences due to the lack of occasional teachers has resulted in elementary principals requiring the teachers in the virtual school to provide supervision.*** The increased demand on the occasional teacher roster to fill assignments in the virtual school have left a reduced number of teachers available to fill daily absence assignments. This has further hampered the ability of the principal to provide the required supervision for their student population.
5. ***A survey was conducted with secondary principals (Appendix B) and all principals responded to the survey.*** In summary, 93.5% of principals believe that teachers could work from home in the afternoon to provide lessons or support for their students. Principals felt that student supervisors could provide supervision for those students that elected to stay in the afternoon and complete their lessons in the "study hall" format. Secondary principals

believe that approximately 85% of their staff could work from home in the afternoon to support student learning in a virtual manner.

6. *Secondary principals noted that the only exception to working at home in the afternoon was the Intensive Support Program teachers and support staff. The ISP program for special needs students is running for the full day and the program requires staff to be on site for the entire school day.*

E. METRICS AND ACCOUNTABILITY

1. *Senior staff will instruct elementary principals that do not have supervision requirements beyond their normal staff duties, to allow the teachers who are working in the virtual school to work from their residence for the full day.* Results from the elementary principal survey indicate that there are approximately 25% of principals that could allow teachers delivering a virtual program in their school to work from their own home. Senior staff will work with the principals to ensure that proper supervision is provided. In determining that there is a proper threshold for supervision without the use of teachers of the virtual program, principals can then allow those teachers to work from their home.

Senior staff will instruct secondary principals to allow the appropriate staff to work from home in the afternoon while conducting their lessons in a virtual format. The feedback from secondary principals is that they can provide supervision for those students electing to stay behind and work in the study hall. Principals can also set up a rotational supervision schedule for those non-classroom based teachers to cover supervision requirements in the afternoon for the study hall.

F. CONCLUDING STATEMENT

This report is for the information and consideration of the Board.