



ADDENDUM
REGULAR MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, November 19, 2020

7:00 P.M.

	Pages
12. Delegations	
12.a. From Sandra Mastronardi regarding Equity and Inclusion of Special Education Needs Students	1
12.b. From Nicole Richard regarding 2020/2021 Catholic Student Leadership Impact Team (CSLIT) Pillars of Focus and Student Surveys	2
12.c. From Julie Altomare-DiNunzio, representative of Toronto Elementary Catholic Teachers (TECT) regarding Return to Work Plan	3 - 5
17. Matters recommended by Statutory Committees of the Board	
17.a. Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held October 14, 2020	6 - 16
Recommendation to Board:	
1. That the letter of interest application from Geoffrey Feldman, Association Representative from Ontario Disability Coalition, be approved based on the application meeting the criteria for SEAC Membership (Letter of Interest to Serve as Special Education Advisory Committee Member from Geoffrey Feldman for the Ontario Disability Coalition)	

- 17.b. *Approved Minutes of the Audit Committee Meeting Held September 30, 2020* 17 - 24

Recommendations to Board:

1. That Staff include in the notes of the Financial Statements the impact of COVID-19 financial considerations for 2019-2020 and 2020-2021 (Trevor Ferguson and Scott Finkell, representing Deloitte LLP, regarding the 2020 Audit Service Plan); and

2. That Staff provide the Board with the process on recovering any devices that were provided on loan for remote learning to students who are no longer students of the Toronto Catholic District School Board (TCDSB) (2019-2020 Third Quarter Financial Status Update)

18. Matters referred/deferred from Committees/Board

From the November 11, 2020 Special Board and the October 15, 2020 Regular Board Meetings

- 18.e. *Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) - Inspiring Active Citizenship in Catholic Education (Information)* 25 - 35

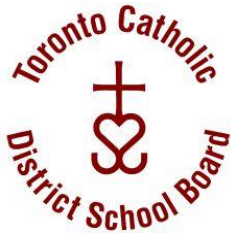
From the November 11, 2020 Special Board Meeting

- 18.f. *Catholic Student Leadership Impact Team (CSLIT) 2020-2021 Pillars of Focus (Refer Item 18e)* 36 - 60

20. Reports of Officials Requiring Action of the Board of Trustees

- 20.a. *REVISED: Recommendation for Resolution to Reaffirm Toronto Catholic District School Board's Commitment to International Education Program* 61 - 131

- 20.g. *2019-20 Draft Audited Financial Statements* 132 - 165



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3) Minutes

Name	Sandra Mastronardi	
Committee	Regular Board	
Date of Presentation	11/19/2020	
Topic of Presentation	Equity & Inclusion of Special Education Needs Students	
Topic or Issue	Meeting the full spectrum needs of students with special education needs	
Details	Due to the circumstances of this time, SEN students are at greater risk of being overlooked and isolated. This a call to action!	
Action Requested	That board ensure that pillars of equity and inclusion are being met pertaining to SEN students.	
I am here as a delegate to speak only on my own behalf	Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/19/2020	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

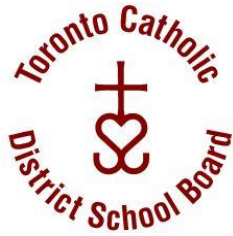
PLEASE BE ADVISED THAT ALL STANDING
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Delegation No. _____

[] Public Session
[] Private Session
[] Three (3) Minutes

Name	Nicole Richard		
Committee	Regular Board		
Date of Presentation	11/19/2020		
Topic of Presentation	2020/2021 CSLIT Pillars of Focus & Student Surveys		
Topic or Issue	2020/2021 CSLIT Pillars of Focus & Student Surveys		
Details	Active listening from leadership can promote mindful thinking in students, and allow them to build better relationships and engage themselves in conversation with their peers, allowing them to grow into productive members of a cohesive society.		
Action Requested	Listen to the students.		
I am here as a delegate to speak only on my own behalf	Yes		
I am an official representative of the Catholic School Parent Committee(CSPC)	No		
I am an official representative of student government			
I am here as a spokesperson for another group or organization			
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14			
Submittal Date	11/19/2020		



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Julie Altomare-Di Nunzio	
Committee	Regular / Special Board	
Date of Presentation	11/19/2020	
Topic of Presentation	Return to Work Plan	
Topic or Issue	Is the Return to Work Plan safe?	
Details	Given the ever increasing number of COVID -19 cases, TECT has concerns regarding the Board's ability to fulfil the commitment to foster healthy and safe learning and working environments.	
Action Requested	That the Board of Trustees implement further measures to enhance safety in our schools.	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)		
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	11/18/2020	



TECT Delegation to the Board of Trustees November 19, 2020

Doug Ford stated yesterday: *The virus is spreading at an alarming rate in these areas and I can't stress this enough; this situation is extremely, extremely serious.*

The experts have stated that a successful reopening of schools is dependent on lower numbers of COVID-19 in the community.

On September 18, 2020, Ontario reported 425 cases and Toronto reported 130. Yesterday, Ontario reported 1417 cases and Toronto, on its own, had 410 cases.

On September 18, two TCDSB schools reported COVID-19 cases. By the beginning of this week over 127 schools had cases with 84 still dealing with active cases. Yesterday there were 136 active student cases in our schools.

We are reminded by the experts that each one of those documented cases is a child or an educator with a family. A family whose future may well be compromised by exposure to this virus.

I have heard from my members who love teaching, but who are worried that more students may become infected and that they too, or a colleague, may become infected. They are concerned that this virus will spread among loved ones.

Regardless of the numbers or these concerns, Minister Lecce proclaimed yesterday that “*Ontario’s safe schools plan has worked to keep students safe.*”

His comments are reminiscent of the Walkerton tragedy where 7 people died and thousands, including children, became violently ill. Even after people became very sick, public officials said, “**The drinking water was OK.**” This reckless denial of the situation led to more suffering and deaths.

It is time for Minister Lecce and Premier Ford to stop saying the schools are “OK.” It is time for the government to make the hard decision and close schools.

As the largest Catholic School Board, please do not also say, “Everything is OK.”

Pope Francis reminds us that **All it takes is one good person to restore hope. As Trustees you can:**

- Restore hope by empathizing with our members and students.
- Restore hope by holding this government accountable and recommending to Minister Lecce, that schools must close until COVID-19 cases in the community significantly decrease.
- Restore hope by acting to save lives and stop the suffering within our TCDSB communities.

OUR 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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through witness, faith, innovation and action.*



MINUTES OF THE REGULAR VIRTUAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

HELD WEDNESDAY OCTOBER 14, 2020

PRESENT:

Trustees: N. Crawford, Chair – In Person
A. Kennedy

**Non-Voting
Trustee:** Norman Di Pasquale

**External
Members:** George Wedge, Vice Chair
Joy Alma
Melanie Battaglia
Wendy Layton
Lori Mastrogiuseppe
Tyler Munro
Deborah Nightingale

Staff: D. Koenig
M. Meehan
V. Cocco
M. Gendron
R. Macchia
J. Mirabella
F. Piddisi
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

1. Call to Order

Trustee Crawford introduced Joy Alma and Wendy Layton, the new SEAC community representatives.

3. Roll Call & Apologies

Apologies were extended on behalf of Trustee Di Giorgio, Mary Pugh and Glen Webster.

4. Approval of the Agenda

MOVED by George Wedge, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum, be approved.

On the Vote being taken, the Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by George Wedge, that the Minutes of the Regular Meeting held September 16, 2020 be approved with the following amendments:

Page 14, Item 14f) Recommendation 1:

i) That *as soon as possible* be inserted after *made*.

ii) That *SEAC budget* be replaced with *Special Education budget*.

On the Vote being taken, the Motion was declared

CARRIED

7. Annual Calendar Items

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 7a) be adopted as follows:

- 7a) Special Education Advisory Committee (SEAC) Annual Calendar** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 7b) be adopted as follows:

- 7b) Special Education Plan Review: The Special Education Advisory Committee (SEAC)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 7c) be adopted as follows:

- 7c) Special Education Fair (Verbal) – Maria Meehan, Superintendent Special Services** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 7d) be adopted as follows:

- 7d) Report from Informal Working Group’s Virtual Meeting of October 9, 2020** received.

On the Vote being taken, the Motion was declared

CARRIED

9. Nominations

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 9a) be adopted as follows:

- 9a) Letter of Interest to Serve as Special Education Advisory Committee Member from Geoffrey Feldman for the Ontario Disability Coalition** received.

MOVED IN AMENDMENT by George Wedge, seconded by Trustee Kennedy:

Received and that SEAC recommend to Board that the letter of interest application from Geoffrey Feldman, Association Representative from Ontario Disability Coalition, be approved based on the application meeting the criteria for SEAC Membership.

On the Vote being taken, the Amendment was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

10) Reports of Officials for Information

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 10a) be adopted as follows:

10a) Special Education Superintendent Update – October 2020 received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 10b) be adopted as follows:

- 10b) Response to the Delegation regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Deborah Nightingale that the Agenda be reopened to add an Inquiry.

On the Vote being taken, the Motion was declared

CARRIED

17) Inquiries and Miscellaneous

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 17a) be adopted as follows:

- 17a) From Deborah Nightingale regarding In-Person Meeting of the SEAC Committee for Persons Who Are Willing and Able** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

18. Pending List

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 18a) be adopted as follows:

18a) Pending List as at October 14, 2020 received.

On the Vote being taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for:



Community
Member

OR



Local Associations Membership

Surname:	Feldman	First Name:	Geoffrey
Main Contact Number:		Alternate Contact Number:	
E-mail address:			
Child(ren)'s School(s):	Father John Redmond CSS		
Organization Name:	Ontario Disability Coalition		
Organization Address:	5 Skywood Drive, Richmond Hills, Ontario, L4E 4L2		
Main Contact Person:	Sherry Caldwell		
Main Contact Number:	416-903-5067		

1. To which other TCDSB parent organizations do you presently belong:



CSAC



CPIC



TAPCE



None

2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:

Ontario Disability Coalition - Director role to assist with management, wordpress, and advocacy.

Ontario Genetics Advisory Committee - Parent Advisor - Ontario Health - setting policy for genetic procedures in the Province of Ontario.

Genomics ADVISER 2.0 - Parent Advisor - revise web-page that informs patients on genomic testing and results.

Ontario Health - part of Health Quality team of Parent Advisors - setting quality care measures, policy & info booklets for the Province of Ontario.

3. Briefly outline the reasons why you are interested in being a member of this committee:

My daughter is my SN teacher as she is a member of the community of youth that require additional assistance. As my role in CPIC is winding down after serving since its conception in 2007, I am looking to other committees that can use my experience and knowledge.

4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:

As a business consultant and a parent of a wonderful daughter with multiple exceptionalities caused by an extremely rare syndrome I have spent many years advocating for her at school and at Ontario Parliament for all children, youth and adults with a disability. I am on various committees at Health Quality Ontario which is part of Ontario Health adding a parent perspective to Ontario Health quality standards

5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:



NO



YES Please explain:

6. Have you been selected to be part of another TCDSB Committee within the past 12 months?



NO



YES Please specify the Committee:

Secretary of Toronto Catholic PIC.



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?
Yes I do

8. Provide any additional comments to be considered in regards to your participation on this committee: Toronto CPIC is entering a new phase of leadership of the parent voice. As many of the TCDSB Staff and Trustees know I can work with others, represent and delegate parent viewpoints, used to Committee process including Robert's Rules.

Completed membership application form and request for nomination letter submitted by Geoffrey Feldman to the attention of the Director of Education and SEAC Chair via email to:

rory.mcguickin@tcdsb.org & nancy.crawford@tcdsb.org

Date:

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>

5 Skywood Drive, Richmond Hill, ON L4E 4L2 (416) 903-5067

Thursday, October 1 2020

Toronto Catholic District School Board
Catholic Education Centre
80 Sheppard Avenue East, Toronto Ontario M2N 6E8

Attention: Trustee Nancy Crawford, Chair SEAC Committee,
Dr. Brendon Browne, Director of Education

I'm writing to highly recommend Geoff Feldman as a representative for Toronto Catholic District School Boards, Special Education Advisory Committee. Geoff Feldman, has been a long-time volunteer with the Ontario Disability Coalition since it was established in 2017. He is a passionate change maker, who works collaboratively and diligently to ensure ALL students have equitable education opportunities and access to health services they require to reach their full potential.

The Ontario Disability Coalition (ODC) is a grassroots coalition that was established in 2017 to be the voice of disabled individuals, parents, caregivers, and health service professionals. Our primary goal is to advocate for health care services that a person needs to find their way towards achieving as normal a life as possible. Our secondary goal is to ensure that all publicly funded services, have minimal wait times, are fully accessible and flexible to meet the needs of all disabled individuals. We are willing to assist with policy development related to issues of children, youth and adults with disabilities. We will co-operate where possible with other organizations and advocates for individuals with disabilities. We will assist with and support the efforts of parents, caregivers and professionals to meet the needs of people with disabilities. We will preach accountability and transparency with all publicly funded or public supported health services.

Sincerely,



Sherry Caldwell
Co-Founder, Ontario Disability Coalition

Contact:
Tel: 416-903-5067 Email: OntarioDisabilityCoalition@gmail.com

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MINUTES OF THE REGULAR VIRTUAL MEETING OF THE AUDIT COMMITTEE OPEN (PUBLIC) SESSION

HELD WEDNESDAY, SEPTEMBER 30, 2020

Trustees: A. Kennedy, Chair
M. Del Grande
D. Di Giorgio

Non-Voting Trustees: J. Martino

External Members: N. Borges
R. Singh

Staff: B. Browne
L. Noronha
M. Eldridge
P. Matthews
P. De Cock
D. Bilenduke
D. De Souza
C. Giambattista
G. Sequeira

S. Pellegrini, Acting Recording Secretary

External Auditors: T. Ferguson, Deloitte LLP
P. Hatt, Toronto and Area Regional Internal Audit Team

5. Approval of the Agenda

MOVED by Nancy Borges, seconded by Ryan Singh, that the Agenda be approved.

On the Vote taken, the Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval & Signing of the Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Nancy Borges, that the Minutes of the Meeting held June 22, 2020 be approved.

On the Vote taken, the Motion was declared

CARRIED

Trustee Di Giorgio joined the virtual meeting at 6:48 pm.

Dr. Brendan Browne was introduced as the new Director of Education.

9. Presentation

MOVED by Trustee Del Grande, seconded by Ryan Singh, that Item 9a) be adopted as follows:

- 9a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that 9b) be adopted as follows:

- 9b) Trevor Ferguson and Scott Finkel, representing Deloitte LLP** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Ryan Singh, that Item 14a) be adopted as follows:

14. Staff Reports

- 14a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team, regarding the Regional Internal Audit Team Update** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Di Giorgio, that Item 14b) be adopted as follows:

- 14b) Trevor Ferguson and Scott Finkell, representing Deloitte LLP, regarding the 2020 Audit Service Plan** received and that the Audit Committee recommend to Board that Staff include in the notes of the financial statements the impact of COVID-19 financial considerations for 2019-2020 and 2020-2021.

MOVED IN AMENDMENT by Ryan Singh, seconded by Trustee Kennedy,

that with revisal, that the Toronto Catholic District School Board (TCDSB) will comply with the Public Sector Accounting Standards.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Nancy Borges, that the meeting resolve into TRIPLE PRIVATE Session.

On the Vote taken, the Motion was declared

CARRIED

The meeting resumed with Trustee Kennedy in the Chair.

The attendance list of Committee members remained unchanged.

MOVED by Trustee Del Grande, seconded by Trustee Di Giorgio, that Item 14c) be adopted as follows:

- 14c) Audit Committee Non-Board Community Members' Term of Office** that the Audit Committee advertise that the two Non-Board Community Member positions on the Audit Committee are vacant as of February 2021.

MOVED IN AMENDMENT by Trustee Del Grande, seconded by Trustee Di Giorgio, that Staff organize a process whereby the Audit Committee members would be able to provide a formal feedback to Non-Board Community Members' on the Audit Committee.

On the Vote taken, the Amendment was declared

CARRIED

Nancy Borges and Ryan Singh recused themselves from the vote.

On the Vote taken, the Motion, as amended was declared

CARRIED

Nancy Borges and Ryan Singh recused themselves from the vote.

MOVED by Trustee Del Grande, seconded by Trustee Di Giorgio, that Item 14d) be adopted as follows:

- 14d) 2019-2020 Third Quarter Financial Status Update** received and that the Audit Committee recommend to Board that Staff provide the Board with the process on recovering any devices that were provided on loan for remote learning to students who are no longer students of the Toronto Catholic District School Board (TCDSB).

On the Vote taken, Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 14e) be adopted as follows:

14e) Audit Committee Annual Agenda/Checklist received.

MOVED IN AMENDMENT by Ryan Singh, seconded by Nancy Borges, that the Enterprise Risk Management Item be moved to the November 17, 2020 Audit Committee Meeting.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended was declared

CARRIED

16. Inquiries and Miscellaneous

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 16a) be adopted as follows:

16a) Toronto District School Board (TDSB) Follow-up Inquiry regarding, Collaborating on a Joint Toronto Catholic District School Board (TCDSB)/TDSB Transportation Audit List received.

On the Vote taken, the Motion was declared

CARRIED

17. Updating of Pending List

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 17a) be adopted as follows:

17a) Pending List received.

On the Vote taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by Nancy Borges, seconded by Trustee Del Grande, that the meeting resolve into Closed (PRIVATE) Session.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

VOICES THAT CHALLENGE 2020 CSLIT – INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

So let a man think of us as Christ's servants, and stewards of God's mysteries. Here, moreover, it is required of stewards, that they be found faithful. (1 Corinthians 4:1-2)

Created, Draft	First Tabling	Review
September 21, 2020	October 15, 2020	Click here to enter a date.

K. Baybayon, Student Trustee, CSLIT Co-Chair
K. Nguyen, Student Trustee, CSLIT Co-Chair
M. Consul, Catholic Student Leadership Resource Teacher
M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education

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

This report shares student perspectives on how positive change can be made within the Toronto Catholic District School Board (TCDSB) community and beyond. It identifies five key pillars that students have deemed important to take action. This report provides a vision for what the Student Trustees, the Catholic Student Leadership Impact Team (CSLIT) Executive, and the CSLIT General Assembly plan to work on during the upcoming academic year. It includes ideas and examples which address the recommendations brought forward by the outgoing CSLIT Executive Council and Student Trustee. In addition, it includes valuable student input pertaining to the implementation of social justice initiatives relevant to the selected pillars.

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

B. PURPOSE

1. This report complies with the requirement of an annual report to the Board of Trustees normally based on CSLIT's "*Voices that Challenge*" conference which was unable to occur due to COVID-19 school closures.
2. The issues raised within the five pillars represent the collective voice of the students. The opportunity to present these concerns at the board level allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students. During the first CSLIT online meeting of the year, held on Wednesday, September 9, 2020, participants were given the opportunity to provide input on last year's 5 pillars. The current student trustees will be seeking further clarification on these recommendations at the next general assembly virtual meeting on Tuesday, September 29, 2020. This strategy will better allow them to prioritize and clarify the recommendations in order to select what specific initiatives to focus on during their term.

C. BACKGROUND

1. Due to COVID-19, schools March break until the end of June, 2020, with Distance Learning in effect. This prevented the occurrence of CSLIT's annual *Voices that Challenge* conference. Normally, participants are able to provide input in regards to the current needs and priorities that students are

most passionate about. Unfortunately, due to school closures, this conference was not able to take place.

2. In addition, due to COVID-19, leaders from across the school board were unable to gather at Olympia Sports Camp this summer. Over the last 12 years, CSLIT has organized *Catholic Leadership Camp* at the end of August where students from every TCDSB high school are able to interact, collaborate, and share. It is also an opportunity for newly appointed CSLIT executives to further discuss what pillars should be focused on for the upcoming school year.
3. Rather than a retreat at Olympia Sports Camp, on Wednesday, September 2, 2020, our newly appointed 2020-2021 CSLIT Executive got together to review last year's pillars and action plans. Since many of the action plans were not able to be fully completed due to school closures, CSLIT Executive members agreed to continue focusing on the same pillars but to create new action plans that are more conducive to this year's educational climate.
4. On Wednesday, September 9, 2020, CSLIT held its first virtual online general assembly meeting of the year. This gave the student body an opportunity to provide input on this year's renewed pillars of focus.
5. The Student Trustees plan to present these recommendations to the entire CSLIT General Assembly at their next virtual meeting on Tuesday, September 29, 2020, so that a wider poll can be administered. This will be extremely useful in ensuring that the opinions brought forward during the 2019 "*Voices that Challenge*" conference are still relevant. After the opinions of the wider General Assembly are compiled, CSLIT Executive members will review the student ideas collected and prioritize various action items attributed to each pillar.
6. Pillars of focus and the action items associated with each pillar will be assigned to appropriate CSLIT Executive members and subcommittees so that action can be taken to make those visions a reality.
7. The practice of recommending initiatives from the "*Voices that Challenge*" conference through the outgoing Student Trustee and the previous CSLIT Executive Council to the incoming CSLIT Executive Council has become the adopted standard. This allows for the current Student Trustees and

CSLIT to build upon the success of last year's Council while working on any new priorities they feel are most relevant.

8. The current recommendations put forth by the 2020-2021 CSLIT Executive will be more successful with the assistance of different departments and appropriate staff.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The COVID-19 pandemic had a significant impact on CSLIT's 2019-2020 recommended actions. The following is a brief summary of some of the work in which CSLIT was able to engage, as well as any cancellations that resulted:

Growing in Faith

- CSLIT Christmas Party collection of canned goods donated to the Good Shepherd
- CSLIT and ECSLIT (Elementary Catholic Student Leadership Impact Team) meeting donation collections scheduled for March and April were unfortunately cancelled due to school closures
- ECSLIT digital posters made to thank and support frontline workers
- Faith Camp cancelled due to school closures but were replaced with "Let's Talk Faith" webinars; 5 webinars were held from April to June, with a total of 1,132 student participants

Environmental Stewardship

- Meat free pizzas at all ECSLIT and CSLIT meetings (September to February) as well as at 4 iLITE (Intermediate Leaders in Training Event) elementary conferences
- Meatless Fridays - unable to execute due to school closures
- Continued promoting bottle-water free zones in all schools
- Stewardship action items highlighted at CSLIT President's Council
- CSLIT held a livestream Earth Day broadcast, celebrating the 50th anniversary of Earth Day on April 22, 2020, with 1,133 viewers,

Mental Health and Well Being

- Guest speakers at iLITE conferences, with approximately 2200 students in attendance
- Guest speakers invited for ECSLIT and CSLIT meetings

- Unable to host De-Stress Night which was scheduled for June before exam period

Multiculturalism and Indigenous Education

- CSLIT played a major role in organizing and hosting TCDSB's Newcomer Conference
- Anti-black Racism conference was cancelled due to school closures
- Indigenous Leadership program was cancelled due to school closures

Respecting Differences

- Inclusion and Belonging event scheduled for April was cancelled due to school closures
- Survey to determine if schools had a Respecting Differences club was not conducted
- Request for greater visible support for LGBTQ+ added to this year's action plan

2. On Wednesday, September 9, 2020, the CSLIT Executive Council agreed to develop specific action items related to selected student recommendations. The following is an action plan outlining the intended pillars of focus for the action plan "*CSLIT: Inspiring Active Citizenship in Catholic Education*." Note: the items listed are not necessarily in order of importance; CSLIT recognizes that the different action items listed below become a priority at different points in the school year.

CSLIT 2020-2021 Recommended Actions

1. Rooted in Christ - Growing in Faith

John 20:29 - "Then Jesus told him, 'Because you have seen me, you have believed; blessed are those who have not seen and yet have believed.'"

As Catholic student leaders, our faith needs to be at the forefront of everything we do. As leaders, we want to create opportunities for students to strengthen their connection with God, as well as grow in their Catholic faith.

As we enter the third year of the TCDSB's pastoral plan, we all strive to *become* more like Jesus and *become* one with Christ. Being a *discerning believer* is one of the important *Ontario Catholic Graduate Expectations*. Despite all of the hardships we have faced over the last year, we continue to stay *Rooted In Christ*, with the faith that we will all be cared for and supported by our Heavenly Father.

Since March, our CSLIT Faith subcommittee has been meeting on a bi-weekly basis to plan faith enriched online initiatives for TCDSB students. Building on last year's success, CSLIT will continue to host *Let's Talk Faith*, a monthly student lead spiritual reflection broadcasted on YouTube live. This allows for interaction, discussion, and prayer with Catholic student leaders and staff across the TCDSB. Supported by the TCDSB's Nurturing our Catholic Community Team, students will be exploring topics that deepen their faith and strengthen their relationships with God.

The Call to Family, Community and Participation is an important Catholic Social Teaching. As *Discerning Believers*, it is important not just to live in faith but to grow in faith. Last year, CSLIT wanted to expand *Faith Camp* from a one-day event to a 3-day program, but due to Covid-19, we were unable to host the event. This year, with the support of the Nurturing our Catholic Community Team, our CSLIT Executive Faith Representative would like to create a virtual Faith Camp experience. This initiative will allow participants to learn, ask questions, share, celebrate, and live out what it means to be Catholic.

Another way CSLIT plans on continuing to grow as discerning believers is through community outreach. Student leaders do not want to just talk about faith, they also want opportunities to put our faith into action. Outreach initiatives that assist those struggling and/or less fortunate (e.g. elderly, homeless, and individuals struggling with mental health) is where we will focus our attention. Outreach is proposed to happen once every 2 months over the course of the 2020-2021 school year. Initiatives can happen virtually or in-person (if permitted).

2. Mental Health and Well-Being

1 Peter 3, 15 - "In an age which seems more fearful of the future, we are directed to give an account of the hope that is within us."

Mental health and well-being refers to much more than the absence of mental illness, and plays a key role in a student's life. Mental health issues can occur at a very young age and affects a student's physical health, school success, and personal relationships.

As a Catholic school board, we must ensure that we prioritize the spiritual needs of a student's soul. The goal of being a *reflective, creative, and holistic thinker*, is difficult to achieve when one struggles with mental health. If we make our

community more aware of the difference between mental illness and mental health, then we can promote the idea of mental wealth.

We want to ensure that the needs of students with mental health struggles are heard. With the support of the TCDSB's Mental Health Services Department, the Mental Health and Well-Being subcommittee will create initiatives to address and educate other students about the stigmas that exist while publicizing available support.

CSLIT encourages the board to recognize September as Suicide Prevention Awareness Month. This is an important action plan, as it gives time for everyone to share resources and stories in order to shed light on this highly stigmatized topic.

Due to COVID-19, the Stop the Stigma conferences will more than likely not take place this school year. CSLIT would like to assist the Mental Health Services Department in the creation of a virtual version of this event.

CSLIT hopes to create a fundraiser which will benefit the Centre for Addiction and Mental Health. Since the Angel Foundation for Learning collaborates with CAMH, there is an opportunity to create an initiative to help support both organizations.

3. Multiculturalism and Diversity Advocacy

Colossians 1:16-17 - "For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him. And he is before all things, and in him all things hold together."

God has created each individual person in His likeness and image. We are called to celebrate our differences and live in harmony. As collaborative contributors, we need to ensure that we create environments that respect the rights of all students so that everyone feels a sense of dignity through the acceptance of self and others.

The immense diversity within the TCDSB makes our Board special and unique. Despite all of our racial and cultural differences, all students should feel proud of their heritage and feel comfortable sharing who they are and from where they come.

Students need the opportunity to celebrate their heritage as well as learn about other cultures. This needs to come from dialogue and education.

CSLIT wants to ensure that BIPOC (Black, Indigenous, People of Colour) staff and students feel supported and represented. Our Board passed a motion regarding Anti-Black and Anti-Indigenous Racism and it is imperative that the Board follows through with all of the recommendations.

CSLIT encourages the Board to continue to promote and support the various heritage months throughout the school year and host monthly celebration events to embrace our various cultures. CSLIT would like to continue playing a big role in the Newcomer Student Leadership Conference hosted by the Equity and Diversity Department as well as the Anti-Black Racism Conference which had to be cancelled last year.

CSLIT wishes to hold a “Culture shock event” which would allow students to come together to celebrate their culture and heritage. Supported by the Equity and Diversity Department, the event would focus on learning about the history of other cultures and students will be encouraged to wear traditional clothing.

4. Indigenous Education

Isaiah 1:17 - “Learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow's cause.”

The history of the Indigenous peoples in Canada is rich and diverse. Students need to be educated on Indigenous history, so that they may truly understand their immense contribution to our great nation. The culture and history of the FNMI (First Nations, Metis, and Inuit) is an integral part of Canadian history, and students need more opportunities to learn about this important part of being Canadian.

In order to follow the Ontario Catholic School Graduate Expectation of being *an effective communicator*, we must first seek to understand. Awareness is the first step to restoring dignity to Canada’s FNMI community. Students need more opportunities to get educated about the mistreatment of our Indigenous people.

We ask the TCDSB to better emphasize the importance behind Orange Shirt Day, and to truly dig deep on the meaning behind this event. We need to go

beyond just wearing an orange shirt and delve deeper into “why” this day has been designated. Doing so will give students better understanding why they are participating.

Many students are unaware that June is Indigenous Heritage Month. Schools may need to greater emphasize celebrating the Indigenous culture during this month. In collaboration with the appropriate staff, such as with the Equity and Diversity Department, CSLIT would like to help develop a “turn key” resource that schools can use to implement a rich and engaging month of fun and educational activities.

Due to COVID-19, the annual Indigenous Leadership Program which runs in May is in jeopardy of running again this year. In order to continue to provide this rich Indigenous education, CSLIT and ESCLIT meetings will invite guests that can educate our students about Indigenous culture.

5. Respecting Differences, Inclusion and Belonging for our LGBTQ+ Community

Mark 12:31 - “The second is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.”

In order to foster a safe and inclusive space within our community, it is important to respect the differences of others. We are all beautiful in the eyes of God, and we should love one another for who we are.

The Ontario Catholic School Graduate Expectation of being a *caring family member* encourages us to be loving and welcoming to everyone, despite the differences in sexual attraction and gender identification. It calls on teachers, students, and parents to respect one another, so that a safe and inclusive environment is present. Catholic schools should continue to nurture a discrimination-free climate that allows students to be in a space where they can genuinely express themselves without being afraid.

We want students to know that they are not alone. With the support of the Equity and Diversity Department, and the Nurturing our Catholic Community Team, one way to achieve this is to invite a Catholic keynote speaker to dialogue with TCDSB students, one who has experience working with youth and who understands the hardships and struggles that are faced when it comes to accepting oneself. This may help students release their fears and feel more comfortable about expressing their genuine selves.

CSLIT invites the TCDSB to explore the development of safe and inclusive forums where students can share their perspective with respect to LGBTQ+ topics without fear of ridicule or reprisal. Moderated by staff, information gathered and analysed will help inform future practice and decision making based on student voice.

The TCDSB is also invited to develop a communication strategy to ensure students are aware of protocols around voicing local concerns, so that they can be addressed in a timely fashion by the appropriate staff.

Finally, CSLIT encourages the TCDSB to follow suit with other Catholic boards that have proactively found ways to visibly show the acceptance of LGBTQ+ students within the Catholic community. Not all LGBTQ+ students feel accepted within the Catholic community. If the Board's goal is to create safe and inclusive schools, we need to acknowledge that more needs to be done to support our LGBTQ+ community.

Additional Board Support

1. The goal is to have every TCDSB secondary school represented at our CSLIT monthly meetings (virtual or face to face). We ask that each area superintendent takes the initiative to reach out to each of their secondary schools to ensure their area is properly represented.
2. The goal is to have a minimum of 8 new schools join ECSLIT. We ask that each area superintendent takes the initiative to reach out to each of their elementary schools to invite them to participate in ECSLIT events.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to create positive change in the world and not ignore any form of injustice. Students feel a calling to live out their faith; as such, involvement in social justice actions allows them to make their faith more visible. The current Student Trustees will be engaging the CSLIT Executive and relevant subcommittees so that they can work with various staff members to address their specific recommendations. Students feel that

Board policies must include student voice and perspective when addressing current and relevant local and global issues.

2. The Student Trustees and CSLIT will report annually to the Board on the impact of their initiatives.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



2020-2021 Pillars of Focus

CSLIT Student Trustees



Kathy Nguyen

Second Year Student Trustee
Madonna
Grade 12

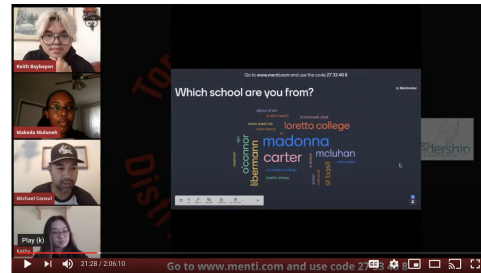


Keith Baybayon

First Year Student Trustee
Marshall McLuhan
Grade 11



Sept. 8

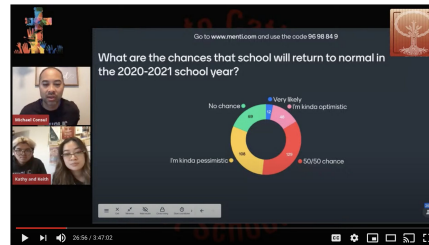


Sept. 29



Sept. 2

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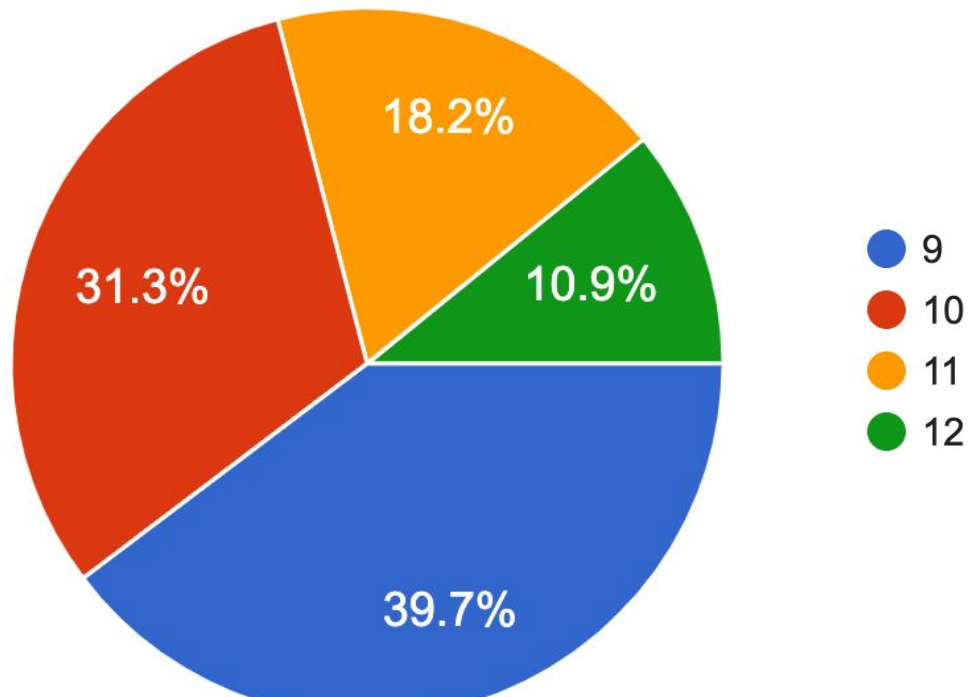
Sept. 21-25



Nov. 4

Student Voice

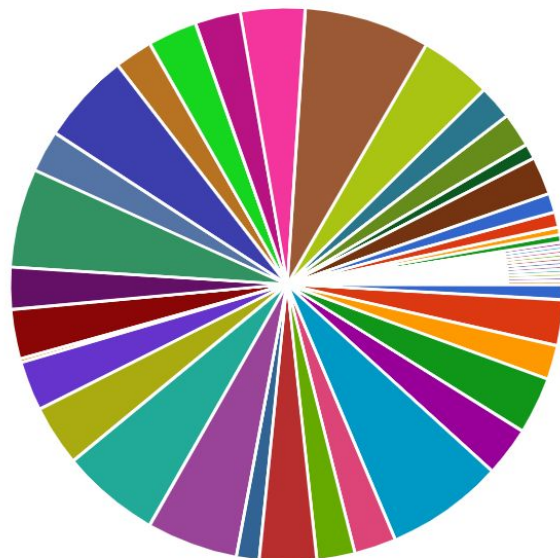
Grade
451 responses



Student Voice

Home School

451 responses



- Bishop Allen Academy
- Bishop Morrocco/Thomas Merton
- St. Oscar Romero
- Brebeuf College
- Cardinal Carter
- Cardinal Newman
- Chaminade College
- Dante Alighieri Academy
- Father Henry Carr
- Father John Redmond
- Francis Libermann
- James Cardinal McGuigan
- St. Joan of Arc
- Loretto Abbey
- Loretto College
- Maddalena
- Marshal McLuhan
- Mary Ward
- Michael Power/St. Joseph
- Msrg. Percy Johnson
- Neil McNeil
- Notre Dame
- Senator O'Connor College
- St. Basil-The-Great College
- St. John Paul II
- St. Joseph's College
- St. Joseph's Morrow Park
- St. Mary's
- St. Michael's Choir
- St. Mother Teresa
- St. Patrick



HIGHEST REPRESENTATION

35	St. John Paul II
34	Cardinal Newman
26	Mary Ward
26	James Cardinal McGuigan
25	Francis Libermann

LOWEST REPRESENTATION

1	Loretto College
4	St. Mother Teresa
5	Bishop Allen Academy
6	Father John Redmond
9	St. Joseph's Morrow Park

5 Pillars

CSLIT 2020-2021

1. Growing in Faith
2. Multiculturalism & Diversity Advocacy
3. Mental Health & Well Being
4. Indigenous Education & Immersion
5. Inclusion and Belonging for our LGBTQ+ Community

Rooted in Christ - Growing in Faith



- ***Catholic*** Student Leadership should be distinct from Student Leadership
- Learn, grow, share and celebrate our faith
- ***Discerning Believers***

Rooted in Christ - Growing in Faith

Let's Talk Faith

Faith based conversation

2nd Tuesday of every month
starting Nov. 11



Faith Camp

Deepening our Understanding

3 day retreat scheduled in the
spring.



Community Outreach

Faith In Action

Serving those in need.



Multiculturalism and Diversity Advocacy



- All students should feel proud of their heritage
- Students should have the opportunity to learn about and share their culture and other traditions
- *Collaborative Contributors*
- Promotion of Peace

Multiculturalism & Diversity Advocacy

Education & Awareness

Professional Development

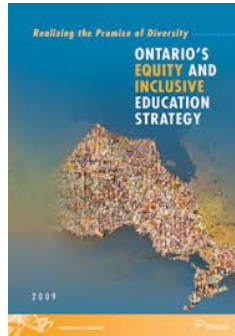
Staff training: Admin, teachers, senior staff, trustees.



Student Voice

Continued and Increased Role

Newcomer Initiatives
Anti-Racism/Equity Committees



CSLIT Initiatives

Student Lead Programs

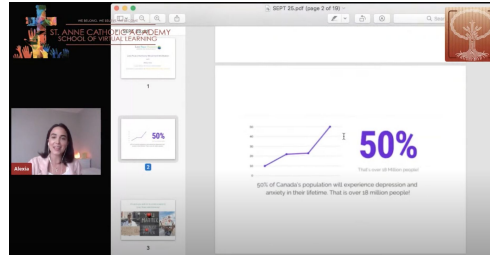
BIPOC Student Committee,
Culture Shock Event, Guest Speakers.



Mental Health and Well Being



- Affects physical health, school success, family life, and relationships
- Eliminating any stigma attached to mental illness
- *Reflective, Creative, Holistic Thinkers*



Indigenous Education & Immersion



- Broadening our perspective of Canadian history
- Learning about FNMI culture and traditions & current issues still faced
- *Responsible Citizens* giving witness to *Catholic Social Teachings*

Indigenous Education & Immersion

Engaging Education

CSLIT / ECSLIT / ILITE / VTC

Guest speakers & workshops



Beyond Orange Shirt Day

Indigenous Heritage Month

Developing resources and activities



Indigenous Leadership

1 Week Immersion

Expand to elementary



Respecting Differences & Inclusion and Belonging for our LGBTQ+ community



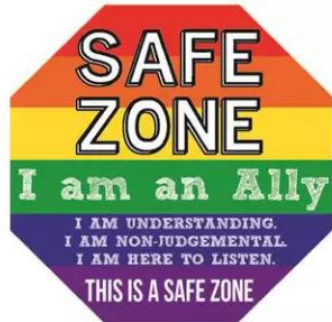
- We are all a part of one human family
- Schools need to be safe spaces for all students
- *Caring Family Members*

Respecting Differences, Inclusion & Belonging

Respecting Differences

Eliminating Stigma

Guest speakers, workshops,
courageous conversation.



Ongoing Support

Developing resources & outlets

Unapologetic self-expression



Visible Support

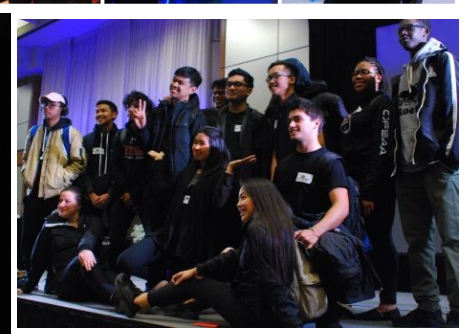
Expressing Solidarity

What are some ideas?













CSL Hoodie Orders!



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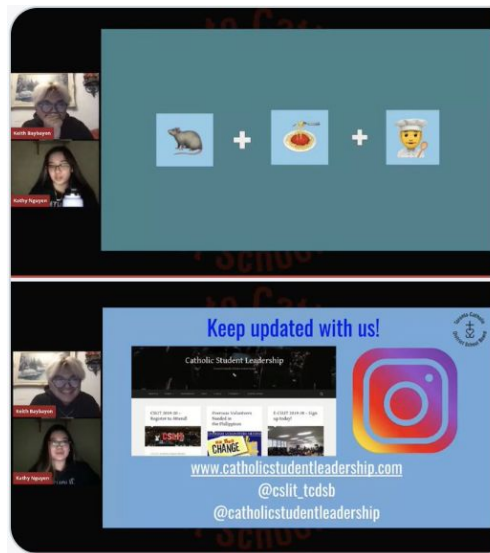
Thank You for Joining Us!



@mmakeddaa on instagram

Our GOALS need your support and assistance

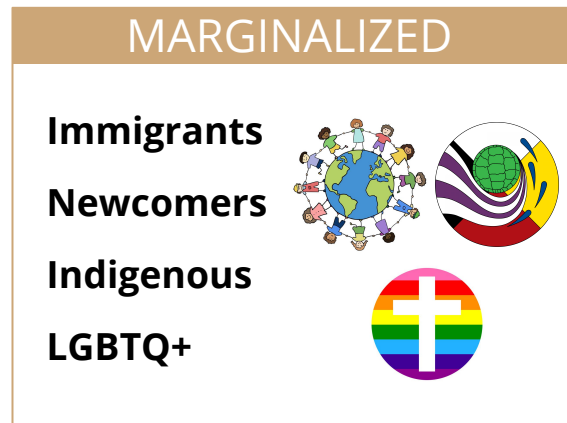
1. Growing in Faith
2. Multiculturalism & Diversity Advocacy
3. Mental Health & Well Being
4. Indigenous Education & Immersion
5. Inclusion and Belonging for our LGBTQ+ Community



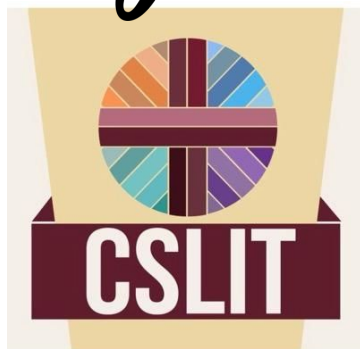
5 Pillars

CSLIT / ECSLIT

GET INVOLVED



*Thank
You!*



2020-2021 Pillars of Focus



REPORT TO

REGULAR BOARD

RECOMMENDATION FOR RESOLUTION TO REAFFIRM TCDSB'S COMMITMENT TO INTERNATIONAL EDUCATION PROGRAM

"Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? Luke 15:4

Created, Draft	First Tabling	Review
November 3, 2020	November 19, 2020	Click here to enter a date.
Peter Aguiar – Superintendent of Student Achievement and Wellbeing and International Education Alex Mazzucco – Program Coordinator – Continuing Education and International Education Department Stefan Barrans – Coordinator – Continuing Education and International Education Department		

RECOMMENDATION REPORT

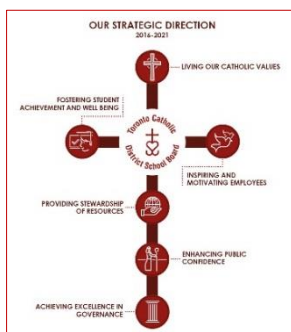
Vision:

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.



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

It is recommended that the Toronto Catholic District School Board pass a motion to reaffirm our commitment to our International Education Program, thus fulfilling the requirements of the Federal and Provincial governments in order to continue to be able to recruit and place International Students at the TCDSB.

B. PURPOSE

The Federal and Provincial Governments require a Board motion indicating that the TCDSB will continue to recruit and accept International Students, as per the conditions outlined in the attached *Attestation for K-12 Public/Private Designated Learning Institutions - Framework to Ensure Institutional Readiness to Accept International Students to Ontario* (Board Report - Appendix 1) and supporting appendices (Board Report - Appendix 2). This report summarizes the readiness of the TCDSB and the International Education Department to safely welcome international students into our schools and local communities. Requirements of Federal Public Health and the Ontario Ministry of Education are clarified and the TCDSB plans and protocols supporting the safe arrival of our international students are attached.

C. BACKGROUND

1. The COVID-19 pandemic has had a significant impact on international education around the world. The economic and psychological impact on families has reduced the level of engagement in international education globally. Travel restrictions related to border closures and reduced flight availability have limited the ability for international students to enter our country. In Canada, borders closed to travel March 18, 2020. International students with study permits approved prior to March 18 were provided an exemption. Students with permits issued after this date are currently not eligible to enter the country.
2. As of October 20, 2020, the Federal Government restricted access to International Students to Ontario, British Columbia and Nova Scotia.

3. Due to the travel uncertainty, approximately one-third of our 450 returning students remained in Canada over the summer. Currently, we have 300 new or returning international students registered for studies in September. Of these students, 180 will be engaging in distance learning from their home country. The Ministry of Education has permitted school districts to issue OENs (Ontario Education Numbers) to students new to our school system who are beginning their learning in their home country. The goal is to have these students travel to Canada as soon as borders open. If travel remains restricted, the Ministry will allow these students to complete a full year of studies--earning credits through distance learning from their home country if necessary.
4. Currently, educational institutions in Ontario are not allowed to physically accept International Students until they have completed a mandated *Attestation for K-12 Public/Private Designated Learning Institutions - Framework to Ensure Institutional Readiness to Accept International Students to Ontario* (Board Report - Appendix 1). The completed Attestation and supporting appendices (Board Report - Appendix 2), will be forwarded to the Ministry of Education. It will be reviewed jointly by the Ministry and Federal health authorities to determine the TCDSB's readiness to safely accept and support International Students. Once approved, International Students currently enrolled in the TCDSB, but studying from their home country, would be able to travel to Ontario. This approval would also extend to new International Students. At least 150 new applicants to our system for September cancelled or deferred their studies due to border closures, study permit delays, and the pandemic. The Attestation, once approved, would remove some of the barriers they have been facing.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Provide a pre-arrival attestation and guidelines for students and parents consistent with the requirements in the attestation. Students must quarantine for 14 days and be tested for COVID-19 prior to being allowed to attend a TCDSB school. This requirement is necessary for both International and local students.
2. TCDSB staff will review all Quarantine Plans prior to departure. Assistance will be provided by an approved TCDSB vendor should the parents require support or if the plan provided does not meet Federal and Provincial

requirements. All plans will be uploaded on the ArriveCan App as per Federal requirements.

3. The TPH re-entry attestation plan will be completed and submitted to the day school prior to students being allowed to attend school. The plan attestation will verify that the 14-day quarantine was followed and proof of a negative COVID-19 test will be included.
4. Students, parents and custodians will be provided with an overview of the TCDSB Opening Action Plan and a documentation to support Student Wellbeing/Mental Health. International Education staff will be available during the quarantine period and to support students as they transition back to school.

E. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees approve the following motion:

“The TCDSB reaffirms its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government.”

**ATTESTATION FOR K-12 PUBLIC/PRIVATE DESIGNATED LEARNING INSTITUTIONS —
FRAMEWORK TO ENSURE INSTITUTIONAL READINESS TO ACCEPT INTERNATIONAL STUDENTS TO ONTARIO**

This Attestation sets out a comprehensive framework that, if attested to, will support the approval of K-12 Designated Learning Institutions' readiness plans to accept international students to Ontario. Institutional international students' readiness plans must meet all federal and provincial requirements. This Attestation requires K-12 public and private institutions to:

1. Reconfirm it is aware of and understands the federal requirements first set out in the *Attestation for Public/Private Designated Learning Institutions (DLI) – Public Health Institutional Readiness Requirements for International Students in Ontario (issued on August 15, 2020)* with regards to pre-arrival, quarantine, and post-quarantine; and
2. Attest that it is aware of and understands the provincial health and safety requirements with regards to the DLI's overall COVID-19 response plan, outbreak and case management plan, mandatory testing, quarantine and post-quarantine requirements.

By signing this form, I, **Brendan Browne**, attest to being aware of and understanding the requirements set out in the table below and confirm that the requirements are included in the institutional international students' readiness plan for [legal name of public/private designated learning institution] and will be wholly implemented for the period of time that the institution appears on the approved DLI list.

By signing this form, I further attest that I have authority to bind [legal name of public/private designated learning institution].

(Name)

(Date)

This Attestation, and any other documents to be delivered in connection with this Attestation, is signed when the party's signature is delivered by email. Electronic signatures will be treated in all respects as having the same force and effect as original signatures.

In the event that the version of your DLI's readiness plan currently with the ministry does not meet the requirements below, please submit an updated readiness plan with this signed Attestation to the ministry.

Mark With (x) To Confirm	Plan Requirements	Comments Include page # references to plan
Section A: Overall COVID-19 Response Requirements for K-12 Private Schools and School Boards		
X	<p>1. Compliance with federal, provincial and local health guidelines - The DLI attests that it will comply with federal, provincial, and local health guidelines and protocols for businesses and other organizations such as school boards and private schools, consistent with the Government of Ontario's plan for reopening the province in stages: https://www.ontario.ca/page/reopening-ontario-stages.</p> <p>The DLI will meet the requirements set out in this table for as long as it appears on the federal list of approved designated learning institutions.</p>	Attestation only
X	<p>2. Outbreak and Case Management Plan:</p> <p>The DLI has a plan in place to support local public health unit with its case management and outbreak response in its community. This plan is developed in conjunction with relevant local public health units and the plan aligns with local and provincial public health guidelines.</p> <p>Specifically, the Outbreak and Case Management Plan includes:</p>	
X	<ul style="list-style-type: none"> <i>A commitment and protocols to enable the DLI's full cooperation in assisting local public health units in their outbreak investigation and management.</i> 	Appendix #6 page 1
X	<ul style="list-style-type: none"> <i>A clearly identified liaison who can act as the point person for the institution to liaise with relevant authorities (e.g. EDU, local public health unit).</i> 	Appendix #6 page 1
X	<ul style="list-style-type: none"> <i>A clear communication plan for its entire community (staff and students) on daily screening/symptom monitoring prior to coming onto the campus and staying at home when symptomatic.</i> 	Appendix #4 pages 11-16 Appendix #7 page 1
X	<ul style="list-style-type: none"> <i>Identification of nearby COVID-19 assessment centres where international students and their co-arriving family members can get tested.</i> 	Appendix #1 page 9

X	<ul style="list-style-type: none"> <i>In the event of a suspected or confirmed case in an on-campus residential setting, a plan to ensure successful self-isolation of this individual, including provision of self-isolation facilities and essential services to support this isolation.</i> 	Appendix #4 pages 11-16 Appendix #7 page 1
X	<ul style="list-style-type: none"> <i>The DLI has a protocol for publicly communicating outbreaks of COVID-19 affecting or implicating international students and any immediate family members to the entire school community (staff and students) including, but not limited to, signage posted at entrances and in public spaces, and through online communication, such as websites, social media, and email.</i> 	Appendix #5 page 1 Appendix #6 page 1
X	<ul style="list-style-type: none"> <i>The DLI has a protocol for notifying relevant local, provincial, and/or federal law enforcement authorities of:</i> <ul style="list-style-type: none"> <i>Any compliance issues within the 14-day mandatory quarantine period to law enforcement authorities; and</i> <i>Any cases of COVID-19 infection during the 14-day mandatory quarantine period to local public health units and the Ministry of Education.</i> 	Appendix #1 pages 3,10-12
X	<p>3. DLI's Overall COVID-19 response plan and protocols: The DLI confirms that it has all the protocols in place to ensure the health and safety of its international and domestic students and staff. In particular:</p>	Appendix #5 page 1 Appendix #6 page 1 Appendix #7 page 1
X	<ul style="list-style-type: none"> <i>Protocols for physical distancing, capacity limits, and mask requirements for staff and students, which comply with applicable requirements and local public health guidelines</i> 	Appendix #1 page 5 Appendix #4 pages 11-16
X	<ul style="list-style-type: none"> <i>Protocols for hand hygiene</i> 	Appendix #1 page 5
X	<ul style="list-style-type: none"> <i>Protocols for face covering (i.e. non-medical masks)</i> 	Appendix #1 page 5
X	<ul style="list-style-type: none"> <i>Protocols for environmental cleaning (e.g., see <u>Public Health Ontario's Cleaning and Disinfection for Public Settings</u>)</i> 	Appendix #4 pages 11-16

X	<ul style="list-style-type: none"> • <i>Protocols for daily symptom screening</i> 	Appendix #1 pages 11-12
X	<ul style="list-style-type: none"> • <i>Protocols for communicating infection prevention and control strategies for students and staff</i> 	Appendix #4 pages 11-16
Section B: Pre-Arrival Requirements		
	1. Requirements are communicated to international students and their co-arriving immediate family members <i>in advance</i> of travel to Canada that explains the following:	
X	<ul style="list-style-type: none"> • <i>The legal requirement for a 14-day quarantine.</i> 	Appendix #1 Pages 2-3 Appendix #2 page 1-2
X	<ul style="list-style-type: none"> • <i>Consequences for breaching quarantine that make specific reference to the Quarantine Act and any DLI-specific policies as relevant.</i> 	Appendix #1 page 3
X	<ul style="list-style-type: none"> • <i>An explanation of the need for students to sign an attestation or pledge confirming their understanding of their pre-arrival and quarantine requirements.</i> 	Appendix #1 pages 2-3 Appendix #2 pages 1-2
X	<ul style="list-style-type: none"> • <i>Details for any institutional policies established by the DLI for this group of students, including but not limited to, additional costs and fees that may be charged to students in order to provide quarantine services during the 14-day initial period as well any additional quarantine periods should the student become a confirmed case.</i> 	Appendix #1 page 8
X	<ul style="list-style-type: none"> • <i>Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided and/or approved by the DLI:</i> <ul style="list-style-type: none"> ○ <i>At the institution; or</i> ○ <i>At a private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry.</i> 	Appendix #1 page 8 Appendix #2 pages 1-2 Appendix #3 page 1

X	<ul style="list-style-type: none"> • <i>Post-arrival logistics which fully detail the quarantine accommodations and logistics and how any medical care or testing will be facilitated as required during their quarantine.</i> 	Appendix #1 pages 6-8 Appendix #2 pages 1-2
X	2. As a best practice, international students and their co-arriving immediate family members are encouraged to download the Government of Canada ArriveCAN application prior to arrival at the border and complete the information required.	Appendix #1 page 4
X	3. Institutions provide appropriate transportation of international students and their co-arriving immediate family members to their quarantine location consistent with Government of Canada recommendations (i.e., wearing a mask for onward domestic travel; travelling directly to place of quarantine) and plan fully details of transportation arrangements from airport to the quarantine location.	Appendix #1 page 8
X	<p>4. Mandatory 14-day quarantine by international students and co-arriving immediate family members is provided at:</p> <ul style="list-style-type: none"> • The institution; or • A private quarantine location that meets the requirements set out under 14-Day Quarantine Requirements, with arrangements made prior to arrival and assessed to be acceptable in advance by the DLI and by the Government of Canada at the time and point of entry. <p>Post-arrival logistics should fully detail the following:</p> <ul style="list-style-type: none"> • Quarantine accommodations and logistics • How any medical care or testing will be facilitated as required during their quarantine 	Appendix #1 pages 6-13 Appendix #2 pages 1-2 Appendix #3 page 1
X	<p>5. Where there are additional costs or fees charged by the DLI to students as a result of this plan, the DLI will ensure and confirm with students in writing that:</p> <ul style="list-style-type: none"> • students are fully aware and have agreed to all costs in advance of departure for Canada; and • any student who chooses not to proceed with their education/training as a result of these additional costs is provided with appropriate refunds of any other fees or tuition paid in advance in accordance with any refund policies and refund requirements that apply to the DLI. 	Appendix #1 Pages 3,4,8,9 Appendix #2 pages 1-2 Appendix #3 page 1

X	6. For DLIs that are hosting under-aged students (under 18 years old), clear designation of custodian status and health care authorization/guardianship.	Appendix #1 pages 7-8 Appendix #2 pages 1-2
Section C: 14-Day Quarantine Requirements		
	1. Quarantine arrangements for international students and co-arriving immediate family members meet the minimum requirements listed below:	
X	<ul style="list-style-type: none"> • <i>A transportation plan on how the arriving students and their immediate family members will be travelling from their port of entry to their quarantine accommodation that includes:</i> <ul style="list-style-type: none"> ○ <i>Protocols for students and co-arriving immediate family members to be met by the DLI's representative or designate at the point of entry;</i> ○ <i>Protocols for students and co-arriving family to be provided, on arrival, with a new medical mask by the DLI representative or their host designate and reminded to practice physical distancing and hand hygiene throughout travel;</i> ○ <i>Protocols for students and co-arriving family members to be actively screened for signs and symptoms of COVID-19 prior to meeting the DLI representative at the port of entry;</i> ○ <i>Protocols for students and co-arriving family members to be taken to their quarantine accommodation in a private transportation arranged by the DLI;</i> ○ <i>Confirmation that there will be no planned or unplanned stops during travel to the quarantine site and that students and co-arriving family members are expected to arrive at their accommodation directly from their port of entry.</i> <p><i>Note: If it is not feasible for a DLI representative or designate to meet students/co-arriving immediate family members at the point of entry, institutions should provide contact information of a DLI representative to the students/co-arriving immediate family members in case any assistance is required, and make arrangements for a virtual check-in post-arrival to ensure that the above stated protocols are followed and</i></p>	Appendix #1 page 8 Appendix #2 pages 1-2

	<i>provide contact details for a DLI representative or designate that students may contact if needed.</i>	
X	<ul style="list-style-type: none"> <i>Detailed quarantine accommodation options and all associated logistics, that include:</i> <ul style="list-style-type: none"> <i>A description of the accommodation setting;</i> <i>Each student or student family unit having their own room with a private bathroom;</i> <i>Protocols for appropriate accommodations to properly support disabilities or other health conditions.</i> 	Appendix #1 page 8 Appendix #2 pages 1-2 Appendix #3 page 1
X	<ul style="list-style-type: none"> <i>Logistics for supporting students and their family members with essential needs throughout the full duration of the quarantine period, that at a minimum must include:</i> <ul style="list-style-type: none"> <i>Food and water</i> <i>Medical care (virtual or in-person as required), including testing</i> <i>Mental health supports</i> <i>Social supports</i> <i>Phone or internet services</i> <i>Environmental cleaning protocols</i> 	Appendix #1 page 8 Appendix #2 pages 1-2 Appendix #3 page 1
X	<ul style="list-style-type: none"> <i>Protocols for the DLI or designate of the DLI to provide daily monitoring of the students and their immediate family for the duration of their quarantine, through phone calls, texts, or emails by DLI representative or their designate for:</i> <ul style="list-style-type: none"> <i>Development of new symptoms</i> <i>Compliance with the quarantine</i> <i>Ensuring their essential needs are met</i> 	Appendix #1 pages 10-12 Appendix #6 page 1
X	<ul style="list-style-type: none"> <i>Protocols and mechanisms for students and their family members to notify the DLI representative or their host designate if they develop symptoms and require medical care, including COVID-19 testing.</i> 	Appendix #1 pages 10-12 Appendix #2 pages 1-2 Appendix #7 page 1
X	<ul style="list-style-type: none"> <i>Definitions of protocols, roles and responsibilities for all DLI staff, representatives, and/or designates that include:</i> <ul style="list-style-type: none"> <i>The DLI's Public Health Institutional Readiness Plan</i> 	Appendix #4 pages 11-16

	<ul style="list-style-type: none"> ○ <i>Liaising with and supporting public health units in case and outbreak management as appropriate</i> ○ <i>Training on COVID-19 infection prevention and control practices, including how to use personal protective equipment as required</i> ○ <i>Provision of personal protective equipment and other resources required to complete their tasks</i> ○ <i>Provision of all necessary materials and supports to help students and their families to successfully complete their quarantine.</i> 	
	2. Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices. Plans must include:	
X	<ul style="list-style-type: none"> • <i>Communications plans that provide COVID-19 resources and information to students and their families that are accessible (e.g., plain language, pictures, symbols, available as needed in languages other than English and French as appropriate by students).</i> 	Appendix #9 pages 1-8
X	<ul style="list-style-type: none"> • <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i> <ul style="list-style-type: none"> ○ <i>Primary care health services;</i> ○ <i>Mental health services and supports;</i> ○ <i>Social services and community organizations as relevant to each student's needs;</i> ○ <i>Anti-racism, and COVID-19 stigma supports; and</i> ○ <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i> 	Appendix #8 pages 1-8
Section D: Post-Quarantine Requirements		
X	The DLI will continue to support international students and any immediate family members after they complete their 14-day quarantine period and have the following protocols in place:	
X	1. <i>Protocols for maintaining records of the student and their immediate co-arriving family's completion of the quarantine period.</i>	Appendix #2 page 1-2
X	2. <i>Protocols for ongoing communication and resources on COVID-19 provided to students following quarantine.</i>	Appendix #4 pages 11-16
X	3. <i>Protocols and mechanisms for ensuring that students and their immediate co-arriving family members have access to, or are linked to culturally appropriate:</i>	Appendix #8 pages 1-8

	<ul style="list-style-type: none"> • <i>Primary care health services;</i> • <i>Mental health services and supports;</i> • <i>Social services and community organizations as relevant to each student's needs;</i> • <i>Anti-racism, and COVID-19 stigma supports; and</i> • <i>Mitigation of social barriers to support student compliance with individual COVID-19 infection control practices.</i> 	
X	4. <i>Confirmation that DLIs and/or their host designates are prepared to continue providing all necessary quarantine supports as outlined in Section C should the student and/or their co-arriving family members require an extension of their quarantine period (i.e., tested positive for COVID-19 – see Section E).</i>	Appendix #5 page 1 Appendix #8 page 1
Section E: COVID-19 Testing for Institutions Welcoming International/Domestic Students from Outside Canada		
	<p>International and domestic students, as well as co-arriving immediate family members of international students, who are in quarantine as a result of having entered Canada within two weeks prior to the start of their studies are tested for the COVID-19 virus at least once during their quarantine period.</p> <p>Please note that international students will continue to qualify for publicly-funded testing and testing is available at an assessment centre or a participating pharmacy by appointment only and free of charge. However, in order for asymptomatic international students to access testing at a publicly-funding assessment centre they must have passed their 14-day quarantine period.</p> <p>Symptomatic students should be tested, as soon as possible, and can make an appointment at assessment centres (not at pharmacies) or can be tested at the institution's on-site testing centre.</p> <p>Plans must include the following:</p>	
X	<ul style="list-style-type: none"> • <i>Protocols for implementing COVID-19 testing, arranged for by the DLI, of all students who have entered Canada prior to the start of their studies by Day 14 of their quarantine</i> 	Appendix #7 page 1
X	<ul style="list-style-type: none"> • <i>Where testing will not take place in the same site as the quarantine, plans must provide full details of transportation to and from the testing site provided by the DLI that include provision of non-medical masks, any other personal protective equipment, social distancing, and protocols for limiting any unnecessary contact</i> 	Appendix #1 pages 8-9

	<i>with any other person while outside of quarantine for testing purposes. DLIs are to arrange and support students in meeting this requirement as much as possible.</i>	
Section F – School board resolution (to be completed by school boards only)		
	<ul style="list-style-type: none"> <i>School board resolution approving an international student program that meets current federal and provincial requirements for the 2020-21 school year.</i> 	Approved by the Board TBA



Toronto Catholic District School Board

International Education Department

COVID-19 Pre-Arrival, Quarantine and School Entry Informational Guide

Appendix: 1

Welcome to the
**Toronto Catholic District School
Board**

The following guide provides important step-by-step information to make your journey to Toronto a safe and enjoyable as possible

Included are forms necessary for a safe arrival to Toronto and a smooth transition to a successful school year

A MINIMUM OF 2 WEEKS PRIOR TO TRAVEL

Completed: Quarantine/Self-Isolation Plan Document must be received by the TCDSB

If you choose Plan B: TCDSB Quarantine Plan for your 14 day quarantine, please email the International Education Department to finalize details.

International.education@tcdsb.org

Review all documents in this Guideline

BEFORE YOUR ARRIVAL



Ensure that you meet the 'safe to travel' guidelines in your home country and do not have any symptoms.



Communicate with your custodian to share updates on travel information and health concerns.



Connect with your host family to introduce yourself and to get to know them.



Inform the TCDSB of arrive date & time, Flight Number and contact information.

international.education@tcdsb.org

(416) 222-8282 ext. 2135



Contact your Homestay Provider to provide an update on arrival information.



Download the Arrival Canada App on your mobile device. This app will reduce wait time at the airport and limit points of contact by filling your information before you arrive. The app allows you to save your information to submit upon arrival at the airport up to 48 hours ahead of time.

DURING TRAVEL



ARRIVAL

The following documents may be required at Canadian Customs



Valid Passport and Study Visa



Custodianship Documentation, Letter of Invitation and Letter of Acceptance



Host Family Profile with contact information



Health Insurance coverage information from VHIP Insurance Protection Program

AFTER YOUR ARRIVAL



Ensure all baggage and belongings are taken



Observe physical distancing while navigating the airport



Contact your custodian to inform them you have arrived and have completed customs



Contact your Homestay Provider to organize transportation to a designated quarantine location (*see TCDSB approved Homestay Provider information below*)



Download the COVID Alert App and register to receive important information

HOMESTAYS

The following Homestay Providers are approved by the TCDSB:

YES Homestay

- 4789 Yonge street, Unit 510, north York, ON M2N 0G3
- (416) 730-9440

Canada Homestay Network

- studentinfo@canadahomestaynetwork.ca
- 1 877 441-9062

MLI Homestay

- 439 University Avenue, Suite 2110, Toronto, ON M5G 1Y8
- (416) 646-5405

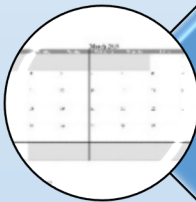
Edu Plus International Education

- 17 Friars Ln, Etobicoke, ON M9A 1T6
- (647) 879-6119 (416) 880-7992

QUARANTINE



Your Homestay Provider will arrange the necessary information regarding location for quarantine, meals, and daily contact



The Quarantine will last for 14 days



You will have the opportunity begin your studies remotely during this period

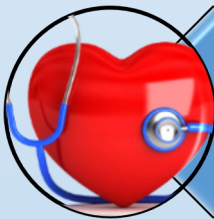


Between days 10-14, students must complete a COVID-19 test at one of the following locations [COVID-19 Assessment Centre](#)

DURING QUARANTINE



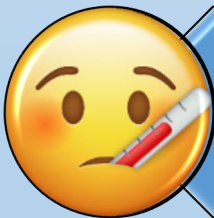
Stay connected to family and friends and check your email for important information



Continually monitor your physical health and maintain an active and healthy lifestyle during the isolation period



Monitor your mental health as traveling to a new country can be challenging especially when needing to self-isolate



If you develop any COVID-19 symptoms, please contact the onsite supervisor and call Toronto Public Health as soon as possible

(416) 338-7600

Effective October 1st, the provincial Ministry of Health has updated COVID-19 symptom screening for students JK-12.

Screening is now divided into two groups of symptoms:

1. Symptoms



Fever > 37.8°C



Cough



Difficulty breathing



Loss of taste or smell

2. Symptoms



Sore throat, painful swallowing



Stuffy/runny nose



Headache



Nausea, vomiting, diarrhea



Feeling unwell, muscle aches, tired

Daily Self-Screening for Students

Every student must complete a daily self-screening questionnaire before going to school. Students with chronic symptoms due to a medically diagnosed condition other than COVID-19, should look for **new, different or worsening symptoms**.

In most scenarios, students may be excluded from school:

- (A)** If the student has been in **close contact** with a person who has COVID-19, the student will need to self-isolate for 14 days, even if they don't have symptoms. If the student has symptoms, their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- (B)** If the student has **travelled** outside of Canada they must self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms of COVID-19, and if they are not a close contact of a positive case.

Students without symptoms

If a student does not have symptoms of COVID-19, he/she may attend school, if they are not a close contact (A) or have travelled outside of Canada (B).

Students with symptoms

- 1. If a student has any new or worsening symptoms of [fever, cough, difficulty breathing or loss of taste/smell]:** The student must stay home, self-isolate, and get tested or contact their health care provider. The student's household members will have to self-monitor for symptoms. They may go to school or work if they don't have symptoms, and the student is not a close contact of someone with COVID-19 (A).
- 2. If a student has ONE of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]:** The student must stay home for 24 hours. If the symptom is improving, they can return to school 24 hours later. Testing is not needed. If the symptom is not improving after 24 hours or is getting worse, the student should stay home, self-isolate and get tested or contact their health care provider.
- 3. If a student has TWO of the following symptoms of [sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue]:** The student must stay home, self-isolate for 10 days, and get tested or contact their health care provider.

Students with a Laboratory Confirmed Positive COVID-19 Test

- Students they must stay home and self-isolate for 10 days from the day the symptoms first appear. They may return to school after 10 days if they do not have a fever (without use of medication), and their symptoms have been improving for at least 24 hours.
- Students without symptoms must stay home and self-isolate for 10 days, from the day the test was done.
- Family members of the student who test positive should self-isolate and follow public health advice.

Students with Negative Test

Students can go back to school if their symptoms have been improving for 24 hours, and if they are not a close contact of someone with COVID-19 (A) or have travelled outside of Canada (B).

Students who are not tested – Alternative diagnosis

- Students with an alternative diagnosis from a health care provider that is **not** related to COVID-19 can go back to school once their symptoms have been improving for 24 hours. Family members without symptoms, should self-monitor, and can go back to school or work.

Students who are not tested for COVID-19

- If a student is not tested and has any new or worsening symptoms not related to an existing medical condition:
 - **ONE of the following symptoms:** fever, cough, difficulty breathing or loss of taste/smell.
 - **ONE of the following symptoms that does not improve in 24 hours:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue.
 - **TWO of the following symptoms:** sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue].
- The student must self-isolate for **10 days** from the date their symptom(s) first appear. They may return to school after 10 days if they do not have a fever (without taking medication), and their symptoms are improving for 24 hours.

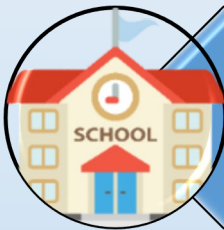
Students who are close contacts of someone with COVID-19

- Students in close contact with a person with COVID-19 must stay home and self-isolate for **14 days** from their last date of exposure.

Back to School Confirmation Form

- Parents can complete a "[Back to School Confirmation Form](#)" to provide to the school to confirm the child is safe to return to school.
- Toronto Public Health is not recommending or requiring medical notes for return to school.

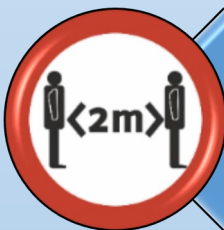
AFTER QUARANTINE



Once you have received a negative COVID-19 test result, please ensure that the attestation form has been completed by your custodian



Provide the completed TPH document indicating that you have received a negative test to your school upon arrival



Continue to practice COVID-19 prevention measures by wearing a mask, washing your hands frequently and socially distancing yourself from those around you

TCDSB CONTACT

TCDSB International Education Department

- TCDSB Catholic Education Centre
- international.education@tcdsb.org
- 416 222-8282 ext. 2135
- Alex Mazzucco -Program Coordinator:
alex.mazzucco@tcdsb.org
- Stefan Barrans – Coordinator:
stefan.barrans@tcdsb.org
- Teresa Chung – Resource/Guidance
Teacher: teresa.chung@tcdsb.org



We hope you have a safe and enriching experience with the Toronto Catholic District School Board!



QUARANTINE / SELF – ISOLATION PLAN

MUST BE COMPLETED PRIOR TO ARRIVAL IN CANADA

Board Report-Appendix 2

Appendix: 2

Student Information

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Email address		
Home address	City	Province or territory	Country

Primary Contact Information in Canada

First name	Last name	Date of birth (YY/MM/DD)	
Phone number	Relationship(Custodian/Homestay/Relative)	Email address	
Home address	City	Ontario	Postal code

Travel Information

Are there additional travelers in your group? Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please fill in chart to the right		Additional Travelers (please list all additional travelers)		
		First name	Last name	Date of birth (YY/MM/DD)
Arrival Date (YY/MM/DD)	Arrival From (City/Country)			
Airline / Flight number				
Arrival Time				

Quarantine / Self-Isolation Plan

A) Do you have accommodation arrangements for your self-isolation period? Yes No (refer to section B)	
If yes, at what address will you be completing the 14-day quarantine / self-isolation period? Address: _____ City: _____ Postal Code: _____ Phone Number: _____	
The following are required to complete the Quarantine Plan. Please initial if the accommodation meets the quarantine requirements. If any of the following requirements are not met, please refer to Section B .	
The accommodation has a private entrance.	Parent/Guardian initials: _____
The accommodation has a private bathroom.	Parent/Guardian initials: _____
The accommodation has a private bedroom.	Parent/Guardian initials: _____
The accommodation has no shared areas.	Parent/Guardian initials: _____
The accommodation will provide food.	Parent/Guardian initials: _____
Will you be staying with anyone during your quarantine? Yes No Parent/Guardian initials: _____ Name the person(s) and relationship to you: Name: _____ Relationship: _____ Name: _____ Relationship: _____ Name: _____ Relationship: _____	
this person(s) must adhere to the quarantine/Self-Isolation requirements.	
Section B) The TCDSB will assist in organizing your Quarantine/Self-Isolation. Please see Appendix 3: TCDSB Quarantine Program - PLAN B	
What form of transportation will you take to your quarantine/self-isolation location? **Public Transportation is prohibited**	
COVID-19 Test Center Locations: Page 16 of 57	

****Please note that Orientation Centre appointments will only be scheduled once this document is completed and approved. ****

Certify Declaration

I, _____, certify that all information to be accurate. (Student's Last/First Name)	Date: _____
I, _____, certify that all information to be accurate. (Student's Parent/Guardian Last/First Name)	Date: _____
I, _____, certify that all information to be accurate. (Student's Custodian Last/First Name)	Date: _____

Office Use Only

Received by: _____	Date: _____
Reviewed by: _____	Date: _____



Toronto Catholic District School Board
International Education Department
416 222-8282 ext 2135
International.education@tcdsb.org



TCDSB Quarantine Program - Plan B

Appendix: 3

The Quarantine program organized by the Toronto Catholic District School board will comprise of the following details to ensure the safety and well-being of the students during the 14 days.

Cost:	\$2500 + HST for 14 days per student.
Arrival date:	students must arrive mid-August for semester 1 or mid-January for semester 2
Transportation:	Commercial transportation will be provided from port of entry to accommodation
Accommodations:	All students will have a private sleeping area and private bathroom
Food:	Three meals a day will be provided for each student
Supervision:	Onsight supervision during the 14-day quarantine
Testing:	Onsight COVID-19 Testing in consultation with Toronto Public Health

"I intend to use the TCDSB Quarantine Program when I arrive to Toronto."

Student Name: _____ Date of Birth: _____

Contact email: _____ Phone Number: _____

Parent/Guardian Name: _____

Custodian Name: _____ Phone Number: _____

*****Service provider will be TCDSB approved*****

Toronto Catholic District School Board
International Education Department
416 222-8282 ext 2135
International.education@tcdsb.org



TCDSB Reopening Action Plan

A Guide to Returning Safely to TCDSB Schools



Transforming the world through witness, faith, innovation & action

Last Updated: September 17, 2020

TCDSB REOPENING ACTION PLAN

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MESSAGE FROM DIRECTOR OF EDUCATION

Life during the COVID-19 pandemic has been challenging and uncertain for parents and students alike. The return to school is an important and hopefully welcome step, and you and your children likely have many questions. The following document is an overview of what to expect and how we will continue to work together to support you. We hope that it will be helpful to you as you fill out the Return to School Survey #3 regarding your decision to send your child back to school in September at the Toronto Catholic District School Board.

The development of our TCDSB school reopening plans have been made in concert with Toronto Public Health, the Ministry of Education as well as the Province's overall COVID-19 response. They were also informed by ongoing consultations with our union partners, parents and staff. The health of every child remains at the center of every guideline, using the best available evidence and advice.

In early September, administrative staff and teachers will be trained on best practices and protocols to ensure the safety of everyone in a school setting. We know that the return to school will look different but we remain committed to providing a safe and meaningful learning environment for every student.

While this plan details guidelines and protocols for the safe return to school, it is important to note that the lay of the land may change again or present additional challenges. Through this ongoing uncertainty, we appreciate your understanding and flexibility as we adapt these models as needed, to ensure the safety of students, staff and families. Please also note that these guidelines may be modified to meet the unique needs of individual school settings.

Thank you for your ongoing support and patience. We wish you and your families good health and God's blessings.

Sincerely,



Rory McGuckin
Director of Education



INTRODUCTION

The plan for the reopening of schools and administrative buildings will focus heavily on the health and safety of students and staff. Full support throughout this transition to a new learning environment will be provided through guidance and training.

The TCDSB will take every precaution, following the guidance of Toronto Public Health, to ensure the health and safety. Students are entitled to receive an excellent academic experience supporting mental health and well-being and considering the needs of families.

The Ministry of Education announced their plans for reopening of schools on July 30 which provided expectations for school boards around learning model delivery of a full return to school for elementary and a quadmester return for secondary. **The TCDSB Reopening Action Plan: A Guide to Returning Safely to TCDSB Schools has been adapted to reflect this. It is important to note that this document is evolving and may require further changes based on new information received from Toronto Public Health, the Ministry of Education, staff, families, stakeholders or community partners.**

This TCDSB Reopening Action Plan is an evolving document that provides information for families to prepare for school in September. A more fulsome document with specific instructional material will be provided as we approach the first day of school in September.

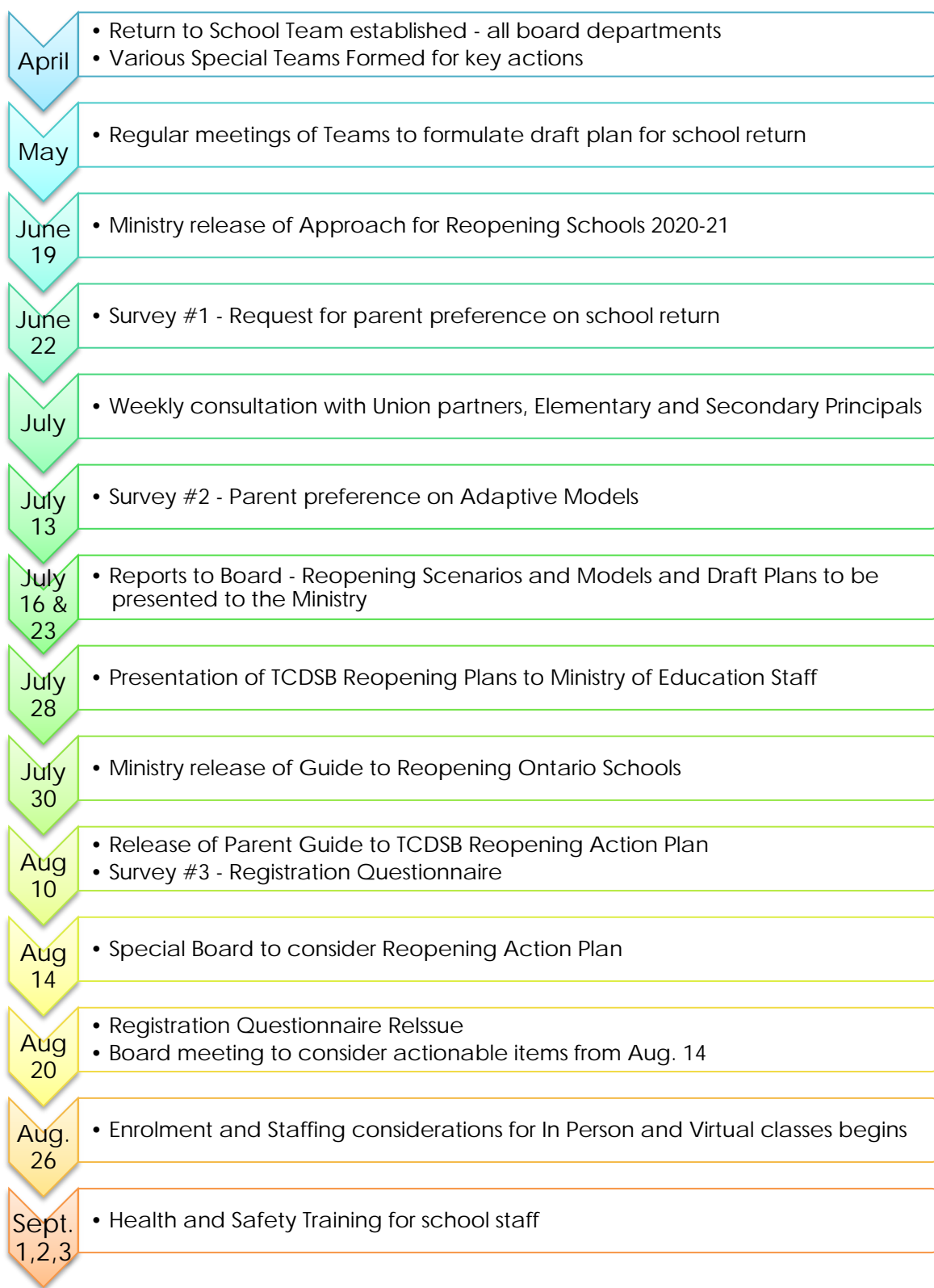
This plan is updated regularly to reflect recent Ministry announcements and Board Motions.

The TCDSB Reopening Action Plan is centered on the following:

OUR GUIDING PRINCIPLES	ACTION
Health and Safety for Students and Staff	Prioritizing Health and Safety for all Staff and Students
Equity and Access	Being aware with the flexibility to respond to Equity and Access Needs
Student Learning: A Faith Community of Believers	Committing to Continuity of Student Learning: Healthy minds, bodies and souls
Ongoing Communications and Improving Practices	Listening, Observing and checking practices and situations to always improve the response plan



TIMELINES



ENGAGING OUR STAKEHOLDERS

SURVEY #1

A survey was issued to parents June 22 to receive input regarding potential models and willingness to attend via school bus support. The following are results:

- A preference for a return to a classroom environment either through full return or partial return.
- Of the responses from families typically eligible for transportation, approximately half would be likely to resume bussing with a quarter of respondents unsure at the time of the survey.
- Parents indicated that they would likely opt for parent drop-off if transportation was not available.

SURVEY #2

A second survey was issued to parents July 13 to determine preference should an Adaptive Model (Scenario 2) be the direction of the Ministry.

- Results indicate that families are split on alternating students between in-class and distance learning bi-weekly and alternating students between in-class and distance learning within the school week.
- For secondary, families are split into thirds for a blended model, continued distance learning and full time return to school

SURVEY #3 – Registration Questionnaire

TCDSB requires confirmation of parents' intent for their children's education. The Ministry of Education, through the release of their plans for reopening, have detailed the return to school models that will be in place at the start of school.

TCDSB issued a pre-registration survey of elementary, secondary and adult students asking families to indicate their intentions regarding attending in-person or distance learning in order to consolidate plans for September. The pre-registration survey was available for one week from Monday, August 10, 2020 to Sunday, August 16, 2020.

Registration Questionnaire Re-Issued

We understand that the previous registration communication may have caused some confusion among families and to ensure optimum responses from families for the Return to School, another registration questionnaire is being issued from August 20 to 26, 2020.

Should families wish to change their choice of delivery model following completion of this questionnaire, the Board passed a motion that will allow students to change between models upon notification to school administrative staff (Principal) within a reasonable amount of time as space allows.

LEARNING MODELS

During the 2019-20 school year, most students were participating in various forms of distance learning from mid-March to the end of June. This was due to the fact that the Province closed all publicly funded school buildings as part of its plan to control the spread of COVID-19.

At the TCDSB, we are planning for a safe return to school for students and staff for the 2020-21 school year. The Ministry of Education required us to plan for three possible scenarios for returning to school: Full Return, Adapted Model, and Distance Learning. Both the Full Return and the Adapted Models operate with enhanced cleaning and health protocols in place.

On July 30, 2020, the Ministry of Education released a guidance document for school boards. The TCDSB models follow the direction of the [Guide for Reopening](#).

In order to support student well-being and safety as they transition back to learning, the Toronto Catholic District School Board will be staggering the re-entry of students over a one week period at the start of the school year beginning on September 14th, 2020.

Elementary: A ¼ of each class would start each day with full attendance achieved on Thursday September 17, 2020.

Secondary: Gr.9 students would attend for the first two days, Grade 10.11 and 12 would start on Wednesday September 16, 2020.

Staff will ensure that siblings who attend the same school will be scheduled on the same days. At this time, we do not have dates selected for individual students as schools are currently in the process of establishing class placements. Parents and guardians will receive confirmation of their child's re-entry schedule from the school as soon as placements have been finalized.

Elementary (Junior Kindergarten to Grade 8) Full Return

All elementary students will attend school 5 days per week, limited to one cohort for the entire day including recess and lunchtime. Enhanced cleaning and health and safety protocols will be in place. Some adaptations to program delivery will occur in order to adhere to Public Health protocols.

Secondary (Grade 9 to Grade 12) Adaptive Return

All regular classes will be cohorted and split into two of approximately 15 students or less. Students will attend every second day and will take two courses at a time through a quadsemester timeline for the school year. Further learning in the two courses will take place through Distance Learning. Students who regularly attend Special Education ISP DD/ME specialized classes will attend every day for the full day. Please note that further information from the Ministry of Education may further impact the details of this model.

An afternoon supervised study hall space will be available for students who wish to remain at school for the afternoon distance learning session. Students who choose distance learning will be taught by teachers outside of the regular school

Additional Details from Ministry Guidelines:

- Parents/guardians will have the option to choose face to face (in school) or distance (at home) learning for their children.
- Cohorting, which is the practice of keeping students together in self-contained groups through the school day, should be used to limit exposure to a wide variety of people.
- Direct and indirect contacts in schools for elementary students should be limited to approximately 50 and for secondary students should be limited to approximately 100.
- School-based staff who are in close regular contact with students will be provided with appropriate personal protective equipment (PPE).
- Students in all grades will be required to wear non-medical or cloth masks/face coverings indoors on school property, including in hallways and in classrooms. Outdoor times like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts.
- Students may wear their own non-medical or cloth masks, and non-medical masks will also be made available for those students that may forget to bring their own. Reasonable exceptions (medical reasons) on the requirement to wear masks will apply.

Cohort/Class Sizes – Elementary and Secondary

- Information gathered from the pre-registration survey to families will provide needed data to guide in the creation of classes and cohorts
- Elementary classes will adhere to class sizes in current Collective Agreements
- Kindergarten cohorts will be considered with opportunities to work in smaller groupings with Dedicated Early Childhood Educators (DECE's), classroom and itinerant staff to further enhance safety and distancing measures
- Secondary classes will be in cohorts of up to 15 students

Cohort and Distancing related Board Motions from August 14, 2020

- 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
- A regional approach will be used in the allocation of additional resources
 - First to address schools within high incidence areas with high transmission and high-needs
 - Priority will be directed to kindergarten classes and other grades 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

ENGAGING OUR FAMILIES

Families play a critical role in supporting health and safety in our school communities.

The collaborative efforts of families, community and schools to help mitigate the transmission of COVID-19 is key to our partnership in creating safe and healthy learning environments.

The most important thing families can do is to screen their children daily for any COVID-19 symptoms and keep them home from school if they are sick or have had close contact with anyone diagnosed with COVID-19.

Parents/guardians should also teach their children about health and safety measures put in place to protect them and others around them. These practices include physical distancing, hand washing, and wearing a mask or face covering.

Families will have the option to choose face to face (at school) or distance learning (at home).

The Ministry of Education has provided guidance on school reopening. TCDSB has prepared models to accommodate all potential scenarios as we continue to take direction from the Ministry of Education guided by health experts. Our Guiding Principles, *Health and Safety of Students and Staff, Equity and Access, Student Learning: A Faith Community of Believers, Ongoing Communication and Improving Practices* will provide direction and stability in our school communities as they regather.

We will continue to engage families through communication and guidance on the TCDSB website. Your school Principal is a key conduit of information throughout this transition.

MEETING THE NEEDS OF STAFF AND EDUCATORS

Business and Academic staff are critical to our ability to prepare for a safe and successful reopening in September and beyond. We recognize that everyone is concerned about their own health and safety.

Employee Relations staff will work directly with Principals and Managers to respond to employee needs on a case by case basis. Discussions about approaches to meeting various needs will take place and will consider medical accommodations (e.g. disability, illness, etc.), self-isolation, accommodation for family status needs (e.g., child care, elder care, vulnerable family member at home, etc.), and mental health and well-being needs and support.

Educators are concerned for the safety and well-being of their students and are eager to check-in and connect with students in person. Planning for September and adapting to our new reality will be challenging. For TCDSB implementation plans to succeed, we must work together to solve problems, be flexible and responsive to new information and health data, and be willing to adapt where necessary.

Professional Learning and Capacity Building

Professional learning and capacity building opportunities will be provided to educators to help them to support all students. Learning will focus on:

- Health and Safety protocols related to COVID-19
- Focus on school re-entry
- Remote learning strategies & developing digital competencies
- Mental health and well-being
- Anti-racism Anti-discrimination training
- Implementation of the new Ontario math curriculum
- Providing support for students with Special Education Needs
- P. A. Days professional learning and training (September 1, 2, and 3)

Collaboration with our Employee Groups

We continue to meet regularly with our employees and union partners to support the planning and implementation of return to school models. Working in partnership, we are exploring solutions to issues that may impact some collective agreement parameters.

SUPPORTING OUR STUDENTS WITH SPECIAL EDUCATION NEEDS

The TCDSB will continue to focus on the support of students with special education needs as schools reopen. Transition plans are being established to facilitate a smooth transition back to school.

- All program delivery guidelines are created in consultation with TPH.
- All aspects of our plan prioritize our special education students (programming, cohort placement, transportation, support models).
- All students with special education needs will continue to be supported by Homeroom Teachers, Special Education Teachers, and Resource and School-Based Education Support Staff, as per their Individual Education Plans (IEPs).
- Full utilization of all Special Services providers (APT, Social Work, Psychology, etc.) to provide service to both face to face and distance learning needs for all of their students.
- Schools will follow the requirements to provide students with their IEPs in collaboration with parents/guardians. Changes in the school environments and/or distance learning needs will be considered when creating and updating the IEPs.
- Case Conferences (CC), School Based Support Learning Team (SBSLT), and Identification, Placement and Review Committee (IPRC) meetings will continue to take place.

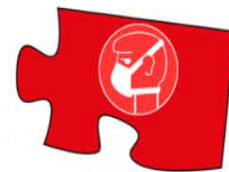
- Student Safety and Behaviour Plans will continue to be in place, as required. Appropriate Personal Protective Equipment (PPE) will be provided to staff who are responsible for Crisis Prevention and Intervention (CPI).
- Students will continue to access Special Equipment Amount (SEA) equipment/assistive technology and staff will continue to be supported with SEA equipment training to enhance student access to learning.
- Students with complex medical needs will have the option to attend face-to-face. Staff working with the students will be provided with appropriate PPE. Where return to school is not possible, Distance Learning will be available. Schools will collaborate with families and health care providers, according to the established referral process with community partners, to ensure that there is appropriate support to meet the needs of the students.
- All students with special education needs, who opt to engage in Distance Learning, will have timetabled synchronous learning opportunities included within the program.
- Elementary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will attend school daily according to their assigned cohort.
- Secondary students with special education needs, engaged in face-to-face learning in non-Special Education classes, will follow the adaptive model, and attend school according to their assigned cohort.
- Elementary and Secondary students in Intensive Support Programs (ISPs) will attend school daily according to their ISP cohort, with consideration given to integration opportunities, as appropriate, in response to IEP program goals.

PROFESSIONAL SUPPORT SERVICES

- Students will continue to be able to receive support from TCDSB providers for Psychology, Social Work, Speech and Language Pathology, and Board Certified Behaviour Analyst services. Referrals to community supports for Occupational Therapy and Physiotherapy will continue according to established practices.
- Within each professional discipline of the Special Services Department, measures are being engaged to promote the health and safety of students and families while meeting face-to-face. Established supports for connecting with students and families in the virtual environment will be maintained.

MENTAL HEALTH AND WELL BEING: STUDENTS

- As students return to school after many months away, time and support to address the social and emotional needs of students will be required. This may include re-establishing school routines, nurturing peer relationships, and supporting students to manage stress and anxiety that they may be experiencing as they return to Face-to-Face or Distance Learning.
- All staff have a role to play in supporting students' mental health and well-being. Building relationships and connections to create a network of support will continue to be important to this process.
- Building capacity of school-based staff will help to ease the transition back to school and meet the needs of students. Special Services staff, who will be supporting students and schools, include Psychologists, Social Workers, Mental Health Professional Workers, Guidance Teachers and Child and Youth Workers.
- Students will be provided with a blended model of support, including both in-person and virtual supports. Supports will include both individual and group interventions, as appropriate.
- Transition supports will be provided for students in a variety of return-to-learn contexts.
- Students with special education needs will have attendance options which may include daily in school attendance or distance learning and will have access to a Resource Teacher as per their IEP.



HEALTH AND SAFETY

The health and safety of students and staff is always a priority. Based on guidance from Toronto Public Health and the Ministry of Education, enhanced measures will be implemented to reduce the spread of the virus – including physical distancing, good hand hygiene and respiratory etiquette, wearing face coverings, contact tracing and screening.

The Board and Ministry approved a staggered entry plan over the first week of school for elementary and secondary schools to address stakeholder concerns on space, transportation, health & safety compliance and monitoring, special education needs, class-size, sanitation, social distancing, traffic flow, and overcrowding. A request has been made to the Minister of Education and approval has been obtained by way of a Ministry Memorandum dated August 18, 2020. Further details are forthcoming with respect to the implementation of the staggered start.

Entering, Moving throughout and Exiting School

Before coming to school, all staff and students are expected to conduct a self-assessment for COVID-19 symptoms. Once they arrive at school, a second screening will be conducted to ensure no one exhibiting any symptoms comes into the school. This is the most important defence against transmission of COVID-19.

Students and staff will practice physical distancing and remain 2 metres apart to the maximum extent possible. Classrooms will be organized to encourage the maximum space between students. Floors will be marked with decals to designate a one-way traffic flow and identifying 2 metre distances in key areas. Signage will be placed throughout the building to reinforce safety protocols. Where physical distancing is not possible in school offices and public reception areas, we will review alternative methods of separation such as plexiglass barriers.

Three-sided plexiglass desk shields for students and teachers in classes of over 15 students will be considered with a focused prioritization of installation in schools in high incidence areas of highest needs (as identified by Toronto Public Health) coordinated with school administrative staff at the local level.

Our goal is to maintain physical distancing whenever possible. In order to reduce the potential for larger gatherings of students, we will be limiting occupancy levels in common areas such as hallways, stairwells and libraries. Lockers will not be used by students at this time.

Schools will determine local protocols including identifying entry/exit doors and parent pick up/drop off protocols.



Physical distancing directional decals at Brambleton

According to Toronto Public Health, hand washing is one of the most effective ways to minimize the risk of transmission of COVID-19. Signage about hand washing and proper respiratory etiquette will be prominent in schools/administration centres. For schools, hand washing time will also be built into daily routines, including after washroom use, recess and lunch breaks. Alcohol-based sanitizers will also be available throughout the school and at designated entry and exit points.

The Ministry of Education in their document entitled along with Board approved motion requires that masks be worn indoors for all students, staff, and visitors, with appropriate medical exemptions. If a student through information provided by the parent has a medical condition that makes him/her unable to wear a mask, then the student must wear a face shield. In the case where there is further information related to a medical condition that does not allow for the wearing of either a mask or face shield, parents must complete the TCDSB Prevalent Medical Conditions Form. This document requires physician verification and is a legislated requirement for the confidential purposes for the school to be aware of important medical conditions of students. Upon completion of the TCDSB Prevalent Medical Conditions Form, the school will accommodate the student with respect to his/her health needs. This process takes place in partnership between parents and the school principal.

Water fountains will be unavailable. Each student will be required to bring their own drink bottle that is labeled, filled at home, and kept with them during the day and not shared. Water bottle filling stations will be available in schools where they currently exist. There is an effort to increase the number of those filling stations in schools that currently do not have them.

A funding request has been made to the Minister of Education for the installation of water bottle filling stations to a ratio of one per every student washroom in schools.

Personal Protective Equipment (PPE)

All staff members will be provided with the appropriate PPE (medical masks, face shields, gloves and gowns where necessary) to safely interact with each other and with students. Additional PPE will be provided to staff who require it during their normal day to day responsibilities. All students will be required to wear a face mask or reusable cloth masks, which will be provided by the TCDSB. Reasonable exceptions regarding the requirement to wear masks/face coverings. Clear masks (or expression masks) will be readily available to Deaf and Hard of Hearing (DHH) students and any staff member with DHH students.

Training

All staff have been provided with a full day of Health and Safety training prior to the start of the school year. This included training on COVID-19 19 Awareness, Screening/Signs/Symptoms, donning/doffing PPE, and other safety protocols related to the return to work. We will consult with our Union/Federation partners and the Joint Occupational Health and Safety Committee on the training. Training will be delivered using a combination of webinars and videos. Training on COVID-19 awareness, masks/face coverings and safety protocols will also be made available to parents/students.

Cleaning and Other Additional Measures

Caretaking staff will perform routine cleaning of general facilities through the day and will conduct enhanced cleaning of high touch surfaces such as light switches, handrails, door

handles, etc. twice daily. Washrooms will be cleaned frequently throughout the day with a special attendance to high touch surfaces. Shared items will be used minimally and will be disinfected between users.

School Ventilation and Windows

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.

The Maintenance Department will proceed with modification of vertical sliding windows as needed to increase the opening from 4 inches to 12 inches. As this is a time-consuming process, 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 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.

In addition to the PM program, ESS has developed an action plan to improve school ventilation including 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 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 to 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.

Staff, in consultation with Building Sciences experts, are also developing a review of school air quality, window design and construction, and ventilation systems. As a result, contractors may carry out testing in September of CO₂ (carbon dioxide) levels at samples of schools with various types of ventilation systems and windows, as CO₂ level is a good indication of how well respiration is removed from the air. It's necessary this testing is completed when the buildings are occupied, as it is the people in a room that produce CO₂. Following this review and testing, recommendations for improvements will be made for action by TCDSB staff.

Health Screening for COVID-19 Symptoms

Before entering a school, students, staff and visitors (limited to only those necessary) must first do a self- assessment for COVID-19 symptoms. If staff or students feel unwell or have symptoms of COVID-19, they should not attend school and should go to a primary care provider or assessment centre for testing.

Each school will have a designated entrance(s) for staff and students with a screening station that has:

- Signage requiring all people entering to conduct a COVID-19 self-assessment.
- Signage and visual cues to remind people to practice to physical distancing while in the school.
- Exterior markings to reinforce physical distancing when entering the school.
- Alcohol-based sanitizer to disinfect hands prior to further entry into the building.
- A log book or alternative method of recording any visitors/itinerant staff for the purpose of contact tracing.
- A process for recording staff attendance for the purpose of contact tracing.

Suspected Cases of COVID-19

If a staff member or student has COVID-19 symptoms, they are to go to an assessment center and get tested.

As per direction of Toronto Public Health, if the test is negative, individuals can return to work/school 24 hours after symptoms go away, as long as they are not self-isolating for other reasons. Individuals with a confirmed case of COVID-19, can return to work 14 days after their symptoms first appear, as long as symptoms are mostly gone. No tests or clearance letter is required for return to work or school.

If a student develops COVID-19 symptoms while in school, they will immediately be separated from others in an isolation room until picked up. The student will be accompanied to the room by a staff member who will supervise them until they are picked up by family members. Both the staff member and the student will be required to wear a mask and other required PPE. To assist with this requirement, the room will be equipped with a PPE kit that includes masks, gloves, gown, face shield and tissues. The room will be disinfected once the individual leaves.

If a staff member becomes ill while they are at school, they are to go home, get tested for COVID-19 and self- isolate pending results. If they are unable to get home safely, they will be directed to wait in the isolation room until such time as a family member can pick them up. They will be required to follow all of the steps laid out for sick students in the isolation room.

Confirmed Case of COVID-19

The TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the testing laboratory to Toronto Public Health who will help the school community through contact tracing.

Confirmed Case of COVID-19: Process

The following steps must be taken when there is a confirmed case of COVID-19 (student or staff):

- Supervisor/Principal to notify Manager/Superintendent, Health and Safety department and Communications.
- Supervisor/Principal to determine if employee/student was in the building 48 hours prior to and including the day of onset of symptoms OR 48 hours prior to positive specimen collection if asymptomatic at the time of specimen collection.
- If yes, Supervisor/Principal to inform all employees who have been in the building on those days of a confirmed case of COVID-19 (do not share personal information/name of infected person).
- Supervisor/Principal records this information including attendance, contact information and visitor sign-in logs for possible Toronto Public Health contact tracing purposes.
- Occupational Health & Safety Department reports name of employee/student to TPH. Also, the appropriate Union/Federation member will be notified (if an employee).
- Students and employees who test positive for COVID-19 will self-isolate for 14 days in accordance with TPH protocol.
- TPH will contact positive cases directly and provide a letter directly to the other staff/students identified to have a high risk of exposure. Communications Department to work with TPH on letters to school or community, as determined by TPH.
- TPH will collaborate with the Supervisor/Principal to obtain contact information for those individuals with a high risk of exposure.
- TPH will follow up with the Employer through the Occupational Health & Safety Department, if needed.
- Supervisor/Principal to discuss any enhanced cleaning protocols that may need to be performed with the Facility Team Leader. These area(s) will be closed until this enhanced cleaning is completed.
- Additional direction will be taken from TPH and is based on Ministry of Education and Ministry of Health guidance in the workplace.

Attendance and Absenteeism Reporting

TCDSB will track student attendance and alert Toronto Public Health about unusual increases in absenteeism due to illness. Confirmed cases of COVID-19 are reported by the lab to Toronto Public Health who will help the school community through contact tracing.

School Visitors

Schools will significantly limit visitors, including parents/guardians. Any essential visitors to a school will be required to conduct a COVID-19 health screening at the designated school entrance/screening station and will be required to wear a medical mask while on school property and sanitize hands upon entry.

Saliva Based Testing

The Board has recommended that a saliva based testing option be actively considered as a pilot project that can be scaled as needed and used in homes and schools. Toronto Public Health indicated that effective testing strategies can greatly assist in rendering schools safer with the aim of avoiding the shutdown of classes. Saliva testing kits for schools and homes will be explored further with TPH.



LEARNING AND INSTRUCTION

Students Requiring Technology

Starting in April the TCDSB has issued approximate 10,500 devices to students which included 6,100 Chromebooks and 4,400 iPads. Of these devices approximate 1,250 were to students who self-identified as needing internet access at home. To support these students, we have provided them LTE data enabled iPads. We plan to provide similar services to new students in September on request basis.

ELEMENTARY MODELS

Continuity of learning continues to be the goal in our schools for both face-to-face and distance learning models. Teachers will deliver programming based on the Ontario Curriculum and Ontario Kindergarten Program. Teachers will use effective instructional and assessment strategies that best meet the needs of their students and focus on student achievement and well-being. Ongoing professional learning opportunities for staff will prepare them to seamlessly transition between face to face and distance learning if necessary.

We acknowledge the need to ensure equity informs all aspects of our learning and instructional practices.

Full Return Face to Face (at school) - Elementary

Elementary school students in Kindergarten through Grade 8 will attend school five days per week, with 300 minutes of instruction per day, remaining in one cohort for the full day. Enhanced health and safety protocols will be in place in all schools. All students in Kindergarten to Grade 12 will be required to wear non-medical or cloth masks indoors on school property, including in hallways and in classrooms.

Cohorted classes will stay together and with one teacher (one teacher and one DECE in kindergarten), where possible. Flexibility in scheduling of recesses, lunches, and washroom breaks will be implemented. Itinerant teachers will safely provide instruction to classes in the full return model. Students will also be able to leave their classrooms to receive additional support and maintain limited groupings ([Ministry of Education Guide to Reopening](#)).

Educators will maintain an online platform (Google or Brightspace) for all students in the class and ensure that students are able to log in and know how to navigate the space. Professional learning and support will be provided to all staff to build capacity in using online learning resources.

Distance Learning (at home) - Elementary

As per the Ministry Guidance document on reopening schools, parents have the option of selecting face to face (in school) learning or distance (at home) learning for their children.

Please note that we are currently working on the creation of a TCDSB Virtual School. More information will be available to families in the days ahead.

The guidelines provided below is a preliminary outline of Distance Learning in the TCDSB for elementary students.

STRUCTURE OF DISTANCE LEARNING DAY

- Students will be assigned to virtual classrooms for distance learning.
- Teachers will record daily attendance.
- Students will receive 300 minutes of learning daily with a combination of synchronous and asynchronous opportunities.
- Teachers will support students in large and small group instruction.
- Staff will engage in ongoing and regular synchronous Check & Connect with students.
- Asynchronous independent work available in Google Classroom/Brightspace
- All teachers to maintain a robust Google or other approved platform for learning resources.
- Access to platform for relevant assigned itinerant staff and administrators to support and monitor learning.
- Students will receive timetables outlining weekly schedules for all classes.
- Central staff will provide resources on board website to enhance learning in all subject areas to enhance learning platforms.
- Roles and responsibilities of Mental health team to provide enhanced resources to support students and families.

CURRICULUM OVERVIEW

- Elementary program is based on the Overall Expectations of the Ontario Curriculum and the Kindergarten Program.
- Small group learning to follow up on students demonstrating their learning through play and inquiry (Early Years), literacy and numeracy, and other curriculum areas.
- Teachers will focus on core curriculum delivery and other subjects including Religion, Core French, Music, Visual Arts, Drama & Dance and Physical Education & Health.
- Synchronous and asynchronous learning supported by Google Classroom/Brightspace platforms.

DISTANCE LEARNING BY GRADE***Kindergarten***

- Daily synchronous instruction opportunities based on Kindergarten program
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction (Synchronous and Asynchronous)
- Guided Small Group Instruction (Synchronous)
- Synchronous Check & Connect

Grades 1 – 3

- Daily synchronous instruction opportunities in Numeracy, literacy, religion
- Asynchronous activities/resources on classroom platform
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect

Grades 4 – 6

- Daily synchronous instruction opportunities in Numeracy, literacy, religion, science
- Whole Group Instruction
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

Grades 7 – 8

- Daily synchronous instruction opportunities/Whole Group Instruction: Numeracy, literacy, religion, science, geography, history
- Guided Instruction (Synchronous) & Independent Work
- Synchronous Check & Connect
- Asynchronous activities/resources on classroom platform

EARLY YEARS PROGRAMS

Before- and After-School Programs (Extended Day Program, Authorized Recreation and Licensed Child Care) Before- and after-school programs (BASP) provide important care for families and their children outside of instructional hours and days. The TCDSB is committed to supporting the operation of these programs in schools in September, with the health and safety of children, families, and staff of utmost importance. The Ministry of Education recently announced revised [Operational Guidelines](#) for licensed child care operators to support the safe reopening of programs across the province. Updates are also being made to the *Before and After School Kindergarten to Grade 6 Policies and Guideline* to provide COVID-19-related operational guidance.

At this time, the Ministry has confirmed authorized recreation provider-operated after school programs and Extended Day Programs will be required to follow standard ratios and maximum group sizes set out in the *Before and After School Kindergarten to Grade 6 Policies and Guidelines*. Additionally, licensed child cares are required to develop infection prevention and control policies and procedures as per the [Toronto Public Health COVID-19 Guidance for Child Care Settings](#).

In September, school boards are expected to support cohorting of students to the greatest extent possible. While this can be challenging for students attending BASP, schools and BASP operators will collaborate to ensure that student lists and information are maintained and readily available to be provided to Toronto Public Health for contact tracing purposes. To support enhanced cleaning requirements in schools, TCDSB staff will work with BASP operators to facilitate the required cleaning before and after BASP students access program space.

While the full return to school supports the continued implementation of BASPs in TCDSB schools during the 2020-21 school year, the decision to operate and determine operating capacities for licensed BASP and authorized recreation programs will be made by organizations and individual program operators.

SECONDARY MODELS

Secondary Learning and Instruction - Adapted In-School and Remote Learning

All models in secondary use a quadmester calendar as suggested below:

QUAD	1	2	3	4
Start Day	September 14			
Last Day	November 18			
Start Day		November 19		
Last Day		February 5		
QUAD	1	2	3	4
Start Day			February 8	
Last Day			April 23	
Start Day				April 26
Last Day				June 29

**PA Days: September 1, 2 and 3, 2020, November 20 (or 13), 2020
February 12, 2021, June 28 and 29, 2021**

At the beginning of each quad, students/parents choose between Model 1 and Model 2 (below) and must indicate their choice two weeks prior to the start of quad. Most students are expected to complete two courses/quad. No switching is permitted during quads. Parent will need to notify the school in advance of the quad to ensure that appropriate programming will be able to take place.

Model 1: Adapted In-School Day Model (Cohorts)

Model 2: 100% Remote Learning

Adapted In-School Day (Cohorts) - Secondary

Unless there is further direction from the Ministry, the Adapted In-School Day model, learning will take place in-person at school in the morning and learning will continue at home. In school, there will be one teacher responsible per course and **classes will be divided into two halves (cohorts)** to ensure that there are approximately 15 students. Students will be positioned physically distant from each other in class in order to mitigate risk.

Consideration in planning student timetables and school models will also need to ensure that there are less than 100 indirect contacts between students. Local schools will do their best to re-locate larger classes in larger classroom spaces.

Classes will also utilize a recognized Learning Platform (Brightspace or Google Classroom) to facilitate the Distance Learning component of each class.

Distance Learning occurs when a student is demonstrating learning outcomes in communication with his/her teacher when they are not in the typical in-person classroom environment. Distance learning can be synchronous or asynchronous.

Synchronous Learning occurs when the teacher interacts with a student or group of students in real-time either online or through other means in relation to the course content, lessons or assessment tools. Learning platforms such as Brightspace and Google classroom can be used to support this approach.

Asynchronous Learning does not occur in-real time. Students respond to course content, lessons or assessments typically through accessing the learning platform where the teacher has placed these activities. Although this can seem to look like independent work, ideas, response and feedback can still occur. The feedback does not happen simultaneously with the teacher.

SECONDARY SCHEDULE: Adaptive Secondary Alternating Week Cycle

The example shown is with an 8:30 a.m. start. The start time of your secondary school will remain the same as last year.

Students typically take two courses per quad and will attend school every second day from 8:30 - 11:00 a.m.

- 8:30 a.m. - 11:00 a.m.:**
- One half of the class will attend school for in-class learning (alternating cohorts of the same class during the week)
 - The other half of the same class will participate in asynchronous learning in the morning

- *11:00 a.m. - 12:20 p.m.:** - Lunch for staff and exit for students

- 12:20 p.m. - 2:50 p.m.:**
- Learning in the other course will occur through synchronous learning Course 1 or Course 2 Synchronous Learning (both cohorts together) - prescribed by week
















The next week, the course that was taught in-person becomes the course taught through synchronous learning and the course that was taught through synchronous means is taught in-person at the school. This is the two-week cycle.











*At 11:00 a.m. students may remain at school and participate in the synchronous component of learning by attending a supervised study hall in the afternoon. Students must follow all protocols related to COVID-19 risk reduction and mitigation. There will be no cafeteria services offered. Students who remain will need to bring a lunch in the morning and cannot leave the building and re-enter, as contacts must be minimized among students throughout the day.

Student Timetables for Students Returning to Regular Secondary School
















Students will receive notifications of their first day, opening period and room number during the week of September 8. Once they are participating in in-class learning, timetables will be re-distributed.











(Week 1 of 2)

Morning	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK A 8:30 am - 9:45 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK B 9:45 am – 11:00 am In-class learning	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A/B Class 1 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort B Class 1 	Cohort A Class 1 	Cohort B Class 1 	Cohort A Class 1 	Cohort B/A Class 1 

Afternoon	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 
BLOCK D 1:35 pm - 2:50 Synchronous Distance Learning	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 	Cohort C & D Class 2 

(Week 2 of 2)

Morning	Day 3	Day 4	Day 3	Day 4	Day 3/4
BLOCK A 8:30 am - 11:00 am In-class learning	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK B 9:45 am – 11:00 am In-class learning OR	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C/D Class 2 
BLOCK A/B 8:30 am - 11:00 am Asynchronous learning	Cohort D Class 2 	Cohort C Class 2 	Cohort D Class 2 	Cohort C Class 2 	Cohort D/C Class 2 

Afternoon	Day 1	Day 2	Day 1	Day 2	Day 1/2
BLOCK C 12:20 pm - 1:35 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 
BLOCK D 1:35 pm - 2:50 pm Synchronous Distance Learning	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 	Cohort A & B Class 1 

Fully Remote Learning - Secondary

Some students may opt to not return to school and continue their learning at home. Below, please find the tentative model for Distance Learning in secondary with our board.

Students will have a daily schedule as outlined below. A minimum of 90 minutes/course/day must be synchronous through BrightSpace or Google Classroom.

Course 1: 9:00 a.m. - 11:30 a.m.

Course 2: 12:30 p.m. - 3:00 p.m.

Teachers will use BrightSpace or Google Classroom for course shells and content.

Considerations as this model is offered:

- Number of students who opt for the fully remote model
- Cohorts of students will be assigned to a teacher (not necessarily from their school)
- Remote Learning differs from the TCDSB e-Learning Day School Program
- Available staff expertise that will be available to provide course offerings

Alternative Ed. - Monsignor Fraser and Credit-bearing Adult Day School

Msgr. Fraser College Alternative Programming normally operates using quadmestered programming. The format of the programming will be augmented to ensure health and safety under the Adaptive Model. There are four TCDSB locations that offer alternative programs (for students age 16-18, 18-20) and/or adult programs (for students over the age of 21). All locations offer quadmestered courses. At the beginning of each quadmester, students may choose one of the following options (no switching during quadmasters):

A. Take up to two courses at the school

B. Take up to two courses on-line at the beginning of each quadmester

Registration forms and information are available online on the Monsignor Fraser College page of the TCDSB website.

ADULT LEARNING AND CONTINUING EDUCATION

The TCDSB is preparing a return to school plan for both the Adult Learning and the Continuing Education Departments that provides a safe learning environment for learners and instructors, allowing appropriate time for enhanced cleaning of school sites for daytime learning, eliminating student travel during peak times, and mitigating against the spread of the coronavirus. Each program area will deliver an effective online Distance Learning model that includes both synchronous and asynchronous instruction in the fall.

TCDSB Adult Education Programs: Federally funded LINC, provincially funded adult Non-credit ESL/FSL and Literacy and Basic Skill Programs

Adult Education Programs will be delivered in the 2020/2021 school year through a variety of modalities: from fully online, to a combination of face to face and online. Two different learning management systems and a wide selection of online resources have been compiled to meet the needs of diverse groups of adult learners. Instructor capacity to deliver the program through different modalities will continue to be enhanced through ongoing professional development. Care for Newcomer children will be offered in small group settings at the existing sites.

A managed, remote and small group face to face intake will be implemented in September to ensure a safe return to the classrooms for staff and adult learners.

All adult instructional sites and spaces will be receiving personal protective equipment, safety signs and additional cleaning to comply with all the Government of Ontario and Toronto Public Health guidelines for social distancing and health hygiene.

Elementary International Languages (Integrated Day School Hours)

- Day school classes will continue to be offered at the designated elementary schools integrated within the regular school day.
- After IL programs will be offered through an online platform. This includes both after school and weekend IL programs.
- Instructors will continue to be provided with professional development opportunities.

Elementary and Secondary Literacy and Numeracy Courses

- Program offerings are determined in collaboration with elementary and secondary schools.
- These courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

Secondary Night School and Saturday International Language Credit Courses

- First semester for Night School will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.
- Saturday International Language credit courses will be delivered online through a Distance Learning model that includes both synchronous and asynchronous instruction.

GUIDELINES FOR SUBJECT DELIVERY - ELEMENTARY AND SECONDARY

Adaptations to some program delivery models may be necessary in order to adhere to enhanced safety protocols and Toronto Public Health guidance. Some programs that may be impacted include:

- Cooperative Education
- Health and Physical Education
- The Arts- dance, drama, music
- Technology programs and Excursions

OTHER CONSIDERATIONS TO LEARNING ENVIRONMENTS

Classroom Setup

In order to encourage physical distance, classrooms will be organized and set up in ways to encourage the maximum space between students.

“However, while physical distancing and its role in the prevention of infection transmission should be discussed with students of all ages, it is likely not practical to enforce strict physical distancing in elementary school children, especially during periods of play. Cohorting (discussed in Item #5) is an additional strategy that can be used to facilitate close interactions, while minimizing the number of potential exposures. Interaction, such as playing and socializing, is central to child development and should not be discouraged.”

(COVID-19: Guidance for School Reopening, p9)

Lunch & Recess

Planning and decisions about outside recess and play will be locally developed, based on Public Health direction and school context, including factors such as number of students, available space, etc. Lunch and recess will be staggered to allow for physical distancing and students will eat in classrooms and bring their own food (no sharing).

The following outlines expectations for Lunch at each grade level:

KINDERGARTEN STUDENTS

- Some children can be assigned to “picnic” spaces for eating lunch and snacks that would be designated around the room.
- When unmasked they are not at the same table. This could involve personal seating mats provided by the teacher.
- If student desks have plexiglass (classes over 15 students), those spaces will be used to create distancing during lunch.

ELEMENTARY STUDENTS

- Students will remain in their cohorts when they eat their lunch in the classroom.
- Students are encouraged to avoid conversations while seated during lunch.
- No food utensils or other food related materials are to be shared during lunch.
- Placement of waste in the garbage during lunch is coordinated so that students can dispose of their own waste and maintain proper social distancing.
- Students will wash their hands both before and after lunch.
- Elementary students may only leave the school building for lunch with a parent/guardian, following established visitor protocols.

SECONDARY STUDENTS

- If students are remaining at school for lunch then they are to remain in the school and bring their own lunch.
- There will be no cafeteria service in the school.
- Students will eat lunch in the room they had their previous class and will clean up their own waste.
- Students are encouraged to avoid conversations while seated during lunch.
- Students cannot exchange food or other items during this time.
- Students will wash their hands before and after lunch.

Excursions

Field trips and other activities that require group transportation will not be planned at this time.

Large Group Gatherings

Large in-person school gatherings such as assemblies, masses, concerts or dances) will not occur. Virtual options may be provided as an alternative.

School Clubs and Extra-Curricular

Schools can offer if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Organized Sports

The Ministry Guide to Reopening indicates that schools can offer clubs and organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use. TCDSB will suspend participation for all interscholastic sports until the board receives explicit direction from the Ontario Medical Officer of Health (MOH) with respect to the resumption of activity. Once there is some easing of restrictions that enable certain activities to open within the orders of the MOH, plans for resumption can be tabled. This is not a return to normal, but rather to a “new normal” which will require everyone to modify their behaviour, stay informed, apply protective measures and follow public health advice and individual sport associations’ recommendations.



OPERATIONS

TRANSPORTATION

Transportation staff have been meeting regularly with bus operators over the summer to prepare for a safe return to school. It is important to note that approximately 20 percent of the driver pool is over sixty years of age, and it is anticipated that 100% service levels will not be achievable immediately. Bus operators have been encouraged to recruit drivers over and above their normal summer recruitment numbers to mitigate this anticipated shortage.

At a recent meeting between the Toronto Student Transportation Group (TSTG), which provides bus services for the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB), a motion was approved to move forward with a phased start for student transportation to ensure that students with special education needs are prioritized and receive bus service beginning the first week of school.

- During Week 1 of the school year (**September 14**) only students with special education needs will be provided with student transportation.
- Beginning **September 21** (week 2 of the school year), all other eligible students will be provided with student transportation, unless there is a significant driver shortage or other unforeseen issues related to COVID-19.

Given continued school bus driver shortages across the province, this staggered approach provides TSTG additional time to identify and address any potential start-up issues related to the driver shortage, and to ensure when full transportation services are in place, they are running as smoothly as possible.

The following considerations must be part of any successful and safe start up (sources include federal guidelines found at: www2.tc.gc.ca/en/services/road/federal-guidance-school-bus-operations-during-covid-19-pandemic.html and the Ontario Ministry of Education's *Guide to Reopening Ontario's Schools*).

1. **Reducing exposure:** Before every trip, bus drivers, students, parents and staff must self-assess for any COVID-19 symptoms and not board a bus if any symptoms are present. All students and drivers who experience symptoms need to self-isolate and stay home. If another member of a child's or driver's household develops symptoms, it is recommended that the child or driver stay home and self-isolate.

A child who develops symptoms while at school should not be permitted to return home on a school bus and should be picked up by a parent/guardian or provided a safe alternate means of transportation.

2. **Engineering controls:** Signage will be displayed on the buses to reinforce the importance of wearing masks, staying six feet apart where possible (e.g. lining up for the bus, boarding and disembarking), using good hand hygiene and not going into the aisles or congregating near the driver.

3. **Administrative controls:** Signage will be displayed prominently on buses and bus operators will continue their accelerated cleaning programs (increase the frequency of cleaning) in the buses (e.g. seats, inside hand railing, interior windows and walls, etc.). It is expected that the steering wheel and immediate driver area, as well as the tops of seats and hand railing will be wiped down between runs, which may result in some delay. All other enhanced cleaning will be performed either before or after the shift.

In addition to regular disinfecting of school bus interiors, to the extent possible, it is recommended that operators reduce the number of drivers who use a vehicle and ensure that the same drivers use the same vehicle and keep the same work schedules in order to limit contacts as much as possible. Some limits to busing may need to be imposed to start the school year dependent on driver availability and planning time required.

Where possible, the seat directly behind the school bus driver should remain empty to maintain physical distancing. Windows should be opened when feasible to increase ventilation.

4. **Safe work and hygiene practices:** Signage and messaging will be available encouraging people to stay home if they are ill. A self-assessment will be required before entry and a list of signs of illness to look for will be prominently displayed.

A meeting will take place with bus operators to ensure that they prepare professional development, to support school bus drivers.

Students should be reminded by parents/guardians and teachers to wash their hands with soap and water for 20 seconds before they leave home to take the bus, when they arrive at school, when they are leaving school prior to taking the bus, and when they get home.

Bus drivers should wash their hands often, including before and after completing trips and have sanitizer available for in-trip. Sanitizer should have at least 60% alcohol and should be used after assisting a child to their seat (if applicable), touching wheelchairs or other assistive devices, or having other direct contact with children, as needed throughout a trip and where other PPE such as gloves are not able to be used. Sanitizer should be properly labeled and stored in accordance with its material safety data sheet. Sanitizer should be stored outside the reach of children.

5. **Personal protective equipment:** Medical masks and eye protection (e.g. face shields) will be provided for school bus drivers. Eye protection for drivers should not interfere with the safe operation of vehicles and is intended to protect drivers during close contact with students, not while driving. Operators will follow Ministry of Transportation requirements as well as the guidance of Transport Canada's [Personal Protective Equipment and their uses by Commercial Vehicle Drivers](#). Drivers will also use gloves when cleaning or touching surfaces and safely dispose of them.

The choice of PPE for drivers should not interfere with their ability to access vehicle controls, or hinder or distort the driver's view – directly or through mirrors - of the road, students around the bus or of passengers.

As bus rides range from 5 minutes to over 60 minutes, and physical distancing is not always possible based on bus load capacity, PPE solutions for students will need to be implemented. Masks for students who can safely wear them will be the first line of

defence. To the extent that physical distancing may not be possible, the use of non-medical masks for all students will be required on school vehicles. Exceptions should be made for students with medical conditions or special needs that prevent masking. For those students unable to secure their own masks, some will be made available by the Board, along with a process to receive the masks through the school.

Another administrative control will be assigned seating for students. Students should be assigned seats and a record of the seating plan should be kept to assist with contact tracing in the case of a student or driver contracting COVID-19. Students who live in the same household or are in the same classroom cohort should be seated together. This will have the benefit of reducing exposure as well as assisting in reaching out to students most at risk should an exposure occur.

6. **Students with Special Education Needs:** Special care and attention will be given to ensuring adequate drivers for students with special education needs. It is understood that some children may not be able to use masks or may have medical or other special circumstances that may require accommodations. It is important to make the principal and transportation dept and/or bus operator aware of any accommodation requirements as soon as possible.
7. **Active and Safe Travel:** TSTG, in conjunction with TCDSB, provides pointers on active and safe travel (AST), including safety tips and maps including stop lights, crosswalks, etc. For more information on AST, please visit the TSTG website at www.torontoschoolbus.org/activetransport.
8. **Communication:** TCDSB initially reached out to families to determine their intention to send their children on the bus in September by way of a survey. Following a Board approved motion, the Registration Questionnaire will be re-issued from August 20-26.

TSTG has issued two recent communications to families (July 24 and August 14) and will continue to send out messages through the student transportation portal, and post to the website, to provide additional information on how to ensure a safe start up, including a video to reinforce safe habits prior to leaving the house (pre-screening, hand hygiene), arriving at the bus stop (physical distancing), on the bus (remaining in the seat, wearing a mask and not touching their face or others) and disembarking the bus (physical distancing, patience and washing hands at arrival to school), along with supporting information.

Parents/guardians or staff with questions may contact the transportation office at 416-394-4BUS (416- 394-4287) (starting July 27, please use the temporary start-up number at 647-790-3829) or by emailing transportation@torontoschoolbus.org.

ADMINISTRATIVE SITES

With the city of Toronto moving to stage 3 on July 31, we have been able to begin reopening our administrative sites. protocols have been in place since mid-July to allow staff who request it, limited access to work in office spaces. Occupancy is expected for the beginning of September, which is in line with other school boards and large public sector organizations.

COVID-19 signage, PPE and floor decals have been placed at TCDSB sites to indicate direction of travel, two metre distancing points in key areas and occupancy limits for elevators, meeting spaces and staff washrooms.

Each employee must conduct the COVID -19 self-assessment prior to entering the building, must sanitize their hands, record their entry/exit into the building and follow all physical distancing requirements.

Department Leads are responsible for managing occupancy levels, employee schedules and tracking mechanisms for contact tracing until a full return is implemented. Where workstations are closer than 1 metre distancing physical barriers may be considered. Administrative staff will be required to wear face coverings in areas where physical distancing is a challenge.

Staff from the Occupational Health and Safety Department will provide guidance and assistance on issues related to physical distancing and other safety measures.

COMMUNITY USE OF SCHOOLS

City Day Camps, Child Care, Field permits and some religious groups continue to operate at a number of schools currently.

The use of school facilities for community use will be limited in order to maintain disinfection of buildings and provide sufficient time to perform enhanced cleaning required for child care and regular school use.

Allowing outside permitting of school buildings would require these spaces to be cleaned prior to and after use by the outside group(s). Many permits have multiple cohorts of students/group members which could require cleaning during the permit as well. Sufficient caretaking resources do not currently exist to do this work.

Permits for the fall will be restricted to those programs that TCDSB is obligated to provide such as Before and After School Programs and programs operated by lease holders as part of their Lease.

CAFETERIAS

Until further notice, school cafeterias will be closed and food services will not be provided. This will prevent student gathering in these areas. Lunch rooms in elementary schools should not be used as such but rather additional instructional space if required. Students in elementary schools will be required to eat lunch in their classroom to maintain cohorting.

STUDENT NUTRITION PROGRAMS

Staff are looking into the options to support and continue student nutrition programs in the fall. Discussions around the use of pre-packaged and served using a “grab-and-go” approach are being explored. There are ongoing discussions on what the final delivery approach will look like and additional support that can be provided to students.

COVID-19 FUNDING

The Ministry of Education has announced the following provincial funding:

Provincial Funding Description	Amount (\$M)
Remote Learning	17.6
Ventilation in Classrooms	50.0
Additional Teacher Staffing	30.0
Additional Custodial Staffing	50.0
Health and Safety Training	10.0
Additional Supports for Special Education	10.0
Mental Health Supports	10.0
Additional Mental Health Support	10.0
Masks and Personal Protection Equipment (PPE)	60.0
Cleaning Supplies, Additional Staffing & PPEs for Student Bussing	40.0

Cleaning Supplies for Schools	25.0
Additional Public Health Nurses	50.0
Increased Lab Testing Capacity	23.6
Technology	15.0
Enhanced Cleaning	4.0

COMMUNICATIONS

We remain committed to sharing information as it becomes available and by communicating with TCDSB families and staff in a timely manner.

Communications and Health & Safety Departments are working together to produce a Return to School safety video, infographics and social media content to generate awareness around safety protocols for return to school including classroom hygiene, safety, physical distancing and handwashing. These products will continue to be developed and modified where appropriate. The TCDSB also continues to share transportation related information and updates with families.

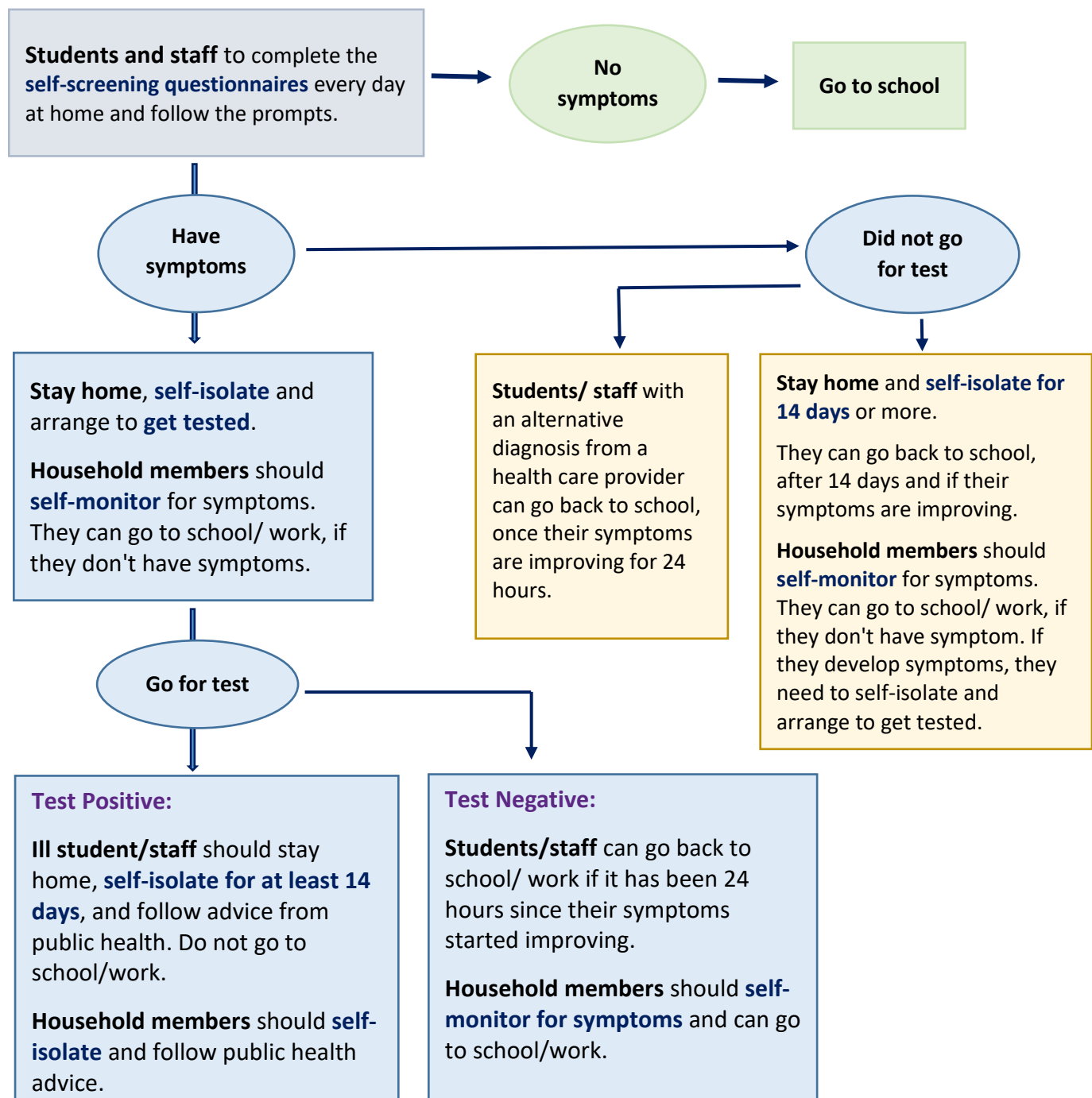
Important information related to the return to school plan will be provided through a variety of channels, including school messenger, the TCDSB website, exchange emails and social media.

COVID-19 School Decision Guide

Updated September 24, 2020

For all situations listed in the flow chart below:

- If the student or staff has symptoms and has been in close contact with a person who has COVID-19, the ill student/staff will need to self-isolate for 14 days. Their household members will need to stay home and self-isolate until COVID-19 is ruled out.
- Anyone who has travelled outside of Canada is required to self-isolate for 14 days. Their household members do not need to self-isolate if they have not travelled, if they don't have symptoms and they are not a close contact of a positive case.



SCHOOL REPORTING PROTOCOL FOR POSITIVE CASES OF COVID-19 STUDENTS AND STAFF

STEP 1 Principal will:

- ☐ Notify TCDSB OHS Department and Area Superintendent:

Email Corrado Maltese, corrado.maltese@tcdsb.org CELL 416-574-8389

Email Marta Radic, marta.radic@tcdsb.org CELL 647-227-3584

OHS Department will notify:

- Emergency Operations Center (EOC)
- Communications (Shazia Vlahos)
- Facilities Operations (Marty Farrell)
- TPH Liaison, Angela Pisan, Registered Nurse, angela.pisan@toronto.ca
- Ministry of Education, Donna Randall, Education Officer, donna.randall@ontario.ca
- Ministry of Labor, 1-877-202-0008

STEP 2 Principal will:

- ☐ Notify Toronto Public Health by submitting the following information to the TPH intake email address: CovidSchools@toronto.ca

- Name of School, address
- Name of school contact, phone number
- Name of ill student / staff
- Contact information for student / staff (parent name if student is under age 14, phone number, address and if possible, date of birth)
- Onset of symptoms
- Last day at school
- Who reported the case to the school
- Any other ill staff or student reports

STEP 3 Principal will:

- ☐ Report the positive case on the Ministry of Education's Online COVID Reporting Tool (GO-Secure site)

STEP 4

- ☐ TPH will investigate and prepare a communication for the school community. Share this draft with TCDSB Communications Department (Shazia Vlahos) before sending to your school community. Once approved by Shazia, forward this communication to all staff and parents. Please do not report the case to staff and parents until TPH has completed their investigation and has provided you with their letter. OHS Department will provide a copy of the TPH letter to the JHSCs and Unions.

STEP 5

- ☐ TCDSB Communications will post the relevant information on the COVID-19 Advisory section found on the [TCDSB web site](#) and on your school's page.

Back to School Confirmation Form

Please complete this form to confirm that your child is healthy and able to return to school. Check only one box. By adding your signature, you are verifying that the information is true. Return the completed form to your child's school principal.

Child's Name: _____

My child was absent from school because of a suspected illness:

- ☐ My child's health care provider has confirmed that my child does not have COVID-19, and their symptoms have been improving for more than 24 hours.
- ☐ My child had ONE of the following symptoms: sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, or muscle ache/fatigue. His/her symptom has improved for 24 hours.

Note: If your child's symptom has not improved in 24 hours or if your child had more than one symptom, they need to be tested for COVID-19 or stay home and self-isolate for 10 days.

- ☐ My child tested negative for COVID-19 and their symptoms have improved for more than 24 hours.
- ☐ My child had COVID-19 symptom(s), did not go for testing, and has completed 10 days of self-isolation from when the symptoms started. They do not have fever (without the use of medication) and their symptoms have been improving for at least 24 hours.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptom(s) started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.

My child was identified as a close contact of someone who tested positive for COVID-19:

- ☐ My child tested negative for COVID-19 and has completed 14 days of self-isolation.
- ☐ My child tested positive for COVID-19 and has completed 10 days of self-isolation from when the symptoms started (or the test was done). My child was not hospitalized. My child does not have a fever (without the use of medication), and his/her symptoms are improving.
- ☐ I did not take my child for a COVID-19 test, but my child has completed 14 days of self-isolation and is well with no symptoms.

Date of COVID-19 test (if applicable): _____ (day/ month/ year)

I declare that my child is well, and is able to return to school.

Parent/Guardian Name: _____

Signature: _____ Date: _____ (day/ month/ year)



REPORT TO

REGULAR BOARD

2019-20 DRAFT AUDITED FINANCIAL STATEMENTS

"I urge, then, first of all, that petitions, prayers, intercession and thanksgiving be made for all people—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness."

1 Timothy 2:1-2

Created, Draft	First Tabling	Review
October 28, 2020	November 17, 2020	November 19, 2020

D. Bilenduke, Senior Coordinator of Finance

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

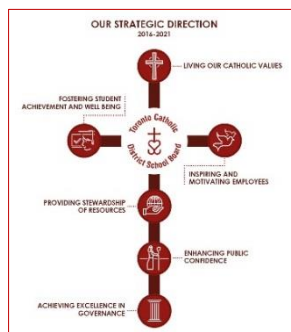
Vision:

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.



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

This report provides the Board of Trustees with the 2019-20 Draft Audited Financial Statements for approval. Deloitte LLP, Toronto Catholic District School Board's (TCDSB) external auditors, performed the audit and issued an unqualified audit report for the TCDSB as at August 31, 2020. The Financial Administration Act requires that the financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry within the Province of Ontario.

The final unappropriated in-year surplus is \$20.7 million with an accumulated surplus of \$86.2 million at the end of fiscal year 2019/20. The actual financial results for 2019-20 are \$23.5 million higher than the budgeted deficit of \$2.8 million forecast in December 2019. The effects of the COVID-19 pandemic contributed significantly to the surplus.

The \$20.7 million surplus is net of the following reserve allowances. \$7.8 million of unspent 2019-20 school block funds and \$3.2 million of IT infrastructure funds carried forward to be used in the 2020/21 school year. \$1.3 million has also been reserved for the Board's Pastoral Plan.

The TCDSB has fulfilled the Multi-Year Recovery Plan mandate to maintain a 2% Accumulated Surplus of at least \$22M. During 2019/20 the Board passed *Strategic Reserve Policy F.M.09*. In July 2020, the Board passed a motion that any 2019/20 surplus be considered to address funding deficiencies related to return to classroom uncertainties.

The 2019/20 Draft Audited Financial Statements report was presented to the Audit Committee on November 17, 2020. The Committee recommended an amendment to the Strategic Reserve calculation which is presented in section **E5 - IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**.

The cumulative staff time required to prepare this report was 2 hours.

B. PURPOSE

1. Deloitte LLP have audited the attached draft financial statements for the fiscal year 2019-20 following their Audit Plan presented to and approved by the Audit Committee during the meeting held on September 30th 2020.
2. The Auditors gave an in-depth presentation of their findings to the Audit Committee and took questions from Committee members in a private setting.
3. Committee members were also provided the opportunity to question the Auditors without staff present.

C. BACKGROUND

As per Section 9 of Ontario Regulation 361(10), the Audit Committee reviews the draft annual financial statements prior to tabling before the Board of Trustees for final approval.

D. EVIDENCE/RESEARCH/ANALYSIS

1. *The in-year operating surplus for Ministry reporting purposes is \$20.7 million resulting in an accumulated surplus of \$86.2 million.* The operating surplus for 2019-20 is \$23.5 million more than the budgeted deficit of \$2.8 million. The year over year reconciliation of the in-year surplus/(deficit) follows in the table below:

In-Year Unappropriated Surplus/Deficit ('000's)

	2018/19 Actual	2019/20 Budget	2019/20 Actual
Revenue Variance to Budget	6,400	-2,867	-6,500
Expense Variance to Budget	19,013	0	33,550
In-Year Surplus/(Deficit)	25,413	-2,867	27,050
C/Y Changes to Appropriations	339	58	-6,327
Unappropriated In-Year Surplus/(Deficit)	25,752	-2,809	20,723

2. *All documents have been provided for, in the appendices, in accordance with the Education Act, Ministry guidelines and TCDSB Policies.* The 2019-20 Draft Audited Financial Statements for the TCDSB are attached to this report in Appendix A. It is important to note that the external auditors use the

2019-20 budget produced in June 2019 while, for purposes of variance analysis, the Board uses the Revised Estimates approved by the Board of Trustees in December 2019. The corresponding Education Finance Information System (EFIS) submission, Schedule 5, is attached as Appendix B and an analysis of the Public Sector Accounting Board (PSAB) surplus and the calculated Operating Surplus appears in Appendix C. The final 4th Quarter Financial Status Report appears as Appendix D.

3. ***The Financial Statements are calculated using two different accounting methodologies.*** The 2019-20 Draft Financial Statements report an in-year PSAB surplus of \$83.4M and an accumulated surplus of \$517.2M. PSAB accounting principles provide accounting treatments for land, buildings, fixed assets and deferred revenues through the Statement of Financial Position and the general accounting standards for the public sector do not. This explains why the accumulated surplus for PSAB purposes is \$517.2M and the accumulated surplus on a generally accepted accounting principle basis is \$103.3M.
4. ***Variations in both revenue and expenses produced a \$27.1M in-year surplus.*** A high-level analysis of the 2019-20 Operating Surplus Variance from budget follows in the table below, followed by explanations corresponding to the line number for each component on the next page.

i)	Increased GSN & Grant Revenue	\$1.5M
ii)	Decreased Miscellaneous Recoveries	(5.0)M
iii)	Unrealized Prior Period Benefits Recovery(ASO)	(3.0)M
NET REVENUE DECREASE		(6.5)M
iv)	Decreased spending on Salaries & Benefits	27.5M
v)	Decreased spending on Supplies & Services	2.6M
vi)	Decreased spending on Transportation	3.5M
NET EXPENSE DECREASE		33.6M
SURPLUS AVAILABLE FOR COMPLIANCE		27.1M
vii)	Internally Appropriated Amounts	(6.3)M
Total Variance of Forecast to Actual		20.7M

- i. The significant increases in Ministry Grants were \$8.9M for the 1% negotiated salary increase and \$3M for English as a Second Language

(ESL) funding. This was offset by the return of \$12.6M in strike savings and \$0.8M for transportation.

- ii. The Board suffered losses due to COVID-19 closures of day cares, after hours permits and employee paid parking.
 - iii. The Ministry of Education has approved the allocation to revenue of \$2.3M from the previous year's "Administrative Services Only" (ASO) surpluses in the Great West Life benefits account. The Board had expected to receive a one-time recovery of \$5.3M during the year.
 - iv. Salaries, Wages and Benefits experienced significant savings due to strike savings (\$12.6M), unfilled library and guidance positions (\$3.9M) and supply staff COVID-19 savings (\$9.1M). Most departments experienced positive salary variances due to COVID-19 but were offset by the unbudgeted 1% negotiated salary increase.
 - v. Many departments experienced supply savings due to the COVID-19 closure but were offset by the purchase requirements for Personal Protective Equipment (PPE), signage, etc. Utilities experienced a Board wide savings of \$2.1M due to COVID-19 shutdowns.
 - vi. The decrease in Transportation of \$3.5M is largely due to COVID-19, which includes \$1M of unused TTC tokens.
 - vii. Internally Appropriated Amounts – please refer to Appendix C for a complete breakdown.
5. ***Liability protection is maintained.*** As per previous Audit Committee reports and in consultation with Legal Counsel's reports to the Audit Committee, the Board has maintained a total accrual of \$6.9 million as an estimate for potential legal claims and grievance settlements.
6. ***School GSN budgets have been maintained.*** Unspent 2019-20 school block budgets (\$7.8M) and IT equipment (\$3.2M) have been carried forward in the 2020-21 budget.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. ***During 2019-20 the Board of Trustees approved Strategic Reserve Policy F.M.09.*** This policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible, consistent, and equitable manner. Operating Reserves are determined by the Director of Education and the Chief Financial Officer after the fiscal year is closed and during the Revised Budget process. Trustees will have an opportunity at that time to approve or amend operating reserve allocations.
2. ***The Board has a \$20.7M surplus available to distribute from 2019/20 activity.*** An operating reserve totalling \$4.4M has been created for playgrounds and school block from the current year surplus. In addition, an unused operating surplus from 2019 of \$10.2M is available for re-allocation. The balance available for distribution is \$26.6M to be distributed as follows:

Operating Contingency 50%
IT Strategic Systems Reserve 35%
IT Infrastructure Reserve 5%
Administrative Facility Reserve 5%
Student Equity Strategic Reserve 5%
3. ***At the July 23, 2020 Board meeting the board of trustees passed the following motion:***

“Any estimate of projected surplus funds which may materialize from the 2019-2020 school year be presented to the Board in September 2020 (or as soon as readily available) to address possible deficiencies in curriculum delivery which may develop in a revised return to school in September 2020.”

The Board at the end of the 2019-20 year-end has an Accumulated Surplus “Available for Compliance” of \$103.3M and of this amount, 20.7M is the in-year surplus which is proposed to be allocated as follows:

Appropriations	2019 Accumulated Surplus	2020 In- Year Surplus	Reserve Balance
Surplus Available for Compliance	76,257,680	27,050,364	103,308,044

Internally Appropriated	10,793,304	6,327,318	17,120,622
Available; Unappropriated	65,464,376	20,723,046	86,187,422
20-21 Board approved Operating Reserves			
20-21 School Block Budgets		2,000,000	2,000,000
20-21 Playground Reserve	1,200,000	2,400,000	3,600,000
19-20 Trustee Strategic Reserve	54,800		54,800
<i>Unused 19-20 Operating Reserves</i>	10,240,000	-10,240,000	0
<i>Strategic Reserves</i>			
Operating Contingency	23,041,000	13,281,523	36,322,523
IT Strategic Systems Reserve	20,626,715	9,297,066	29,923,781
IT Infrastructure Reserve	5,119,797	1,328,152	6,447,949
Student Equity Reserve	2,591,031	1,328,153	3,919,184
Administrative Facilities Reserve	2,591,033	1,328,152	3,919,185
TOTAL UNAPPROPRIATED	65,464,376	20,723,046	86,187,422

4. ***Regarding fiscal 2020-21, a determination has been made to use the Operating Contingency Reserve to offset additional costs related to COVID-19.*** The Board will have at its disposal \$36.3M of operating contingency to be used for COVID-19 related expenditures. This is in addition to the \$11.1M that has been internally appropriated for school block and IT expenses. The Board has approved \$ 20.5M from the Operating Contingency Reserve to fund various COVID-19 related expenditures. Should these full expenditures materialize then the reserve balance would be \$15.8M by the end of the 2020-21 fiscal year.
5. ***The Audit Committee has recommended the following amendment to the Strategic Reserve allocation.*** “Given that enrolments have been lost, there is a significant possibility that there will be a drop in Grants for Student Needs (GSN), that the Audit Committee recommend to the Board that the surplus for 2019-2020 be held, to be used to cushion and provide time for any permanent spending reductions for 2021-2022 budget. This excludes the proposed allocation to the IT Infrastructure of \$1.4 million.” The \$10.2M unused

operating surplus from 2018-19 has been distributed as identified in point number two above. The amended Strategic Reserve allocation is as follows:

Appropriations	2019 Accumulated Surplus	2020 In- Year Surplus	Reserve Balance
Surplus Available for Compliance	76,257,680	27,050,364	103,308,044
Internally Appropriated	10,793,304	6,327,318	17,120,622
Available; Unappropriated	65,464,376	20,723,046	86,187,422
20-21 Board approved Operating Reserves			
20-21 Playground Reserve	1,200,000		1,200,000
19-20 Trustee Strategic Reserve	54,800		54,800
<i>Unused 19-20 Operating Reserves</i>	10,240,000	-10,240,000	0
<i>Strategic Reserves</i>			
Operating Contingency	23,041,000	24,514,894	47,555,894
IT Strategic Systems Reserve	20,626,715	3,584,000	24,210,715
IT Infrastructure Reserve	5,119,797	1,840,152	6,959,949
Student Equity Reserve	2,591,031	512,000	3,103,031
Administrative Facilities Reserve	2,591,033	512,000	3,103,033
TOTAL UNAPPROPRIATED	65,464,376	20,723,046	86,187,422

F. STAFF RECOMMENDATION

That the Board of Trustees approve the attached 2019-20 Draft Audited Financial Statements and the recommended appropriation of the accumulated surplus as amended by the Audit Committee appearing in Section E.5.

Consolidated financial statements of Toronto Catholic District School Board

August 31, 2020

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Management Report

Year ended August 31, 2020

Re: Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Toronto Catholic District School Board are the responsibility of the School Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1(a) to the financial statements.

The preparation of the consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Deloitte LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's consolidated financial statements.

Director of Education

Chief Financial Officer

_____, 2020

Independent Auditor's Report

To the Board of Trustees of the
Toronto Catholic District School Board

Opinion

We have audited the consolidated financial statements of Toronto Catholic District School Board (the "Board"), which comprise the consolidated statement of financial position as at August 31, 2020, and the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies (collectively referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Board for the year ended August 31, 2020 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1(a) of the financial statements which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and the Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian GAAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
 Licensed Public Accountants
 _____, 2020

Toronto Catholic District School Board
Consolidated statement of financial position

As at August 31, 2020
(In thousands of dollars)

	Notes	2020 \$	2019 \$
Assets			
Cash and cash equivalents		145,906	78,347
Accounts receivable	3	189,450	74,413
Account receivable – Government of Ontario	2	382,420	376,931
Investments		15,000	15,170
Restricted cash	12	649	2,232
		733,425	547,093
Liabilities			
Accounts payable and accrued liabilities	4	230,460	78,179
Net long-term debt	8	271,641	289,674
Deferred revenue	5	109,040	103,582
Retirement and other employee future benefits payable	11	61,265	63,625
Deferred capital contributions	6	846,769	865,603
		1,519,175	1,400,663
Net debt		(785,750)	(853,570)
Non-financial assets			
Prepaid expenses		1,707	2,586
Tangible capital assets	10	1,301,207	1,284,706
		1,302,914	1,287,292
Commitments and contingencies	14		
Accumulated surplus		517,164	433,722

The accompanying notes are an integral part of the consolidated financial statements.

Approved on behalf of the Board

_____, Chair of the Board

_____, Director of Education

Toronto Catholic District School Board**Consolidated statement of operations**

Year ended August 31, 2020

(In thousands of dollars)

	Notes	Budget \$	2020 Actual \$	2019 Actual \$
Revenue				
Provincial grants				
Student needs		1,072,529	1,078,211	1,092,248
Amortization of deferred capital contributions	6	61,570	63,140	59,698
Other		13,669	11,523	18,037
School generated funds		30,265	34,271	40,941
Investment income		58	1,078	1,297
Other fees and revenue		110,592	79,550	118,660
		1,288,683	1,267,773	1,330,881
Expenses	13			
Instruction		944,600	907,808	920,105
Administration		28,339	30,157	29,206
Transportation		37,390	35,026	37,325
Pupil accommodation		170,334	164,125	167,698
School generated funds		30,265	32,115	40,094
Other		10,335	15,100	20,675
		1,221,263	1,184,331	1,215,103
Annual surplus		67,420	83,442	115,778
Accumulated surplus, beginning of year		433,722	433,722	317,944
Accumulated surplus, end of year		501,142	517,164	433,722

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board**Consolidated statement of change in net debt**

Year ended August 31, 2020

(In thousands of dollars)

	Budget \$	2020 Actual \$	2019 Actual \$
Annual surplus	67,420	83,442	115,778
Tangible capital asset activities			
Purchase of tangible capital assets	(113,234)	(79,699)	(169,851)
Amortization of tangible capital assets	61,268	63,198	59,756
	(51,966)	(16,501)	(110,095)
Other non-financial asset activities			
Acquisition of prepaid expenses	—	(1,707)	(2,586)
Use of prepaid expenses	—	2,586	2,773
	—	879	187
Change in net debt	15,454	67,820	5,870
Net debt, beginning of year	(853,570)	(853,570)	(859,440)
Net debt, end of year	(838,116)	(785,750)	(853,570)

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board**Consolidated statement of cash flows**

Year ended August 31, 2020

(In thousands of dollars)

	Notes	2020 \$	2019 \$
Operating activities			
Annual surplus		83,442	115,778
Items not involving cash			
Amortization of tangible capital assets		63,198	59,756
Amortization of deferred capital contributions		(63,140)	(59,698)
Changes in non-cash assets and liabilities			
Accounts receivable		(115,037)	4,135
Prepaid expenses		879	187
Accounts payable and accrued liabilities		152,281	(15,837)
Deferred revenue – operating		(335)	(1,425)
Retirement and other employee future benefits payable		(2,360)	(5,102)
		118,928	97,794
Capital activity			
Purchase of tangible capital assets, net of disposals		(79,699)	(169,851)
Investing activity			
Redemption (acquisition) of investments, net		170	(14,840)
Financing activities			
Increase in account receivable – Government of Ontario, net		(5,489)	(41,185)
Debt repayment and sinking fund contributions		(18,033)	(17,171)
Repayment of obligations under capital lease		—	(154)
Decrease in restricted cash held in joint bank account	18	1,583	18,607
Additions to deferred capital contributions		23,209	56,410
Change in deferred revenue – capital		26,890	(25,027)
		28,160	(8,520)
Increase (decrease) in cash and cash equivalents		67,559	(95,417)
Cash and cash equivalents, beginning of year		78,347	173,764
Cash and cash equivalents, end of year		145,906	78,347
Cash and cash equivalents consists of:			
Cash		516	755
Cash equivalents		145,390	77,592
		145,906	78,347

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board

Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

1. Significant accounting policies

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below.

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11, Accounting Policies and Practices Public Entities ("Regulation 395/11"), of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario ("Province"). A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards ("PSAS") commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Regulation 395/11 of the Financial Administration Act. Regulation 395/11 requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. Regulation 395/11 further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of PSAB, which requires that:

- (i) government transfers, including amounts previously recognized as tax revenue, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PSAS PS3410;
- (ii) externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with PSAS PS3100; and
- (iii) property taxation revenue be reported as revenue when received or receivable in accordance with PSAS PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenue and deferred capital contributions would be recorded differently under PSAS.

(b) Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenue and expenses of the reporting entity. The reporting entity comprises all organizations which are controlled by the Toronto Catholic District School Board ("Board").

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

1. Significant accounting policies (continued)

(b) Reporting entity (continued)

School generated funds, which include the assets, liabilities, revenue and expenses of various organizations that exist at the school level and which are controlled by the Board, are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

(c) Trust funds

Trust funds and their related operations administered by the Board, amounting to \$529 (\$557 in 2019), have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations, as they are not controlled by the Board.

(d) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of 90 days or less.

(e) Investments

Temporary investments consist of marketable securities, which are liquid short-term investments with maturities of between three months and one year at the date of acquisition, and are carried on the consolidated statement of financial position at the lower of cost or fair value.

Long-term investments consist of investments that have maturities of more than one year. Long-term investments are recorded at cost and assessed regularly for permanent impairment.

(f) Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

(g) Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions, as defined in Regulation 395/11. These amounts are recognized as revenue in the consolidated statement of operations at the same rate as related tangible capital assets are amortized. The following items fall under this category:

- (i) government transfers received or receivable for capital purposes;
- (ii) other restricted contributions received or receivable for capital purposes; and
- (iii) amounts previously recognized as property taxation revenue which were historically used to fund capital assets.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

1. Significant accounting policies (continued)

(h) Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, dental benefits, retirement gratuity, worker's compensation, accumulated sick leave and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: Elementary Teachers' Federation of Ontario (ETFO), Ontario English Catholic Teachers' Association (OECTA), Education Workers' Alliance of Ontario (EWA), Canadian Union of Public Employees (CUPE), and Ontario Non-union Education Trust for non-unionized employees including principals, vice-principals, directors and supervisory officers. The ELHTs provide health, dental and life insurance benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals in the following employee groups: CUPE and EWA(OAPPSP) and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities were actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the costs are recognized over the expected average service life of each employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for workers' compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (ii) The cost of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System ("OMERS") pensions, are the employer's contributions due to the plan in the period.
- (iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

1. Significant accounting policies (continued)

(i) Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases that transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset class	Estimated useful life in years
Land improvements with finite lives	15
Buildings and building improvements	40
Portable structures	20
Other buildings	20
First-time equipping of schools	10
Furniture	10
Equipment	5-15
Computer hardware	5
Computer software	5
Vehicles	5-15
Leasehold improvements	Over lease term

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as assets held for sale on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

(j) Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

1. Significant accounting policies (continued)

(k) Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related act, investment income earned on externally restricted funds, such as pupil accommodation, educational development charges and special education is added to the deferred revenue and forms part of the respective deferred revenue balances.

(l) Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees"). The budget approved annually by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The approved operating budget for 2019-2020 is reflected on the consolidated statement of operations. The budget was approved on July 2, 2019.

(m) Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenue and expenses during the year. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known. Accounts subject to significant estimates include accrued liabilities, retirement and other employee future benefits payable, useful lives of tangible capital assets and the recognition of deferred amounts related to capital contributions.

(n) Property tax revenue

Under PSAS, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Grants.

2. Account receivable – Government of Ontario

The Province replaced variable capital funding with a one-time debt support grant in 2009-2010. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of \$256,619 as at August 31, 2020 (\$300,485 in 2019) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the Strategy, the Ministry of Education delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry of Education. The balance of delayed grant payments included account receivable – Government of Ontario as at August 31, 2020 is \$125,801 (\$76,446 in 2019).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

3. Account receivable

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax ("EPT") amounts to the Board. This amount for the Board was \$183,595 (\$65 in 2019) and has been included in accounts receivable on the statement of financial position. This amount will be recovered fully by the Board in the following school year.

4. Accounts payable and accrued liabilities

Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay EPT amounts to the Board. To mitigate the financial impact of this deferral, the Province adjusted its cash flow through the School Board Operating Grant in July 2020 to pay an additional amount equal to about 25% of the annual education property tax amount as forecasted by the Board in the 2019-20 Revised Estimates. This amount for the Board was \$147,248 (nil in 2019) and has been included in Accounts payable and accrued liabilities on the statement of financial position. This amount will be recovered by the Province during the year ending August 31, 2021.

5. Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue externally restricted for specific purposes by legislation, regulation or agreement as at August 31, 2020 is comprised of:

	Balance, August 31, 2019 \$	Externally restricted revenue and investment income \$	Revenue recognized during the year \$	Transfers to deferred capital contributions \$	Balance, August 31, 2020 \$
Pupil accommodation	29,795	59,775	(38,791)	(17,939)	32,840
Education development charges	—	48,762	(44,719)	—	4,043
Proceeds of disposition	40,789	881	—	—	41,670
Financial contributions	2,419	—	—	—	2,419
Other	30,579	165,617	(164,970)	(3,158)	28,068
	103,582	275,035	(248,480)	(21,097)	109,040

6. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2020 \$	2019 \$
Balance, beginning of year	865,603	847,024
Transfers from deferred revenue	21,097	21,867
Additions to deferred capital contributions	23,209	56,410
Revenue recognized in the year	(63,140)	(59,698)
Balance, end of year	846,769	865,603

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

7. Temporary borrowing

The Board has an operating line of credit available to a maximum of \$65,000 to address operating requirements. No amounts have been drawn as at August 31, 2020 (nil in 2019).

Interest on the operating facility is at the bank's prime lending rate minus 0.65%, which is due on demand.

8. Net long-term debt

Net long-term debt reported on the consolidated statement of financial position comprises the following:

	Interest rate	Maturity date	2020 \$	2019 \$
Deventure CIBC Mellon Trust Series 2002-A2	5.900	October 11, 2027	46,379	51,172
Deventure CIBC Mellon Trust Series 2003-A2	5.800	November 7, 2028	25,442	27,701
Deventure Ontario Financing Authority ("OFA") Series 2009-A2	5.347	November 15, 2033	16,549	17,368
Deventure OFA Series 2009-A4	5.105	May 15, 2029	12,600	13,678
Deventure OFA Series 2007	4.560	November 15, 2031	8,642	9,203
Deventure OFA Series 2009-A3	5.062	March 13, 2034	9,055	9,498
Deventure OFA Series 2010-A345	5.232	April 13, 2035	8,609	8,983
Deventure OFA Series 2008	4.900	March 3, 2033	7,812	8,242
Deventure OFA Series 2009-A5	4.672	May 15, 2024	1,846	2,257
Deventure CIBC Mellon Trust Series 2000-A1	7.200	June 9, 2025	2,321	2,695
Deventure OFA Series 2010-A1	4.762	November 15, 2029	2,450	2,650
Deventure OFA Series 2009-A1	4.766	November 15, 2024	1,445	1,726
Deventure OFA Series 2010-A2	4.337	November 15, 2024	611	732
Deventure OFA Series 2013	3.663	June 25, 2038	47,321	49,135
Deventure OFA Series 2014	4.037	October 30, 2028	19,913	21,852
Deventure OFA Series 2014B	4.033	March 11, 2039	29,448	30,480
Deventure OFA Series 2015	2.993	March 9, 2040	20,850	21,611
Deventure OFA Series 2016	3.242	November 16, 2040	10,121	10,457
Deventure OFA Series 2017	3.594	March 14, 2042	227	234
Balance, end of year			271,641	289,674

Principal contributions and interest payments on the debenture debt due over the next five years and thereafter are as follows:

Fiscal year	Principal contributions \$	Interest payments \$	Total \$
2020/2021	18,940	12,335	31,275
2021/2022	19,895	11,380	31,275
2022/2023	20,899	10,376	31,275
2023/2024	21,957	9,318	31,275
2024/2025	22,298	8,211	30,509
Thereafter	167,652	37,120	204,772
	271,641	88,740	360,381

Interest on net long-term debt amounted to \$13,088 (\$13,974 in 2019).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

9. Debt repayment

The expenditure for debt charges, capital loans and capital leases include principal payments.

	2020	2019
	\$	\$
Principal payments on net debt, including contributions to sinking funds	18,033	17,171
Principal payments on capital leases	—	154
Interest payments on net debt	13,088	13,974
	31,121	31,299

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Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

10. Tangible capital assets

	Balance, September 1, 2019 \$	Additions and transfers \$	Disposals \$	Cost Balance, August 31, 2020 \$	Balance, September 1, 2019 \$	Accumulated amortization		Balance, August 31, 2020 \$	Net book value August 31, 2020 \$	August 31, 2019 \$
						Amortization \$	Disposals \$			
Land	405,411	31,432	5,591	442,434	—	—	—	—	442,434	405,411
Land improvements	38,785	4,483	—	43,268	11,967	2,901	—	14,868	28,400	26,818
Buildings	1,417,922	27,531	33,757	1,479,210	662,178	54,624	—	716,802	762,408	755,744
Furniture and equipment	41,501	6,352	(4,075)	43,778	20,263	5,673	(4,075)	21,861	21,917	21,238
Construction in progress	75,495	9,901	(39,348)	46,048	—	—	—	—	46,048	75,495
	1,979,114	79,699	(4,075)	2,054,738	694,408	63,198	(4,075)	753,531	1,301,207	1,284,706

Assets under construction

Assets under construction of \$46,048 (\$58,618 in 2019) have not been amortized. Amortization of these assets will commence when the asset is put into service.

Toronto Catholic District School Board
Notes to the consolidated financial statements
August 31, 2020
(In thousands of dollars)

11. Retirement and other employee future benefits

				2020	2019
	Pension Benefits	Retirement benefits	Other employee future benefits	Total	Total
	\$	\$	\$	\$	\$
Accrued benefit obligation					
Balance, beginning of year	3,747	54,178	10,024	67,949	70,957
Employer current service cost	121	—	3,956	4,077	4,696
Interest on accrued benefit obligation	72	1,027	210	1,309	1,953
Benefits paid	(384)	(5,681)	(2,207)	(8,272)	(12,864)
Change due to Plan Amendment	—	—	—	—	849
Actuarial losses	225	557	—	782	2,358
Balance, end of year	3,781	50,081	11,983	65,845	67,949
Unamortized actuarial (losses) gains	(819)	(3,761)	—	(4,580)	(4,324)
Accrued benefit liability	2,962	46,320	11,983	61,265	63,625
Retirement and other employee future benefits expense(i)					
Current year benefit costs	121	—	3,956	4,077	4,696
Interest on accrued benefit obligation	72	1,026	210	1,308	1,953
Change due to Plan Amendment	—	—	—	—	849
Amortization of actuarial (gains) losses	71	457	—	528	264
Employee future benefits expense (recovery)(i)	264	1,483	4,166	5,913	7,762

(i) Excluding pension contributions to OMERS, a multi-employer pension plan described below.

The amounts of the employee future benefit liabilities for the other post-employment benefits are based on actuarial valuations for accounting purposes as at August 31, 2020. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations and the Board's best estimates of expected rates are as follows:

	Retirement benefits		Other employee future benefits	
	2020	2019	2020	2019
Discount on accrued benefit obligations	1.40%	2.00%	1.40%	2.00%
Wage and salary escalation	—	—	—	—
Dental costs escalation	4.50%	4.50%	4.50%	4.50%
Insurance and health care cost escalation	7.25% per annum grading down to an ultimate rate of 4.50%	7.50% per annum grading down to an ultimate rate of 4.50%	7.25% per annum grading down to an ultimate rate of 4.50%	7.50% per annum grading down to an ultimate rate of 4.50%

(a) Retirement gratuity plans

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

The amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days and years of service at August 31, 2012.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

11. Retirement and other employee future benefits (continued)

(b) Long-term disability benefits

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees up to the transition to the ELHT or to employees who are not yet members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(c) Retirement life insurance and health care benefits

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, do not qualify for board subsidized premiums or contributions.

(d) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience or the rate for active employees. Depending on the year in which a retiree has retired and the board's prior arrangements, retirees' premiums could be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

(e) Sick leave top-up benefits

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only to be used to top-up salary for illness paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$108 (\$341 in 2019).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2018 (the date at which probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2020.

(f) Workplace Safety and Insurance Board ("WSIB")

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act ("WSI Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the WSI Act. The Board does not fund these obligations in advance of payment made under the WSI Act. School boards are required to provide salary top-up to a maximum of 41/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such a provision. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. WSIB amounts paid in the year were \$2,207 (\$2,871 in 2019).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

11. Retirement and other employee future benefits (continued)

(g) Post-employment benefits

Certain senior staff who retire or leave under a voluntary exit plan may elect, if their contractual arrangements permit, to continue coverage of health insurance and/or dental insurance and life insurance. The Board will pay 100% of the cost and the coverage terminates when the employee reaches age 65. In addition, supervisory office, non-union, office, clerical, technical and custodial staff are eligible for a \$5 life insurance benefit if they retire on or after age 65. Post-employment benefits paid in the year were \$384 (\$411 in 2019). The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(h) Ontario Teachers' Pension Plan

Teachers and related employee groups are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(i) Ontario Municipal Employees Retirement System ("OMERS")

All non-teaching employees of the Board are eligible to be members of OMERS, a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. Employees contribute up to 8.8% of their earnings and the Board matches the employee contributions to the plan. During the year ended August 31, 2020, the Board contributed \$15,303 (\$15,223 in 2019) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

12. Restricted cash

The Board has restricted cash in a Joint bank account with the Toronto District School Board for \$649 (\$2,232 in 2019) (See Note 18).

13. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	Budget 2020 \$	Actual 2020 \$	Actual 2019 \$
Salary and wages	842,153	817,308	826,035
Employee benefits	144,870	141,413	141,549
Staff development	1,612	966	986
Supplies and services	90,417	90,466	102,305
Debt charges and interest	13,316	13,088	13,974
Rental	3,297	6,087	6,965
Fees and contract services	63,805	47,657	59,686
Other	165	4,148	3,847
Amortization of tangible capital assets	61,628	63,198	59,756
	1,221,263	1,184,331	1,215,103

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

14. Commitments and contingencies

(a) Commitments

(i) Construction commitments

Commitments on incomplete construction contracts for various school building projects amounted to approximately \$20,726 (\$31,050 in 2019) as at August 31, 2020.

(ii) Letters of credit

The Board has 61 (63 in 2019) bank letters of credit outstanding in favour of the local government totaling \$8,095 (\$8,133 in 2019) as at August 31, 2020, pertaining to construction projects. The latest expiry date is August 30, 2021.

(iii) Operating leases and maintenance contracts

The Board has operating leases and maintenance contracts with the following annual payments:

	\$
2020/2021	6,573
2021/2022	5,427
2022/2023	2,920
2023/2024	1,716
2024/2025	1,697
Thereafter	31,281
	<u>49,614</u>

(b) Contingencies

(i) Legal claims

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2020, no provision is made in the consolidated financial statements.

15. Ontario School Board Insurance Exchange ("OSBIE")

The Board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act that is funded by the member boards across Ontario. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$24,000 per occurrence.

The ultimate premiums over a five year period are based on both the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires in December 2021.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2020

(In thousands of dollars)

16. Repayment of The "55 School Board Trust" funding

On June 1, 2003, the Board received \$50,415 from The "55 School Board Trust" (the "Trust") for its capital-related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the Trust. The Trust was created to refinance the outstanding not permanently financed ("NPF") debt of participating boards that are beneficiaries of the Trust. Under the terms of the agreement, the Trust repaid the Board's debt in consideration for the assignment by the Board to the Trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$3,765 (\$3,765 in 2019) in grants in respect of the above agreement for the year ended August 31, 2020, is recorded in these consolidated financial statements.

17. Toronto Transportation Group

On September 21, 2011, the Toronto Transportation Group was created as a Membership Agreement between the Board and the TDSB in order to provide common administration of student transportation in the City. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of the Toronto Transportation Group are shared. No party is in a position to exercise unilateral control.

The Board's portion of transportation expenses has been included in the consolidated statement of operations.

18. Financial contribution agreements

During 2001-2002, the Board established three joint trust accounts with the TDSB pertaining to Education Development Levy Agreements. These Agreements pertain to building developments that pre-date the passing of the Education Development Charges provisions of the Education Act. The total levy amount in these joint trust accounts as at August 31, 2020 is \$34,022. These funds must be used for construction of school facilities in specific designated areas of the City of Toronto once funds are allocated by the Ministry of Education. On June 26, 2017 the Ministry of Education approved a capital funding allocation from the joint trust of \$19,625 for the construction of an elementary school. As at August 31, 2020 \$18,975 of the allocated funds has been spent and included in construction in progress and deferred capital contributions, the remaining \$649 has remained in restricted cash in joint trust accounts. The remaining Board's financial interest in these joint trust accounts has not been reflected in the consolidated financial statements, as the amounts are determined jointly and will be apportioned at the time the funds are required for school construction.

19. COVID-19 Pandemic

On March 11 2020, the World Health Organization characterized the outbreak of a strain of the novel coronavirus ("COVID-19") as a pandemic which has resulted in a series of public health and emergency measures that have been put in place to combat the spread of the virus. The duration and impact of COVID-19 is unknown at this time and it is not possible to reliably estimate the impact that the length and severity of these developments will have on the financial results and condition of the Board in future periods.

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	65,464,376	-	20,723,046	86,187,422
1.2	Available for Compliance - Unappropriated	65,464,376	-	20,723,046	86,187,422
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	0	-	-	0
2.2	WSIB	0	-	-	0
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	School Block Budget	3,428,738	-	4,384,917	7,813,655
2.5	Professional Development	149,727	-	-7,897	141,830
2.6	Contracted Support Workers	0	-	-	0
2.7	Pastoral Plan incl Digital Resources	72,584	-	1,334,895	1,407,479
2.8	Capital Planning Capacity	527,852	-	-181,747	346,105
2.8.1	Committed Sinking Fund interest earned	0	-	0	0
2.8.2	Committed Capital Projects	610,020	-	-58,100	551,920
from Schedule 5.5				
	Other Purposes - Capital:				
2.9	Administrative Facilities Reserve	1,201,855	-	-	1,201,855
2.10	Trustee Playground & Trustee unspent Budget 2012, 13, 14	108,359	-	56,111	164,470
2.11	IT Infrastructure Reserve	2,678,192	-	524,863	3,203,055
2.12	Catholic School Parent Council	2,015,977	-	274,276	2,290,253
2.13		-	-	-	-
2.14	Available for Compliance - Internally Appropriated	10,793,304	-	6,327,318	17,120,622
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	76,257,680	-	27,050,364	103,308,044
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-48,072,284		8,012,047	-40,060,237
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-1,040,971		346,990	-693,981
4.1.3	Employee Future Benefits - other than retirement gratuity	-8,923,131		-	-8,923,131
4.2	Interest to be Accrued	-4,418,567		150,566	-4,268,001
4.4	School Generated Funds	11,756,514	-	2,155,896	13,912,410
4.7	Revenues recognized for land	408,162,642	-	45,726,199	453,888,841
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	357,464,203	-	56,391,698	413,855,901
5	Total Accumulated Surplus (Deficit)	433,721,883	-	83,442,062	517,163,945

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

2019-20 Statement of Financial Position

	Current Year	Accumulated
Consolidated Statement of Financial Position		
(Pg. 1 of Consolidated Financial Statements)		
Accumulated PSAB Surplus	\$ 83,442,062	\$ 517,163,945
EFIS Schedule 5 - Detail of Accumulated Surplus/Deficit		
Accumulated PSAB Surplus	\$ 83,442,062	\$ 517,163,945
Deduct Amounts not available for Compliance:		
Retirement Gratuity Liability	8,012,047	(40,060,237)
Retirement Health, Dental ,Life Insurance Liability	346,990	(693,981)
Other Employee Future Benefits Liability	-	(8,923,131)
Accrued Interest	150,566	(4,268,001)
School Generated Funds	2,155,896	13,912,410
Revenues Recognized for Land	45,726,199	453,888,841
Subtotal - Amounts not available for Compliance	\$ 56,391,698	\$ 413,855,901
Accumulated Surplus (Deficit) Available for Compliance	\$ 27,050,364	\$ 103,308,044
Deduct Amounts Internally Appropriated		
Reserve for Classroom Budget Carryover	4,384,917	(7,813,655)
Reserve for PDT PD Funds	(7,897)	(141,830)
Reserve for Contracted Support Workers	-	-
Reserve for Pastoral Plan	1,334,895	(1,407,479)
Reserve for Unspent Trustee Expense Budgets/Playgrounds	56,111	(164,470)
Reserve for Capital Planning Capacity Program	(181,747)	(346,105)
Committed Sinking Fund Interest Earned	-	-
Committed Capital Projects	(58,100)	(551,920)
Administrative Facilities Reserve		(1,201,855)
Reserve for Classroom Computers and Schoolconnects Software	524,863	(3,203,055)
Reserve for CSPC Accounting Practice Change	274,276	(2,290,253)
Subtotal - Amounts not available for Compliance	\$ 6,327,318	\$ (17,120,622)
2019-20 Actual Operating Accumulated Surplus	\$ 20,723,046	\$ 86,187,422
2019-20 Revised Estimates Projected Accumulated Surplus	\$ (2,808,998)	\$ 62,655,378
Difference	\$ 23,532,044	\$ 23,532,044

OPERATING EXPENDITURES
@ August 31, 2020

'000's	Total Revised Estimate	YTD Revised Estimate	YTD Actual	Variance '000's	Variance %	2019/20 YTD % Spent	2018/19 YTD % Spent
Salaries							
Teachers	542,405	542,405	534,912	7,493	1.4%	98.6%	100.0%
Occasional Teachers	27,011	27,011	24,348	2,663	9.9%	90.1%	100.0%
Educational Assistants & ECE's	61,761	61,761	58,242	3,519	5.7%	94.3%	100.0%
Principal & VP	38,328	38,328	39,058	(730)	-1.9%	101.9%	100.0%
School Office	17,792	17,792	16,988	804	4.5%	95.5%	100.0%
Continuing Education	17,050	17,050	15,513	1,537	9.0%	91.0%	100.0%
Other Instructional	61,819	61,819	55,532	6,287	10.2%	89.8%	100.0%
Sub Total Instruction	766,166	766,166	744,593	21,573	2.8%	97.2%	100.0%
Administration	17,819	17,819	19,675	(1,856)	-10.4%	110.4%	100.0%
Transportation	1,073	1,073	946	127	11.9%	88.1%	100.0%
Operations & Maintenance	47,058	47,058	44,868	2,190	4.7%	95.4%	100.0%
Other	8,591	8,591	7,227	1,364	15.9%	84.1%	100.0%
Sub Total Non Instruction	74,541	74,541	72,715	1,826	2.5%	97.6%	100.0%
Total Salaries	840,707	840,707	817,308	23,399	2.8%	97.2%	100.0%
Benefits							
Teachers	79,940	79,940	81,265	(1,325)	-1.7%	101.7%	100.0%
Occasional Teachers	5,719	5,719	5,206	513	9.0%	91.0%	100.0%
Educational Assistants & ECE's	19,830	19,830	18,963	867	4.4%	95.6%	100.0%
Principal & VP	4,991	4,991	4,871	120	2.4%	97.6%	100.0%
School Office	5,630	5,630	5,198	432	7.7%	92.3%	100.0%
Continuing Education	2,564	2,564	2,594	(31)	-1.2%	101.2%	100.0%
Other Instructional	13,413	13,413	12,419	993	7.4%	92.6%	100.0%
Sub Total Instruction	132,088	132,088	130,518	1,570	1.2%	98.8%	100.0%
Administration	5,137	5,137	5,303	(166)	-3.2%	103.2%	100.0%
Transportation	240	240	244	(4)	-1.6%	101.6%	100.0%
Operations & Maintenance	14,501	14,501	12,962	1,539	10.6%	89.4%	100.0%
Other	1,409	1,409	745	664	47.1%	52.9%	100.0%
Sub Total Non Instruction	21,288	21,288	19,254	2,033	9.6%	90.5%	100.0%
Total Benefits	153,375	153,375	149,772	3,603	2.4%	97.7%	100.0%
Operating Expense							
Instructional Expense	42,435	42,435	34,087	8,348	19.7%	80.3%	100.0%
Transportation Expense	37,383	37,383	33,836	3,547	9.5%	90.5%	100.0%
Operations & Maintenance Expense	36,613	36,613	31,507	5,106	14.0%	86.1%	100.0%
Other Non Instructional Expense	5,240	5,240	7,531	(2,291)	-43.7%	143.7%	100.0%
Total Expense	121,671	121,671	106,961	14,710	12.1%	87.9%	100.0%
Grand Total	1,115,754	1,115,754	1,074,042	41,712	3.7%	96.3%	100.0%

Instruction %	10/10	100.0%
Non-Instruction %	12/12	100.0%