



REPORT TO

REGULAR BOARD

## RETURN TO SCHOOL UPDATE

*"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."  
Psalm 146:8*

Created, Draft	First Tabling	Review
August 18, 2020	August 20, 2020	<a href="#">Click here to enter a date.</a>

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## RECOMMENDATION 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.*



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## A. EXECUTIVE SUMMARY

A significant number of motions, approximately 40, were passed at the August 14, 2020 Special Board meeting to further define the TCDSB Reopening Action Plan.

The Plan is updated and available on the TCDSB website. Approved changes that were immediately actionable have been implemented or initiated. Those changes where costing and feasibility are required are presented here for the Board's further consideration.

A financial analysis (*Appendix 'A'*) detailing allocation of the funding approved at the August 14, 2020 Special Board to facilitate safety measures and staffing requirements to provide a safe return to school indicates sufficient reserves to address approved motions to date. Should additional initiatives that are currently being explored (tents, H2O bottle filling stations) also gain approval additional funding will be required to fulfil the initiative.

Additional communication and confirmation has been received from the Ministry on outstanding items such as the Secondary School Adaptive Model and are reported on here as well.

Several key events and communications have occurred since the shutdown of schools in March 2020 and were referenced in the Return to School Update at the August 14, 2020 Special Board Meeting. The following items that affect the TCDSB Reopening Action Plan have occurred in the past week:

<b>August 14, 2020</b>	Special Board Meeting – Return to School Update
<b>August 18, 2020</b>	Ministry approval for secondary models and staggered starts ( <i>Appendix 'B'</i> )
<b>August 19, 2020</b>	Release of Revised TCDSB Reopening Action Plan
<b>August 20, 2020</b>	Registration Questionnaire Reissued

*The cumulative staff time required to prepare this report was 40 hours*

## B. PURPOSE

To provide the Board with response and actions resulting from Board motions and Ministry confirmation as they pertain to the TCDSB Reopening Action Plan.

## **C. BACKGROUND**

1. *At the August 14, 2020 Special Board meeting, the Board approved several motions pertaining to the Return to School plan.* Approved motions included a requirement to add physical distancing where possible, enhanced safety measures, improvements to ventilation, increased water bottle filling stations and use of reserve funds to hire additional school based staff and procurement of resources.
2. *The Ministry of Education has approved a secondary adaptive model. On August 18, 2020 TCDSB received a communication confirming elements of the model that were in question.* The approved adaptive secondary model addresses the limit of 100 direct and indirect contacts by students while in the building and as well as providing an opportunity for distance learning to be held in the school building for families that will struggle with transportation in a shortened day.
3. *The TCDSB Reopening Action Plan has been updated to reflect recent changes.* Items from Board motions and Ministry updates that are confirmed were included for parents to reference. The plan will continue to be updated as information changes moving toward schools reopening.
4. *On August 20, 2020, a Registration Questionnaire was issued to families. The questionnaire is intended to gather much needed data concerning families choices for in person or remote learning as well determining how many children will opt for school bus transportation.*

## **D. EVIDENCE/RESEARCH/ANALYSIS**

### **Cohorting and Distancing**

5. *The Board motioned that class or cohort sizes be limited to allow for 2 metre distancing, or if this is not feasible given space limitations as much physical distancing as is possible.* Further motions recommended cohorts of 15 or 20 students wherever possible. *A total of \$12.3M in Ministry and Reserve Funds* was committed to this initiative to achieve safe distancing, recruitment

of sufficient school-based personnel, securing additional facilities, enhanced custodial services, and necessary transportation requirements.

6. ***A regional approach to the allocation of additional resources will be addressed with the following considerations:***

- First priority to address schools within high incidence areas with high transmission and high-needs (*Appendix 'B'*)
- Next priority given to kindergarten classes and then Grade 7 and 8 classes thereafter to achieve distancing where facilities or TCDSB resources allow, and will then explore options for space outside of TCDSB resources.
- An exemption has been sought from the Ministry to allow DECE's to assist with smaller cohorts in kindergarten classes in the event that there is not a sufficient number of teachers available.
- Staff have been in contact with City staff to identify community centre, public library and park spaces that could assist with distancing.
- Additionally staff continue to engage other community partners for use of spaces that can provide recreation/physical education space for schools in close proximity.

7. ***An analysis of the 34 TCDSB schools located in the TPH identified high incidence areas indicates that students can be distanced within the existing buildings through the use of larger spaces such as libraries and gyms.*** As this would affect the use of these spaces for literacy, music and physical education programs, additional space is being explored in local secondary schools, with the City of Toronto and other community partners to facilitate these programs within a reasonable walking distance from the elementary school. This approach will reduce the need for additional transportation resources during peak hours. Staff will be following up with principals over the next week to review individual plans and determine resource requirements to achieve the desired effect. Plans have been created assuming a full return of students to in-person learning. The results from the registration questionnaire will better inform the need for additional spaces.

8. ***It is estimated that the cost of providing additional spaces through collaboration with the City and other local partners for the 34 schools in the TPH identified high intensity areas is \$102,830 in annual leasing costs.*** This estimate is based on a cost per sq. ft. using TCDSB existing leases as a guide.

9. ***Should available funding remain following the above implementation strategy, staff will proceed to address remaining schools with capacity concerns*** starting with kindergarten classes using the same methodology as above. Schools with capacity concerns are shown in *Appendix 'C'* map and excel table by ward.
10. ***The TCDSB requires an estimated \$70-\$95 million in Ministry funding to create smaller cohorts*** board-wide, based on current estimates of by staff. Staff have ***also been directed to seek an exemption from the Ministry to allow DECE's to assist with smaller cohorts*** in the event that there is not a sufficient number of teachers available. Communications drafted and ***sent letter on August 19 to the Minister of Education.***

### **Plexiglass Shields**

11. ***Staff were asked to implement the purchase of plexiglass desk shields for classes of over 15 students.*** The Board approved an allocation of \$800,000 from the Operating Reserve to purchase 20,000 3-sided plexiglass desk shields for classes of over 15 students and an addition \$200,000 for plexiglass on teacher's desks. As these amounts are not sufficient to address needs board-wide, staff will execute this directive using the methodology listed above identifying, school in high needs areas first and then proceeding with kindergarten rooms and Grade 7 and 8 classes in schools with limited capacity. Staff will include this element in their review with Principals.
12. ***Plexiglass partitions on student desks will require additional cleaning time per classroom.*** It is estimated that to clean one, 15 sq.ft" plexiglass (both sides) on a 18"D x 24"W elementary school desk is approximately 2 minutes per desk. Averaging at 20 desks per class would add 40 minutes per class per day to cleaning requirements. Assessing schools in high incidence areas, this equates to 10.66 (74.66/7hours = 10.66) additional FTE required for these schools. If implemented board-wide, an additional 54 FTE would be required.

### **Staffing and Recruitment**

13. ***The recruitment of additional 25 – 50 caretakers has been approved to address enhanced cleaning measures and is being handled through a recruitment agency for expediency.*** This group of caretakers would be deployed in a regional approach. Deployment will be based on requirements of the Techniclean program. Techniclean is the program used to identify and manage cleaning times. Updated modelling will occur immediately after

results of the registration questionnaire are received and facility plans are finalized.

14. ***Mental Health Funding: Hiring four(4) staff to support a multi-disciplinary approach to address building capacity to address social-emotional learning at the elementary level.***

### **Staggered Entry**

15. ***The Ministry released a memo on August 18, 2020 giving approval for Boards to implement a staggered entry for schools over a two week period.*** This release aligns with the Board recommendation to do so from the August 14, 2020 Special Board meeting. Communications drafted and sent a letter to the Minister in the morning of August 18 prior to receipt of this information.
16. ***Staff have explored various models to allow for a staggered re-entry of students to elementary schools.*** The emerging preference has approximately 1/3 of each class starting in a staggered approach as opposed to a divisional model. Benefits of this would be that every class/teacher has the opportunity to begin and gradually develop protocols and routines with a small group, adding every day or every two days to the group. This provides opportunities for "training" small groups in each class on the safety routines etc. and builds upon their abilities to manage in their space.
17. ***The plan in this form would involve each class list to simply group the students into small groups and assign a start date for each group.*** With a 2 week stagger opportunity it could be small groups of 5 or 6 each day or two, or perhaps groups of eight in a larger class and have them come in every day or couple of days. For equity, it is recommended that an alpha list be used for simplicity however; local considerations will be discussed with the Principal.
18. ***This method of entry would address family concerns and allow schools to schedule siblings*** to start school on the same day alleviating concerns of childcare coverage and home supervision.

### **Virtual School**

19. ***We are currently setting up TCDSB K-12 Virtual School for all students*** who will not be returning to their in-person school and wish to pursue remote learning. Students will be taught the Ontario curriculum through our Catholic faith lens by TCDSB teachers who are hired to teach at the virtual school. The



school day will be organized in a timetable similar to the in-person timetables as presented in the return-to-school document.

20. ***We will have a 300-minute school day with 225 minutes of real-time communication between staff and students*** in Gr 1-12 and 180 minutes for Kindergarten. Real-time communication can include text, voice and video. There will be a combination of large and small group instruction.
21. ***In addition to real-time learning, students will have independent assignments for which they will still be able to engage with their teacher as necessary.*** Students will receive opportunities for daily meaningful feedback and will be provided with a report card at regular reporting times.
22. ***The TCDSB virtual school will provide programming to students with an Individual Education Plan (IEP) and to English Language Learners.***

### **Health and Safety**

23. ***The Board approved that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions, until such time as masks are no longer required or recommended in the general population to prevent the spread of COVID-19.*** This has been incorporated into the updated TCDSB Reopening Action Plan and shared with families.
24. ***Although there was a motion to explore use of face shields where students may have trouble with proper use of masks, Toronto Public Health does not recommend use of face shields alone as an effective way to reduce spread of the virus.*** Young children will be encouraged to wear masks as much as possible and provided with opportunities throughout the day where they can remove their masks safely.
25. ***In addition to previously identified Personal Protective Equipment that will be available for use in schools, clear masks (or expression masks) will be readily available*** to Deaf and Hard of Hearing (DHH) students and any staff member with DHH students.

### **Screening**

26. Staff have developed ***a student-friendly checklist poster and passport (Appendix 'D')*** for daily screening.

27. ***TPH has provided further information and guidance for schools in the form of a JK to Grade 12 COVID-19 Prevention Checklist (Appendix 'E').***
28. ***Health & Safety and Communications are awaiting the protocol from the Ministry of Education and TPH regarding outbreaks.*** Once received, information will be simplified for various school audiences and disseminated on numerous channels including website and social media. Note that TPH has indicated previously a negative test and clearance letter will not be required.

### **Secondary Adaptive Model**

29. ***TCDSB received confirmation on August 18, 2020 that the Ministry approved the Adaptive Secondary Model (Appendix 'F').*** The primary goal being one that ***ensures health and safety of staff and students*** within the Ministry-mandated Adaptive Model guidelines. Staff have worked with secondary principals to arrive at this current draft. Schools such as Cardinal Carter Academy and St. Michael's Choir School will have specialized models in part due to the unique programming and other factors. As school administration prepare for re-entry of students on September 8, local planning will need to occur to ensure that this model appropriately meets scheduling requirements.
30. ***All regular classes will be cohorted and split divided into two groups of approximately 15 students or less.*** This ***quadmestered*** timeline will operate on a ***two-week cycle***. Initially for class 1, students will attend the in-class component every second day for 150 minutes in the morning for the first week and will take class 2 through Distance Learning in the afternoon for 150 minutes. Students may choose to remain in school for the afternoon to participate in Distance Learning in a supervised study hall. ***This alternate week model further protects the health and safety of staff and students by adhering to the limit of 100 indirect contacts.***  
Students who regularly attend Special Education ISP DD/ME specialized classes will attend every day for the full day.
31. ***Please note that further information from the Ministry of Education may further influence the details of this model.***

### **Registration Questionnaire**

32. ***Communications issued messages to families*** with the TCDSB Reopening Action Plan on August 10 and the updated TCDSB Reopening Action Plan on August 19.



33. ***TCDSB issued a registration questionnaire to confirm the intent of families to have students engage in learning in person or remotely. The questionnaire will also collect data concerning transportation needs and is scheduled to close on August 26, 2020.***
34. ***The results of this questionnaire will be critical in the timely creation of class cohorts, organization of school classrooms, staffing requirements and school bus transportation planning.*** For families who may have experienced technical difficulties or changed their mind based on new information, they can contact their Principal to update their response no later than August 28, 2020 at 4:00 p.m.
35. ***Following the questionnaire deadline, families will receive communication notifying them that they have until August 28, 2020 at 4:00 p.m.*** to contact their Principal to make changes to their response(s). For families who may not have received a questionnaire, due to incorrect contact information or technical difficulties, they will also be advised to contact their Principal to ensure response is recorded for their child(ren).
36. ***Students will be able to move from one model to the other at predetermined re-entry dates as below or within a reasonable amount of time determined by the school Principal.***  
Elementary – November 1, February 1  
Secondary – mid November, beginning February, mid April (Quad timelines)  
This direction allows for adjustment of class sizes and staffing allocations in alignment with collective agreement requirements.

### **HVAC, Ventilation and Windows**

37. ***To address the various motions around air circulation, including windows, ventilation and Indoor Air Quality (IAQ), staff are developing a scope of work and will be requesting cost proposals from prequalified Building Sciences consultants to review.*** A firm with expertise in air quality testing, window design and construction and ventilation systems may be contracted to carry out testing in September of CO<sub>2</sub> (carbon dioxide) levels at samples of schools with various types of ventilation systems and windows. This has to be done when the buildings are occupied since it is the people in the room that produce CO<sub>2</sub>. The CO<sub>2</sub> level is a good indication of how well the products of respiration are removed from the air. By comparison and review of the various

systems and window types, the consultant will then make recommendations for improvements.

38. ***TCDSB schools have never exceeded Ministry of Labour Occupational Exposure Limits for carbon dioxide during an 8-hour period in Ontario workplaces of 5000 ppm in previous IAQ studies.*** The ASHRAE comfort CO2 level to dilute bio effluents (i.e. body odour from building occupants that creates the stuffy air) is around 1100 ppm. The most common concern have received by the Health and Safety Department regarding IAQ in our schools over the years is temperature related. Many concerns come from schools that rely only on mechanical ventilation versus operable windows. People have different preferences in terms of indoor temperature and ASHRAE guidelines state that everyone's comfort level will not be satisfied.
39. ***As suggested in the August 14 School Reopening report to Board, the Maintenance Department will proceed with modification of some vertical sliding windows on a limited basis to increase the opening from 4 inches to 12 inches.*** Since this will be a time-consuming process likely to take several weeks, priority will be given to schools in high COVID risk areas with no mechanical ventilation. For one window in each classroom, the spring mechanism will first be inspected and repaired if necessary to ensure that the window can be opened to 12 inches without risk of falling. Once this is confirmed, the restrictors will be raised to allow an opening of 12 inches. If possible, this modification will be to the window directly opposite the classroom door to further facilitate air circulation. As mentioned earlier, a building science engineer with expertise in windows will be retained to further investigate potential for increased natural ventilation through windows.
40. ***Ventilation is the most essential element of any HVAC system. It influences air quality and energy efficiency, and proper ventilation helps controls odors, dilutes gases (such as carbon dioxide), and inhibits the spread of respiratory diseases.*** Submitted by schools Environmental Support Services (ESS) has a proactive Preventative Maintenance (PM) program in place to service HVAC, air handlers and related equipment. These units are serviced on a regular basis throughout the year.
41. ***In addition to the PM program, ESS has developed an action plan to improve the school ventilation includes the following steps:***

1. Air Handling Unit's (AHU's) filters will be changed four (4) times per year, throughout the entire system, which represents one additional filter change per year. These filters are HEPA quality
2. Increase in the Free Cooling procedure, which involves opening the AHU's outside dampers to increase the fresh airflow intake and distribute throughout the system.
3. Increase the Preventative Maintenance program for the AHU's and exhaust fans during the summer to make sure all the systems are ready to handle the schools opening in September.
4. Raise the priority of the ventilations work-orders deficiencies to complete it in a timely manner.
5. For older schools without mechanical ventilation and only exhaust fans, the operating schedule for these fans will be increased. This will generate an additional increase the negative pressure created which draws the old air from inside the building and enhances the use of natural ventilation through open windows and doors.

### **Community Use of Schools**

42. *In order to support both the health and safety protocols and enhanced cleaning procedures in place for the return to school, the TCDSB will not be issuing permits for community use of schools during the month of September.*
43. *A delay in allowing permitting of school spaces will provide necessary time to accommodate the requirement for physical distancing in schools, as well as ensuring the availability of sufficient resources for permit supervision.*
44. *Staff are currently in the process of determining the parameters of a limited community use of schools program in order to provide opportunities for outside organizations to access space and offer programming in TCDSB facilities. Any permits issued will be required to adhere to in-force physical distancing requirements, permitted activities, and restrictions on the size of gatherings.*

45. *A communication is being prepared for distribution to all permit applicants regarding the delay in the issuance of permits for the 2020-2021 school year.*

**BOARD MOTIONS REQUIRING COSTING AND FEASIBILITY**

**Simultaneous in-class & online live-streaming Teaching-Learning model at both Elementary & Secondary panels**

46. *Live-streaming Technology in each classroom would take 6 to 8 months to implement and cost, at minimum, \$70.5M.* While the concept of the live-streamed classrooms is appealing on many fronts, staff believe it is not currently a feasible solution at a large scale because of cost. Staff reviewed the cost and feasibility to implementing live-streaming technology in each classroom. At minimum, each classroom would require a large format display, microphones, speakers, and camera systems to incorporate live streaming for class of 15 students at the school while the remainder are connected from home. Using industry recommended specifications and working with audio/visual equipment manufactures, staff have determined that it would cost a minimum of \$15,000 per classroom to deploy this technology. This includes computer hardware, displays, sounds, cameras, installation, and associated software licensing. The TCDSB currently has approximately 4,700 active classrooms. At the estimated per classroom rate, it would cost a total of \$70.5M plus a yearly reoccurring cost of \$3.1M for room conferencing software licensing. Furthermore, vendors have told TCDSB staff that inventory for interactive displays will not be available for shipment until October 2020. We would also need a minimum of 4 months to stage, setup, and configure all devices to each school after delivery from the manufacture. Finally, if the practice continues, the devices would need to be replaced in 4 to 5 years at approximately the same cost as the first year.

47. *Although this solution is currently cost and time prohibitive, staff are recommending that the TCDSB engage in small low-cost pilot of this technology over next 12 months.* This would give TCDSB experience with this technology and, should it or similar technology become more affordable in the future, the experience would likely prove valuable in accelerating future technology roll-outs.

**HEPA Filters**

48. *Environmental Support Services has begun to investigate the use of HEPA Air Purifiers. These air purifiers are more typically used in environments e.g. hospitals and dental offices where biological hazards are more common.*

Based on discussions with one of the Board’s environmental consultants, it is clear that while many consumer products self-identify as HEPA air cleaners, there are very specific criteria of a true HEPA filtered device e.g. an integrity test (the unit must be tightly sealed .All air must flow through the filter and the filtration rate must be 99.97% of particles greater than 0.3 microns. Virus or bacteria particles less than 0.3 microns cannot be trapped by a HEPA filter. Although the COVID-19 virus is about 0.1 microns in size, it generally bonds to water droplets coming from the nose and mouth and these aerosols range from 0.5 to 3.0 microns in size and can be captured by HEPA filters.

- 49. ***Air purifiers have set filtration capacity generally based on a square footage of a room.*** There are a number of other factors, which affect the efficiency such as number of occupants and airflow from other ventilations sources, window, doors etc. The efficiency of the unit is also dependent on the type of filter, cleaning and scheduled servicing.
- 50. ***Staff are currently surveying the marketplace and reviewing unsolicited proposals*** for air purifiers in order to identify units which could potentially be used in rooms where there is limited ventilation to mitigate poor air availability. Note that the majority of our schools have mechanical ventilation systems with HEPA quality filters. It will not be possible to place portable filters in every classroom, but rather staff will concentrate on schools in high COVID-19 transmissions areas. Further concentration will be placed on schools with no mechanical ventilation and in classrooms with low to no natural ventilation.
- 51. ***Staff have also begun looking for a HEPA air purifier that can function effectively in a typical classroom of 750 square feet and*** will engage a consultant in a more formal process as part of this process.

**Water Bottle Filling Stations**

52. ***There are 67 schools that do not currently have water bottle filling stations installed.*** In addition, there are 56 schools with only one (1) water bottle filling station installed. Each water bottle filling station unit is priced at \$900 with an installation cost of \$5,000, which includes retrofits, contingency and asbestos removal. Assuming a goal of at least two water filling stations in every school, an additional 192 units would require installation at a total cost of \$1,132,800. A breakdown of current inventories is shown here:

Total number of water bottle filling stations	281
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Number of Schools with water bottle filling stations	139
Number of Schools Without Water Bottle Filling Station	67
Number of Schools with only 1 water bottle filling stations	56

***53. Communications drafted and sent letter requesting funding for this implementation on August 19 to the Minister.***

**Portable Handwashing Stations**

***54. Portable handwashing stations, to rent and/or purchase, are being sourced for potential use in targeted critical locations where washrooms are not available on every floor.*** Lead-time for ordering units to purchase is 2-4 weeks, with the shorter lead times corresponding to higher prices. Cost per unit ranges from \$1,550 to \$4,150. Units are available for purchase that can be installed in place of existing drinking fountains, if available, eliminating the need for filling and emptying reservoirs. Reservoir-type units require servicing at least twice daily. Servicing includes cleaning, filling/emptying water reservoirs, disposing wastewater, possible water chemical treatments, replenishing soap and paper towel supply, etc. A strict procedure on servicing reservoir-type units must be established and enforced in order to avoid the risk of water contamination and/or bacteria spread.

***55. Rental reservoir-type units could be obtained more quickly, at a cost of \$400 - \$800 per month, but there is limited availability currently on the market.*** Of six suppliers contacted by Board staff, only two had units available, with about 25 units. Staff have identified approximately 100 floors with no washrooms for possible targeted installation of rented and/or purchased handwashing stations.

***56. Touchless hand sanitizers are also being sourced to be used on floors that have no washroom facilities.***

**Tents**

***57. Staff have investigated options from several suppliers for tent structures to accommodate outdoor learning.*** Due to long lead-time, cost, maintenance issues and use of tents after the pandemic is over, consider staff recommend rental of tents rather than purchasing. Rentals are readily available from a number of suppliers, all of whom carry a 20 x 40 ft. (800 sq.ft) tent, which approximates a standard classroom size of 750 sq.ft. There are larger tent



sizes available that could be divided for multiple classroom spaces, however most of TCDSB school sites are too small for large tents and building permits would be required for larger structures. Staff have reached out to Toronto Building to confirm the maximum size that can be installed without a permit and whether permits can be expedited due to the pandemic. Walls are included in all of the tent options, which can be opened or closed as required. Flooring is included on some models and optional in other.

**58. *There are a number of factors to consider in evaluating whether tents for outdoor classrooms are a viable option to mitigate social distancing and air circulation challenges for school reopening, as follows:***

- Rental cost for a 20 x 40 ft. tent ranges from \$1,500 - \$8,800 for the first month and \$1,312 - \$4,400 per month for additional months;
- Possible requirement for building permits;
- Inventory of site sizes needed and impact on play area needs to be evaluated;
- Utility locates required prior to installation;
- Enclosed tents could be easily broken into; recommendation is for walls to be left open, with option to lower during inclement weather, and nothing moveable stored inside;
- Availability and time required to install in multiple locations; perhaps consider in high COVID risk areas of the City for schools where building space is limited but site space is available.

**Safety and Renewal Inspections**

**59. *Schools are inspected by the Ministry of Education every five years to assess renewal needs.*** The inspection data are entered into a facility condition database called VFA, and renewal needs of various building components are classified as low, medium, high and urgent priority over a five-year period based on the expected life cycle. The Renewal Plan is then developed by staff based on the funding available and utilizing VFA information along with detailed site review to confirm the actual condition of building components, along with other needs identified by principals, custodians, maintenance staff and area supervisors and not captured in VFA. The 2019-2020 Renewal Plan is posted on the Board website under “Investing in Our Schools” at the following link:

<https://www.tcdsb.org/Board/PlanningandFacilities/InvestingInOurSchools/Pages/2019-2020RenewalPlan.aspx>

60. *Monthly safety inspections of each school and TCDSB workplace are conducted by the Board's 14.5 FTE health and safety inspectors as per Ontario's Occupational Health and Safety Act.* Safety inspection reports will be posted on the TCDSB website starting September 2020.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. *A Return to School staff guidebook will be provided.* This guide will provide clear definitions, roles and procedures associated with returning to school during the pandemic.
2. *FAQs continue to be gathered from parent feedback.* The board continues to provide updates and frequently asked questions and answers on the board website and social media channels.
3. *Local planning considerations will take place at the school level in late August in collaboration with school principals.* Input gained through continued consultation with stakeholders will be considered during this process.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.